



Future directions for TEQSA's regulatory processes

Sector discussion Paper

October 2013

Responding to this paper

Responses to the consultation questions posed in this paper, and other relevant feedback, are requested via email to consultation@teqsa.gov.au.

Submissions close at **5.00pm on 4 December 2013**.

Interested parties can also email consultation@teqsa.gov.au with queries about this paper, or to seek clarification of the consultation questions.

Please note that TEQSA intends to publish submissions received. If you do not wish for your submission to be published, please indicate this in your response. TEQSA may alter the format or content of submissions before they are published, or decline to publish particular submissions, having regard to the requirements for Australian Government websites.

Background and purpose

The TEQSA Act provides for a standards and risk-based regulatory framework in which each provider has responsibility for interpreting and applying the provisions of the Threshold Standards and for managing their higher education operations. There is flexibility within the standards to support innovation and diversity in the sector.

With the introduction of the TEQSA Act, providers experience longer regulatory cycles. The statutory timeframes within the TEQSA Act provide for a maximum seven year registration and accreditation period, and this is usually the period granted by TEQSA.

These factors highlight the critical importance of a provider's capacity for effective internal self-assurance of its higher education operations. TEQSA's regulatory processes supplement each provider's internal quality assurance mechanisms to manage risks and enhance quality in the sector.

TEQSA is committed to continually improving its regulatory processes. On the basis of experiences and progress over some 18 months of regulation - including enhanced knowledge of each provider - and in response to sector feedback and findings of the recent Review of Higher Education Regulation¹, TEQSA is proposing to:

- ▶ reduce the regulatory burden for higher education providers
- ▶ shorten regulatory decision making timeframes
- ▶ strengthen risk-based regulation, while recognising provider diversity and acknowledging providers with strong track records in higher education delivery; and
- ▶ strengthen TEQSA's stakeholder consultation and engagement.

The reform proposals address the Direction given to the Agency by the Minister for Education on 22 October 2013, to apply "a deregulatory and quality enhancement philosophy and deliberate action to remove red tape". The Ministerial Direction is online at <http://www.comlaw.gov.au/Details/F2013L01824>.

This discussion paper has been prepared for consultation with key stakeholders in the higher education sector about the ways in which TEQSA plans to reform its regulatory approaches and processes relating to:

- ▶ renewal of registration
- ▶ course accreditation; and
- ▶ renewal of course accreditation.

These reforms are designed to result in:

- ▶ reduced evidence requirements
- ▶ more efficient regulatory processes; and
- ▶ faster decision making timeframes, subject to maintaining the agency's current level of resourcing.

¹ Review of Higher Education Regulation Report, 2 August 2013 by Professors Kwong Lee Dow and Valerie Braithwaite available at: <http://www.innovation.gov.au/highereducation/Policy/HEAssuringQuality/Documents/FinalReviewReport.pdf>

Our aim is to ensure that innovation and provider diversity are recognised within an overall regulatory approach that remains effective in managing risks, and maintaining and enhancing quality in the sector.

As part of its reform agenda, TEQSA is also drawing on the experiences of the first cycle of risk assessments to propose refinements to its Regulatory Risk Framework (RRF), which will improve the effectiveness of risk assessments in supporting streamlined regulatory processes and reduce the number of risk indicators used. A separate discussion paper has been released to the sector to seek feedback on TEQSA's proposals for reform to the RRF. This paper is at: www.teqsa.gov.au/regulatory-approach/reform-and-continuous-improvement.

To supplement actions outlined in the discussion papers, TEQSA will work with the Department of Education and other stakeholders in the higher education regulatory environment to develop collaborative approaches for reducing regulatory burden, for example, through:

- ▶ better use of existing information sets in regulatory assessments; and
- ▶ reducing or eliminating duplication in reporting requirements.

TEQSA has recommended changes to legislation that are needed to facilitate further reduction in regulatory burden for providers.

Review of Threshold Standards

The Higher Education Standards Panel (HESP) is mid-way through its first major review of the Threshold Standards. Based on communications from the HESP, TEQSA understands that phased implementation of any revised standards is likely to be 2015 or later. These reform proposals should be flexible enough to take into account future directions of the review of the Higher Education Standards Framework.

