



Australian Government

Tertiary Education Quality and Standards Agency



# Application Guide for Registered Higher Education Providers:

- *new course accreditation*
- *renewal of course accreditation  
for existing providers*

## Version 3.11

**For applications submitted from 1 January  
2017 onwards**

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

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# Section A: Background

## Purpose

This guide is for registered higher education providers. It provides information about and explains the processes for making the following applications to the Tertiary Education Quality and Standards Agency (TEQSA):

- ▶ new course accreditation, and
- ▶ renewal of course accreditation.

Applications for course accreditation are considered under Part 4 of the *Tertiary Education Quality and Standards Agency Act 2011* (TEQSA Act)<sup>1</sup>.

TEQSA may renew a provider's course accreditation or accredit a new course if it is satisfied that the provider meets the relevant Standards in the *Higher Education Standards Framework (Threshold Standards) 2015* (HES Framework).

TEQSA will use a range of information to reach its decision, including information submitted by the provider with its application. The minimum evidence for each application type is outlined in the tables in Appendix A of this guide.

In determining the scope of the information required, TEQSA will use the differentiated model (known as the 'core+' model) explained in Section B of this Guide. All applicants will be required to submit minimum evidence relating to a set of core Standards. The minimum evidence for each application type is outlined in general in the tables in Appendix A. Some providers will be asked to submit evidence against other selected Standards on a case-by-case basis, according to risk and regulatory track record. The specific evidence required for your individual case will be documented by TEQSA in the form of the Confirmed Evidence Table for the application (i.e. course accreditation or renewal of course accreditation), and sent to you.

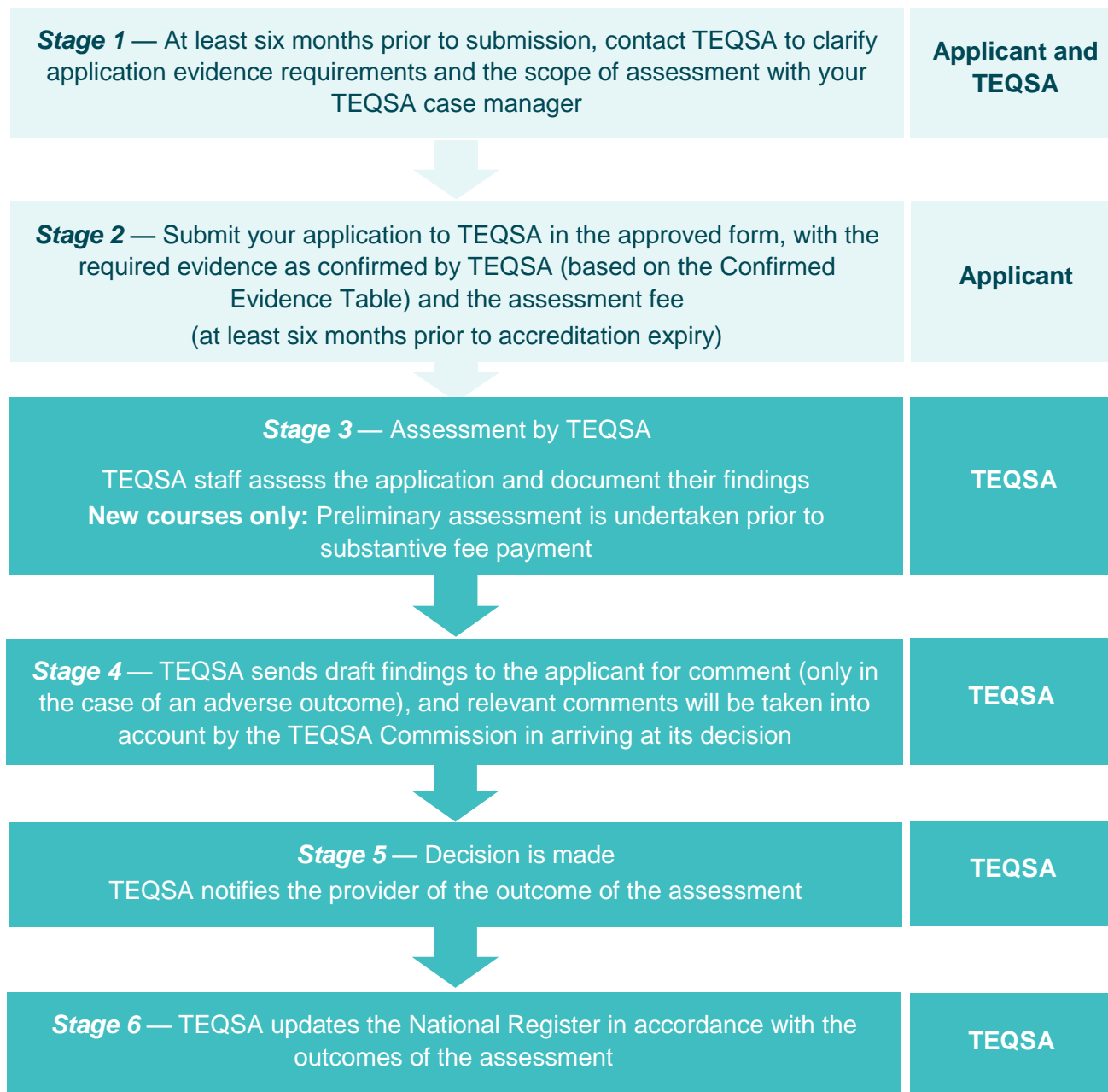
For assistance in understanding the requirements of the HES Framework, providers should refer to the guidance on TEQSA's website in the first instance, which includes an overview of each Domain of the HES Framework and detailed guidance notes on particular topics (<http://www.teqsa.gov.au/teqsa-contextual-overview-hes-framework>).

