

The impact and outcomes of partner quality assurance on the student experience

2024 Partner Forum

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A Presentation in Two Parts

Part 1:

How we structure and apply partner delivery quality assurance

Part 2:

How we use this to demonstrate impact and compliance (A TEQSA re-registration case-study)

Centring the Student Experience

Inclusion

Innovation

Excellence

Empowerment

Collaboration

STRATEGIC OBJECTIVE



**Transform
lives**

STRATEGIC OBJECTIVE



**Enhance
communities**

STRATEGIC OBJECTIVE

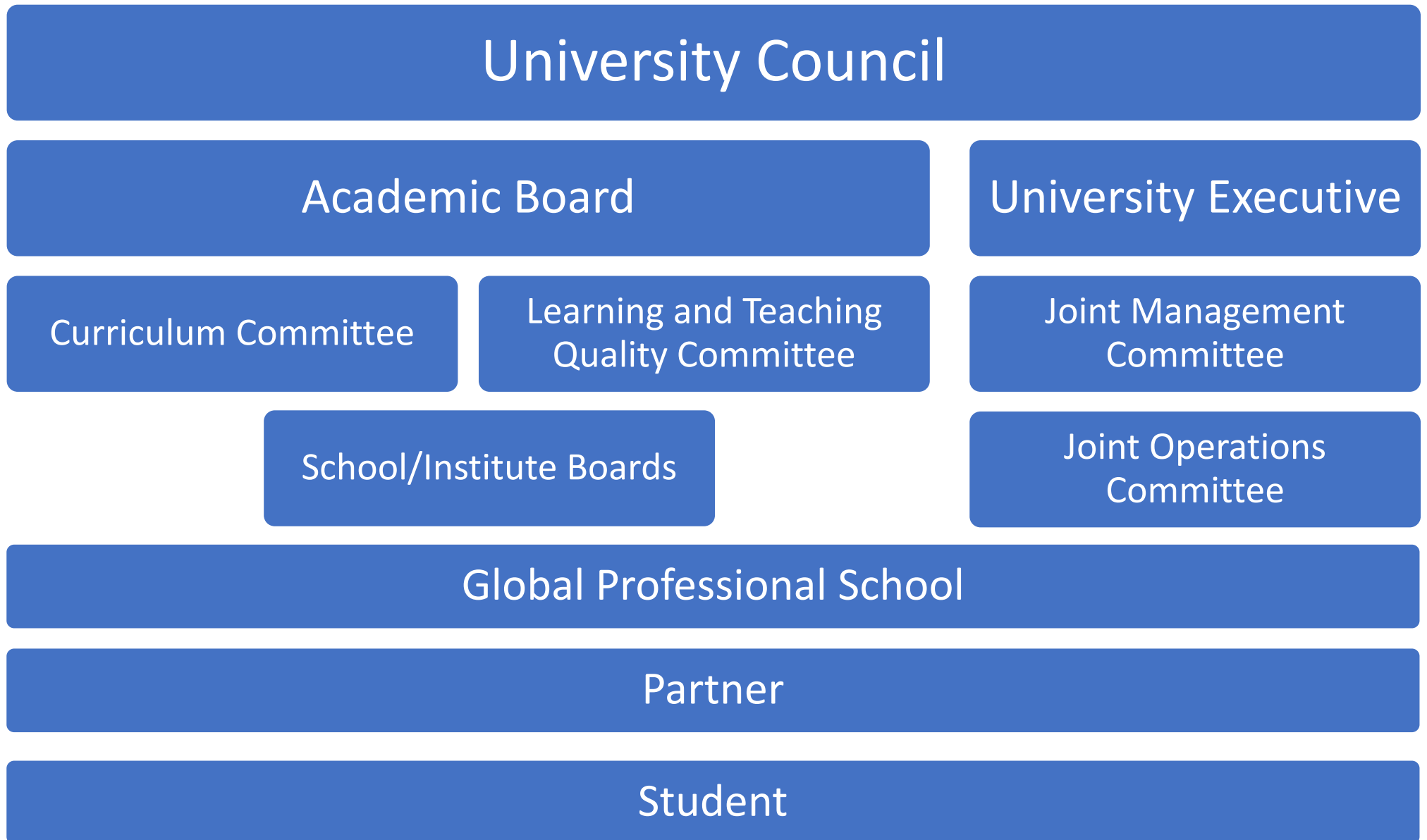


**A strong and
sustainable
university**

Our Global Mission

To facilitate transformative, industry connected educational experiences for students across the globe. Enhance local and global communities through international and intercultural experiences. Contribute positively to the United Nations' Sustainable Development Goals through teaching and research. Do so in a manner which creates a financially stable and sustainable university.