Outline of reforms

TEQSA is proposing to focus on substantially streamlining **renewal of registration, course accreditation and renewal of course accreditation** processes, giving full leverage to a risk-based and proportionate approach. We will do this by:

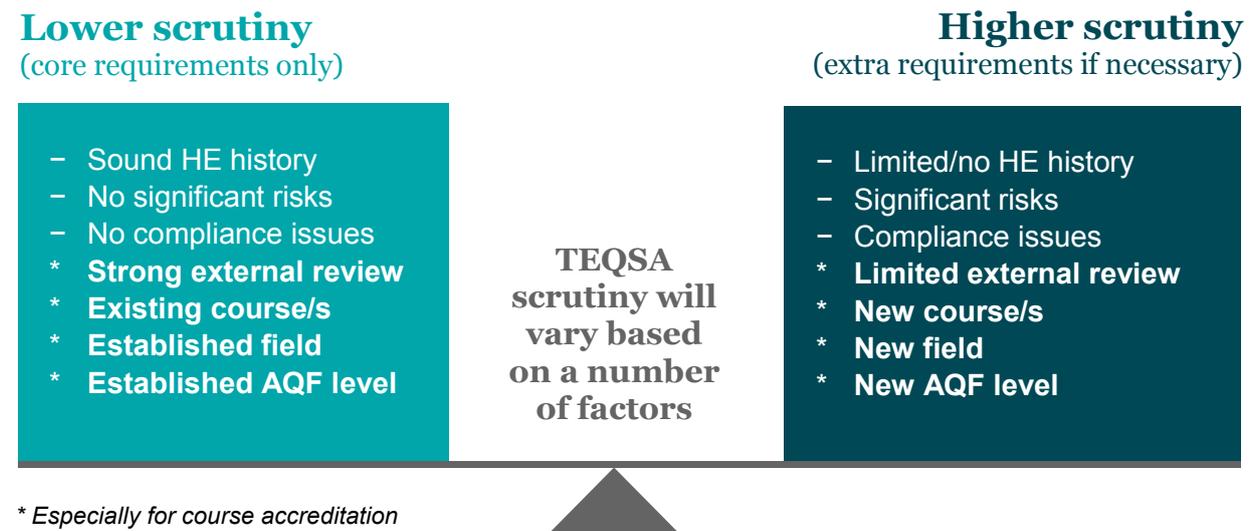
- ▶ **reducing the scope of assessment** for renewal of registration based on a provider's risk assessment, regulatory history, and history of higher education delivery
- ▶ **reducing the amount of evidence required at time of application** by tailoring assessment processes and application requirements; using TEQSA's accumulated experience and information gained from regulatory activities and data collection; and introducing a provider website portal to enable the transfer of secure information and electronic submission of applications to TEQSA
- ▶ **providing clearer guidance about the amount and nature of information required** to reduce the overall amount of information submitted, while maintaining an emphasis on provider choice as to the evidence most useful to submit to TEQSA, particularly in a renewal of registration application; and
- ▶ **strengthening TEQSA's case management model** by supporting greater dialogue between providers and Case Managers in order to facilitate streamlining and tailoring of regulatory requirements on an individual provider basis and enhanced transparency of regulatory approaches and requirements.

The case management model is critical to being able to give full effect to these reforms.

TEQSA recognises the diversity and history of higher education providers in Australia and that its regulatory processes need to be tailored to the circumstances of each provider so that they do not reflect a ‘one size fits all’ approach. **Figure 1** shows how TEQSA will take into account a provider’s track record of higher education delivery and risk profile to scope and determine requirements for renewal of registration, course accreditation, and renewal of course accreditation regulatory processes.

Providers with a sound history of higher education delivery and no significant compliance or risk concerns will benefit from a reduced scope of assessment (requiring less evidence and information at time of application) compared to those with a limited track record of higher education delivery, or with some compliance or risk concerns.

Figure 1: Overarching design of the reform proposals



Further details of the proposed reforms are outlined in the sections below:

Section A: Renewal of Registration

Section B: Course Accreditation

Section C: Renewal of course accreditation

Initial Registration

TEQSA plans to maintain its approach to initial registration. TEQSA recognises that new entrants to the higher education sector are necessarily higher risk than established providers with a track record of higher education delivery. Maintaining robust entry requirements and strong regulatory oversight of new entrants to the sector will support TEQSA’s role in upholding the reputation of Australia’s higher education sector.

