Application Guide for Self-Accrediting Authority

Version 3.2

For applications submitted from 1 January 2017 onwards

This guide should be read before you submit your application(s) through TEQSA's online portal.

Contents

Section A: Background

Purpose

This guide provides information about and explains the process applicants will need to follow when applying to the Tertiary Education Quality and Standards Agency (TEQSA) for self-accrediting authority (SAA) for one or more higher education courses of study. It covers:

▸ TEQSA's approach to SAA, and

▸ key stages in the process.

This guide describes the process for applying for SAA, preferably concurrently with renewal of registration. Please contact your case manager to discuss whether or not you are in a position to apply for the concurrent process.

Self-accrediting authority

Courses may be accredited by TEQSA or providers with SAA may accredit some or all of their own courses.

Australian Universities have SAA under the *Tertiary Education Quality and Standards Agency Act 2011* (TEQSA Act)[1] for all courses of study. Australian Universities of Specialisation may be authorised by TEQSA to self-accredit all courses of study in their one or two broad fields of study only. Australian University Colleges may be authorised by TEQSA to self-accredit all of their courses across a range of broad fields of study.

Providers registered in the category of Higher Education Provider, Overseas University or Overseas University of Specialisation may apply for SAA in order to:

▸ seek SAA for the first time, or

▸ extend the scope of their existing SAA.

Scope

Limited self-accrediting authority

Under the TEQSA Act (section 41), providers may apply for authorisation to self-accredit existing courses and future courses in various combinations of fields of education and levels (i.e. levels in the *Australian Qualifications Framework [AQF]*[2]). This authorisation is referred to in this guide as 'limited self-accrediting authority'.

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[1] The complete TEQSA Act is available from: https://www.legislation.gov.au

[2] Australian Qualifications Framework Council (2013), *Australian Qualifications Framework Second Edition January 2013,* <http://www.aqf.edu.au/>.

Unlimited self-accrediting authority

Applicants can also apply for authorisation to self-accredit all existing courses as well as all future courses in any field or at any AQF level. This is referred to in the guide as 'unlimited self-accrediting authority'.

If TEQSA grants any form of SAA, the scope of SAA granted by TEQSA could be narrower than the scope applied for.

Criteria for SAA

Section 2 in Part B2 of the *Higher Education Standards Framework (Threshold Standards) 2015* (HES Framework) sets out the four criteria that must be met by all applicants, including those for limited and unlimited SAA:

a. sustained and sustainable achievement of all of the Standards for Higher Education (Part A) that apply to the provider, including for course approval processes in particular and any delivery arrangements with other parties

b. there are no unresolved compliance matters with TEQSA, or conditions outstanding from the most recent registration and course accreditations by TEQSA or a recognised registration or accreditation authority, and there is no history of significant continuing compliance problems in any other assessments, audits or reviews of its higher education operations conducted by TEQSA, professional bodies or government agencies

c. a history over at least five years of successful delivery of the course(s) of study for which self-accrediting authority is sought, which is supported by evidence of student success based on analysis of trend data including completion rates and times, attrition rates and grades awarded that are referenced against credible national or international comparators and encompass at least three cohorts of graduates from each course of study

d. where a cycle of review and improvement is required by the Standards for Higher Education (Part A) in relation to courses of study and their oversight (see Table [1]), the provider has, in relation to all course(s) of study proposed for self-accreditation:
    i. completed at least one cycle of review and improvement in relation to all relevant standards
    ii. demonstrated successful implementation of evidence-based improvements arising from the reviews, and
    iii. has established these review and improvement activities as effective sustainable features of the provider's operations across all courses of study.

Paragraphs a-c above can be considered as 'preconditions' for applying. Providers will be considered for SAA only if they have a track record of successful and unqualified course accreditations and renewal of registration, as well as no current unresolved conditions.

Table 1 – Standards Referring to Review and Improvement Activities

Higher Education Standards		Applicable Standards
2. Learning Environment		
2.2	**Diversity and Equity**	2.2.3
5. Institutional Quality Assurance		
5.3	**Monitoring, Review and Improvement**	Entire section
6. Governance and Accountability		
6.1	**Corporate Governance**	6.1.3d[3]
6.2	**Corporate Monitoring and Accountability**	6.2.1f
6.3	**Academic Governance**	6.3.2

Section 3 requires that applicants for *unlimited* SAA must meet the criteria in Section 2, but must also meet a further five criteria as well:

