



Australian Government

Tertiary Education Quality and Standards Agency

# Application guide for initial registration as a prospective higher education provider

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**TEQSA**

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# Background

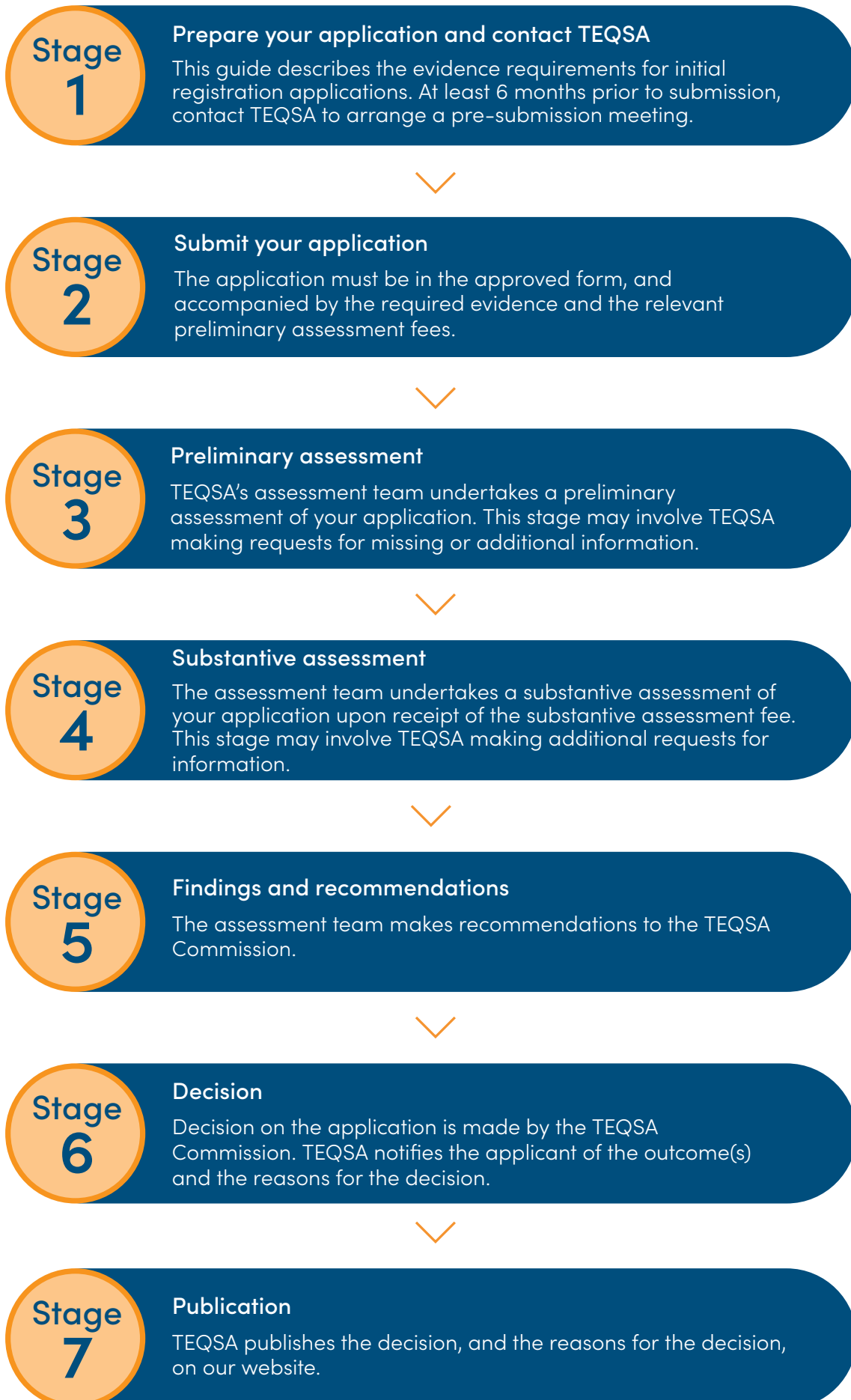
This guide describes the requirements for prospective providers wanting to apply for registration as a registered higher education provider for the first time under s18 of the *Tertiary Education Quality and Standards Agency Act 2011* (TEQSA Act). Prospective providers should also review the *Higher Education Standards Framework (Threshold Standards) 2021* (Threshold Standards) including Part B1 criteria to ensure they understand and meet relevant criteria of the category in which they seek registration.

TEQSA's assessment of applications is risk based and will be informed by the prospective provider's business model and operations.

