How can we build HE capacity in the mixed-sectors?
Quality, governance & academic cultures

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Building Australia’s Tertiary Education Sector: Alternative models &
their leadership challenges
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Overview

• Focus on the mixed-sectors – not dual-sector universities
• Problem of ‘low policy’ – need to move to ‘high policy’
• What are the AUQA audits saying?
• Why quality, governance & academic cultures are an issue
• What are the policy implications?
Moving from low to high policy

- Gareth Parry’s UK work – low to high policy for HE in FE
- Australia is in period of low policy
- Franchising – a business relationship or fulfilling a public policy role?
- Why we need high policy
- How will we do it?

What are the AUQA audits saying?

- Non-Self Accrediting Institutions eligible for FEE-HELP subject to AUQA audit every 5 years
- About 29 audits so far
- Commendations for student support, community & industry engagement, aspects of teaching & learning
- Improvements needed in academic governance, policies, structures, & scholarship
- These issues common to NSAI HE providers – are there issues for mixed-sector providers that deliver VET & HE?
- TAFEs moving to offer HE, many VET private providers seeking to become HE
Why quality, governance & academic cultures are an issue

- HE in TAFE project: our findings identical to the UK
- Sectoral divide will inevitably be reproduced in TAFEs with HE
- Different issues arise in private providers
- Tighter links to industry raises questions about academic freedom & autonomy
- The qualifications of teaching staff not as high as in universities
- TAFE & private providers not funded to undertake research
- Students are more likely to be academically under-prepared
- Need economies of scale to develop HE culture, student experience
- TAFE doesn't have the institutional resources of universities to develop curriculum, support teaching etc
- Benchmarking! Universities won't play nicely – build alternative frameworks

What are the policy implications?

- What is HE? Debate after some AUQA audits
- HE in TAFE & private providers needs to become public policy
- Need consistent policies across sectors – funding, quality assurance, regulation etc
- Standards & benchmarking
- ALTC? Is there a similar role to UK HE Academy?
- Quality Assurance Agency – what will be the role of the regulators?