The Partner Delivery Governance Framework



The Partner Moderation Model; Why and How?

Systematic variation

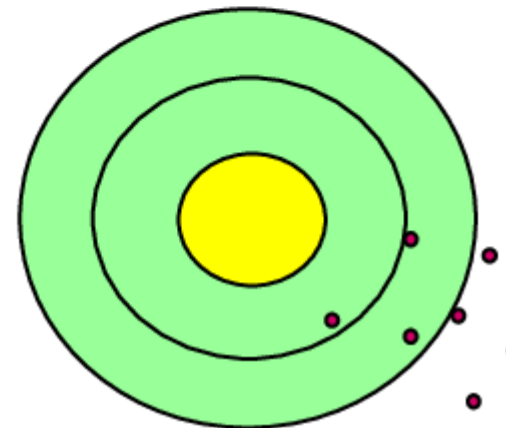
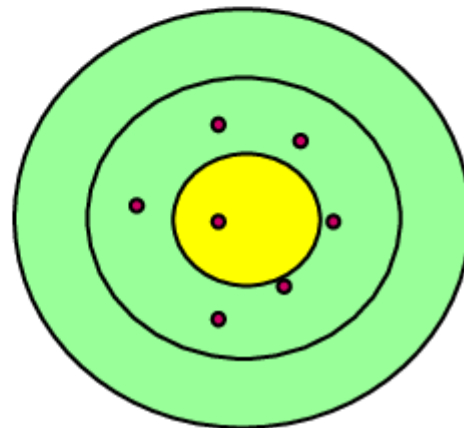
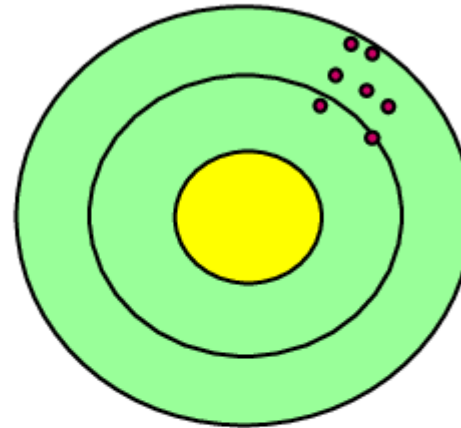
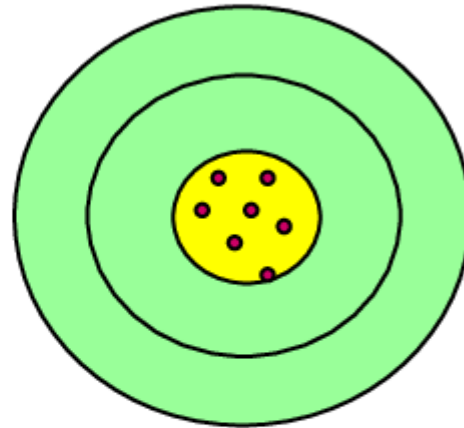
Small

Large

Random variation

Small

Large



The Feedback Loop

- Students
- Teaching Staff
- Unit Coordinators
- Unit Developers
- Industry partners
- Accrediting Bodies
- Course Reviews

Expectations in the Higher Education Standards Framework (HESF)

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5.4 Delivery with Other Parties

1. Work-integrated learning, placements, other community-based learning and collaborative research training arrangements are quality assured, including assurance of the quality of supervision of student experiences.
2. When a course of study, any parts of a course of study, or research training are delivered through arrangements with another party(ies), whether in Australia or overseas, the registered higher education provider remains accountable for the course of study and verifies continuing compliance of the course of study with the standards in the *Higher Education Standards Framework* that relate to the specific arrangement.

