



Australian Government

Tertiary Education Quality and Standards Agency

WIL & the New Standards

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Sections

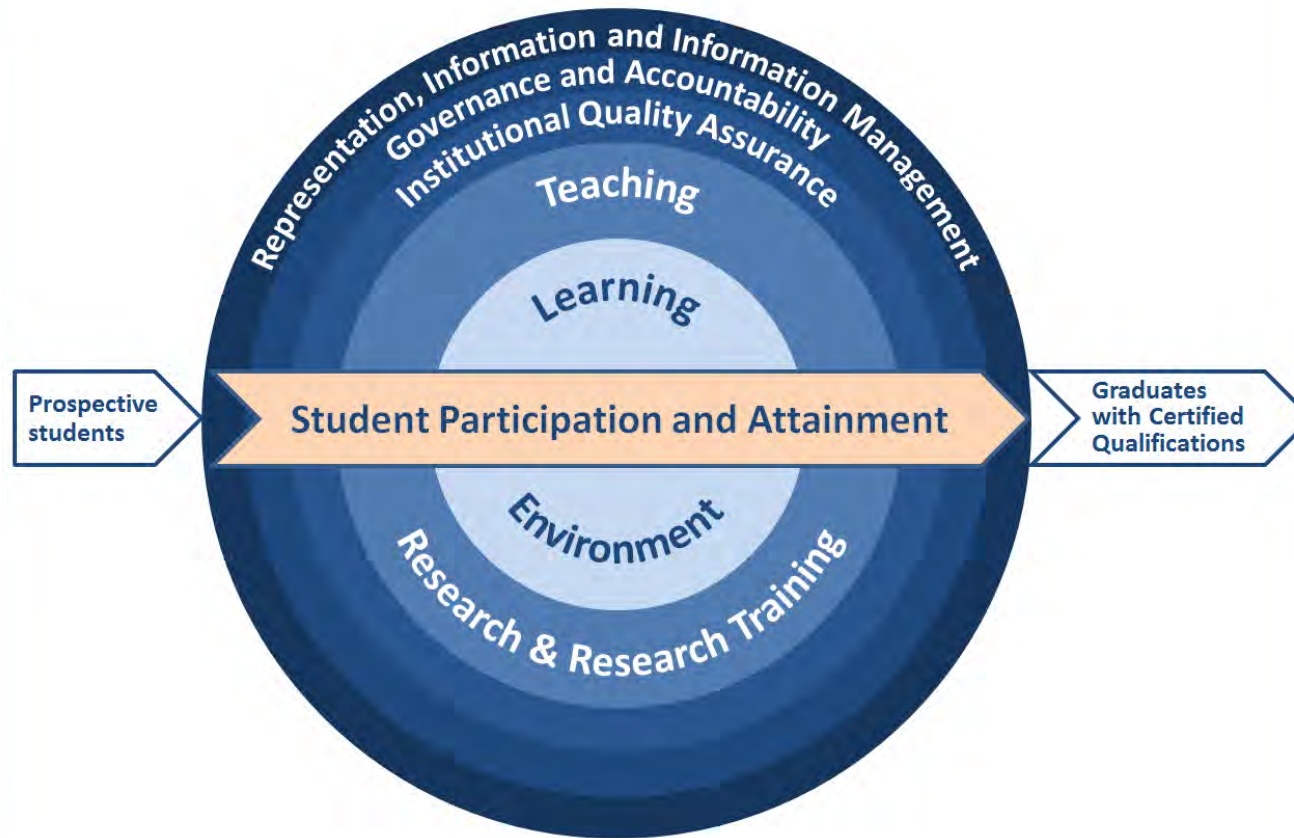
1. Orientation to New Standards
2. WIL & TEQSA's WIL Guidance Note
3. TEQSA Update

New Standards General



The new HE standards

- ▶ Seven domains - student centric



What's new?

- ▶ Out of the total number of Standards:
 - ▶ 50% rewritten
 - ▶ 25% changed to align with *National Code*
 - ▶ 25% new (learning, teaching, research and information management)
- ▶ Based on principles and outcomes, not structures, or ways and means
 - ▶ So our WIL guidance note not prescriptive

The new HE Standards

- ▶ Provides framework for internal monitoring & controls
 - ▶ Fits well with TEQSA's emphasis on a culture & environment of self-assurance
- ▶ Evidence of external review and quality assurance will be a key driver
- ▶ Your own reviews & reports best evidence
- ▶ Framework supports differentiated assessments rather than one-size-fits-all

Institutional quality assurance

- ▶ **Course Design (3.1*)**
 - Design must be specified, including
 - structure, duration & modes of delivery
 - Compulsory requirements for completion
- ▶ **Course Approval & Accreditation (5.1*)**
 - Processes overseen by ‘peak institutional academic governance processes’
 - Independent academic scrutiny
 - Rationale for WIL must be in course proposals
- ▶ **Academic & Research Integrity (5.2*)**
 - Policies & procedures + action to maintain academic & research integrity