> a. *processes for the design, delivery, accreditation, monitoring, quality assurance, review and improvement of existing courses of study that are transferrable to any new courses of study and any new level of qualification offered*
>
> b. *capability in planning and establishment of new courses of study in new broad fields of education*
>
> c. *capacity for competent academic governance, oversight and scrutiny of the accreditation of new courses in new broad fields of education*
>
> d. *sufficient breadth and depth of academic leadership, scholarship and expertise in relevant disciplines to guide entry into and sustain new levels and broad fields of higher education, and*
>
> e. *where professional accreditation is applicable to otherwise self-accredited courses, professional accreditation can reasonably be expected to be obtained and maintained.*

The individual criteria for both sections are discussed in detail below. Further detail on evidence requirements is outlined in Appendices A and B.

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[3] This Standard under Corporate Governance has been corrected after an error was discovered in the text of the HES Framework.

Section B: TEQSA's approach to SAA

Introduction

As providers become more mature and lower their risk profile, a path of development is open to them that can potentially lead from their initial registration in the category of Higher Education Provider, with courses submitted to TEQSA for accreditation, through to registration as a Higher Education Provider with some form of SAA. Some providers will then successfully position themselves to apply for a change of category to one of the Australian University categories.

Providers who are given authority to self-accredit some or all of their higher education courses of study will be accountable (without seeking approval from TEQSA for those courses) for:

- interpreting the requirements of the relevant Standards (in particular the *Provider Course Accreditation Standards* and the *Qualification Standards,* as designated in Table 1 of the HES Framework) and

- ensuring that these are appropriately applied and met throughout the development, approval, delivery, review and discontinuance of a course of study.

In assessing applications for SAA, TEQSA will ascertain whether applicants meet the criteria in Parts B2.2 and (where applicable for unlimited SAA) B2.3 of the HES Framework.

TEQSA will particularly focus on a provider's ability to demonstrate that it can detect any need for improvements in course proposals that come forward, screen out proposals that fail to meet the HES Framework, monitor the performance of courses that are approved and self-correct any issues that may arise in them. Providers that can reliably and demonstrably assess their own course proposals should no longer need to have them assessed by TEQSA.

TEQSA will have particular regard to a provider's history in ensuring that courses meet the level requirements in the HES Framework, and that any courses adapted from Vocational Education and Training courses meet the overriding requirement for registered Higher Education Providers to deliver teaching and learning that engage with advanced knowledge and inquiry (Category Criterion B1.1.3).

The criteria for limited SAA include tests of sustained and sustainable achievement in meeting the Standards in the HES Framework, successful delivery and review of courses over specified time periods, and current compliance at the time of application ('preconditions'). Providers must also meet the specific set of applicable standards in Table 1 above, which overlap almost entirely with those assessed for renewal of registration.

Pathways to SAA

Eligible providers (that meet the preconditions and have a low risk to students) can apply for SAA either during mid-cycle (i.e. before the date their renewal of registration is due) or at the end of the cycle when their renewal is due. At either stage they can apply for either limited SAA or unlimited SAA. The criteria for unlimited SAA are more demanding than the criteria for limited SAA.

Even with a mid-cycle application, there is a strong case for TEQSA to undertake a renewal of registration assessment concurrently with the SAA assessment, due to the overlap in the Standards to be assessed. This may enable the provider to have a further full period of registration following the assessment.

For providers intending to apply for self-accrediting authority in the future, at the time of their renewal of registration TEQSA will consider extending individual renewal of course accreditation dates up to the renewal of registration date, where this does not entail undue risk.

All applicants

The criteria require all applicants to have a 'sustained and sustainable achievement' of all applicable Standards, as well as currently meeting the nominated sub-set of Standards in Table 1. In the case where an applicant is applying for concurrent SAA and renewal of registration, TEQSA will use a risk-weighted approach to select whether any additional Standards need testing, based on the Core+ model used for renewal of registration (refer to the renewal of registration application guide).

The evidence requirements for limited SAA are outlined in Appendix A.

Evidence of course monitoring must include examples of reporting for the courses within the scope of the SAA being applied for.

Note also that the application must include 'evidence of student success' more generally in the courses for which SAA is sought. TEQSA expects that this evidence of student success would be included in the evidence of course reporting for the Monitoring Review and Improvement Standards, either through reports on particular courses or through reports on aggregated data submitted to the corporate governing body or though academic governance processes.

TEQSA will largely draw on the evidence submitted to TEQSA for past course accreditations to assess whether the provider meets Criterion B.2.2b (relating to regulatory history). The provider should notify TEQSA of any conditions placed on professional accreditation of its courses within the past years, or any rejections.

