TEQSA: A New Regulatory Agency for Australian Higher Education

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Chief Commissioner

DASSH Conference
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172 providers

129 HEPs (125 non SAA; 4 SAA)
40 universities
1 university of specialisation
2 overseas universities

≈1.22m students (≈26% international)
≈1.15m in university sector

High quality and relevant graduate outcomes

National regulation (TEQSA/standards)
Provider self regulation (QA/QI)
Professional regulation (standards/QA)
Market regulation (student demand, funding schemes)
Basic Principle of Regulation

- Standards-based approach

- Regulation is based on the principles of:
  - Regulatory Necessity
  - Reflecting Risk
  - Proportionate Regulation
Higher Education Standards Panel:
- is responsible for the development and review of the Higher Education Standards Framework
- is independent from TEQSA
TEQSA’s REGULATORY FRAMEWORK

TEQSA Act
Threshold Standards
Regulatory principles - reflecting risk, proportionate regulation and regulatory necessity

INPUTS
ANALYSIS
MODES OF FORMAL INQUIRY
COMMISSION ACTIONS

Information and Data Gathering
Regulatory Risk Management
Provider Case Management
Reviews
Quality Assessments

Regulatory Decisions
Regulatory Actions
Non-Regulatory Actions
National Register
Register of Experts

- Demonstrated expertise as individual, not members of a panel
- Providing input on specific, identified elements of applications or quality assessments
- Will not make recommendations to the Commission
- Interim Register is currently in place
- Open and transparent selection process for the development of the permanent Register
- Selection process to commence in the near future
- Permanent Register in place from early 2013
- Information on the selection process will be available on [www.teqsa.gov.au/experts](http://www.teqsa.gov.au/experts)
What sort of regulator do we aspire to be?

- Proactive
- Independent
- Focused on prevention
- Student welfare & outcomes central
- Conscientiously apply regulatory principles
- Regulate a sector where most providers are ‘self-regulating’ & meet the Threshold Standards
- Direct contact with providers to understand context & particular issues
- Listens & responds to constructive criticism – active stakeholder engagement
Further information and updates

teqsa.gov.au