TEQSA's assessment of applications is accordingly informed by the prospective provider's ability to meet the requirements of the Threshold Standards. For assistance in understanding the requirements of the Threshold Standards, prospective providers should refer to the [contextual overview guidance](#) on TEQSA's website, which references detailed guidance notes that summarise the intent of the Threshold Standards and TEQSA's regulatory approach. Prospective providers are encouraged to review TEQSA resources, published guides, guidance notes and [fundamental requirements](#) in preparing their application.

TEQSA is committed to affording procedural fairness to prospective providers before deciding on an application. The precise requirements and procedural steps for procedural fairness can differ depending on the relevant circumstances. The steps TEQSA will take in each situation will be tailored to ensure consistency with procedural fairness requirements.

# Overview



# Application process

## Stage 1 Prepare your application

The [Higher Education Standards Framework \(Threshold Standards\) 2021](#) (Threshold Standards) sets out the standards all registered higher education providers must meet, and continue to meet, to operate as a provider of higher education. TEQSA may only grant an application for registration if it is satisfied that the prospective provider meets the Threshold Standards.

In preparing your application, TEQSA highly recommends that you closely review the requirements of the [TEQSA Act](#) and the Threshold Standards to understand your obligations and requirements. The TEQSA website also provides [information about the TEQSA Act](#) and the [Threshold Standards](#). Your application should demonstrate with evidence how you meet, and will continue to meet, each of these obligations and requirements.

Applying to register as a higher education provider typically takes prospective providers 1-2 years to prepare a quality application. It is essential to dedicate sufficient time to the preparation of your application to ensure you can substantiate the maturity of your governance and quality assurance mechanisms and evidence your ability to meet, and continue to meet, the Threshold Standards upon submission of your application.

At least 6 months prior to submission, contact TEQSA ([new.registrationenquiries@teqsa.gov.au](mailto:new.registrationenquiries@teqsa.gov.au)) to arrange a pre-submission meeting. Your email should include:

- the proposed application submission date
- the category in which you are seeking registration
- any questions you may have about becoming a higher education provider.

The following requirements describes evidence required to support an application:

- a self-assurance report – a written submission which addresses Part A of the Threshold Standards and relevant criteria in Part B of the Threshold Standards, with an index of supporting evidence
- key evidence requirements – mandatory evidence requirements to demonstrate compliance with Part A of the Threshold Standards. These requirements apply to all prospective providers seeking registration
- provider category requirements – category specific evidence to demonstrate compliance with relevant criteria in Part B of the Threshold Standards.



We ask that when prospective providers submit their application(s) they only provide the documents requested, and any additional supporting evidence is listed in the index and made available to TEQSA when requested. If additional information is required TEQSA will reach out during the assessment.

## Self-assurance report

The self-assurance report for initial registration should consist of no more than 15 pages, or up to 20 if self-assurance of research quality is required. It focuses on the function of a prospective provider's governing bodies, noting their fundamental importance to the provider's operations, including their accountability for the quality of education delivered, their compliance with the Threshold Standards and other legislative requirements.

The self-assurance report should ensure claims are referenced with evidence (listed in the index) that can be requested to verify the claims. The self-assurance report should:

- demonstrate how the governing body assures itself that it meets Standards 5.1, 5.3, 6.1, 6.2, 6.3 and relevant criteria in Part B of the Threshold Standards
- describe how the prospective provider is assured its governing body (or bodies) are effectively overseeing and managing key risks, including key sector-wide issues that pose significant institutional risk (Standard 6.2.1)
- demonstrate how the prospective provider is assured it will be operating effectively and sustainably, including managing risks to financial viability and sustainability (Standard 6.2.1)
- describe reporting and review activities that are part of regular, internal governance and quality assurance cycles for the prospective provider, including the systems for delegating authority and reviewing effectiveness of those delegations (Standards 6.1.3)
- demonstrate the prospective provider understands the needs of students, ensures that students are appropriately supported to achieve learning outcomes, ensures students' wellbeing is protected and students have a positive learning experience within a safe, diverse and well-resourced learning environment, including how the governing body is assured facilities and resources are, or will be, fit for intended operations (Standards 2.1-2.3, 4.2)
- articulate how the prospective provider ensures its admission frameworks are transparent, consistent, accommodate student diversity, facilitate equal opportunities for academic success and ensure prospective students are well-informed and appropriately qualified for entry to higher education (Standards 1.1.1-1.1.3)
- describe the prospective provider's institutional framework and processes for academic governance (Standard 6.3) and how its governing body assures itself of the effectiveness of its processes for developing, approving, reviewing and continuously improving course(s) (Standards 1.4, 1.5, 3.1, 5.1.2, 5.3) and its ongoing monitoring, review, benchmarking and improvement activities that ensure the quality and integrity of education being delivered (Standard 5.3.7)
- demonstrate the prospective provider has a sufficient number of adequately skilled, qualified or experienced staff to deliver quality higher education and has robust processes for recruitment, training and ongoing professional development (Standards 3.2, 4.1)
- detail, where relevant, how the governing body is overseeing placement activities and placement agreements to assure the quality of placement providers, locations and supervision, pre-placement preparation materials for students, and academic and student support for students while on placement (Standard 5.4)
- detail, where relevant, how the governing body is assured that its third-party or partner arrangements comply with the Threshold Standards, including evidence of agreements detailing the roles and responsibilities, performance monitoring and student support arrangements between the prospective provider and partner (Standard 5.4)
- be accompanied by an index listing the relevant supporting evidence referred to through the self-assurance report.