Unlimited SAA

As discussed above, providers applying for unlimited SAA must first demonstrate that they meet all the criteria discussed above and set out in Part B2.2 of the HES Framework.

In addition they must demonstrate that they meet the additional criteria in Part B2.3.

The provider will need to submit a case demonstrating to TEQSA how it will use the governance, accountability and institutional quality assurance processes dealt with under Part B2.2 to extend into new broad fields of education.

It will also need to provide evidence of how its processes and capability could be extended into the design of new courses of study, especially in new broad fields.

The evidence requirements for providers applying for unlimited SAA are outlined in Appendix B.

It will also need to provide additional evidence of the breadth and depth of its academic leadership and scholarship. Evidence provided on scholarship can include aggregated data on the scholarly activities of staff members in table form and/or specific information about scholarly activities and publications in staff CVs.

Evidence on academic leadership would also be based on the CVs of the academic leaders both at the organisational level, and for each discipline.

Criterion B2.3e requires evidence relating to professional accreditation. The provider should submit a table of past professional accreditation applications, showing the outcome of each and providing appropriate responses to any conditions imposed by a professional body.

For further guidance on TEQSA's interpretation of the various standards relating to academic governance, course approval, scholarship and course design, refer to TEQSA's Guidance Notes on these topics.

For providers intending to progress through to one of the University categories, please refer to the Application Guide: University Categories for guidance on how the SAA criteria interact with the University Category criteria.

Extension of Scope

Providers with existing limited SAA for specified fields and/or levels may apply to extend the scope of their SAA to include additional specific fields or levels. Contact your case manager about evidence requirements for this.

Conclusion

While TEQSA encourages eligible providers to apply for some form of SAA, it recognises the importance of diversity and the need to support innovation in the higher education sector.

Providers that do *not* seek SAA, (i.e. where TEQSA continues to undertake the accreditation and renewal of accreditation of their courses), should not be considered of a lesser standard or their courses of a lower quality.

Section C: Overview of Application Process

Process overview

Stage 1 — At least six months prior to submission, contact TEQSA to clarify application evidence requirements and the scope of your application with your TEQSA case manager	**Applicant and TEQSA**
Stage 2 — Submit your application to TEQSA in the approved form, with the required evidence as confirmed by TEQSA (based on the Confirmed Evidence Table) and the assessment fee	**Applicant**
Stage 3 — Assessment by TEQSA TEQSA staff assess the application and document their findings	**TEQSA**
Stage 4 — TEQSA sends draft findings to the applicant for comment (only in the case of an adverse outcome). Relevant comments will be taken into account by the TEQSA Commission in arriving at its decision	**TEQSA**
Stage 5 — Decision is made TEQSA notifies the provider of the outcome of the assessments	**TEQSA**
Stage 6 — TEQSA updates the National Register in accordance with the outcomes of the assessment	**TEQSA**

Stage 1: Clarify application requirements

1.1 Pre-submission liaison with your case manager

TEQSA will enter into discussions with providers who meet the preconditions for SAA application early in their registration cycle to discuss the options for concurrent application for renewal of registration/SAA.

Prior to preparing an application, a provider should contact the relevant case manager to:

▸ confirm the timing of the application

▸ confirm the scope of SAA to be sought, and

▸ discuss evidence requirements.

Discussions will focus on ways to tailor evidence requirements for each provider's individual circumstances and processes. Ideally, and wherever possible, existing documentation already developed and used for internal purposes should be submitted (for example reports arising from a provider's own cyclical reviews of courses or relevant policies and procedures). Use of existing documents as evidence is likely to best demonstrate the provider's approaches and processes already in place to improve quality and ensure that the requirements of the HES Framework are met.

It is essential to contact TEQSA at least six months before starting to prepare an application for SAA, in order to clarify application and evidence requirements with TEQSA. At the appropriate point, TEQSA will allocate a case manager to guide you through the application process.

Your case manager will:

▸ help you to plan the timeframe for your application, aligning any concurrent applications

▸ discuss the specific types of evidence you are required to submit with your applications, advising you of the most useful specific information and documentation to submit in this particular case

▸ ensure that TEQSA can access your intranet to retrieve information, when necessary, and

▸ discuss ways to streamline the process where possible.

Liaison between case managers and providers is also important to discuss opportunities to co-ordinate other regulatory processes and to reduce the evidence requirements for providers where possible, for example:

▸ impact on timing and sequencing of other applications

▸ use of the same evidence for multiple processes (for example a renewal of registration application), and

▸ identifying further efficiencies in the application processes including timeframes.