Multi-sector providers

Around half of all registered providers are also registered as an NVR Registered Training Organisation (RTO) with ASQA. For these providers, TEQSA will continue to work with ASQA toward development of jointly managed single application processes covering renewal of registration (a) under CRICOS, or (b) as a higher education provider, as an NVR RTO and

under CRICOS; or (c) as a higher education provider and as an NVR RTO. It will be proposed that providers have the option for a single process aimed at eliminating overlap and more efficient regulation through the use of common evidence and joint regulatory processes where feasible.

It is acknowledged that legislative amendments to align registration periods for registration under TEQSA (up to 7 years), ASQA (up to 5 years) and CRICOS (up to 5 years) would make a single application processes for a larger proportion of providers more feasible. TEQSA will continue to work with the Department of Education and advocate for changes to legislation in order to align maximum registration and accreditation periods and to remove overlapping provisions in the ESOS and TEQSA Acts.

Closer alignment of some provisions within the separate standards frameworks that are applicable to higher education and vocational education and training would also support a more streamlined single application process.

Section A

Renewal of Registration

Currently, the renewal of registration application process for providers with self-accrediting authority requires a summary of compliance against all the Threshold Standards. For providers without self-accrediting authority, the application process requires a summary of compliance against the Provider Registration and Provider Category Standards.

Whilst the TEQSA Act requires all providers to meet the Threshold Standards at all times, TEQSA considers that it is possible to narrow the scope of assessment of a renewal of registration application by taking greater account of a provider's regulatory history, analysis of accumulated data, track record of higher education delivery, and demonstrated capacity for internal self-assurance. This will, in turn, reduce the amount of evidence and information required at the time of application.

TEQSA proposes to focus renewal of registration assessments on the key attributes necessary to demonstrate the quality of a provider and its ability to continue to meet the Threshold Standards.

Proposed reforms

In broad terms, the proposed reforms to renewal of registration are as follows:

- ▶ significantly **reducing the scope of assessment** by focusing on the provider's own monitoring and quality assurance processes, systems and outcomes
- ▶ **reducing the evidence and information required** at the time of application in line with the reduced scope of assessment; and
- ▶ **only requiring additional evidence beyond the core set when necessary**, based on a provider's track record of higher education delivery and risk profile.

For providers with self-accrediting authority, information relating to a sample of courses will continue to be required in order to allow TEQSA to assess implementation and impact of a provider's academic governance and quality assurance systems, as well as outcomes for students.

Core requirements

The proposed core evidence required from all providers at the time of renewal of registration is listed at **Attachment A**. TEQSA has identified this evidence taking into account the importance of ensuring that the scope of assessment for all providers covers the following areas:

- ▶ Outputs and outcomes that (a) demonstrate effectiveness of the provider's higher education operations in delivering positive student outcomes and experiences; (b) underpin student and public confidence in the provider; and, (c) as applicable, underpin the provider's international credibility
- ▶ Systematic capabilities to self-assure through robust, mature, and effective systems and processes for its higher education operations relating to:
 - ▶ academic governance arrangements

- ▶ internal academic quality assurance, including processes for planning, developing, approving, resourcing, monitoring, reviewing and improving the provider's courses of study (including any involving third parties) and the impact of these processes; and
- ▶ risk management.

TEQSA will focus particularly on assessing evidence against Threshold Standards that relate to outcomes and outputs and on a provider's capacity to demonstrate effectiveness and implementation. Evidence of the institution taking action in response to review and monitoring programs and how they 'know' outcomes are being achieved will be strongly emphasised. It is expected that each provider should have existing evidence that will meet these requirements.

Case Managers will take into account any relevant evidence previously submitted to TEQSA in relation to these requirements, for example through recent course accreditation processes, when confirming document requirements with providers prior to preparation of a renewal of registration submission.

Determining additional requirements

A core set of evidence will be required from all providers at the time of submitting a renewal of registration application, as listed at **Attachment A**.

The scope of the assessment may be expanded and consequently additional evidence may be required, tailored to the circumstances of the provider. This will be based on risk and will take into account:

- ▶ TEQSA's risk profile of the provider (for example whether there are significant risks identified in the overall evaluation)
- ▶ the provider's higher education history (for example whether three or more higher education student cohorts have completed); and
- ▶ the provider's regulatory history (for example whether there are any unresolved regulatory matters or conditions).

Examples of scope extension may include assessment of areas of risk relating to third party arrangements; financial sustainability; scholarship; and/or advanced knowledge and enquiry. Additional evidence relating to the specific areas added to the scope would therefore be required. In some instances, a consideration of the extent of the additional requirements may result in a full assessment.

