



Scope and evidence requirements for an application for course accreditation for new Undergraduate and Graduate Certificates

Scope

Standard 1.1.1; Standard 3.1.1; Standard 3.2.3; Standard 5.1.3; and Section 5.4 (if applicable). See **Attachment A** for details of these Standards.

Evidence requirements

Information and evidence
<ol style="list-style-type: none">1. Provide a statement, jointly signed by the Chief Executive Officer (CEO) and Chair of the Academic Board (or equivalent), which for each course*:<ul style="list-style-type: none">• specifies the name of the course• specifies the structure, duration and mode of delivery• specifies the names of the accredited course/s and units that the proposed course is compiled from<ul style="list-style-type: none">○ if units are drawn from more than one accredited course, specify each accredited course and its Australian Qualifications Framework (AQF) level;○ if units are drawn from AQF qualification 6 or above, specify what teaching period (e.g. year 1, 2 or 3) each unit would usually be studied• sets out the course learning outcomes, states how these will be assessed, and indicates the AQF equivalence of overall level of learning achieved• details the pathways to further learning or possible employment outcomes<ul style="list-style-type: none">○ where the units of the proposed course are drawn from different courses or from multiple AQF levels, there is an enhanced onus to explain the course learning outcomes and pathways to further learning• specifies the academic leaders who have oversight of the course delivery, including qualifications and experience• specifies whether teaching staff have experience in the online delivery context<ul style="list-style-type: none">○ where the teaching staff do not have experience in online delivery, detail what support will be provided for teaching staff and students in the online delivery context• provides assurance to TEQSA that the proposed course will be subject to:<ul style="list-style-type: none">○ admission requirements for English language proficiency consistent with the accredited course○ academic oversight, approval and quality assurance controls that are consistent with the accredited course, and that these remain appropriate to meet the relevant obligations under the HES Framework.



2. For a **new** third party arrangement to deliver part or all of the proposed course, provide a copy of the contract between the provider and the other party (and any relevant supporting documentation). The contract should document the quality assurance controls to be applied to the course.

**An [optional template](#) is available for this purpose. The statement made by the Chief Executive Officer and Chair of the Academic Board must include name, position, date and an accompanying statement 'I hereby attest that to the best of my knowledge, the information and evidence contained in this application for accreditation of above named course/s is complete and accurate as at the date stipulated. I understand that giving false or misleading information is a serious offence'. The statement may be signed by reasonable alternatives which include e-signature or typed name/s.*

Version #	Date	Key changes
1.0	5 May 2020	Made available as beta version.



Attachment A – Relevant excerpts from the Higher Education Standards Framework (Threshold Standards) 2015 (HES Framework)

1. Student Participation and Attainment

1.1 Admission

1.1.1 Admissions policies, requirements and procedures are documented, are applied fairly and consistently, and are designed to ensure that admitted students have the academic preparation and proficiency in English needed to participate in their intended study, and no known limitations that would be expected to impede their progression and completion.

3. Teaching

3.1 Course Design

3.1.1 The design for each course of study is specified and the specification includes:

- a. the qualification(s) to be awarded on completion
- b. structure, duration and modes of delivery
- c. the units of study (or equivalent) that comprise the course of study
- d. entry requirements and pathways
- e. expected learning outcomes, methods of assessment and indicative student workload
- f. compulsory requirements for completion
- g. exit pathways, articulation arrangements, pathways to further learning, and
- h. for a course of study leading to a Bachelor Honours, Masters or Doctoral qualification, includes the proportion and nature of research or research-related study in the course.

3.2 Staffing

3.2.3 Staff with responsibilities for academic oversight and those with teaching and supervisory roles in courses or units of study are equipped for their roles, including having:

- a. knowledge of contemporary developments in the discipline or field, which is informed by continuing scholarship or research or advances in practice
- b. skills in contemporary teaching, learning and assessment principles relevant to the discipline, their role, modes of delivery and the needs of particular student cohorts, and
- c. a qualification in a relevant discipline at least one level higher than is awarded for the course of study, or equivalent relevant academic or professional or practice-based experience and expertise, except for staff supervising doctoral degrees having a doctoral degree or equivalent research experience.



5 Institutional Quality Assurance

5.1 Course Approval and Accreditation

5.1.3 A course of study is approved or accredited, or re-approved or re-accredited, only when:

- a. the course of study meets, and continues to meet, the applicable Standards of the *Higher Education Standards Framework*
- b. the decision to (re-)approve or (re-)accredit a course of study is informed by overarching academic scrutiny of the course of study that is competent to assess the design, delivery and assessment of the course of study independently of the staff directly involved in those aspects of the course, and
- c. the resources required to deliver the course as approved or accredited will be available when needed.

5.4 Delivery with Other Parties

- 5.4.1 Work-integrated learning, placements, other community-based learning and collaborative research training arrangements are quality assured, including assurance of the quality of supervision of student experiences.
- 5.4.2 When a course of study, any parts of a course of study, or research training are delivered through arrangements with another party(ies), whether in Australia or overseas, the registered higher education provider remains accountable for the course of study and verifies continuing compliance of the course of study with the standards in the *Higher Education Standards Framework* that relate to the specific arrangement.