TEQSA will then assign the online application form for SAA to your provider portal, through which you will be able to submit your applications, including supporting evidence.

1.2   Evidence requirements

1.2.1   Minimum evidence

Following discussions with the provider, the case manager will advise the provider in writing as to the extent and nature of the standards to be assessed and the evidence requirements (provided in the form of the Confirmed Evidence Table for SAA). The communication will also include details of agreed timeframes for the application to be submitted to TEQSA.

The list of evidence in Tables 2 to 5 of Appendices A and B is a reference source for the minimum evidence required (in general), but *specific evidence requirements for each provider will be determined through discussions with the relevant case manager*. Any relevant evidence that has already been submitted to TEQSA and remains current (for example through past accreditation or renewal of accreditation processes) can be referenced again. Therefore, in many cases, some of the evidence listed in Tables 2 to 5 of Appendices A and B will not need to be submitted with the application. Providers are encouraged to use URLs/hyperlinks where possible for public and protected information.

1.2.1   Further evidence

Applicants are normally not required to submit all their policies and procedures, however in some cases, where TEQSA does not already hold evidence about relevant policies and practices, further evidence beyond the minimum evidence listed in Tables 2 to 5 of Appendices A and B may be required. Further evidence might also be required relating to an applicant's particular processes or circumstances or evidence of effectiveness.

Such requirements will be identified by the case manager through discussions with each provider well in advance of submission, and may include, for example, evidence of:

▸ academic policies such as those relating to: course approval; course review and monitoring; course amendments; course termination/discontinuation; assessment and moderation; student admission; appeals; academic misconduct; student grievances and complaints; student progress and exclusion; student feedback/student evaluation of teaching; academic staff equivalence; and student support, and evidence of implementation

▸ terms of reference for academic governance bodies

▸ further staffing details such as CVs and position descriptions, including evidence of recent scholarly activity for academic staff involved in the courses within the proposed scope of SAA to demonstrate a breadth and depth of discipline knowledge in the relevant fields of education

▸ research management and supervision practices and evidence of support for research students to form part of a scholarly intellectual community for their discipline (as applicable to the AQF level/s within the proposed scope of SAA), and

▸ effectiveness of quality assurance arrangements for any third party provision of education services related to the courses within the proposed scope of SAA.

The above examples are a reference source only, but *specific evidence requirements for each provider will be determined in advance through discussions with your case manager*.

Appendix C lists the additional information you will be required to include in the online application form for SAA.

Stage 2: Submit application to TEQSA

2.1 Submitting your application

When you are ready to start submitting your applications, your case manager will arrange access to the provider portal and provide login and password details. The provider portal makes it easy for you to develop your applications, allowing you to work on them progressively online and submit them to TEQSA when you have finished. You can generate a PDF version of your application at any time to see how your application is progressing. You can edit your evidence (including by deleting documents) in any section, up until your application is submitted. You can also respond to information requests online and submit any additional evidence that may be requested via the portal.

In your applications, you are encouraged to use URLs and hyperlinks where possible for information that TEQSA can easily download from your website. It is expected that the basis for much of your evidence will be documentation that will be used for internal purposes, and has not been developed only for the purposes of your submission to TEQSA. The portal acts as a document repository and you will be able to use documents saved to the portal again in future TEQSA applications, where they are still current.

When your applications are complete, you must submit them to TEQSA via the provider portal. Be sure to include:

- your required information and evidence
- the completed Confirmed Table of Evidence for SAA, updated by you with the document titles/URL details for the specific evidence provided in the online form. Such evidence should use the naming conventions described in the guidance note on Naming Conventions for Evidence (available on TEQSA's website as well as in the online application form)
- a signed declaration.

After you submit your application you will receive an itemised invoice as final confirmation of your application and request for payment. Note that TEQSA does not have an online payment facility.

TEQSA staff have access to the portal and can help you with any questions or administration, including maintaining the document repository. TEQSA welcomes feedback on the provider portal and will work to progressively improve it based on such feedback.

TEQSA case teams will only start to work on assessing your application after it has been submitted and TEQSA has received your application fees.

Ensure that your application includes:

- all required evidence as advised by your case manager
- *clearly labelled evidence* (i.e., documents and/or URL links using the naming conventions described in the guidance note on Naming Conventions for Evidence) so that TEQSA can easily locate and reference them (based on the specifications provided in the Guidance Note for Naming Conventions for Evidence), and
- references to relevant sections in longer documents.