Twelve months prior to the renewal of registration application being due for submission to TEQSA, Case Managers will discuss with the provider whether there will be any other information and evidence needed beyond the core set listed at **Attachment A**.

Registration under CRICOS and as a higher education provider

Approximately 60 per cent of all registered providers also enrol international students and are therefore required to comply with the ESOS Act provisions. Many provisions are similar, or overlap with those required under the HE Standards Framework and the TEQSA Act.

At present, there are separate applications for renewing registration as a higher education provider and for renewing CRICOS registration. In response to provider feedback, TEQSA proposes to develop a single application process for both purposes to streamline requirements for those providers choosing to undertake a concurrent process. In order to facilitate a concurrent process, providers are likely to have to relinquish some of a registration period,

noting differences in the maximum periods for CRICOS registration (up to five years) and TEQSA registration (up to seven years).

Consultation questions: Renewal of registration

- ▶ **Question A1:** Do you agree with TEQSA's proposals for reforming renewal of registration processes? If not, why, and what would you propose instead?
- ▶ **Question A2:** Are the proposed core evidence requirements as listed at **Attachment A** appropriate? If not, why, and what would you propose instead?

Section B

Course Accreditation

Under the TEQSA Act, providers must apply to TEQSA for course accreditation and renewal of accreditation unless they have authority to accredit their own courses. Such authority is held by Australian universities and a number of other providers that transitioned to TEQSA with that authority.

Providers without existing authority to accredit their own courses may apply to TEQSA for this authority for one or more of their courses, fields of education and/or AQF levels. Criteria for this are set out in the Threshold Standards. TEQSA's application form and accompanying Application Guide contains further information about this process:

www.teqsa.gov.au/sites/default/files/GuideSelfAccred_v1.1.pdf.

As providers gain experience in higher education delivery, TEQSA will place more reliance on its accumulated regulatory knowledge of a provider's quality assurance processes and systems relevant to their courses of study. Greater emphasis will be placed on evidence of implementation and effectiveness of these systems and processes.

Proposed reforms

TEQSA proposes to reform the course accreditation application process for new courses by:

- ▶ reducing evidence requirements where possible, based on a provider's level of risk, course accreditation history and history of course delivery and accreditation in the same field of education and up to the same AQF level
- ▶ reducing the amount of information required for a course accreditation application by maintaining a repository of key documents already submitted by each provider in order to avoid the need to supply these more than once to TEQSA. Such documents may include: academic policies; relevant governance documentation (for example teaching and learning plan, Terms of Reference and membership of academic board or similar); and information about course delivery sites; and
- ▶ working with providers to coordinate application processes where possible so that applications for courses in the same field of education can be managed as one consolidated application package.

Also, TEQSA currently uses input from external experts to inform analysis of specific aspects of course accreditation applications. Generally two experts are used to inform TEQSA's assessment of each course accreditation application. TEQSA considers that there is opportunity to reduce the use of experts in order to expedite the assessment process by:

- ▶ using a single expert to review a course where the provider has had other courses in the same field of education and up to the same AQF level accredited in the previous two years by TEQSA
- ▶ not using experts in cases where TEQSA is satisfied that adequate alternative sources of independent expert review have indicated a high level of confidence in the quality of the new course proposed. Examples may include:
 - ▶ a professional accreditation review

- ▶ a ‘university pathway’ course (successful completion of which guarantees entry into a university) which has recently been approved by a university’s Academic Board and where TEQSA is satisfied that the provider’s academic governance and internal quality assurance processes are robust.

Core requirements

The proposed core evidence required from all providers at the time of course accreditation is listed at **Attachment B**. TEQSA has identified this evidence taking into account the importance of ensuring that an application can demonstrate the robustness of internal academic quality assurance arrangements, including processes for developing, approving, delivering and resourcing the course of study for which accreditation is sought.

Determining additional requirements

A core set of evidence will be required from all providers at the time of submitting a course accreditation application. For providers with regulatory risks or concerns, or for courses (a) in a new discipline area or field of education for the provider or (b) at a different AQF level than those currently delivered by the provider, the assessment may need to be expanded, and consequently more evidence may be required to support a broader assessment. Other instances where the assessment may need to be expanded include where the course of study involves:

- ▶ use of specialised facilities and equipment
- ▶ use of different teaching and learning spaces (premises) to those that have been previously assessed by TEQSA
- ▶ delivery by a third party
- ▶ delivery in a language other than English
- ▶ delivery in an offshore location
- ▶ conduct of research leading to a thesis or dissertation that is a major component (two thirds or more) of the overall course requirements; and
- ▶ major work integrated learning activities.