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<sup>1</sup> The complete TEQSA Act is available from: <https://www.legislation.gov.au>

# Section B: Overview of application process

## Process overview



# Stage 1: Clarify application requirements

## 1.1 Pre-submission liaison with your case manager

It is essential to contact your case manager at least six months before the proposed application submission date in order to clarify application evidence requirements and the scope of assessment with TEQSA.

In these initial discussions, your case manager will:

- ▶ help you to plan the timeframe for your application, aligning any other applications where practical
- ▶ discuss the scope of the assessment and the evidence you are required to submit with your application, advising you of the most useful information to submit and helping you to use existing documentation wherever possible
- ▶ clarify if TEQSA already has some of the required information and check if it is still current and relevant, and
- ▶ help you to plan future application processes including timeframes, relating, for example, to a change of provider category or self-accrediting authority.

Applications for renewal of course accreditation should be submitted to TEQSA **at least 180 calendar days** before the current accreditation period for the course(s) is due to end. If you cannot meet this timeframe you must contact your case manager as early as possible before the 180 day period. Any shortening of the 180 day period is at TEQSA's discretion.

Again, contact your case manager to discuss evidence requirements before you start to prepare your application.

***TEQSA will seek opportunities, wherever feasible, to aggregate accreditation renewal applications by field of study.***

Your case manager will be in touch to discuss options for this. TEQSA may grant extensions of accreditation to facilitate aggregation, and/or request that some applications be submitted earlier than 180 days prior to course accreditation being due to end. Consider your internal course renewal timetable to support aggregation as soon as possible.

## 1.2 Core assessment scope and minimum evidence requirements

The core assessment scope for course accreditation applications by existing providers will be against the Standards listed in Table 1, and the core assessment scope for renewal of course accreditation will be against the Standards listed in Table 2. As a minimum, you will be required to submit evidence related to these Standards. In your online application, you are encouraged to use URLs and hyperlinks where possible for information that TEQSA can easily download from your website.

The list of required evidence in each table is indicative of the minimum information required.

Appendices D and E list the additional information you will be required to include in the online application form for the accreditation and renewal of accreditation applications.

The focus of core assessments in the case of renewals will be internal and external reviews, and reporting. Where TEQSA establishes that credible reviews and periodic internal reporting provide sufficient assurance that a course continues to meet the Standards, it may not be

necessary to seek further evidence. TEQSA will generally seek examples of reporting and review outputs that are part of your regular governance and quality assurance cycle, rather than ones specifically commissioned for a TEQSA renewal of course accreditation.

## 1.3 Extension of assessment scope and additional evidence

### Confirmation of extension

After the pre-submission (i.e. initial) discussions, your case manager will advise you in writing if the assessment will be extended beyond the core Standards. This written advice will include the assessment scope and reasons for the extension, and will detail the specific evidence sought by TEQSA in the application (using the Confirmed Evidence Table for the application).