1.3 Orientation and Progression

1. Successful transition into courses of study is achieved through orientation programs that are tailored to the needs of student cohorts and include specific consideration for international students adjusting to living and studying in Australia.

4. Processes that identify students at risk of unsatisfactory progress and provide specific support are implemented across all courses of study.
5. Trends in rates of retention, progression and completion of student cohorts through courses of study are monitored to enable review and improvement.
6. Students have equivalent opportunities for successful transition into and progression through their course of study, irrespective of their educational background, entry pathway, mode or place of study.

4. Students have access to learning support services that are consistent with the requirements of their course of study, their mode of study and the learning needs of student cohorts, including arrangements for supporting and maintaining contact with students who are off campus.

3.3

Education Services for Overseas Students Act 2000

No. 164, 2000

Expectations as part of the FedUni TEQSA Submission (Oct 2023)

TEQSA Request as part of our submission

“Description of monitoring and quality assurance activities undertaken by the provider where courses are delivered through arrangements with other parties”

Submitted Files from FedUni

- *Third-Party Partner Provider Report (2023)*
- *FedUni Strategic Plan (2021-2025)*
- *Partner Operational Manual (2023-2024)*
- *Partner Quality Assurance Framework (2023)*
- *Joint Operations Committee ToR (2022)*
- *Joint Management Committee FedUni OES ToR (2022)*
- *IIBIT Governance and Quality Assurance (ZIP)*
- *SINO Governance and Quality Assurance (ZIP)*
- *Student Feedback Partners - Course Level (2022)*
- *Course Quality Assurance - Course Coordinator and Partner Lecturer Report (2022) (ZIP)*
- *IIBIT - Site Audit Memo - July (2023)*
- *Examples of Audits Outcomes (ZIP)*
- *Scholarship of Learning Teaching Staff Partner Summary - IIBIT Syd-Adelaide (2022-2023)*

What did we have ready to go regarding partner quality assurance?

5. Partner Quality Assurance Measures

Third Party Providers (known as Partners) such as [Onshore Partners](#) and [Transnational Partners](#) play a significant role in student enrolments, load and income for FedUni. The **Third-Party Partner Provider Report (2023)** provides a summary of our Partners which is reported to Academic Board. Partner success and expansion into global markets is directly aligned with the **FedUni Strategic Plan (2021-2025)** outcomes 2,4,6 and 10.

5.1. Monitoring Quality Assurance through Governance Structures

Monitoring quality assurance with Partners is a complex process that is overseen by the Deputy Vice Chancellor (Global and Engagement) (DVC, G&E) and managed by the Dean, [Global Professional School](#) (GPS) (established in 2021). The **Partner Operational Manual (2023-2024)** references all key operations towards a successful, transparent, and sustained relationship. Governance for third party providers is underpinned by the [Global Partner and Community Engagement Policy](#) and several associated procedures. Key aspects of the partner quality assurance framework are described in the **Partner Quality Assurance Framework (2023)**. At the end of each [teaching period](#) (i.e., semesters) a *Joint Operations Committee (JOC)*, chaired by the Deputy Dean, GPS, is arranged between each Partner and FedUni stakeholders (see **Joint Operations Committee ToR (2022)**). The Partner KPI Framework forms the basis of the JOC agenda. The committee encourages robust discussions about strengths, areas for improvement, documentation of partners' responses and agreed actions aligned to key performance indicators in the framework. Reports are also disseminated to the [Learning and Teaching Quality Committee](#) and the owner Institute who is ultimately responsible for the quality of the program. The GPS senior leaders are accountable for monitoring progress of any actions.

The JOC reports to the *Joint Management Committee (JMC)*, which is held in April and September each year (see example of **Joint Management Committee FedUni OES ToR (2022)**). The JMC is attended by the VC and chaired by the DVC (G&E). Enhancements and improvements aligned to quality assurances are highlighted in the minutes. For examples of JOC agendas, KPI Partner Performance Reports and agenda/minutes for JMC, see the following 2022 partner ZIP files: **IIBIT Governance and Quality Assurance (ZIP)** and **SINO Governance and Quality Assurance (ZIP)**.