Institutional quality assurance

- ▶ Monitoring, Review & Improvement (5.3*)
 - Cycles of reviews (5.3 + 6.3)
 - Courses, both periodic & 'interim', incl. delivery mode
 - Student performance
 - [Academic org. units (consistency of delivery) (in larger providers)]
 - Academic policies and procedures, incl. WIL
 - External referencing including benchmarking
 - Use to improve
- ▶ Continuous compliance, not just at application time

Interim monitoring

- ▶ Through the cycle, 'regular interim monitoring' (5.3.3)
- ▶ Typically per semester:
 - ▶ Quality of teaching & of HDR supervision
 - ▶ Student progress
 - ▶ Overall delivery of units, incl. WIL
 - ▶ External referencing of student performance
 - ▶ Use to mitigate risks & guide improvement

Third-Party Delivery

- ▶ Delivery with Other Parties (5.4)
 - ▶ WIL, placements, other community-based learning and collaborative research training arrangements are quality assured, including assurance of the quality of supervision of SE
 - ▶ Registered HEP remains accountable & verifies continuing compliance with all Standards, incl:
 - Learning outcomes should include knowledge & skills for employment (1.4.2c)
 - T&L activities (inc. WIL) foster progressive & coherent achievement of LOs (3.1.4)
 - cross-refer to course design

WIL & TEQSA'S WIL Guidance Note



WIL Definition & Scope

- ▶ GN defines WIL as:
 - ▶ ‘learning in a workplace outside HEP as a part of course of study.’
 - ▶ **ACED suggested:** ‘where structured and purposefully designed learning & assessment activities integrate theory with the practice of work’
- ▶ Outcome – 5.4.1 about 3rd party or joint delivery only, so this will be delimited scope of GN
- ▶ Effective QA expected, regardless of model

WIL Models

- ▶ Standards prescribe no particular model
 - ▶ ACED & ACEN raise
 - zero-credit
 - virtual/online
- ▶ Outcome:
 - ▶ Acknowledge support provided to students on zero-credit units may be limited because unfunded
 - ▶ Online placements need online support?
 - ▶ Student outcomes & experience must be comparable and QA applied as required by 5.4.1

WIL Risks

- ▶ Major risks:
 - ▶ No or inadequate QA framework
 - ▶ Not enough placements available (complaints)
 - ▶ Roles & expectations of all parties not set out
 - ▶ Inadequate workplace supervision
 - ▶ Inadequate support from provider
 - ▶ Conflict with supervisors
 - ▶ ACEN suggested adding:
 - ethical and professional behaviour ✓
 - partnerships with industry and community ✓
 - management of student IP ✓

WIL QA Framework

- ▶ Written agreement setting out:
 - objectives
 - roles & expectations of provider, host, student, supervisors
 - what happens if any of these fail to fulfil responsibilities
- ▶ Student preparation & support
 - ▶ Information (inherent requirements) & induction
 - ▶ Provide support in obtaining/replacing a suitable placement, including where students expected to be proactive in finding a placement
 - ▶ Some form of due diligence on organisation
 - understandably more difficult if in o/s student's home country

Progress and outcomes

- ▶ Process for monitoring progress, communication
- ▶ OH&S requirements
- ▶ How to complain or raise problems
- ▶ Reasonable equivalents for online or overseas
- ▶ Assessment & debriefing

Exemplar of good practice

- ▶ RR of hospitality provider
- ▶ Two Industry Training and Development Managers establish relationships with hosts
- ▶ Contract between provider, host & student
- ▶ Hosts get manual setting out responsibilities:
 - ▶ provider
 - ▶ host
 - ▶ student
- ▶ At least one formal visit annually
- ▶ Pastoral care from Manager, Student Welfare

