

# Approaches to Quality Assurance: Lessons Learnt from Australia

*Accountable QA: Commitment to Success*

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# Outline

- **Quality Assurance in the Australian System**
- **Program Level**
- **Course Level**

There are around

**1.5 million**

students studying Australian  
higher education



in 2017, sector revenue  
was almost

**\$38 billion**



**29%**  
of which are  
international  
students





TEQSA

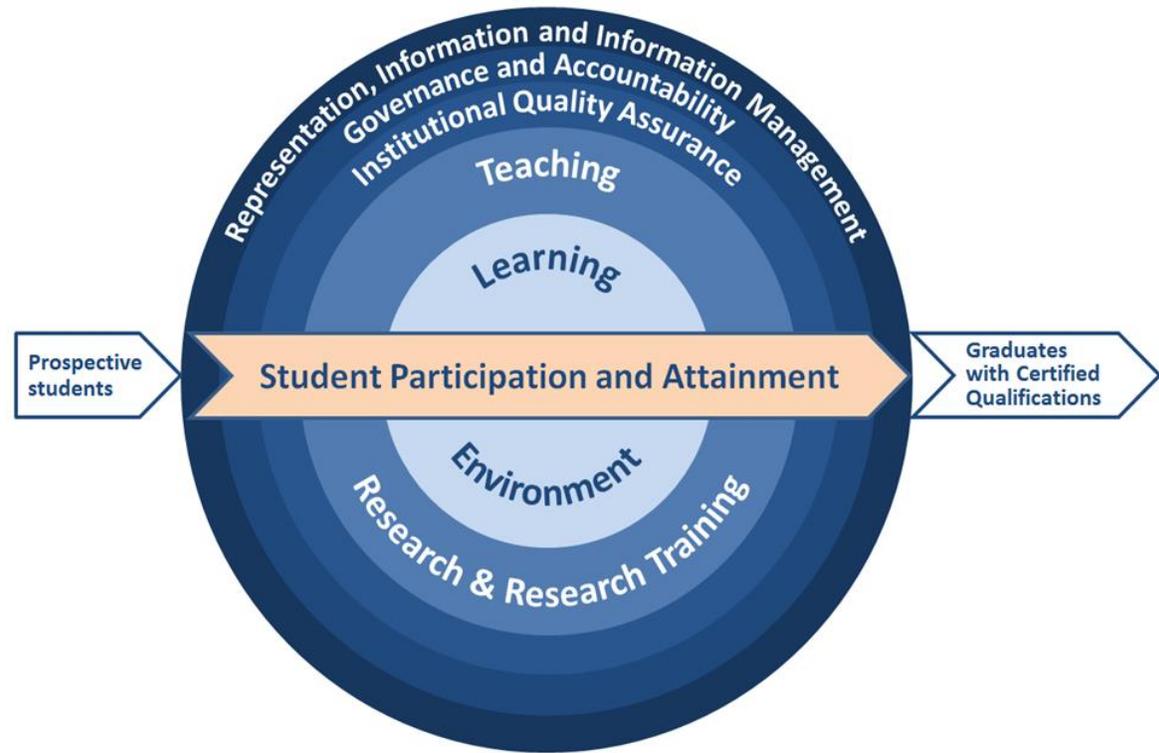
- Tertiary Education Quality and Standards Agency
- Objectives:  
“To established by the Government as Australia’s higher education regulation and quality assurance agency in the 2010-11 Budget, with a focus on ensuring that higher education providers meet minimum standards, promote best practice and improve the quality of the Australian higher education sector.” (TEQSA, 2014)



TEQSA

- register regulated entities as higher education providers and accredit their courses of study
- conduct compliance and quality assessments
- conduct re-accreditation assessments of courses developed by providers without self-accrediting authority
- provide advice and make recommendations to the Commonwealth Minister responsible for Education on matters relating to the quality and regulation of higher education providers
- cooperate with similar agencies in other countries
- collect, analyse, interpret and disseminate information relating to quality assurance practice and quality improvement in higher education.

# What constitute Standard? (TEQSA, 2015)



## Program Level /University

- **Head of School or Dean acts as a middleman between the Vice Chancellor (Policies) and Academics (Practices)**
- **Program Directors involve with program revision process every 3-5 years with the consultancy from the industry/other stakeholders.**

# Program Level

- **Major Issues:**

- Alignment among courses in the program
- Program structure and scaffolding
- Learning Outcomes and Skills
- Australian Qualification Framework

## Course Level

- Varied across Universities (size, nature, and internationalisation)
- Flexibility in management among faculty members
- Ability to monitor by all school members

# Course Level

- **Major Issues:**
  - Resources to manage quality
  - An urge to engage with the industry
  - International VS. Local
  - Approaches in the delivery
  - The relationship among learning objectives, activities, learning outcomes, and assessments.

# Conclusion

- **Quality through the rule of Law**
- **Teaching and learning remain the core business**
- **New ideas of learning and teaching**
- **Industry engagement as a part of QA system.**