

AUSTRALIAN  
LEARNING  
& TEACHING  
COUNCIL



Australian Learning and Teaching Council  
ALTA Forum  
May 2-3 2011

An initiative of the Australian Government Department of Education, Employment and Workplace Relations



# Perfect Storm

- TEQSA - standards
- Australian Qualifications Framework
- Mission – based Compacts
- Performance Funding
- Demand driven funding
- Participation Agenda
- Skills Agenda
- Pathways
- Funding review
- International market



# TEQSA Overview

[www.deewr.gov.au/HigherEducation/Policy/teqsa/Pages/TEQSALegislation.aspx](http://www.deewr.gov.au/HigherEducation/Policy/teqsa/Pages/TEQSALegislation.aspx)

- National regulatory and quality assurance agency with the power to regulate higher education providers and monitor quality against a Standards Framework developed by the Higher Education Standards Panel.
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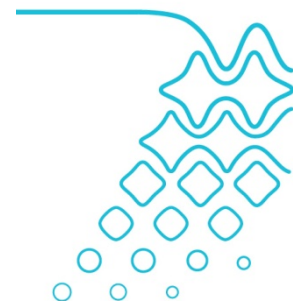


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- The Information Standards, **Teaching and Learning Standards** and Research Standards **will be new standards developed with the higher education sector.** These will be drawn on by TEQSA when conducting its **quality assurance activities.**



# TEQSA Provider Standards – draft released April 13

[www.deewr.gov.au/HigherEducation/Policy/teqsa/Documents/DraftProviderStandards.pdf](http://www.deewr.gov.au/HigherEducation/Policy/teqsa/Documents/DraftProviderStandards.pdf)



- Provider standing
- Financial viability and safeguards
- Corporate and academic governance
- Primacy of academic quality and integrity
- Management of human resources
- Responsibilities to students
- Physical and electronic resources and infrastructure

**NOTE ALSO: [Draft Provider Course Accreditation Standards](#)**

# Australian Qualifications Framework

[www.aqf.edu.au/AbouttheAQF/AQFQualifications/tabid/98/Default.aspx](http://www.aqf.edu.au/AbouttheAQF/AQFQualifications/tabid/98/Default.aspx)



- Read it carefully
- Look for the implications
- Pathways
- Level 8 and 9



# Mission-based Compacts Performance Funding

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- Performance funding (\$135m in 2012) allocated on the basis of meeting targets agreed as part of Compacts and set against a framework of **system-wide performance indicators**.
- Higher education performance funding will enable universities to **enhance the quality of teaching and learning and student outcomes**.

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- Higher education performance funding will enable universities to **enhance the quality of teaching and learning and student outcomes**.
- Focus on quality is essential where funding is driven by student choice, and is essential for ensuring that the Commonwealth's **participation and social inclusion ambitions are achieved without a risk to quality**.

# Demand Driven Funding

- more autonomy to universities through the removal of funding caps on Commonwealth supported places and **funded on basis of student demand**.
- additional funding of \$491 million over 2009-10 to 2012-13 to fund all undergraduate domestic students accepted into an eligible, higher education course. **Universities will not be funded for places that they do not fill.**



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- **this will add 50 000 commencing students by 2013 and produce 217 000 additional graduates by 2025.**

# Participation Agenda



- by 2020, 20 per cent of higher education enrolments at the undergraduate level will be people from low (SES) backgrounds.
- by 2025, 40 per cent of all 25 to 34 year olds will hold a qualification at bachelor level or above.
- enhanced participation and outcomes for Aboriginal and Torres Strait Islander people in higher education
- loadings related to number of the low SES students to help universities provide intensive support to disadvantaged students and improve retention and completion rates.
- targets will relate to access, participation and outcomes
- performance in meeting equity objectives will be linked with teaching and learning Performance Funding



# Skills Agenda

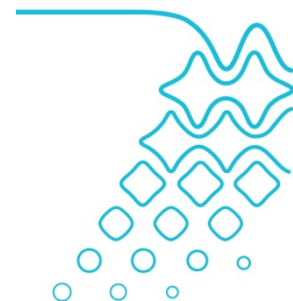


- Ministerial Council for Tertiary Education and Employment (MCTEE) reflects the **need for higher education and VET systems to work together** to produce integrated responses .
- Australian Qualifications Framework Council (AQFC) to develop strategies to **improve articulation and connectivity** between the Higher Education and VET sectors.
- **Skills Australia's role expanded** to advise on the effectiveness of the higher education system in meeting Australia's skill needs.
- Greater emphasis on **work based education**, internships, work relevant generic skills

# Pathways

[www.aqf.edu.au/AbouttheAQF/Pathways/tabid/156/Default.aspx](http://www.aqf.edu.au/AbouttheAQF/Pathways/tabid/156/Default.aspx)

- AQF Qualifications Pathways Policy aims to maximise the credit that students can gain for learning already undertaken by:
  - enhancing student progression into and between AQF qualifications
  - recognising the multiple pathways that students take to gain AQF qualifications and
  - recognising that learning can be formal, non-formal or informal, and
  - supporting the development of pathways in qualifications design.



# Base Funding Review



- Independent review of the base funding levels for learning and teaching in higher education to report in 2011
- To ensure that funding levels remain internationally competitive and appropriate for the sector.
- To examine options for achieving a more rational and consistent sharing of costs between students and across discipline clusters.

# Implications for Teaching and Learning in ICT



## **Collaboration vs competition**

- National agreement on standards in ICT
- Collaboration in assessing and demonstrating achievement of quality student outcomes
- Effective collaboration with accrediting bodies and employers

# Implications for Teaching and Learning in ICT



## **Student support**

- More effort on pathways and student support
- More effort on support for disadvantaged student groups
- Coping with greater demand in popular courses
- Coping with increased student numbers

# Implications for Teaching and Learning in ICT



## Industry engagement

- Remaining relevant to industry needs
- Securing work based experience for more students
- Assessing learning outcomes and demonstrating quality in work based learning.

# Implications for Teaching and Learning in ICT



## Market forces

- More competition from stronger, better regulated private providers
- Coping with falling demand as a result of competition
- Identifying your point of difference
- Mission based differentiation beyond minimum standards

# The Teaching and Learning world post ALTC

- Primacy of Disciplines in new Quality Assurance agenda





# The Teaching and Learning world post ALTC



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- Importance of Deans' Councils

# The Teaching and Learning world post ALTC



- Primacy of Disciplines in new Quality Assurance agenda
- Importance of Deans' Councils
- Importance of Associate Deans T&L

# The Teaching and Learning world post ALTC



- Primacy of Disciplines in new Quality Assurance agenda
- Importance of Deans' Councils
- Importance of Associate Deans T&L
- Importance of maintaining networks of providers, employers and professions



Thank you

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