TEQSA may decide to extend the scope of your assessment at any time after the pre-submission discussions. For example, this may happen if TEQSA identifies a significant risk of non-compliance with the HES Framework as a result of:

- ▶ evidence submitted with your application, or
- ▶ new evidence as the result of a particular event.

In these instances, your case manager will advise you as soon as possible of the extended scope and additional evidence required for further assessment.

### Reasons for extension

The reasons TEQSA may extend the scope of your assessment for course accreditation or renewal of course accreditation include:

- ▶ if TEQSA has identified that the student indicators (student load, attrition rates or progress rates) for the relevant field of education/level give rise to concern
- ▶ if a significant issue is raised in your regulatory history in the most recent registration period; for example, an application for course accreditation has been rejected, you have had conditions imposed on a course, you have been required to undergo formal reporting, or other sanctions have been applied relevant to course accreditation, or
- ▶ you have graduated fewer than three higher education student cohorts from the course under application.

In most cases, the extended scope of assessment will be related to a specific Standard or cluster of Standards. Therefore, discrete and targeted additional evidence will be required. For example, in a case where:

- ▶ a provider has a history of elevated attrition rates, it may be necessary to seek evidence beyond the core Standards, for example evidence relating to Sections 1.2 (Credit and Recognition of Prior Learning), 1.3 (Orientation and Progression) and Standard 3.3.4 (learning support services).
- ▶ a course is to be delivered through other parties, and delivery with other parties has been identified as a significant risk, it may be necessary to seek evidence beyond the core Standards, for example evidence relating to Section 5.4
- ▶ provision of appropriate facilities has been identified as a significant risk, it may be necessary to seek evidence beyond the core Standards, for example evidence relating to Section 2.1 (Facilities and Infrastructure).

***The pre-submission discussions with your case manager will help you to identify specific evidence needed for your application. Following these discussions, your case manager will advise you in writing as to the extent and nature of the standards to be assessed and the evidence requirements. This information will be provided in the form of the Confirmed Evidence Table for the application. The communication will also include details of agreed timeframes for the application to be submitted to TEQSA.***

## **Stage 2: Submit application to TEQSA**

### **2.1 Submitting your application**

Sections 46 and 55 of the TEQSA Act state that an application for accreditation or renewal of accreditation of a course must be made in the approved form, and accompanied by the relevant fee. Section 46 also states that an application for accreditation must be accompanied by any information, documents and assistance that TEQSA requests; this includes the information specified in the application guide and form.

As stated above, applications for renewal of course accreditation should be submitted to TEQSA at least 180 calendar days before the current accreditation period for the course(s) is due to end.

The approved form for applications is the form in the provider portal. The provider portal makes it easy for you to develop your application(s), 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 through the portal.

In your application, you are encouraged to use URLs and hyperlinks where possible for information that TEQSA can easily download from your website. As a registered provider it is expected that the basis for much of your evidence will be existing documentation you have already developed and used for internal purposes. Key documents that you have already submitted to TEQSA that are still current and relevant will not have to be submitted again, as the portal also acts as a document repository.

When your application is complete, you must submit it to TEQSA via the provider portal. Be sure to include:

- ▶ your required information and evidence
- ▶ the completed Confirmed Evidence Table for the application, 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), and
- ▶ 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 fee.

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, and
- ▶ references to relevant sections in longer documents.

You can find supporting material on the TEQSA website at: <http://www.teqsa.gov.au/teqsa-contextual-overview-hes-framework>.

## 2.2 Payment of assessment fees

You must pay your assessment fee(s) when you receive an invoice from TEQSA.

In the case of applications for the accreditation of new courses, a preliminary assessment fee is payable in the first instance, followed by a substantive assessment fee if the application proceeds to the substantive assessment stage. These fees are not refundable in the event that an applicant withdraws the application.

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 process

## 3.1 Assessment

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

### New course accreditations

#### Preliminary assessment

For new course accreditations, TEQSA will undertake a preliminary assessment to check if you have provided all the required evidence as agreed in Stage 1. Within 30 calendar days of receiving your application and your preliminary assessment fee, your case manager will then advise you whether your application (including the required evidence) is complete. Your case manager will advise you if more information, documentation or assistance is required, in accordance with Section 47 of the TEQSA Act. You will then need to decide whether to proceed with the application process. If you decide to proceed, the substantive assessment fee must be paid.