The report should demonstrate the effectiveness of a prospective provider's self-assurance processes as an integral part of their day-to-day operations. In preparing the report, prospective providers should consider the key sector-wide issues that pose significant institutional risk. We encourage all prospective providers to review TEQSA's [key considerations for prospective providers](#) when preparing a self-assurance report before applying for initial registration.

## Key evidence requirements

Prospective providers must evidence compliance with the [Threshold Standards](#) through comprehensive and detailed self-assurance mechanisms and related action and implementation plans. See further detail below for guidance on independent governance reviews, external course review(s) and course proposal(s) accompanied by other relevant documentation.

Applications for initial registration must include the following evidence:

- an independent review of the effectiveness of the governing body and its corporate and academic governance processes and systems (including applicant response, completed actions and subsequent review of implementation) (*governance reviews*)
- evidence of an approved business plan, business continuity plan, constitution and governance framework
- copies of TEQSA's Fit and Proper Person (FPP) requirements declaration form completed by director(s), ultimate shareholder(s), members of the governing bodies and other decision makers (CEO, CFO, etc.). The form is available on TEQSA's [Application forms and support](#) page
- evidence of how risks are identified, managed and mitigated, including risk register(s) that identify all material risks to their operations including sector risks, and any relevant plans, frameworks and risk appetite statement, etc. (*risk management*)
- evidence of how the governing body is assured the prospective provider is financially viable and sustainable (*financial evidence*), including evidence of:
  - > an approved financial plan, supported by market research, competitor analysis, business and financial feasibility, recruitment plan etc. TEQSA expects this is prepared by a person(s) with appropriate financial and business expertise, for example this may be an external auditing and consulting firm
  - > financial projections in [TEQSA format](#), for base case and sensitised version supported by detailed assumptions and workings, for students and staff numbers, revenue and expenses, key financial balances and relevant information
  - > the latest management accounts and last 12 months' bank statements for the applicant and any funding/holding company
  - > total funding capacity and funding sources for individual shareholder(s), along with supporting evidence of assurance of funding availability (last 12 months' bank statements, personal net worth statements, loan or shareholder agreements etc.)
  - > ownership and shareholding structure, (such as ASIC Current and Historical Extract, Equifax Company Beneficial Ownership Report, any related documents and information):
    - In case of corporate or family trust holding, additional information on ultimate ownership and control.
    - In case of an overseas ownership, financial viability information on the overseas holding company (such as the last 3 years audited financial statements, approved business or strategic plan, information on ultimate ownership and control etc.).

- > if the holding company is a corporate entity – the last 3 years audited financial reports for the holding company
- > if the applicant has been in existence for 3 years or more – the last 3 years of audited financial reports for the applicant.
- access to proposed websites, policy libraries and learning management systems.

## Provider category requirements

### Institute of Higher Education category

Prospective providers seeking registration in the **Institute of Higher Education** category are required to demonstrate compliance with Part A and Part B1.1 of the [Threshold Standards](#).

To support an application as an Institute of Higher Education, prospective providers must also submit the following category-specific evidence:

- an accreditation application for at least one course of study
- an independent external review of the course(s) and course design (including applicant response, completed actions and subsequent review of implementation)
- course proposal(s) which has been reviewed and approved by the academic governing body (*course proposal*).

### University College category

Prospective providers seeking registration in the **University College** category are required to demonstrate compliance with Part A, Part B1.2.1-12 and Part B2 of the [Threshold Standards](#).

