Professionalization of Quality Assurance in Australia’s Non-Self Accrediting Higher Education Providers

Hilary P.M. Winchester
h.winchester@internode.on.net
www.heqa.com.au
Outline

• Introduction – Professionalization; Quality Assurance in Australian Higher Education

• the incorporation of the non-university sector

• Professionalization through:
  o Shared knowledge
  o Professional development
  o Benchmarking

• Synergies with professionalization of the agency
Professionalization

• A social process whereby people come to engage in an activity as a paid occupation
e.g. quality managers
• Shared knowledge
• Validation and accreditation processes
Quality Assurance in Australian Higher Education

- Australian Universities Quality Agency established 2000
- External review 2006 ‘highly efficient and professional’
- First cycle of University audits 2002-06
Quality Assurance in Australian Higher Education

- Inclusion of NSA-HEPs 2006
- Accelerating pace – over 80 HEPs to be audited by 2015
- From 2013 combined in new agency for all tertiary education
Non-self accrediting Higher Education Providers (NSA-HEPs)

A diverse sector - over 500 providers
Generally small <2000 students
- Specialised – eg Music, Business
- Theological
- TAFE

If in receipt of government funding, requirement for 5-yearly audit: these are NSA-HEPs
Professionalization within HEPs: the role of AUQA

- Role of State agencies in registration and program accreditation
- AUQA the only audit body approved from 2007
  - Incorporation of NSA-HEPs into national audit schedule
- Requirement for specialized professional staff within AUQA
- Publication of audit reports and analysis of trends – knowledge dissemination
First Twenty AUQA Audits – Areas of Good Practice

• Student-Centred Approaches
• Student Support
• Community Engagement
• The Development of a Quality Culture and quality academic staff
First Twenty AUQA Audits – Areas for Improvement

• Institutional Governance
  - numerous aspects
• Academic Governance
• Benchmarking
• Human Resource Management
• Assessment and Moderation
Professionalization within HEPs: professional development

• Specialist workshops by AUQA
  o Use of Data
  o Benchmarking

• Academic Governance Guidelines

• Auditors from NSA-HEPs

• NSA Good Practices
Professionalization within HEPs: benchmarking by the sector

Australian Council of Private Education and Training

• First iteration 2010
• 19 members
• Expanding good practice
• Policy on professorial titles
Synergies in Professionalization

- Professionalism of AUQA but requirement for increasingly specialized staff
- Specialized appointments within NSA-HEPs
- NSA Auditors as leaders
Synergies in Professionalization

• ACPET co-ordinating and driving QA and QI from within the sector

• Synergies between agency and institutions
Conclusions

Increasing professionalization in Australian NSA-HEP sector through:

• AUQA – body of knowledge
• Professional development
• Benchmarking

Synergies between professionalization of agency and institutions resulting in quality improvement across sector
Your Questions
Discussion

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