#### Substantive assessment

TEQSA will undertake a substantive assessment of your application upon receipt of your substantive application fee.



## Renewals of accreditation

For renewals of accreditation, TEQSA will begin the substantive assessment once the application fee has been paid.

### 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 course delivery is carried out in practice. 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 decision maker about your application.

If the assessment report recommends that the TEQSA decision maker: (a) reject your application, or (b) approve your application but impose conditions, TEQSA will send you the report for comment before the TEQSA decision maker 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: Decision

The TEQSA decision maker will consider the recommendations arising from an assessment. In reaching a decision, the TEQSA decision maker will take into account the three basic principles for regulation outlined in the Process notes below.

The TEQSA decision maker may decide to:

- ▶ approve the application
- ▶ approve the application and impose conditions on the course accreditation, or
- ▶ reject the application.

Where a recommendation to reject an application or impose conditions is made, the TEQSA decision maker 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 course accreditation or renewal of accreditation. In some cases, TEQSA may also request further information, 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 your application has been rejected, or if conditions have been imposed on your course accreditation or renewal of accreditation, the notice of decision will be accompanied by a statement of reasons and details of any relevant review rights.

### 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](http://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 the 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 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](http://www.teqsa.gov.au/media-publications/policy-public-reporting-regulatory-decisions).

## 6.2 Updating the National Register

Where an application for course accreditation or renewal of accreditation has been approved, or where review rights have expired following a decision to reject an application for renewal or to impose conditions, the relevant entry in the National Register will be updated. Where conditions are imposed on a course accreditation or renewal of accreditation, 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 processes and 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 assessment or substantive assessment fee. TEQSA will aim to complete the assessment within six months from receipt of a complete application. However, this timeframe may be shorter or longer, subject to a range of factors that can impede or assist the process, such as:

- ▶ 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
- ▶ the time taken by the provider to respond effectively to requests for information, and
- ▶ the level of resourcing available to TEQSA.

### 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		
2.0	28 September 2015	
3.0	13 April 2016	Updated for the HESF 2015 and made available as beta version for consultation.
3.1	27 September 2016	Evidence tables updated and feedback from consultation incorporated.
3.2	11 October 2016	Course accreditation unit outlines to now refer to a TEQSA template, and the unit outline changed to a unit guide for renewal of course accreditation.
3.3	3 November 2016	Appendices A, D and E updated.
3.4	13 December 2016	Appendix A, B and C updated.
3.5	20 January 2017	Wording updated to reflect HESF 2015 now in effect, references to the Confirmed Evidence Table for Renewal of Registration added, and minor clarifications made in relation to Guidance Note on Naming Conventions for Evidence.
3.6	21 February 2017	Removal of the template for course performance for renewal of course accreditation (in Table 2)
3.7	30 March 2017	Tables 1 and 2 updated to note that the evidence for Section 1.4 is covered in the evidence for course design (Section 3.1).
3.8	3 May 2017	Updated to clarify where core Standards are 'if applicable', and further refinement of core Standards (in Tables 1 and 2).
3.9	29 May 2017	Updated to reflect 'if applicable' Standards and to clarify note for Domain 1 in Table 1.
3.10	21 June 2017	Updates to Table 1 (clarification that the abbreviated CV is required for all academic staff for all employment types) and Table 2 (removal of the need to provide abbreviated CVs as part of the minimum evidence).
3.11	6 September 2017	Additional evidence required for Table 1 (Domain 3 Teaching), for details of access to the LMS and copies of teaching materials and assessment tasks for at least one core unit of study

