

## **Key issues associated with operating a HEP**

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*The matter of operating a HEP - irrespective of size or focus – is both complex and at the same time simple. The oversight is based on five key elements that together ensure both compliance and quality. Each can be considered independently – but essentially must also be viewed as an interface that underlines quality assurance. Further, ongoing auditing and reviews become vital. There are numerous elements to compliance.*

### **Corporate Governance**

The oversight of corporate responsibilities is a key element and is best summarised in terms of a governing entity that is capable and qualified to oversee the operations and quality of the HEP entity. Capability is measured by way of a skills matrix and qualification is measured by experience and standing.

See - [Guidance note: Corporate governance | Tertiary Education Quality and Standards Agency \(teqsa.gov.au\)](#)

### **Academic Governance**

All aspects of the academic endeavour need to be overseen (and monitored) by means of an Academic Board/Senate. Membership is best ensured using independent, external and internal membership. Regular consideration of a range of matters academic must be reviewed and academic operation supported.

See - [Guidance note: Academic governance | Tertiary Education Quality and Standards Agency \(teqsa.gov.au\)](#)

### **Scholarship**

Teaching staff and those overseeing teaching staff need to be scholarship active. Each HEP needs to understand what exactly scholarship means (this can vary from institution to institution) and determine how it is to be measured. There needs to be a direct correlation to what is being taught and how it is delivered – currency and relevance being the key issues.

See - [Guidance note: Scholarship | Tertiary Education Quality and Standards Agency \(teqsa.gov.au\)](#)

## **Strategic Planning**

A sense of direction is vital - and this is best achieved with a well thought through, and shared vision of where the organisation is headed. The strategic plan needs to be visible and used to develop key performance indicators (KPIs) for the leadership team and the two oversight groups (both corporate and academic).

See – [APracticalGuideToStrategicPlanningInHigherEducation \(nwic.edu\)](https://www.nwic.edu.au/strategic-planning)

## **Risk Management**

A clear understanding of the risk associated with Higher Education delivery is paramount. This needs to be accompanied by sensible mitigation strategies that are regularly reviewed and refined. A common practice is to utilise a traffic light system that readily demonstrates the nature of the risk and the likely impact on the organisation if not managed appropriately. Regular review of the overall risk management statement is essential.

See - [Understanding and Managing Risk at an Institute \(ubss.edu.au\)](https://www.ubss.edu.au/understanding-and-managing-risk)

*Utilising these five key elements satisfies a significant number of the demands of the Higher Education Standards Framework (Threshold Standards) 2021. The seven domains provide a framework for providing evidence of satisfying the standards and are often an excellent starting point to determine where the gaps lie in both new and continuing operations.*

See- [Higher Education Standards Framework \(Threshold Standards\) 2021 | Tertiary Education Quality and Standards Agency \(teqsa.gov.au\)](https://www.teqsa.gov.au/higher-education-standards-framework)

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