The Case Manager will have an important role in confirming the document requirements with the provider before the provider starts to make preparations to submit.

To clarify what evidence will be required in a new course accreditation application, providers will need to contact their Case Manager **prior to preparing the course accreditation application**.

Ongoing liaison between the Case Manager and the provider will be important to: (a) plan future application timeframes; (b) to discuss ways to align the application process with the course’s professional accreditation cycle (where applicable); and (c) to discuss whether applications for courses in the same field of education might be submitted concurrently to TEQSA and managed as one consolidated application package. Ongoing dialogue will also help to identify opportunities for further efficiencies in the application processes to reduce the regulatory burden for providers.

Consultation questions: Course accreditation

- ▶ **Question B1:** Do you agree with TEQSA's proposals for reforming course accreditation processes? If not, why, and what would you propose instead?
- ▶ **Question B2:** Are the proposed core evidence requirements as listed at **Attachment B** appropriate? If not, why, and what would you propose instead?

Section C

Renewal of course accreditation

The renewal of accreditation application process will focus on demonstrating outcomes from the implementation and delivery of the course of study over the previous accreditation period. When compared with initial accreditation, renewal of accreditation will be considered as lower risk by TEQSA, subject to evidence suggesting otherwise. As with other proposals in this discussion paper, TEQSA's approach would be tailored taking into account the provider's risk profile, regulatory history, and track record of higher education delivery.

Proposed reforms

TEQSA proposes to reform the renewal of course accreditation application process by:

- ▶ significantly reducing the core evidence requirements based on a provider's risk profile and track record of higher education delivery
- ▶ maintaining a set of academic policy and other key governance documents already submitted for each provider in order to avoid the need to supply these more than once to TEQSA; and
- ▶ working with providers to coordinate application processes where possible so that applications for renewing accreditation of courses in the same field of education can be managed as one consolidated application package.

As for course accreditation processes, TEQSA currently uses input from external experts to inform assessment of renewal of course accreditation applications. Generally two experts are used for each application. TEQSA considers that there is opportunity to reduce the use of experts in order to expedite the assessment process by:

- ▶ using a single expert to review a course where the provider has had other courses in the same field of education and up to the same AQF level accredited in the previous two years
- ▶ not using experts in cases where TEQSA is satisfied that alternative sources of independent expert review have recently indicated a high level of confidence in the quality of the existing course, and these are judged by TEQSA to be adequate.

Examples include:

- ▶ a professional accreditation review
- ▶ a 'university pathway' course (successful completion of which guarantees entry into a university) which has recently been approved by a university's Academic Board and where TEQSA is satisfied that the provider's academic governance and internal quality assurance processes are robust; and
- ▶ a periodic and thorough review of the course instigated by the provider carried out by independent experts.

Core requirements

The proposed core evidence required from all providers at the time of renewal of course accreditation is listed at **Attachment C**. TEQSA has identified this evidence taking into account the importance of ensuring that a provider is able to demonstrate the following:

- ▶ Course outcomes, including relevant comparative data, that demonstrate effectiveness of the provider's operations to deliver positive student outcomes and experiences
- ▶ Robust, mature, and effective systems and processes for the course of study relating to ongoing development, monitoring, review and discontinuation
- ▶ External input to course review processes, including professional recognition/accreditation outcomes where appropriate
- ▶ Current, accurate and appropriate course documentation
- ▶ Maintaining an appropriate academic staff profile for the course of study
- ▶ TEQSA will focus particularly on outcomes and outputs when assessing renewal of course accreditation applications and on effectiveness and implementation. Evidence of the institution taking action in response to review and monitoring programs and how they 'know' course outcomes are being achieved will be strongly emphasised.

Determining additional requirements

The core set of evidence listed at **Attachment C** will be required from all providers at the time of submitting a renewal of accreditation application. For providers with regulatory risks or concerns, particular in relation to academic standards, the scope of assessment may need to be widened, and consequently more evidence may be required to support a broader assessment. TEQSA intends to consider a provider's risk and history of course accreditation outcomes to determine whether additional requirements will be necessary. Examples of additional evidence requirements may include information about:

- ▶ third party involvement in the course of study
- ▶ delivery offshore
- ▶ arrangements to support delivery in a language other than English
- ▶ new or specialised facilities
- ▶ new delivery sites.