To support an application as a University College, prospective providers must also submit the following category-specific evidence:

- a document setting out the scope of self-accrediting authority being applied for, detailing the Australian Qualifications Framework (AQF) level/s for each field of education that self-accrediting authority is being sought
- evidence of comprehensive course development, monitoring, reviews and improvement processes for the courses of study in the fields of education in which self-accrediting authority is sought (including evidence that any actions arising have been developed and implemented)
- evidence of systematic support for scholarship including but not limited to funding, resourcing and other structured initiatives that enhance academic research and educational growth within the institution
- evidence of engagement with employers, industry and professions in the fields of education offered
- evidence of demonstrated civic leadership through engagement with its communities and commitment to social responsibility
- to support the application, prospective providers may consider submitting (up to 3) course accreditation applications evidencing the requirements detailed in the Institute of Higher Education category.



For registration into the University College category prospective providers are required to receive authority to self-accredit at least 70% of its total courses of study. If authority to self-accredit a minimum of 70% of the courses of study is not granted decision-makers may choose to reject the registration or register the provider into the Institute of Higher Education category and accredit individual courses.

## Greenfield University College category

Prospective providers seeking registration in the **Greenfield University College** category are required to demonstrate compliance with Part A, Part B1.2.13–18 and Part B2 of the [Threshold Standards](#).

To support an application as a Greenfield University College, prospective providers must also submit the following category-specific evidence:

- as per University College category and:
- financial backing necessary to sustain a Greenfield University College during start-up (at least the first 5 years) (*financial evidence*)
- plan for how the prospective provider will:
  - > meet the criteria of B1.2.1-12 in the University College category within 5 years of commencing teaching
  - > comply fully with the Australian University category standard within 10 years of commencing teaching
- an arrangement with an existing registered Australian University category provider to engage in a period of sponsorship or mentoring or equivalent alternative arrangement agreed by TEQSA.

## Australian University category

Prospective providers seeking registration in the **Australian University** category are required to demonstrate compliance with Part A, Part B1.3.1–15 and Part B2 of the [Threshold Standards](#).

To support an application as an Australian University, prospective providers must also submit the following category-specific evidence:

- a document setting out the scope of self-accrediting authority at all AQF levels for each field of education that self-accrediting authority is being sought (*scope*)



**Please note that Australian Universities are expected to have self-accrediting authority for all higher education qualifications in all fields of education (unlimited self-accrediting authority), unless the University will have a specialised focus, then it will only require self-accrediting authority in 1 or 2 broad fields of education.**

- evidence of comprehensive course development, monitoring, reviews and improvement processes for the course(s) of study in the fields of education(s) in which self-accrediting authority is sought (including evidence that any actions arising have been considered and/or implemented)
- plan for how the governing body is prepared to meet the challenges of designing and delivering courses of study in fields of education and/or at AQF levels where it might have limited or no existing expertise

- plan for how the governing body is able to meet, and continue to meet, the standards of research for Australian Universities, including detailed plans to achieve the quality requirements for research at or above one or both benchmark standards described in B1.3.19 as required in Standards B1.3.16-17 within 10 years of entry to the Australian University category
- evidence of engagement with employers, industry and professions in the fields of education offered
- evidence of demonstrated civic leadership through engagement with its communities and commitment to social responsibility.



**Please note that TEQSA is required to consult with the Minister for each relevant State and Territory responsible for higher education (which may include the Commonwealth Minister responsible for higher education), and have regard to any advice or recommendations given by each of those Ministers, as part of its assessment of applications for registration in the ‘Australian University’ category.**

## Overseas University category

Prospective providers seeking registration in the **Overseas University** category are required to demonstrate compliance with Part A, Part B1.4 and Part B2 of the [Threshold Standards](#).

To support an application as an Overseas University, prospective providers must submit the following category-specific evidence:

- as per Australian University category and:
- evidence of being recognised as a university by the home country registration or accreditation authority or an equivalent governmental authority, the standing and standards of which are acceptable to TEQSA
- evidence of understanding the Australian context, including the AQF, and relevant Australian regulatory requirements
- evidence demonstrating an understanding of, and plans for meeting, relevant Australian professional accreditation requirements.



**Please note that TEQSA is required to consult with the Minister for each relevant State and Territory responsible for higher education (which may include the Commonwealth Minister responsible for higher education), and have regard to any advice or recommendations given by each of those Ministers, as part of its assessment of applications for registration in the ‘Overseas University’ category.**

## Governance reviews

TEQSA requires all prospective providers to undertake an independent review of the effectiveness of both the governing body and its academic governance processes and systems. The scope of the governance review should include the extent to which the governing bodies fulfil the range of responsibilities outlined in Standards 5.1, 5.3, 6.1.3, 6.2, and 6.3 of the Threshold Standards.

An external review of governance is an important exercise in testing both the operation of governance mechanisms and the consideration of expert perspective(s) that inform the self-assurance of a prospective provider.