## Appendix A

**Table 1. Course accreditation (registered HEPs) – core assessment scope and minimum evidence requirements**

CORE STANDARDS	MINIMUM EVIDENCE REQUIREMENTS
<p><b>STUDENT PARTICIPATION AND ATTAINMENT</b></p> <p>1.1, 1.3.3, 1.4 (1.4.5-1.4.7 if applicable), 1.5.3</p>	<ol style="list-style-type: none"> <li>1. Contractual arrangements with students including pro forma standard offers of admission to and acceptances by students for each course, including fee change and refund policies and any documents or conditions incorporated by reference in student contracts, and showing any special conditions of enrolment and participation for any course (if applicable)</li> <li>2. Course rules for progression including any prerequisites and compulsory requirements</li> <li>3. Samples of all certification documentation (including testamurs and statements of results)</li> </ol> <p><b>Note:</b> <i>Evidence relating to admission criteria (Standard 1.1.1) and the specification, alignment and assessment of learning outcomes (Standards 1.3.3 and 1.5.3, and Section 1.4) in particular is covered in the evidence for course design (Section 3.1)</i></p>
<p><b>LEARNING ENVIRONMENT</b></p> <p>2.1.1 (if applicable)</p>	<ol style="list-style-type: none"> <li>1. Description of any specialist facilities (i.e. beyond standard classrooms) and equipment required for each proposed course, including any arrangements for delivery by third parties</li> </ol>
<p><b>TEACHING</b></p> <p>3.1, 3.2 (3.2.4 if applicable), 3.3.1</p>	<ol style="list-style-type: none"> <li>1. Proposal for each course as presented to academic approving body which must include:             <ol style="list-style-type: none"> <li>1.1 statement describing the design for the course, including the required elements listed in Appendix B,</li> <li>1.2 rationale relating learning outcomes, AQF level specifications, unit learning outcomes and unit assessment</li> <li>1.3 unit outlines for each proposed course including the required elements listed in Appendix C</li> <li>1.4 copy of teaching materials for at least one core unit of study to be offered in the first year of the proposed course, and</li> <li>1.5 copy of assessment tasks and related rubrics for at least one core unit of study to be offered in the first year of the proposed course.</li> </ol> </li> </ol> <p><b>Note:</b> <i>Templates for course admission, constructive alignment</i></p>

CORE STANDARDS	MINIMUM EVIDENCE REQUIREMENTS
	<p><i>and unit outlines are available for use if the provider does not have their own format. The use of these templates is optional.</i></p> <ol style="list-style-type: none"> <li>2. Tables showing numbers, qualifications and experience of academic leaders and staff for each proposed course (including scholarship and teaching) plus position descriptions for those not yet appointed, as well as projected student numbers, using the TEQSA templates for projected student and staff numbers and for abbreviated CVs</li> </ol> <p><b>Note:</b> <i>abbreviated CVs are required for all academic staff (teaching and/or research, employed full time, part time and on a casual basis).</i></p> <ol style="list-style-type: none"> <li>3. Arrangements for accessibility of teaching staff to students seeking individual assistance consistent with the needs of the student cohort</li> <li>4. Description of learning resources available (or proposed to be made available if the course is approved) for each course, including any arrangements for delivery by third parties</li> <li>5. Description of, and access to, the learning management system, including details of accessibility, staff training and technical support on and off campus</li> </ol>
<p><b>RESEARCH AND RESEARCH TRAINING</b> <b>(if applicable)</b> 4.2.2, 4.2.3, 4.2.5</p>	<ol style="list-style-type: none"> <li>1. Table showing qualifications and experience of research leaders and supervisors for any proposed higher degrees by research (HDR) using the TEQSA template for research management and supervision arrangements, plus position descriptions for those not yet appointed</li> <li>2. Description of research environment in each narrow field of study for any proposed higher degrees by research</li> </ol>
<p><b>INSTITUTIONAL QUALITY ASSURANCE</b> 5.1.2, 5.1.3 5.4 (if applicable)</p>	<ol style="list-style-type: none"> <li>1. For each proposed course of study: <ol style="list-style-type: none"> <li>1.1 extract of minutes from meeting(s) of committee or board that gave final internal approval to the course as submitted to TEQSA</li> <li>1.2 minutes of course advisory committee meeting or similar that provided input into course design</li> <li>1.3 reports of any external experts engaged by provider to provide input into course design</li> </ol> </li> <li>2. Description of arrangements for supervision of work-integrated learning, community-based learning or collaborative research training (if any)</li> <li>3. Contract for delivery of a proposed course in whole or in part by each third party (if any), showing quality assurance</li> </ol>

CORE STANDARDS	MINIMUM EVIDENCE REQUIREMENTS
	controls
<b>GOVERNANCE AND ACCOUNTABILITY</b> 6.2.1i	1. For each proposed course, description of any specific teach-out or transition contingency arrangements in the event that the course is discontinued, including availability and accessibility of similar courses
<b>REPRESENTATION, INFORMATION AND INFORMATION MANAGEMENT</b> 7.1.1, 7.1.5, 7.2.1, 7.2.2a-f 7.1.2, 7.2.2g (if applicable)	1. Draft course-specific marketing material (including web pages and brochures) for each proposed course made available prior to and after acceptance of an offer, including any materials developed by third parties 2. Framework for the engagement and monitoring of agents, including draft contract

**Notes:**

1. 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.
2. The specific evidence required will be documented by TEQSA in the form of the Confirmed Evidence Table for Course Accreditation (existing provider).
3. All TEQSA application templates are available on the TEQSA website with the corresponding application guides.

