The Knowns and the Unknowns

ACPET National Conference 2010

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Introduction

1. NSAI Fast Facts
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3. Community and Industry Engagement
4. Pathways and Clusters
5. Dual Sector
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7. Rethinking Regulation
8. Change
1. NSAI Fast facts

81 approved NSAI HEPs as at 8 June 2010
54 NSAI HEPs are also RTOs (66%)
15 NSAI HEPs are Theological (18%)
8 NSAI HEPs are TAFE Institutes (9%)
An increasing number of providers are multi-campus
Competition in the sector is intensifying, merger, acquisition and consolidation is occurring
Other players entering HE: Kaplan, Laureate, Study Group
One greenfield University application pending WA
One SAI application approved ACTH NSW
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2. Student Centered Approaches

- Student experience central to the success of NSAIIs
- Predominantly small, student focused organisations
- Student learning experience areas of strength commendations exceeded recommendations or affirmations

Executive Summary of a Review of the First 20 NSAI Audit Reports June 2010
3. Community and Industry Engagement

- Engagement with external partners, employers and industry
- Well developed and strength of NSAI s
- Outstanding links to industry partners enhancing employability of graduates
- TAFE describes as “applied” approaches to learning
- Unis describe as “work integrated learning”

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4. Pathways and Clusters

• Developments of pathways between providers SAI and NSAI both onshore and offshore

• Development of clusters to meet economic demand e.g. creative arts

• Development of pathways and shared services between providers
5. Dual Sector

- 54 NSAI HEPs are also Registered Training Organisations e.g. VET providers (66%)
- 5 universities are dual sector, more are aspiring towards dual sector
- 8 TAFEs are HEPs
- 46 HEPs are also RTOs!!!
6. Quality makes good business sense

- Understanding your core business and executing your strategy
- Governance
- Continuous improvement, feedback loops
- Efficient management of human resources
7. Rethinking Regulation

• TEQSA is....!!!

• Streamlining of the regulatory burden is paramount for NSAI.s

• ACPET and AUQA focus on academic governance

• How do we get the regulatory framework we need so that students are able to access the quality providers they deserve?
8. Change

‘Private and for-profit providers are perceived as potentially more flexible, entrepreneurial, employment related and innovative than the more “structurally rigid” public sector (by government and students alike)’

(Middlehurst and Woodfield, 2004)
For further information

AUQA
http://www.auqa.edu.au

AUQF
http://www.auqa.edu.au/auqf/

GPDB