You can find supporting material about applying for SAA on TEQSA's website. You can find supporting material relating to the new HES Framework at:
http://www.teqsa.gov.au/teqsacontextual-overview-hes-framework.

2.2 Payment of assessment fee

In order for assessment of your application to commence, you must pay your assessment fee(s) when you receive an invoice from TEQSA.

The application fees do not attract GST. A fee schedule is available at:
http://www.teqsa.gov.au/for-providers/teqsa-fees.

TEQSA's ABN is: 50 658 250 012.

Stage 3: Assessment

3.1 Assessment

Upon receipt of the application, required fee, and accompanying evidence, TEQSA will check to see whether all the required information has been provided.

If further information, documentation or clarification is required, TEQSA will contact the provider. The case team will analyse the documentation submitted and may also use other assessment methods, such as provider visits and use of external experts.

TEQSA case managers conduct assessments of applications to ascertain whether the evidence submitted confirms that the applicant meets the relevant Standards.

3.2 Requests for further information

In some cases, TEQSA may request further information, documents, or assistance during the substantive assessment stage as questions arise. For example, your case manager may need to clarify aspects of your evidence or documentation or how certain policies and procedures will be implemented in practice.

3.3 Use of experts

TEQSA may obtain input from a number of external experts to inform the analysis of specific parts of the application. The input from experts forms part of the evidence TEQSA will use in its assessment process and decision making.

Wherever TEQSA uses external experts as part of the assessment process, you will be given an opportunity to state whether you consider any of the experts would have a conflict of interest in relation to your application, and TEQSA will take this into account before deciding whether to engage the expert.

3.4 Provider visits

TEQSA may visit one or more of your delivery sites or headquarters if required. At this visit, TEQSA may, for example, inspect facilities, equipment and resources, or clarify how relevant procedures, policies and operations are implemented through interviews with key personnel. Provider visits are another way of collecting evidence, and TEQSA will use observations and discussions held at a provider visit in its assessment and decision making to supplement or validate your written evidence. At the provider visit, TEQSA may interview various groups including students, staff, and members of corporate and academic boards.

Your case manager will consult with you in advance to:

- clarify the scope of assessment to be covered during the provider visit(s)
- ensure the date, timing and length of the visit(s) are appropriate
- share a program for the visit(s) and refine it with you
- arrange appropriate logistics, including the availability of key stakeholders, such as teaching staff, students, academic managers, and external advisors for the course of study, and
- minimise the impact on your operations as much as possible, taking into account student and staff availability, exam periods and semester breaks.

Stage 4: Findings and recommendations

At the conclusion of the assessment, an assessment report is prepared that includes recommendations to the TEQSA Commission about your application for registration. Reports are also prepared for the application(s) for course accreditation.

If an assessment report recommends that the TEQSA Commission: (a) reject an application, or (b) approve an application but impose conditions, TEQSA will send you the report(s) for comment before TEQSA Commission makes a decision. The report will include the reasons for the proposed decision. TEQSA may also send you any relevant evidence you might not have previously seen, such as findings from any external experts used.

Stage 5: Commission decision

The TEQSA Commission will consider the recommendations arising from an assessment.

In reaching a decision, the TEQSA Commission will take into account the three basic principles for regulation outlined in the Process notes below.

If a concurrent renewal of registration application is made, with reference to the registration application, the TEQSA Commission may decide to:

- approve the application
- approve the application and impose conditions on the renewal of registration, or
- reject the application.

With reference to the application for SAA, the TEQSA Commission may decide to:

- authorise a provider to self-accredit some or all of its courses, or
- not authorise a provider to self-accredit some or all of its courses.

Where a recommendation to reject an application or impose conditions is made, the TEQSA Commission will take into account any comments you have made on the assessment report and other information provided.

5.1 Notifying you of the decision

TEQSA will send you a notice of decision within 30 calendar days of making a decision to grant or reject your application, which will include the details of any conditions placed on your registration or course accreditation(s). In some cases, TEQSA may also request further

information monitoring of your ongoing compliance with the HES Framework and/or may notify you of areas that may be explored further in future regulatory processes. TEQSA may also make observations about areas for improvement to support quality enhancement.

If an application has been rejected, or where SAA is granted but for a smaller scope than that applied for, the notice of decision will be accompanied by a statement of reasons.

5.2 Review of decisions

Processes are in place to review certain decisions made by TEQSA. More information about reviews of decisions is at: www.teqsa.gov.au/for-providers/provider-obligations/review-teqsa-decisions.