**Table 2. Renewal of course accreditation – core assessment scope and minimum evidence requirements**

CORE STANDARDS	MINIMUM EVIDENCE REQUIREMENTS
<p><b>STUDENT PARTICIPATION AND ATTAINMENT</b></p> <p>1.1.1, 1.3.3, 1.4 (1.4.5-1.4.7 if applicable), 1.5.3</p>	<p><b>Note:</b> Evidence relating to admissions criteria (Standard 1.1.1) and the specification, alignment and assessment of learning outcomes (Standards 1.3.3 and 1.5.3, and Section 1.4) in particular is covered below in the evidence for course design (Section 3.1)</p>
<p><b>TEACHING</b></p> <p>3.1, 3.2 (3.2.4 if applicable), 3.3.1</p>	<ol style="list-style-type: none"> <li>1. Proposal for each course as presented to academic approving body, must include:               <ol style="list-style-type: none"> <li>1.1 review and analysis of course performance since last accreditation</li> <li>1.2 statement describing the design for the course, including the required elements listed in Appendix B</li> <li>1.3 rationale and table relating learning outcomes to AQF level specifications, unit learning outcomes and unit assessment</li> <li>1.4 unit guides for each proposed course, including the required elements listed in Appendix C</li> <li>1.5 description of learning resources available for each proposed course</li> <li>1.6 report of professional accreditation body (if applicable) and the provider response</li> </ol> <p><b>Note:</b> Templates for course admission and constructive alignment are available for use if the provider does not have their own format. The use of these templates is optional.</p> </li> <li>2. Tables showing numbers, qualifications and experience of academic leaders and staff for each proposed course (including scholarship and teaching) plus position descriptions for those not yet appointed, as well as projected student numbers, using the TEQSA templates for projected student and staff numbers</li> </ol>
<p><b>RESEARCH AND RESEARCH TRAINING (if applicable)</b></p> <p>4.2.2, 4.2.3</p>	<ol style="list-style-type: none"> <li>1. Table showing qualifications and experience of research supervisors for any proposed Higher Degrees by Research (HDR) using the TEQSA template for research management and supervision arrangements, plus position descriptions for those not yet appointed</li> <li>2. Description of research environment in each narrow field of study</li> </ol>



CORE STANDARDS	MINIMUM EVIDENCE REQUIREMENTS
<p><b>INSTITUTIONAL QUALITY ASSURANCE</b></p> <p>5.1.3, 5.3.1-4</p>	<ol style="list-style-type: none"> <li>1. Overview of the course review process showing how it ensured, through internal and external scrutiny, that the relevant Standards were met</li> <li>2. For each proposed course of study: <ol style="list-style-type: none"> <li>2.1 extract of minutes from meeting(s) of academic approving body</li> <li>2.2 minutes of course advisory committee meeting or similar that provided input into course design</li> <li>2.3 reports of external experts engaged by provider to provide input into course design (if any)</li> </ol> </li> </ol> <p><b>Note:</b> <i>Report of the review of the course will be integrated with evidence for 3.1</i></p>

**Notes:**

1. 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.
2. No core Standards have been specified for the following three Domains: 2 Learning Environment, 6 Governance and Accountability, and 7 Representation, Information and Information Management. While these Domains remain at the heart of the Standards, in a core-only assessment of a course TEQSA may assess to what extent the applicant has demonstrated compliance with these Standards through the evidence provided for other Domains.
3. The specific evidence required will be documented by TEQSA in the form of the Confirmed Evidence Table for Renewal of Course Accreditation.
4. All TEQSA application templates are available on the TEQSA website with the corresponding application guides.

