



**Australian Vice-Chancellors' Committee**  
*the council of Australia's university presidents*

### **Quality Assurance of Teaching and Research**

**Professor Daryl Le Grew**  
Vice-Chancellor & President  
University of Tasmania

*Australia-Japan Presidents Meeting  
University of Technology, Sydney  
Sydney, Australia  
1 - 2 May 2006*

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### **Why does Quality matter?**

- Reputation of individual universities and of the Australian university system
- Reliable level of knowledge and skills in graduates
- Portability of qualifications after graduation, and credit transfer & exchanges during study



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### **The Quality Assurance Framework For Higher Education**



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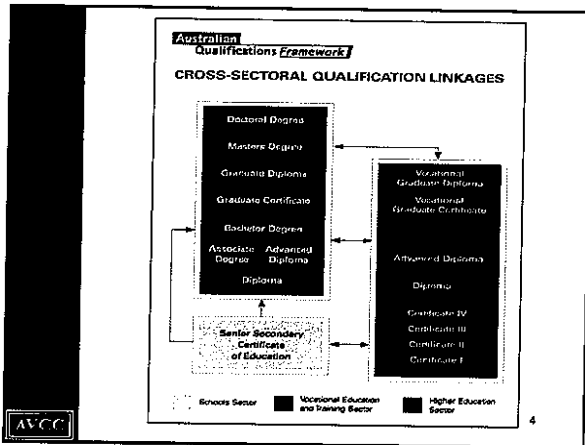
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- ### Australian Government processes
- Government mechanisms include:
    - > *Individual University Acts (legislated under State/Territory Government jurisdiction)*
    - > *The Higher Education Support Act 2003*
    - > *National Protocols for Australian Higher Education*
    - > *The Education Services for Overseas Students (ESOS) Act 2000 and its associated National Code*
    - > *Transnational Quality Strategy (TQS) Framework*

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- ### Learning & Teaching Performance Fund
- Australian Government program that aims to reward higher education providers that best demonstrate excellence in learning and teaching
  - \$54.4 million in 2006
    - > 5 universities rewarded for excellence
    - > 9 universities rewarded for high achievement
  - \$82 million in 2007
  - \$109 million in 2008
  - Debate over measures used to determine quality and reliability of data

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### Research Quality Framework

- **Purposes**
  - *determine quality and impact of university research activities*
  - *research resource (re)distribution*
  - *potential to reshape university sector*
- **Groups of researchers will be put forward by universities for assessment by discipline review panels**
- **Research to be assessed on Quality and Impact**
- **About \$557M will be distributed by Commonwealth via RQF outcomes for 2008-2010**



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### Transnational Quality Strategy Framework – Key Principles

1. **Courses/programs delivered within Australia & transnationally**
  - *should be equivalent in standard of delivery & course outcomes, as determined under nationally recognised QA arrangements*
2. **Australian courses offshore**
  - *must comply with host country legislation and regulatory frameworks*



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### Australian Universities Quality Agency

- **An independent, not-for-profit national agency that promotes, audits, and reports on quality assurance in Australian higher education both onshore & offshore**
- **Provides public assurance of the quality of Australia's universities**
- **AUQA's audit procedures and quality assurance system are open to public scrutiny**
- **Its judgements aim to be objective, fair, accurate and rigorous**



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### **Graduate Careers Australia's annual surveys**

- **Course Experience Questionnaire**
- **Graduate Destination Survey**
  - *Includes Postgraduate Research Experience Questionnaire*
- **Graduate Starting Salaries report - relating to new graduates (aged 25 and under) (derived from GDS)**



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### **Australian Professional Associations**

- **Integral role in the design and validation of university courses**
  - *including study requirements for professional registration*
  - *work experience requirements as part of program content*
- **National Office of Overseas Skills Recognition (NOOSR) monitors professional association requirements**



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### **AVCC's Principles for Provision of Education by Australian Universities**

- **Sets out responsibilities & expectations universities & students can have legitimately & fairly of each other**
- **Enables universities within the framework of their legislated autonomy to regulate their own activities through formulating their own statements for internal use**
- **Sets out principles that apply to all students and courses**



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### AVCC's International Code & Guidelines

- All 38 AVCC members' universities are signatories to the Code
  - all are fully committed to the legal, ethical, financial and education provisions
  - a strong demonstration of Australian universities' commitment to providing high quality programs both in-country & offshore
- First published in 1989; latest edition released on 12 April 2005
  - reflecting the changing & dynamic nature of higher education provision around the world



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### Individual University review processes and practices (i)

- Universities, as autonomous entities, regularly review their:
  - courses and programs (teaching and research)
  - students entry level to study
  - teaching and research staff performance (peer review)
  - faculties (management and operations, including selection processes, professional development)
  - services



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### Individual University review processes and practices (ii)

- University-initiated reviews include external reviewers from:
  - business and industry
  - academia (from Australia and overseas)
  - the wider community



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## Australian University Quality Assurance

- Factors impacting on Australia's ongoing review of QA
  - *Increasing demand on the higher education sector*
  - *Credit transfer and mutual recognition of qualifications*
  - *Diversification of funding*
  - *Negotiations and discussions regarding trade in education services and attitudes to foreign providers and GATS*
  - *Australia's objective: sustaining quality, quality assurance and academic excellence*



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