Stage 6: TEQSA updates the National Register

6.1 Public report

TEQSA normally publishes reports of decisions about provider registration and course accreditation to facilitate transparency of TEQSA's processes, regulatory decisions and the reasons for those decisions.

A public report contains TEQSA's decision and the reasons for the decision. This report is published on the National Register of Higher Education Providers after TEQSA has considered any feedback you may have given on a draft version provided to you.

TEQSA's policy on public reports is available at: www.teqsa.gov.au/media-publications/policy-public-reporting-regulatory-decisions.

6.2 Updating the National Register

Where an application for an initial registration and course accreditation has been approved, a new entry will be made in the National Register of Higher Education Providers in the approved category. Where conditions are imposed on the registration of a provider and/or its courses, details of those conditions will also be published.

Updates to the National Register are published at least monthly and can be viewed at http://www.teqsa.gov.au/national-register.

Process notes

Case management model

TEQSA assigns particular staff members to work with each provider for all of its regulatory processes. Dialogue between providers and case managers is critical to clarify the specific evidence required (both amount and type of evidence), and to discuss provider selection of the type of documents most useful to submit with an application.

Regulatory principles

Part 2 of the TEQSA Act requires TEQSA to comply with three basic principles of regulation, namely the principles of: regulatory necessity, reflecting risk and proportionate regulation. These

principles underpin TEQSA's decisions in relation to applications for registration or course accreditation.

Assessment timeframes

TEQSA will ordinarily advise you of the outcome of its assessment within nine months of payment of the substantive assessment fee. TEQSA will aim to complete the assessment within six months. However, this timeframe may be shorter or longer, subject to a range of factors that can impede or assist the process, such as:

- the level of resourcing available to TEQSA

- the regulatory history of an existing provider and outcomes of previous assessments directly relevant to the application

- the strength and relevance of evidence presented by the provider

- the risk of non-compliance with the HES Framework and the ability of the provider to mitigate those risks, and

- the time taken by the provider to respond effectively to requests for information.

Confidentiality and accuracy of information

TEQSA has statutory obligations in relation to confidentiality; however, it operates within a public accountability framework. Where a higher education provider considers that its information should be treated as confidential by TEQSA the provider should contact its TEQSA case manager before providing the information. More information about TEQSA's approach to confidential information can be found at: http://www.teqsa.gov.au/for-providers/provider-resources.

Providing false or misleading information in an application is a serious offence under the TEQSA Act.

Version #	Date	Key changes
1.0	October 2014	
2.0	1 May 2015	
3.0	18 April 2017	Updated for the HESF 2015 and made available as beta version for consultation.
3.1	3 May 2017	Updated to clarify Standards required and related evidence for Tables 2, 4 and 5.
3.2	24 August 2017	Update to approach for assigning of the online application form, in Stage 1

Appendix A

Evidence requirements for an application for limited Self-Accrediting Authority

The evidence required for an application for limited SAA will vary depending on whether the provider is concurrently applying for a renewal of registration, as the majority of the evidence required for an application for limited SAA is common to a renewal of registration. In the case of a concurrent application, a provider will need to submit the evidence for meeting the SAA criteria with the online application for SAA, and submit the evidence for meeting the registration standards with the online application for renewal of registration.

Table 2 lists the minimum evidence required to submit with your stand-alone application for limited SAA, when such an application is made *independent* of a concurrent renewal of registration application.

Table 3 lists the subset of this evidence required to submit with your application for limited SAA, when such an application is made *with* a concurrent renewal of registration application. Submit all other required evidence with your application for renewal of registration.

The requirements listed in Tables 2 and 3 are applicable both to providers making a first time application for SAA, as well as to providers with current limited SAA making an application to extend the scope of their limited SAA.

Notes applicable to all of the tables below:

▸ Evidence requirements are described using generic terms - naming conventions may differ between providers. Refer to the HES Framework (Domains 1-7) for the actual Standards.

▸ Please provide to your case manager a list of any courses covered by the scope of your application delivered through third parties (and recent review reports on these) for consideration during pre-submission.

▸ TEQSA may also seek evidence where required to ensure compliance with other Standards relevant to the criteria for self-accrediting authority, such as those in section 5.1 of the HES Framework.

▸ The specific evidence required will be documented by TEQSA in the form of the Confirmed Evidence Table for SAA.