5.2. Course Quality Assurance

Course quality assurance is closely monitored as described in the **Partner Quality Assurance Framework (2023)**. This includes a long history of Moderation of Assessment practices and student feedback as part of continuous improvement cycle (see **Student Feedback Partners - Course Level (2022)**). As part of the ratification process, all Partner Lecturing staff are required to complete 'Partner Lecture Reports'. This is captured within the in-house grade software solution (fdl) and informs a valuable component of the final Course Coordinator Report discussed at Institute Board (see **Course Quality Assurance - Course Coordinator and Partner Lecturer Report (2022) (ZIP)**).

5.3. Learning through Internal and External Audit Outcomes

The Manager, International and Strategic Compliance, oversees internal audits specific to international matters and in accordance with internal and external regulatory compliance standards, such as

[Education Services for Overseas Students \(ESOS\) Framework](#). Audits may target specific areas of the HESF or Partners (or both), thus providing valuable insight into areas of strengths, non-conformance, areas for enhancement and improvement and the development of new processes to address concerns (see **IIBIT - Site Audit Memo - July (2023)**). Completed audit reports are tabled at relevant JOC and other committees aligned to the topic area (e.g., LTQC where learning and teaching is the focus). Where there is a significant issue, an audit report may be escalated to the JMC. The Manager, International and Strategic Compliance, oversees the Non-Conformance Register (NCR) Database which contains all actionable non-conformances. This database was previously reported to the International Education Committee (absorbed into the LTQC), but now reports quarterly to the LTQC. This provides additional accountability in achieving any corrective actions in a timely manner (see **Examples of Audits Outcomes (ZIP)**). The University has currently engaged external consultants to undertake an audit of recruitment and agent management, however this report is not currently available.

5.4. Partner Scholarship of Learning and Teaching (SoLT)

Partner staff are encouraged to engage with both internal and external SoLT opportunities. These are collated annually by the *International and Strategic Compliance* team and reported into the LTQC (see **Scholarship of Learning and Teaching Staff Partner Summary - IIBIT Syd-Adelaide (2022-2023)**). Partner staff are encouraged to engage with annual Partner Conferences (see [Partner Conference Program 2023](#)) that showcase innovations, challenges and strategies for enhanced best practice. Partner staff are also open to apply for Institute, University and National Learning and Teaching Awards.

5.5. Mitigating Risks Aligned to Partner Provider Operations

FedUni has faced significant challenges associated with the global COVID pandemic and recovery of partner students returning to study. Several strategies are currently being developed towards improving student attraction, retention and progression for third party provider students. These include (but are not limited to): (1) Creation of the [Global Professional School](#) offering targeted support and mediating discussions between partners and Institutes; (2) Review of the cost model underpinning operations; (3) Increased scrutiny of recruitment practices and expansion of partner provider global reach; (4) Focused strategies to support retention of international students; (5) Improved pathways to support partners' existing skills and expertise; (6) Increased internal and external consultant target audits; (7) Closer reviews into the student pool engaged through partners; and (8) Monitoring of non-conformances via LTQC and noting at Academic Board.

What did we implement in 2023 to improve practice and why?

Improved accountability and reporting

This provided a great opportunity to review current practice and realign reporting with the new FedUni Academic Regulations and the **Learning and Teaching Quality Committee (LTQC) Charter**.

This also provided an opportunity to share the best practice with all the members of the LTQC and increase visibility between areas of improvement with the Institutes and the Director (Learning and Teaching)

Commenced evidence of Scholarship of Learning and Teaching (SoLT) practice from partner lecturers and teachers

This evidence aligns with the HESF expectations.

It provided excellent opportunities to review SoLT activities across various partners, disciplines and individual campuses and provide advice on areas of improvement but also celebrate excellent practice

How does this external regulation practice improve the student experience?

Provide varied and timely support services

Provide quality learning and teaching environments with skilled staff

Provide opportunities to review the educational product and how it can better meet learner needs

Provide opportunities to review trends and improve practice aligned to the entire student experience

Any questions?

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Thank you for your attention