Twelve months prior to the renewal of accreditation application being due for submission to TEQSA, Case Managers will discuss with the provider whether there are likely to be any other information requirements beyond the core. The Case Manager will have an important role in confirming the document and information requirements and alignment with the professional accreditation cycle (if applicable) with the provider before the provider starts to prepare its application.

Ongoing liaison between the Case Manager and the provider will be important to (a) plan future application timeframes; (b) discuss ways to align the application process with the course's professional accreditation cycle (where applicable); and (c) discuss whether applications for courses in the same field of education might be submitted concurrently to TEQSA and managed as one consolidated application package. Ongoing dialogue will also help to identify opportunities for further efficiencies in the application processes to reduce the regulatory burden for providers.

Consultation questions: Renewal of course accreditation

- ▶ **Question C1:** Do you agree with TEQSA's proposals for reforming renewal of course accreditation processes? If not, why, and what would you propose instead?
- ▶ **Question C2:** Are the proposed core evidence requirements as listed at **Attachment C** appropriate? If not, why, and what would you propose instead?

Thank you for taking the time to provide feedback to TEQSA on these important matters. Your comments will be used to inform TEQSA's development of its regulatory processes.

Consultation process

This paper is being made available on TEQSA's website (www.teqsa.gov.au) and has been sent directly to all higher education providers and peak bodies for providers and students.

Responses to the questions posed in this paper and other relevant feedback can be provided through the following email address consultation@teqsa.gov.au.

Submissions close at **5.00pm on 4 December 2013**.

TEQSA will also hold discussions with peak bodies to assist TEQSA to develop its processes, which are expected to be implemented by mid-2014.

Interested parties can also email consultation@teqsa.gov.au with queries about this paper, or to seek clarification of the consultation questions.

Please note that TEQSA intends to publish submissions received. If you do not wish for your submission to be published, please indicate this in your response. TEQSA may alter the format or content of submissions before they are published, or decline to publish particular submissions, having regard to the requirements for Australian Government websites.

A summary of feedback received will be incorporated into TEQSA's announcement of the new processes.

Attachment A: Renewal of Registration – Core evidence requirements

This table lists the proposed core evidence requirements to be requested from all providers applying for renewal of registration. It should be noted that:

- ▶ TEQSA will maintain a repository of key documents and information obtained from each provider and the Department through other regulatory processes, in order to avoid the need for them to supply these more than once (unless the documents have been updated since the time of submission). Such documents relevant to renewal of registration may include institutional policies/procedures, Compacts, IPPs and other governance documentation (such as the Strategic Plan, Constitution or establishment legislation, Governance chart, Delegation instruments, Terms of Reference and membership of governing body and academic board or similar). Therefore, for some providers, not all evidence listed below will be required
- ▶ as is current practice, providers will be encouraged to use URLs/hyperlinks where possible for public and protected information
- ▶ new application forms and accompanying guides will be developed for the renewal of registration process. These will be supplemented by Case Manager discussions with each provider prior to preparation of an application in order to provide clarification of the evidence required
- ▶ a provider website portal to be introduced during 2014 will enable the transfer of secure information and electronic submission of applications to TEQSA so that providers will no longer be required to provide paper copies of applications and associated evidence
- ▶ TEQSA will access any relevant information provided through standard reporting processes to use in regulatory assessments, including information shared by the Department of Education as well as data collected through the annual Provider Information Request and risk assessment processes; and
- ▶ TEQSA will source publicly available information as part of its ongoing regulatory activities
- ▶ providers will not have to submit evidence that TEQSA has previously obtained through other regulatory processes if available at the time of application.

RENEWAL OF REGISTRATION – CORE EVIDENCE REQUIREMENTS

RENEWAL OF REGISTRATION – CORE EVIDENCE REQUIREMENTS	
POLICIES AND PROCEDURES	- Any policies, procedures or guidelines relevant to the Provider Registration Standards (PRS) listed below are to be provided, such as through a link to central repository
GOVERNANCE PRS 3.4 – Risk Management PRS 3.7 – Corporate and Academic Governance	- Constitution (except for universities constituted by Acts of Parliament) - Governance chart or similar - Delegation instruments * - Terms of Reference and membership of governing body and academic board or similar * - Minutes of governing body for last 12 months - URL link and access to any central policies and procedures repository or key documents for governance - Risk Management Plan or similar