In this regard TEQSA expects careful reflection on the scope of the review and the qualifications and experience of the independent expert undertaking the review. TEQSA emphasises the value of seeking diverse perspectives from a range of external reviewers. We encourage prospective providers to consider TEQSA's guidance about [engaging an independent expert to undertake a review](#).

A review of this nature should also be able to validate evidence presented in the self-assurance report, including evidence pertaining to the prospective provider's ability to assure itself that risks to higher education have been identified, and material risks are being managed and mitigated effectively.

TEQSA expects the evidence submitted with the initial registration application will also include the prospective provider's consideration and response to the findings and recommendations of the review. This should typically take the form of a detailed action plan that sets out actions, timeframes and accountabilities and a subsequent review of implementation. In considering governance reviews, we look for the following characteristics:

### Reviewers

- are independent (read the [TEQSA guidance](#) for more information)
- are competent to undertake the review including having relevant qualifications, relevant and recent experience, and technical expertise.

### Reports

- make findings and recommendations for the prospective provider against the governance standards (Domains 5 and 6)
- are based on sufficient scope and quality of evidence
- take an evaluative approach, addressing strengths, opportunities for improvement and key risks
- where practicable, provide an opinion on the prospective provider's improvement plans, capacity and progress.

### Action plans

- respond to recommendations made by the review
- include a timeline for implementation, with clear accountabilities
- include mechanisms for monitoring the progress and effectiveness of any actions taken
- are accompanied by a subsequent review of implementation.

## External course review

TEQSA expects prospective providers to seek, consider and incorporate discipline expert advice into its course design. This provides an opportunity to engage with expertise not available internally and draw on additional specialised expertise.

TEQSA requires prospective providers to undertake an independent external course review(s) in support of self-assurance and continuous improvement activities. TEQSA expects a proposed provider to reflect on the recommendations made and identify and implement improvements (both of which are critical elements of a provider's self-assurance and quality improvement process).

TEQSA expects evidence submitted with the independent external course review(s) to include the external reviewer's report(s) and the prospective provider's consideration and response to the findings and recommendations of the review(s). This should typically take the form of a detailed action plan that sets out actions, timeframes and accountabilities and a subsequent review of implementation. In considering external course reviews, TEQSA looks for the following characteristics:

## Reviewers

- are independent (read the [guidance on planning and conducting an independent external review](#) for more information)
- are competent to undertake the review including relevant qualifications, relevant and recent experience and technical expertise.

## Reports

- make findings and recommendations for the prospective provider against the course design, ensuring that course content and learning outcomes are consistent with the level and field of education
- are based on sufficient scope and quality of evidence
- take an evaluative approach, addressing strengths, opportunities for improvement and key risks
- where practicable, provide an opinion on the prospective provider's improvement plans, capacity and progress.

## Action plans

- respond to recommendations made by the review
- include a timeline for implementation, with clear accountabilities
- include mechanisms for monitoring the progress and effectiveness of any actions taken
- are accompanied by a subsequent review of implementation.

## Course proposal(s)

Course proposals, as presented to the academic governing body for review and approval, should evidence the conceptual underpinning of the course and specify the key elements of the course design including:

- rationale (including expected graduate employment outcomes)
- qualifications to be awarded on completion
- admissions criteria, including entry requirements and pathways
- course learning outcomes, methods of assessment and indicative student workload, and national/international comparators:
  - > rationale for relationship between course 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, and any pre-requisites and co-requisites)
- site(s) of delivery, including any third-party delivery arrangements
- overview of the workforce plan, including academic leadership and supervisory roles
- compulsory requirements for completion
- exit pathways, articulation arrangements and pathways to further learning
- specialist resources or facilities (if applicable)
- special arrangements to facilitate course delivery in a language other than English (if applicable)
- research content (applicable for Bachelor Honours, Masters by Research or Doctoral qualifications)
- professional accreditation (and any other inherent) requirements for graduates to be eligible to practise, including details of the accreditation body (if applicable)
- requirements for recognition by an industry body or association (if applicable).

The Threshold Standards require course approval processes to be overseen by peak institutional academic processes and applied consistently to all courses of study. A course of study must only be approved when:

- it meets the applicable parts of the Threshold Standards
- the decision is informed by overarching academic scrutiny of the course of study, that is competent to assess the course of study's design, delivery and assessment (independently of the staff directly involved in those aspects of the course)
- the resources required to deliver the course will be available when needed.

## Stage 2 Submit your application

### Submitting your application

Subsection 18(3) of the [TEQSA Act](#) specifies that an application for initial registration must be:

- in the approved form
- accompanied by any information, documents and assistance that TEQSA requests
- accompanied by the fee determined under section 158 of the TEQSA Act for preliminary assessment of an application for initial registration.

