



Australian Government
Tertiary Education Quality
and Standards Agency

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TEQSA

FUTURE NATIONAL AGENDAS

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OUTLINE

- Shaping influences
- Role of TEQSA
- Role of providers and TEQSA Standards
- Learning and teaching in an integrated system

SHAPING INFLUENCES

- Integration of HE and VET
- Balancing market-driven and non-market policy

INTEGRATION OF HE AND VET

- Government
 - policy and regulation
 - funding
- Societal: perceptions, expectations, interest
- Institutional: collaborative provision, structures, OER
- International: policy trends

BALANCING MARKET-DRIVEN AND NON-MARKET POLICY

- Market-driven:
 - consumer choice
 - competition
 - information for market
- Non-market:
 - research / national interest
 - regional / access and equity
 - collaboration

ROLE OF TEQSA

- The design: smart, quiet, market-focused
- Approach to regulation:
 - risk-based
 - regulatory necessity
 - proportionate
- Integration of approaches with ASQA

ROLE OF PROVIDERS AND TEQSA STANDARDS

- Role of providers:
 - Continuous compliance with standards
 - Qualitative and quantitative evidence: How do you know?
- TEQSA Standards:
 - Provider Standards, including Course Standards
 - Qualification Standards
 - Other: Teaching and Learning; Information; Research

Standards for each higher education award

1. Course design is appropriate and meets the Qualification Standards
2. Course resourcing and information is adequate
3. Admission criteria are appropriate
4. Teaching and learning are of high quality
5. Assessment is effective and expected student learning outcomes are achieved
6. Course monitoring, review, updating and termination are appropriately managed

**DRAFT
only!**

Some matters from the draft Standards for the 'Australian University' category:

- The provider demonstrates the commitment of teachers, researchers, course designers and assessors to the systematic advancement of knowledge.
- The provider demonstrates sustained scholarship that informs teaching and learning in all fields in which higher education courses are offered.

**DRAFT
only!**

- Issues for teaching and learning standards
 - comparability of intended student learning outcomes
 - assessment of achieved learning outcomes
 - consistency of approaches
 - alternatives to words and numbers to describe and assess learning outcomes

LEARNING AND TEACHING IN AN INTEGRATED SYSTEM

- Values
 - how will they morph / stream?
- Discourses
 - what new conceptions of learning?
- Competing logics
 - how will they co-exist?

LEARNING AND TEACHING IN AN INTEGRATED SYSTEM

- Values – how will they morph / stream?
 - Truth, honesty, objectivity, integrity
 - Academic freedom
 - Inter-connectedness of curriculum and learning/teaching
 - Research and scholarship
 - Personal identity
 - Employability

LEARNING AND TEACHING IN AN INTEGRATED SYSTEM

- Discourses: what new conceptions of learning?
 - Excellence
 - Competency
 - Assumptions about learners: ability to benefit, social capital, preparedness
 - Assumptions about learning: motivations, engagement
 - Conceptions of 'learning'?

LEARNING AND TEACHING IN AN INTEGRATED SYSTEM

- Competing logics: how will they co-exist?
 - competition
 - subversion
 - avoidance
 - collaborate for common goal?

QUESTIONS AND COMMENTS?