RENEWAL OF REGISTRATION – CORE EVIDENCE REQUIREMENTS

	<ul style="list-style-type: none"> - Risk Register and status reports on risk and risk management reported to Risk Committee or similar - Audit & Risk Committee minutes for the past 12 months
<p>PLANNING AND PERFORMANCE OUTCOMES</p> <p>PRS 3.6 – planning and review processes (focus on outcomes)</p> <p>PRS 5.6 – performance of teaching, student learning outcomes, graduate outcomes, and (as applicable) research</p>	<ul style="list-style-type: none"> - Current Strategic Plan - Latest report on the progress of the Strategic Plan, as presented to the Governing body - Research Plan (where relevant) and most recent outcomes against plan - Teaching and Learning Plan and most recent outcomes against plan - Summary of benchmarking activity and outcomes - Sample reports of internal and external faculty, program and/or school reviews and evidence of use for improvement
<p>ACADEMIC QUALITY ASSURANCE</p> <p>PRS 3.8 – QA and academic development, review and improvement systems, maintenance of academic standards with appropriate mechanisms for external input</p>	<ul style="list-style-type: none"> - Evidence of approach to course development and of its effectiveness (for example through minutes of academic governance committees such as course advisory, academic board, quality assurance, and/or teaching & learning committee minutes) - Evidence of approach to course approval and of its effectiveness - Evidence of approach to course monitoring and review and of its effectiveness - Internal and external audit/review of academic processes, and review outcomes - Recent student outcome data reports, as submitted to governance bodies, and evidence of consideration by those bodies - Examples of stakeholder feedback and provider response/action - Examples of student evaluation of teaching and (where applicable) research training, and use of this feedback - Effectiveness of quality assurance arrangements for any third party provision of education services (e.g. audit reports, moderation outcomes)
<p>STUDENT EXPERIENCE AND SUPPORT</p> <p>PRS 6.4 – grievance processes</p> <p>PRS 6.5 – Transition, academic language and learning support</p>	<ul style="list-style-type: none"> - Evidence of provision of student support programs and take-up (for example students from an Aboriginal and Torres Strait Islander background, students with a disability, orientation programs, academic language and learning support for students ‘at risk’) - Approach to student evaluation of support services and overall experience and use of feedback - Institutional response to student achievement and outcomes data - Evidence of student grievance processes in place, including the number of complaints over the past 12 months and analysis of nature of complaints - Latest report to governing body on student complaints and grievances

Attachment B: Course Accreditation – Core evidence requirements

This table lists the proposed core evidence requirements to be requested from all providers applying for course accreditation. It should be noted that:

- ▶ TEQSA will maintain a repository of any key documents previously obtained from each provider through other regulatory processes in order to avoid the need for them to supply these more than once, unless the documents have been updated since the time of submission. Such documents relevant to course accreditation may include institutional policies/procedures and details of existing delivery sites. Therefore, for some providers, not all evidence listed below will be required
- ▶ as is current practice, providers will be encouraged to use URLs/hyperlinks where possible for public and protected information
- ▶ new application forms and accompanying guides will be developed for the course accreditation process. These will be supplemented by Case Manager discussions with each provider prior to preparation of an application in order to provide clarification of the evidence required
- ▶ TEQSA will access any relevant information provided through standard reporting processes to use in regulatory assessments, including information shared by the Department of Education as well as data collected through the annual Provider Information Request and risk assessment processes; and
- ▶ a provider website portal to be introduced during 2014 will enable the transfer of secure information and electronic submission of applications to TEQSA so that providers will no longer be required to provide paper copies of applications and associated evidence.
- ▶ providers will not have to submit evidence that TEQSA has previously obtained through other regulatory processes if available at the time of application.
- ▶ TEQSA will source publicly available information as part of its ongoing regulatory activities

COURSE ACCREDITATION – CORE EVIDENCE REQUIREMENTS

COURSE ACCREDITATION – CORE EVIDENCE REQUIREMENTS	
COURSE DETAILS	<ul style="list-style-type: none"> - Course title - Rationale - Proposed AQF level - Nested courses - Field of education - Delivery sites - Third party arrangements, if applicable - Professional registration/accreditation arrangements, if applicable
COURSE DOCUMENTATION	<ul style="list-style-type: none"> - Course learning outcomes (mapped against qualification type descriptors) - Course structure and content, including rules of progression - Course information to students