The application will only be considered received by TEQSA once the approved form, requested evidence and preliminary assessment fee payment have all been received.

The initial registration application form will be made available to the prospective provider in the provider portal upon request. Please visit our website for more information about accessing and submitting an application using the [TEQSA provider portal](#).

We encourage prospective providers to use URLs and hyperlinks to relevant information that is accessible via its website, where possible. Please note that TEQSA will not be able to access URLs or hyperlinks to any internal systems, for example, OneDrive, SharePoint or other document management solutions.

Please use the naming conventions described in TEQSA's guide on [naming conventions for evidence](#).

TEQSA expects prospective providers will only submit an application when satisfied and confident their application demonstrates maturity of governance and quality assurance mechanisms required to meet, and continue to meet, the Threshold Standards.

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

- all required information and evidence and (where relevant) course accreditation application(s)
- a signed declaration.

It is an offence to knowingly give false or misleading information to a Commonwealth entity, such as TEQSA, under section 137.1 of the *Criminal Code Act 1995* (Cth).

### Payment of assessment fees

After you submit your application, an invoice will be generated in the provider portal. TEQSA does not have an online payment facility.

Where TEQSA determines the prospective provider did not apply for registration in the correct provider category, additional charges may apply. TEQSA will only commence assessing your application after it has been submitted and the fee has been paid.

Application fees do not attract GST. Preliminary assessment fees are not refundable in the event an application is withdrawn. TEQSA's ABN is 50 658 250 012.

## Initial application check

Once submitted, TEQSA will review the application to determine whether it meets the requirements of subsection 18(2) of the TEQSA Act.

TEQSA will determine an application is valid when it is:

- in the approved form
- accompanied by the required, and complete, evidence as specified in *Stage 1: Prepare your application*
- accompanied by the fee for preliminary assessment of an initial registration application.

## Invalid applications

If the application does not meet the requirements of subsection 18(2) of the TEQSA Act, the application will be determined as 'invalid' and will not proceed to the preliminary assessment stage.

If the application is invalid, TEQSA will:

- notify you that the application has been determined as invalid in the form of an invalid application notification
- request that you take the steps needed to satisfy the requirements of subsection 18(2) of the TEQSA Act.

Upon receiving your response, TEQSA will undertake a further review to determine whether the application meets the requirements of subsection 18(2) of the TEQSA Act.

If TEQSA determines your application remains invalid, your application will not proceed to the preliminary assessment stage. TEQSA will notify you and request to meet to discuss the application (as this typically demonstrates a prospective provider requires more time to prepare its application to become a higher education provider).

The timelines for application processing do not commence, and any fees paid will be refundable, until a valid application is made.

## Valid applications

If the application meets the requirements of subsection 18(2) of the TEQSA Act, the application will be determined as 'valid' and TEQSA will commence preliminary assessment of the application.

## Stage 3 Preliminary assessment

Section 19 of the TEQSA Act deals with preliminary assessment of applications for registration as a higher education provider.

TEQSA's preliminary assessment will include a quality review, to confirm the evidence submitted meets the quality requirements (some of which may include indicators such as scope, independence and completeness). TEQSA will also evaluate whether the application, in its current state, demonstrates the quality and supporting documentation required to satisfy the Threshold Standards.

### Requests from TEQSA

TEQSA may request further information during the preliminary assessment. For example, you may be asked to provide evidence from your index, address apparent gaps in your evidence or clarify aspects of your evidence.

TEQSA will ask you to respond to requests for information online, through a request created in the provider portal which is referenced as an 'REQ'. You will receive notification of any requests for information or clarification required, which will include instructions on how to respond to the request.

### Next steps

Within 30 days after a valid application is made, TEQSA will inform you of whether your application for registration in a particular provider category is appropriate in the form of a valid application notification. If TEQSA informs you that your application for registration in a particular provider category is not appropriate, we will also inform you of what, if any, provider category would be appropriate.

Following this advice, a prospective provider may continue with its application by providing any further information, documents and assistance that TEQSA requests and paying the fee determined under section 158 of the TEQSA Act for a substantive assessment.

## Stage 4 Substantive assessment

Section 20 of the TEQSA Act deals with substantive assessment of applications for registration as a higher education provider. It provides that, after TEQSA has completed its preliminary assessment, the applicant may continue with its application by providing any further information requested by TEQSA and paying the application fee for substantive assessment of an application for registration as a higher education provider.