Table 2: Evidence requirements for a stand-alone application for limited SAA[4]

STANDARDS/ CRITERIA	MINIMUM EVIDENCE REQUIREMENTS
LEARNING ENVIRONMENT Part A: 2.2.3	1. Most recent review reports to governing body on participation, progress and completion by identified student groups, and information on how these have been used
INSTITUTIONAL QUALITY ASSURANCE Part A: 5.3	2. Most recent review reports to governing body or academic governing body on progress against organisational teaching and learning targets and other sample interim monitoring reports as agreed with your case manager 3. Most recent review report(s) (and actions arising) or other evidence of effectiveness of assessment (may include benchmarking reports) and assurance of learning 4. Sample reports of course review (as agreed with your case manager)
HISTORY OF SUCCESSFUL DELIVERY Part B: 2.2c	5. Analytical report demonstrating at least five years of successful delivery of the courses within the scope of SAA applied for, including evidence of student success based on trend data referenced against credible national and international comparators, encompassing at least three cohorts of graduates
GOVERNANCE AND ACCOUNTABILITY Part A: 6.2.1f, 6.3.2	6. Evidence about academic governance framework, including: ▸ terms of reference for academic governing body or bodies ▸ current membership of the academic governing body or bodies, and ▸ last twelve months of minutes from meetings of academic governing body/bodies
GOVERNANCE AND ACCOUNTABILITY Part A: 6.1.3d, 6.2, 6.3	7. Most recent report of independent review of the effectiveness of the governing body and academic governance processes, and actions arising (report to include all the responsibilities indicated in Sections 6.2 and 6.3).

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[4] That is, when submitted independent of a renewal of registration application.

Table 3: Subset of evidence requirements for an application for limited SAA, when submitted with a renewal of registration application

STANDARDS/ CRITERIA	MINIMUM EVIDENCE REQUIREMENTS
LEARNING ENVIRONMENT Part A: 2.2.3	1. Most recent review reports to governing body on participation, progress and completion by identified student groups, and information on how these have been used
HISTORY OF SUCCESSFUL DELIVERY Part B: 2.2c	2. Analytical report demonstrating at least five years of successful delivery of the courses within the scope of SAA applied for, including evidence of student success based on trend data referenced against credible national and international comparators, encompassing at least three cohorts of graduates
GOVERNANCE AND ACCOUNTABILITY Part A: 6.2.1f, 6.3.2	3. Evidence about academic governance framework, including: ▸ terms of reference for academic governing body or bodies, and ▸ current membership of the academic governing body or bodies

Appendix B

Evidence requirements for an application for unlimited SAA

The evidence required for an application for unlimited SAA will vary depending on whether the provider is concurrently applying for a renewal of registration, as the majority of the evidence required for an application for unlimited SAA is common to a renewal of registration.

Table 4 lists the minimum evidence required to submit with a stand-alone application for unlimited SAA, i.e. when such an application is made *independent* of a concurrent renewal of registration application.

Table 5 lists the subset of this evidence required to submit with an application for unlimited SAA, when such an application is made *with* a concurrent renewal of registration application. Submit all other required evidence with your application for renewal of registration.

The requirements listed in Tables 4 and 5 are relevant both to providers making a first time application for unlimited SAA, as well as to providers currently with limited SAA making an application for unlimited SAA.

Table 4: Evidence requirements for a stand-alone application for unlimited SAA (i.e. when submitted independent of a concurrent renewal of registration application)

STANDARDS/ CRITERIA	MINIMUM EVIDENCE REQUIREMENTS
LEARNING ENVIRONMENT Part A: 2.2.3	1. Most recent review reports to governing body on participation, progress and completion by identified student groups, and information on how these have been used
INSTITUTIONAL QUALITY ASSURANCE Part A: 5.3	1. Most recent review reports to governing body or academic governing body on progress against organisational teaching and learning targets and other sample interim monitoring reports as agreed with your case manager 2. Most recent review report(s) (and actions arising) or other evidence of effectiveness of assessment (may include benchmarking reports) and assurance of learning 3. Sample reports of course reviews as agreed with your case manager
HISTORY OF SUCCESSFUL DELIVERY Part B: 2.2c	1. Analytical report demonstrating at least five years of successful delivery of the courses within the scope of SAA applied for, including evidence of student success based on trend data referenced against credible national and international comparators, encompassing at least three cohorts of graduates
GOVERNANCE AND ACCOUNTABILITY Part A: 6.1.3d, 6.2, 6.3 Part B: B2.3a-c, e	1. Most recent report of independent review of the effectiveness of the governing body and academic governance processes, and actions arising. The report should explicitly address the provider's ability to ensure that new courses leading to any level of higher education in any field of education meet the requirements for unlimited self-accrediting authority stated in Part B: B2. of the HES Framework. The scope of the report to address all the functions and responsibilities indicated in Sections 6.2 and 6.3. In particular, the report should cover the provider's: ▸ processes for course design and delivery, demonstrating that these are transferrable to any new course of study and any new level of qualification offered ▸ capability to plan and establish new courses of study in new broad fields of education ▸ capacity for competent academic governance, oversight and scrutiny of accreditation of new courses in new broad fields of education, and approach to ensuring that where applicable, professional accreditation can reasonably be expected to be obtained and maintained
GOVERNANCE AND ACCOUNTABILITY	1. Evidence about academic governance framework, including: ▸ terms of reference for academic governing body or bodies ▸ current membership of the academic governing body or bodies, and