COURSE ACCREDITATION – CORE EVIDENCE REQUIREMENTS

	<ul style="list-style-type: none"> - Subject/unit outlines - Student information about pathways, credit transfer and recognition of prior learning - Sample of curriculum materials evidencing what is typically used in a subject
ADMISSION, ARTICULATION AND PATHWAYS	<ul style="list-style-type: none"> - Admission (entrance) criteria, and evidence of how external benchmarks have been taken into account - Articulation and credit arrangements (internal and external)
COURSE DEVELOPMENT, APPROVAL AND COORDINATION	<ul style="list-style-type: none"> - Projected student numbers - Minutes of meetings of advisory committees, etc. to show course development process used - Evidence of external input into development of course
ASSESSMENT	<ul style="list-style-type: none"> - Assessment tasks and weightings - Internal and external moderation arrangements - Approach to integrity of assessment
STAFFING	<ul style="list-style-type: none"> - Number and type of academic staff for the course - Abbreviated CVs for academic staff, including for those with an academic leadership role in the course of study. - Position descriptions for academic staff with leadership roles in the course of study - Position descriptions for academic staff who are not yet engaged at time of application - Policy and justification for staff who are not qualified to at least one AQF level higher than the course of study being taught
LIBRARY AND INFORMATION RESOURCES	<ul style="list-style-type: none"> - Library and learning resources, including support and access arrangements, to support learning outcomes for the course of study
CERTIFICATION DOCUMENTATION	<ul style="list-style-type: none"> - Proposed testamur and record of results - Example statement of attainment

Attachment C: Renewal of Course Accreditation – Core evidence requirements

This table lists the proposed core evidence requirements to be requested from all providers applying for renewal of course accreditation. It should be noted that:

- ▶ TEQSA will maintain a repository of any key documents previously obtained from each provider through other regulatory processes in order to avoid the need for them to supply these more than once, unless the documents have been updated since the time of submission. Such documents relevant to renewal of course accreditation may include institutional policies/procedures and professional accreditation/registration arrangements. Therefore, for some providers, not all evidence listed below will be required
- ▶ as is current practice, providers will be encouraged to use URLs/hyperlinks where possible for public and protected information
- ▶ new application forms and accompanying guides will be developed for the course accreditation process. These will be supplemented by Case Manager discussions with each provider prior to preparation of an application in order to provide clarification of the evidence required
- ▶ TEQSA will access any relevant information provided through standard reporting processes to use in regulatory assessments, including information shared by the Department of Education as well as data collected through the annual Provider Information Request and risk assessment processes
- ▶ TEQSA will source publicly available information as part of its ongoing regulatory activities
- ▶ providers will not have to submit evidence that TEQSA has previously obtained through other regulatory processes if available at the time of application
- ▶ a provider website portal to be introduced during 2014 will enable the transfer of secure information and electronic submission of applications to TEQSA so that providers will no longer be required to provide paper copies of applications and associated evidence.

RENEWAL OF COURSE ACCREDITATION – CORE EVIDENCE REQUIREMENTS	
COURSE DETAILS	<ul style="list-style-type: none"> - Course title - Professional registration/accreditation arrangements, if applicable - Summary of changes since last accreditation
COURSE OUTCOMES	<ul style="list-style-type: none"> - Evidence of robustness of assessment - Results of moderation outcomes for most recent semester (or teaching period) - Performance outcomes data and analysis, including: cohort-based analysis of attrition, progress, completion, and student satisfaction - Results of benchmarking - Number of students admitted in the previous three years under each admission pathway and proportion given credit or exemptions into the course for the

	previous three years
UPDATED COURSE DOCUMENTATION	<ul style="list-style-type: none"> - Course learning outcomes for next accreditation period (mapped against qualification type descriptors) - Course structure and content, including rules of progression - Subject/unit outlines - Student information about pathways, credit transfer and recognition of prior learning for the course
COURSE MONITORING AND REVIEW	<ul style="list-style-type: none"> - Minutes of internal course governance bodies (such as course advisory committees, academic board or similar) showing consideration and response to monitoring of course quality - External course review reports and responses - Professional body reports/reviews (as applicable)
ASSESSMENT	<ul style="list-style-type: none"> - Assessment tasks and weightings - Internal and external moderation arrangements - Approach to integrity of assessment
STAFFING	<ul style="list-style-type: none"> - Number and type of academic staff for the course - Abbreviated CVs for academic staff not previously submitted to TEQSA - Position descriptions for academic staff with leadership roles in the course of study - Policy and justification for staff who are not qualified to at least one AQF level higher than the course of study being taught