TEQSA's substantive assessment will look at whether TEQSA can be satisfied that:

- the prospective provider meets the Threshold Standards
- the prospective provider, and each person who makes, or participates in making, decisions that affect the whole, or a substantial part, of the applicant's affairs is a fit and proper person
- the prospective provider will comply with tuition protection requirements (if Part 5A of the TEQSA Act will apply to the prospective provider).

Subsection 21(1) of the TEQSA Act provides that TEQSA may only grant an application for registration as a higher education provider if it is satisfied that these requirements are met.

### Assessment timeframes

TEQSA's assessment timeframes are subject to a range of factors that can affect the time taken to make an assessment, including:

- the quality and completeness of evidence presented by the applicant
- the risk of non-compliance with the Threshold Standards and the ability of the proposed provider to demonstrate it has mitigated those risks
- the time taken by the proposed provider to respond effectively to requests for information.

TEQSA must make a decision on an application within 9 months of the commencement of the substantive assessment. However, if, for reasons beyond TEQSA's control, a decision cannot be made within 9 months, a longer period not exceeding a further 9 months may be applied, as per section 21(2-3) of the TEQSA Act.

### Assessment considerations

TEQSA's substantive assessment will consider issues including, but not limited to:


- the effectiveness and completeness of a prospective provider's institutional governance arrangements
- whether effective and appropriate internal controls, procedures and systems are embedded for the ongoing management of risk
- how systems and feedback loops are developed, embedded and reviewed to support students and staff
- how contingency funding arrangements support and sustain operations over the initial registration period

- whether effective and appropriate financial management systems and controls are implemented to ensure business continuity into the future
- how evidence demonstrates appropriate management of financial viability, sustainability and liquidity risks
- the effectiveness and completeness of assurances that facilities and resources to support teaching and learning are identified and will be available when required
- in cases where professional accreditation is a requirement of the sector in which the prospective provider intends to offer a course of study, whether the evidence submitted by the prospective provider demonstrates that it will obtain, or will be in a position to obtain, professional accreditation.

## Requests from TEQSA

TEQSA will assess whether it can be satisfied, based on the application and supporting evidence submitted, that the prospective provider meets relevant requirements of the Threshold Standards. TEQSA may request further information as questions arise. For example, you may be asked to provide further evidence from your index, address apparent gaps in your evidence or clarify aspects of your application including explaining how certain policies and procedures are implemented in practice.

TEQSA will ask you to respond to requests for information online, through a request created in the provider portal which is referenced as an 'REQ'. You will receive notification of any requests for information or clarification required, which will include instructions on how to respond to the request.


 TEQSA considers this guide and other advice on the website provides sufficient information of TEQSA's expectations for registration as a higher education provider. Where evidence is not provided to address TEQSA's stated expectations, TEQSA may not provide a further opportunity to address these expectations before making a decision.

## Stage 5 Findings and recommendations

TEQSA's assessment team will recommend that TEQSA's Commission grant the application(s) for registration, if it is satisfied that:

- a prospective provider meets the Threshold Standards
- the prospective provider, and each person who makes, or participates in making, decisions that affect the whole, or a substantial part, of the prospective provider's affairs, is a fit and proper person
- the prospective provider will comply with tuition protection requirements (if applicable)

This recommendation to the Commission is made concurrently with a recommendation about whether to grant the prospective provider's application(s) for course accreditation.

 The assessment team's recommendations will vary according to the nature of the issues identified during the application(s) assessment.

In cases where the assessment team has concerns about an applicant's ability to meet the Threshold Standards, it may recommend that TEQSA's Commission:

- reject the application(s)
- grant the application(s) for a shortened period, and/or
- grant the application(s) with condition(s).

## Stage 6 Application is decided by the TEQSA Commission

The TEQSA Commission considers the assessment team's recommendations, taking into account the 3 basic principles for regulation set out in Part 2 of the [TEQSA Act](#). The principles are regulatory necessity, reflecting risk and proportionate regulation.

The TEQSA Commission may decide to:

- grant the application(s)
- grant the application(s) for a shortened period, and/or
- grant the application(s) with condition(s)

or

- reject the application(s).

When considering whether to approve a shortened period of registration, impose condition(s) on the registration, or reject the application(s), the TEQSA Commission will consider any representations made by the applicant during the application.

### Notifying you of the decision

TEQSA will send you a Notice of Decision within 30 calendar days of making a decision regarding your application(s).

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 or recommendations about areas for improvement to support quality enhancement.

If your application has been rejected, or if conditions have been imposed on your registration, reasons for the decision will be provided.

TEQSA's obligations with respect to notifying providers of Commission decisions about registration are set out in section 22 of the TEQSA Act.