## Appendix B

### Course proposal – required elements

Course proposals (for new courses or renewal of accreditation) should demonstrate how the course engages with advanced knowledge and inquiry consistent with the level of study, and should include:

- ▶ rationale (including expected graduate employment opportunities)
- ▶ qualifications to be awarded on completion
- ▶ admissions criteria
- ▶ course learning outcomes, methods of assessment and indicative student workload, and national/international comparators (consistent with Standards 1.4.1-3 and 1.4.5-7 (if applicable)
  - ▶ rationale for relationship between learning outcomes, AQF level specifications, unit learning outcomes and unit assessment and summary table mapping this alignment
  - ▶ learning outcomes should include both discipline-related and generic outcomes
- ▶ structure, duration and modes of delivery
- ▶ list of units of study (indicating whether compulsory or elective)
- ▶ compulsory requirements for completion
- ▶ exit pathways, articulation arrangements, pathways to further learning
- ▶ research content (for Bachelor Honours, Masters or Doctoral qualifications)
- ▶ planned staffing complement, showing qualifications and experience of course coordinator and for all teaching positions as required by Standard 3.2.3, and:
  - ▶ resumes for any staff already engaged
  - ▶ positions descriptions for positions not yet filled
  - ▶ evidence of equivalent academic or professional experience relevant to policy criteria, and
  - ▶ arrangements for oversight of staff who do not fully meet Standard 3.2.3.

**Note:** TEQSA templates for course admission and constructive alignment are available for reference.

## Appendix C

### Unit outlines and guides – required minimum elements

Outlines and guides for all course units should include:

- ▶ (unit) learning outcomes (including both discipline-related and generic outcomes)
- ▶ duration
- ▶ level
- ▶ credit points
- ▶ prerequisites
- ▶ topics
- ▶ assessment tasks and weighting
- ▶ student workload
- ▶ delivery mode
- ▶ work-integrated learning (if applicable)
- ▶ specialised facilities or equipment (if applicable), and
- ▶ a list of the prescribed and recommended texts for the unit.

**Note:** A TEQSA unit outline template is available for reference.

## Appendix D

### Additional information required for a course accreditation application (existing provider)

In the online form for the course accreditation application, you will be asked to provide the following information:

- ▶ the contact officer details for this application
- ▶ the details of the course(s) covered by this application (including course name, AQF level, language of delivery if other than English [LOTE], as well as the broad, narrow and detailed fields of education)
- ▶ details of the ownership of the intellectual content of the course(s) covered by the application
- ▶ details of the delivery mode(s) for each course covered by this application (including site name, address, website [if applicable], and list of subjects/units to be delivered at the site)
- ▶ other information 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 proposed commencement date of the course(s) covered by this application
- ▶ study patterns, using the TEQSA template for study patterns
- ▶ the registered business name(s) under which the applicant intends to deliver the course(s) of study for which accreditation is sought
- ▶ whether the applicant intends to enrol overseas students in the course of study for which accreditation is sought
- ▶ the completed Confirmed Evidence Table for Course Accreditation (existing provider) (updated with the document titles/URL details for the specific evidence provided in the online application)
- ▶ (optional) declarations, using the TEQSA templates, for:
  - ▶ self-assessment
  - ▶ academic governing body composition
  - ▶ course advisory committee composition, and
  - ▶ external academic experts that have provided written reports, and
- ▶ the completed TEQSA application declaration template.

## Appendix E

### Additional information required for a renewal of accreditation application

In the online form for the renewal of course accreditation application, you will be asked to provide the following information:

- ▶ the contact officer details for this application
- ▶ which of your existing accredited course(s) are to be covered by this application
- ▶ details of the delivery mode(s) for each course covered by this application (including site name, address, website [if applicable], and a list of subjects/units to be delivered at the site)
- ▶ other information 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 registered business name(s) under which the applicant intends to deliver the course(s) of study for which accreditation is sought
- ▶ whether the applicant intends to enrol overseas students in the course of study for which accreditation is sought
- ▶ the completed Confirmed Evidence Table for Renewal of Course Accreditation (updated with the document titles/URL details for the specific evidence provided in the online application)
- ▶ (optional) declarations, using the TEQSA templates, for:
  - ▶ self-assessment
  - ▶ academic governing body composition
  - ▶ course advisory committee composition, and
  - ▶ external academic experts that have provided written reports, and
- ▶ the completed TEQSA application declaration template.