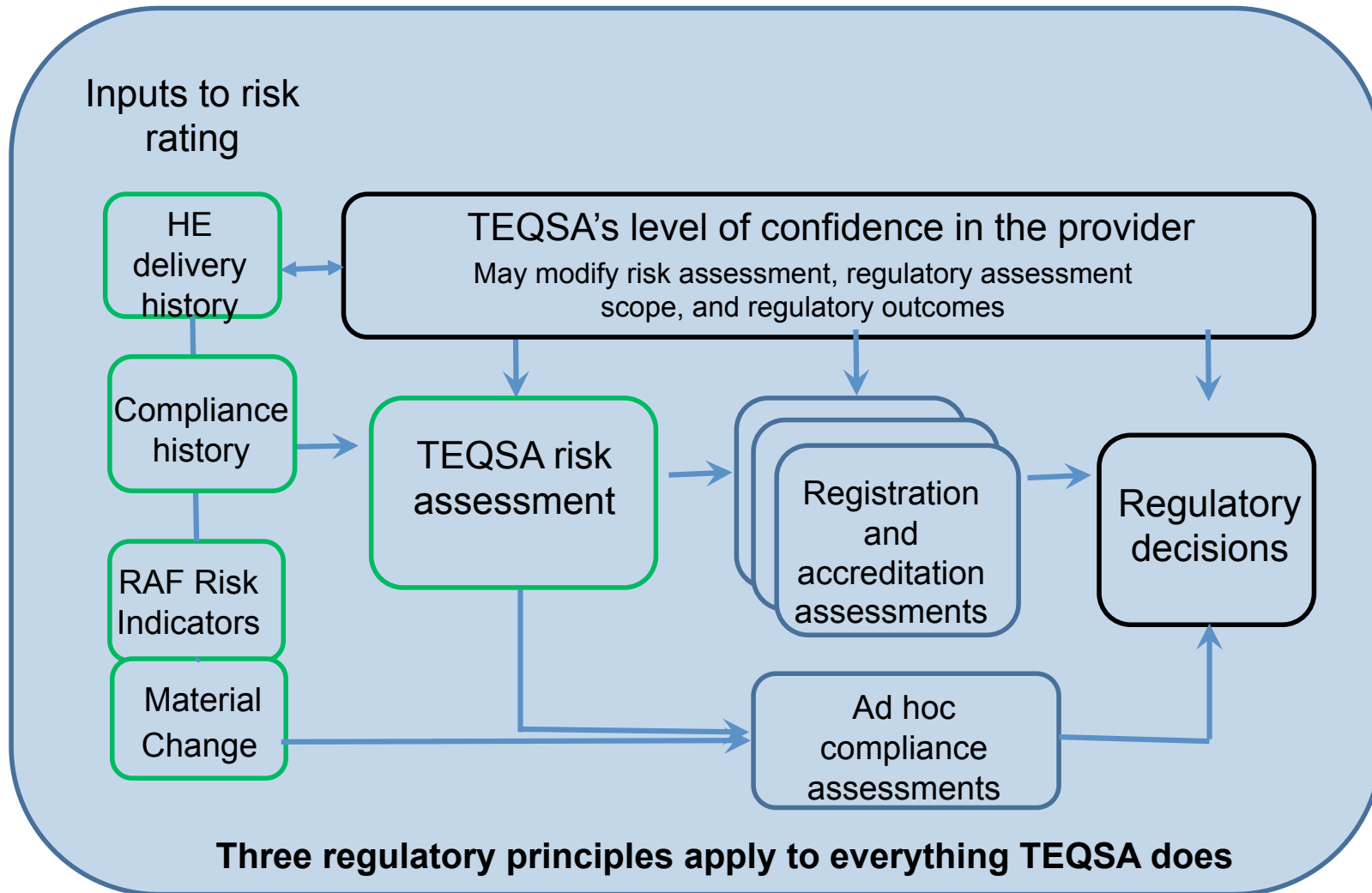
Exemplar with issues

- ▶ Bachelor of Community Services
- ▶ Both external experts raised concerns about QA of field placements, especially:
 - ▶ Placements scheduled in 1st year (condition applied)
 - ▶ Lack of pre-requisite subjects
 - ▶ Poor oversight of placements especially o/s
 - How will provider ensure appropriate organisation & quality of student experience?
 - Especially where student sources host
 - ▶ Inadequate training of supervisors
 - ▶ Inadequate student support
- ▶ TEQSA RFI to provide guidelines for WIL

General TEQSA Update



Assessment framework – Variable touch



Renewal of Registration Model

- ▶ 'Core +' model
- ▶ Rationale:
 - ▶ Scope and depth of assessment should vary with risk on a sliding scale: 'variable touch'
 - ▶ Mature low-risk providers should not have to demonstrate they meet all 109+ standards if:
 - provider is well constituted with established systems
 - student performance data favourable
 - history of meeting standards
 - also consider complaints history, which could include complaints about placements/WIL

Renewal of Registration Model

- ▶ Focus on external governance review, required (6.1.3d) every registration period for:
 - ▶ Governing Body
 - ▶ Academic governance
- ▶ Governance, corporate monitoring and accountability overarching processes
- ▶ **Review report is 'core of core' for RR**
 - ▶ RR assessments focus on self-correcting capability
 - ▶ Have you had a recent review of WIL?

2012-13

2014-16

2016 onwards

Principles of risk, necessity, proportionality

All providers assessed against all Standards

High front gate for initial registration

'Core/core +' renewal of registration /course accreditation

High front gate initial registration

2015 HESF -provider self-assurance

Reduced cyclical assessment

Monitoring strategies and regulatory tools for targeted regulatory response

Regulatory Risk Framework – 96 risk indicators

Risk differentiation 12 indicators, 2 overall areas of risk
Expanding analysis and reporting

Enhanced sector analysis, market intelligence and monitoring

Expanded guidance and support for providers

Established annual data collection
Key HE statistics published

Enhancing national data collection and sharing arrangements with other agencies

Improved information and transparency on provider operations and sector issues

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