### Review of decisions

Certain decisions made by TEQSA are reviewable. Please refer to our website for more information about [reviews of TEQSA decisions](#).

## Stage 7 Decision is published

### Public report

TEQSA publishes reports of decisions to grant an application for registration and course accreditation and impose conditions on registration and course accreditation. This is published on the [National Register of Higher Education Providers](#) (National Register) which can be viewed on TEQSA's website.

TEQSA also publishes reports of decisions to reject applications for provider registration and course accreditation to provide transparency of processes, regulatory decisions and the reasons for those decisions. These are also published and can be viewed under '[unsuccessful applications](#)' on the National Register.

The public reports contain the name of the applicant to which the decision(s) relates, the decision that has been made and the main reasons for the decision, and the legislative provision(s) which were the subject of the findings that informed the decision.

Refer to TEQSA's policy about public statements on [TEQSA's regulatory decisions and processes](#) for more information on our approach.

### Updating the National Register

Where an application for registration has been granted, a new entry on the National Register will be made in the approved category. Where conditions are imposed on the registration or accreditation of a provider, details of those conditions will also be published.

Where an application for registration has not been granted, a new entry on the TEQSA website will be made under 'unsuccessful applications'.

The National Register can be viewed on the TEQSA website.

### Confidentiality and accuracy of information

TEQSA has statutory obligations in relation to confidentiality, however, TEQSA also 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 TEQSA ([new.registration.enquiries@teqsa.gov.au](mailto:new.registration.enquiries@teqsa.gov.au)) before providing the information. For more information, read TEQSA's [approach to confidential information](#).

# Document information

Version #	Date	Key changes
1.0	29 January 2012	New guide
2.0	October 2012	
3.0	13 April 2016	Updated for the HESF 2015 and made available as beta version for consultation.
3.1	26 September 2016	Evidence tables updated and feedback from consultation incorporated.
3.2	10 October 2016	Appendix D replaced (Unit Outlines) with a TEQSA template and addition of Appendix F (Definition of a related entity).
3.3	3 November 2016	Appendices A (Tables 2-4) and D updated.
3.4	13 December 2016	Tables 3 (Domains 1 and 7) and Table 4 (Domain 3) 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	2 February 2017	Appendix D updated to note that the abbreviated CV is required for the CEO and Academic Director only.
3.7	6 March 2017	Table 3 updated to reflect requirement of the schedule of planned course development for the next three years to be provided, and Appendix D updated to reflect requirement of the list of courses provided under other registration(s) to be provided to TEQSA as part of this application.
3.8	18 April 2017	Requirements for nested courses (Appendix E) clarified. Stage 4 updated for the streamlined approach and expanded use of experts. Table 3 updated for compliance with related legislation (including working with children requirements, if applicable). Table 4 updated to note that the evidence for Section 1.4 is covered in the evidence for course design (Section 3.1).
3.9	3 May 2017	Updated the evidence requirements for Domain 2 (for Standard 2.1.2) in Table 3. Relevant Standards and paragraphs of Standards in Table 4 updated (Domains 1, 2 and 7).
3.10	29 May 2017	Updated to reflect 'if applicable' Standards (Table 3) and to clarify note for Domain 1 in Table 4.
3.11	21 June 2017	Updates to Table 4 (clarification that the abbreviated CV is required for all academic staff for all employment types).
3.12	24 July 2017	Update on references to confirmed evidence table and case managers in Stages 1 to 4. Addition that nested courses must be added to the application and paid for.

Version #	Date	Key changes
3.13	6 September 2017	Additional evidence required for Table 4 (Domain 3 Teaching), for copies of teaching materials and assessment tasks for at least one core unit of study.
3.14	22 February 2018	Clarification of unit outline evidence requirements.
3.15	12 March 2020	For course accreditation, prospective providers are now required to provide copies of teaching materials; assessment tasks and related rubrics, lecture content and tutorial tasks and solutions for all first-year units of study. Legislative references were also updated for currency.
3.16	20 April 2021	Guidance regarding submission of evidence via URL clarified and reference to the TEQSA financial forecast template added. Reference in indicative evidence requirements to 'all first-year units of study' updated to 'pre-confirmed sample of 6 to 8 units' consistent with content in CETs. Whole document reformatted.
4.0	19 June 2026	Whole document reviewed to reflect updated regulatory approach, remove reference to CET's and update evidence submission requirements.

The image features a diagonal split background with orange in the top right and blue in the bottom left. In the bottom left corner, the text 'TEQSA' is written in a large, white, bold, sans-serif font. Below it, the website address 'teqsa.gov.au' is written in a smaller, white, lowercase, sans-serif font.

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