STANDARDS/ CRITERIA	MINIMUM EVIDENCE REQUIREMENTS
Part A: 6.2.1f, 6.3.1-2	▸ last twelve months of minutes from meetings of academic governing body/bodies
BREADTH AND DEPTH OF ACADEMIC LEADERSHIP, SCHOLARSHIP AND EXPERTISE Part B: B2.3d	1. CVs for academic leaders and academic staff members, using the TEQSA template for abbreviated CVs

Table 5: Evidence requirements for an application for unlimited SAA, when submitted with a renewal of registration application

STANDARDS/ CRITERIA	MINIMUM EVIDENCE REQUIREMENTS
LEARNING ENVIRONMENT Part A: 2.2.3	1. Most recent review reports to governing body on participation, progress and completion by identified student groups, and information on how these have been used
HISTORY OF SUCCESSFUL DELIVERY Part B: 2.2c	1. Analytical report demonstrating at least five years of successful delivery of the courses within the scope of SAA applied for, including evidence of student success based on trend data referenced against credible national and international comparators, encompassing at least three cohorts of graduates
GOVERNANCE AND ACCOUNTABILITY Part A: 6.3.2, 6.2.1f per Tables 3 and 4	1. Evidence about academic governance framework, including: ▸ terms of reference for academic governing body or bodies, and ▸ current membership of the academic governing body or bodies
GOVERNANCE AND ACCOUNTABILITY Part A: 6.2, 6.3 Part B: B2.3a-c, e	1. The following matters should be covered in the report of the independent governance review (submitted with the application for renewal of registration against Standard 6.1.3d). The scope of the report to address all the functions and responsibilities indicated in Sections 6.2 and 6.3. If not, evidence should be submitted (as part of the SAA online application) of the provider's capacity and capability to provide new courses leading to any level of higher education qualification in any field of education, including: ▸ processes for course design and delivery, demonstrating that these are transferrable to any new course of study and any new level of qualification offered ▸ capability to plan and establish new courses of study in new broad fields of education ▸ capacity for competent academic governance, oversight and scrutiny of accreditation of new courses in new broad fields of education, and ▸ approach to ensuring that where applicable, professional accreditation can reasonably be expected to be obtained and maintained
BREADTH AND DEPTH OF ACADEMIC LEADERSHIP, SCHOLARSHIP AND EXPERTISE Part B: B2.3d	1. CVs for academic leaders and academic staff members, using the TEQSA template for abbreviated CVs

Appendix C

Additional information required for a self-accrediting application

In the online form a self-accrediting application by a registered HEP (limited or unlimited, with or without concurrent renewal of registration), you will also be asked to provide the following information:

- ▶ the contact officer details for this application

- ▶ the registered business name(s) under which the applicant intends to deliver the course(s) of study for which self-accrediting accreditation is sought

- ▶ whether the provider intends to concurrently apply for renewal of registration (as appropriate for the type of application)

- ▶ the proposed scope of the SAA to be covered by the application (i.e., for unlimited or limited SAA). Details to be provided by Field of Education and AQF award level if the scope is for limited SAA

- ▶ the overall rationale for seeking limited or unlimited SAA (or extension to SAA, as applicable)

- ▶ details about course delivery including whether any of the courses included in this application will:

  - ▶ be delivered in a language other than English (with additional information required for such courses using the TEQSA template for delivery details of course(s) delivered in LOTE)

  - ▶ be delivered in a country other than Australia

  - ▶ include any work integrated learning

  - ▶ be delivered by a third party or partner arrangement, or

  - ▶ have a major research component

- ▶ the completed Confirmed Evidence Table for SAA (updated with the document titles/URL details for the specific evidence provided in the online application), and

- ▶ the completed TEQSA application declaration template.