



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

## Scope

Standard 1.1.1; Standard 3.1.1; Standard 3.2.3; Standard 5.1.2; Standard 5.1.3; Section 5.4 (if applicable); and Standard 7.1.5.

See **Attachment A** for excerpts of these Standards.

## Evidence requirements

### Information and evidence

1. Provide a statement, jointly signed by the Chief Executive Officer (CEO) and Chair of the Academic Board (or equivalent), which for each course\*:
  - specifies the name of the course (**hint:** Refer to TEQSA's Short Course FAQs for more information on the naming conventions of these courses. Refer also to the AQF Qualifications Issuance Policy: [https://www.aqf.edu.au/sites/aqf/files/aqf\\_issuance\\_jan2013.pdf](https://www.aqf.edu.au/sites/aqf/files/aqf_issuance_jan2013.pdf)).
  - specifies the structure, sequencing and pre- or co-requisites, duration, and mode of delivery of the course.
  - specifies the names of the accredited course or courses and units from which the proposed course is drawn:
    - 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.
  - specifies how the learning and graduate (employment) outcomes for the proposed course are differentiated from that of the source course.
  - details the pathways to further learning or possible employment outcomes and explains how the specified employment outcomes are consistent with the course information that will be made available to prospective students, **supported by the following documentary evidence: Draft course specific marketing materials.**
    - **Note:** 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.
    - **Note:** TEQSA encourages you to provide copies of the CVs of the academic leaders of the proposed course (**hint:** Refer to TEQSA's template for abbreviated CVs).
  - specifies whether teaching staff have experience in the online delivery context.
    - **Note:** 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.
  - confirms the internal course approval processes for the proposed course, **supported by relevant documentary evidence (for example, relevant meeting minutes for the peak institutional academic governance body)**
  - provides assurance to TEQSA that the proposed course will be subject to:
    - 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. Where applicable, include relevant supporting documentation for the items listed above.
  3. 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 on TEQSA's website 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 abovenamed course or courses 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 or names.*

Version	Date approved	Key changes
1.0	5 May 2020	Made available as beta version.
2.0	2 December 2021	Scope and evidence requirements updated in accordance with short course review recommendations.



## Attachment A – Relevant excerpts from the Higher Education Standards Framework (Threshold Standards) 2021 (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:
- the qualification(s) to be awarded on completion
  - structure, duration and modes of delivery
  - the units of study (or equivalent) that comprise the course of study
  - entry requirements and pathways
  - expected learning outcomes, methods of assessment and indicative student workload
  - compulsory requirements for completion
  - exit pathways, articulation arrangements, pathways to further learning, and
  - 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:
- knowledge of contemporary developments in the discipline or field, which is informed by continuing scholarship or research or advances in practice
  - 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

- 5.1.2 Course approval and self-accreditation processes are overseen by peak institutional academic governance processes and they are applied consistently to all courses of study, before the courses are first offered and during re-approval or re-accreditation of the courses.
- 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.

## 7 Representation, Information and Information Management

### 7.1 Representation

- 7.1.5 Representations, whether expressed or implied, about the outcomes associated with undertaking a course of study, eligibility for acceptance into another course of study, employment outcomes or possible migration outcomes are not false or misleading.