

# Overview of concluding remarks

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- **Introductory Comments**
- **Why**
- **What**
- **Who**
- **How**
- **When**
- **Concluding Comments**

# Introductory Comments

- Summarise, stimulate
- Look for points of reasonable convergence, and points of divergence
- Clear messages to project team from this consultation

# Why

- International trend(s) and expectation(s); diversity, portability,
- (Potential) Competitive advantage; for sector, for individual institutions (but avoid puffery)
- (Potential) Value for students; succinct summary, consistency and clarity
- (Potential) Value for employers; authenticated statement, potential for feedback to institutions
  
- Clarity of (multiple, not too many) purposes
- Limits of value; (limited) piece of information

# What 1

- Institution – Individual continuum
- Testamur -- Units/marks/grades +  
Context/description/explanation (The Australian  
Higher Education Transcript) – ePortfolio/CV
- TAHET
  - What in common with others
  - What distinctive to Australian education
  - What innovative in capturing leadership

# What 2

- Three (or four) modules together with formal units/marks/grades; minimal (?) information, but is that worth it?
  - Tertiary (or Higher) education sector; parts of sector, qualification framework, quality assurance framework, values (?) of Australian education
  - Institution description/context; nature, benchmarks, accreditations
  - Necessary learning content/outcomes description/explanation; importance of agreed terms, glossary
  - Additional (optional) learning content/outcomes description/explanation; or maybe not

# Who 1

- SAI (Universities +), NSAI, VET/TAFE
- Role of Commonwealth and State Legislation
- Role of Quality Assurance Agencies

# Who 2

- Information provider(s); DEST, Universities, other bodies
- Information verifier(s); role of information audits
- Information maintainer(s); responsibilities
- Information user(s); students (types and levels), employers (first, subsequent?), professional bodies; other institutions

# How

- Principles, processes, products
- Single system for sector(s), with institution systems transferring information
- Multiple systems, within institution systems, with overarching “approval” process
- Template, integrity of information, ability to opt-in or opt-out of provision of certain information
- 42,000 technical issues
- Where’s the money, and the money, and the money .... Set up, maintain, revise, improve

# Concluding Comments

- Higher education is going to continue to develop, with more trends of information, explanation, transparency, accountability
- The development and implementation of a TAHET needs a definitive timeframe agreed to by DEST and the sector, and most importantly a clear understanding by and substantial investment from government
- The effective management of this project is a critical aspect of this development and the move from an Us-too-ism to a We-are-leading-ism