

## EDUCATIONAL PARTNERSHIPS POLICY

<b>Policy Code</b>	OPS21
<b>Policy Lead</b>	Chief Executive Officer/Principal
<b>Approving Authority</b>	Board of Directors
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<b>Version</b>	2024.1
<b>Relevant legislation or external requirements</b>	<p>National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code) (NC: 1.1, 1.2, 1.3, 2.1.6, 4, 6, 11)</p> <p>Higher Education Standards Framework (Threshold Standards) 2021 (HESFs 1.1, 1.2, 1.3, 1.4.3-4, 1.5, 2.1, 2.3, 2.4, 3, 4.1, 5, 6.1, 6.2.1e-k, 6.3, 7)</p> <p>Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act)</p> <p>Education Services for Overseas Students Act 2000 (Cth) (ESOS Act)</p> <p>Foreign Relations (State and Territory Arrangements) Act (2020)</p> <p>Guidelines to Counter Foreign Interference in the Australian University Sector (2021)</p> <p>Australian Qualifications Framework (AQF)</p> <p>AQF Qualifications Pathways Policy</p> <p>Material Change Notification Policy</p>
<b>Related ASA Documents</b>	<p>Educational Partnerships Procedure</p> <p>Delegations of Authority Policy and Procedure</p> <p>Delegations of Authority Register</p> <p>Risk Management Framework</p> <p>Risk Management Policy</p> <p>Risk Management Procedure</p> <p>Qualification Issuance and Graduation Policy and Procedure</p> <p>Intellectual Property Policy and Procedure</p> <p>Marketing Policy and Procedure</p> <p>Quality Assurance Framework</p> <p>Moderation Policy</p> <p>Moderation Procedure</p> <p>Student Support Framework</p> <p>Recognition of Prior Learning Policy</p> <p>Recognition of Prior Learning Procedure</p> <p>Records and Information Management Policy and Procedure</p>

### 1. Purpose

This Policy, in conjunction with the *Educational Partnerships Procedure*, provides a clear framework to guide decisions regarding the development, approval, and management of educational partnerships between the ASA Institute of Higher Education (**ASA**) and third parties. It sets clear roles, responsibilities, and accountabilities for approval and management of educational partnerships.

ASA's educational partnerships will seek to establish strong, long-term, and multi-threaded relationships with key industry and professional bodies in Australia and globally. Partnerships must demonstrate alignment and acknowledgement of key industry needs.

## 2. Scope

This Policy, and associated procedure, applies to all ASA staff, including governance members and management staff, and covers all educational partnerships entered into by ASA.

Educational partnerships will include a breadth of opportunities for engagement and collaboration with the industry, their professional bodies, and the wider sector. This may include:

- collaboration and knowledge exchange in support of academic excellence; and
- shared teaching and learning opportunities.

The Chief Executive Officer (**CEO**) and the Senior Management team are responsible for leading the development, management, academic delivery and assessment, and quality assurance of educational partnerships across ASA.

This Policy, and associated procedure, applies to a range of educational partnerships including:

- joint, twin, or dual award arrangements
- transnational delivery of courses arrangements
- licensing or hosting arrangements
- articulation arrangements
- third party arrangements.

This Policy, and associated procedure, does not include:

- i. Engagement of Education Agents. Please refer to the *Agent Management Policy and Procedure* for details.
- ii. Non-accredited courses, such as commercial training programs, professional development arrangements, or Microcredentials. Please refer to the *Short Courses and Microcredentials Policy and Procedure* for details.
- iii. Work Integrated Learning (**WIL**) arrangements. Please refer to the *Work Integrated Learning Policy* and the *Work Integrated Learning Procedure* for details.
- iv. Employment or consultancy arrangements. Please refer to the *Staff Recruitment and Selection Policy* and associated procedure.
- v. Property leases or procurement arrangements for the supply of goods and/or services.

## 3. Principles

Educational partnerships entered into by ASA must:

- align with ASA's strategic objectives, values, and goals;
- likely to enhance student experiences and outcomes;
- protect or enhance ASA's domestic and international reputation and brand;
- maintain ASA's standards for quality and integrity of outcomes;
- be sustainable, with due consideration of risks;
- be compliant with any relevant legislative, regulatory, or government policy requirements including:
  - Higher Education Standards Framework (Threshold Standards) (2021)
  - Tertiary Education Quality and Standards Act (2011)
  - Education Service for Overseas Students Act 200 (ESOS Act)

- National Code of Practice for Providers of Education and Training to Overseas Students 2018
- Australian Qualifications Framework (AQF)
- AQF Qualifications Pathways Policy
- Foreign Relations (State and Territory Arrangements) Act (2020)
- Guidelines to Counter Foreign Interference in the Australian University Sector (2021); and
- be enacted through proportionate due diligence, governance, and approval processes.

In addition, ASA commits to:

- Ensuring applicants and students are appropriately informed of educational partnerships that impact their enrolment prior to signing a Letter of Offer (written agreement).
- Providing appropriate transition support to students.
- Assuring the quality of all higher education awards and their delivery.
- Ensuring the integrity of ASA's courses and ensuring that arrangements are academically defensible.
- Monitoring and cyclical review of arrangements.

#### 4. Definitions

Term	Definition
academic integrity	<p>Academic integrity means:</p> <ol style="list-style-type: none"> <li>a. acting with honesty, fairness and responsibility in learning, teaching, and research,</li> <li>b. honesty in acknowledging others' ideas, text and data presented in one's own work, or one's own previous work when re-used,</li> <li>c. fairness and honesty in staff and student dealings with one another and</li> <li>d. striving for objectivity in academic decision-making, which includes:           <ol style="list-style-type: none"> <li>i. not accepting inducements that may influence a decision and</li> <li>ii. declaring possible conflicts of interest so that these can be recorded, assessed, and managed.</li> </ol> </li> </ol>
agreement	<p>ASA may enter into an arrangement with educational partners. These may include:</p> <ul style="list-style-type: none"> <li>● <i>joint, twin, or dual award arrangements</i></li> <li>● <i>transnational delivery of courses arrangements</i></li> <li>● <i>licensing or hosting arrangements</i></li> <li>● <i>collaborative articulation arrangements; and</i></li> <li>● <i>third party arrangements.</i></li> </ul> <p>The agreement is the binding instrument between a registered provider and each entity involved in an arrangement. It sets out the specific goals of the arrangement, the terms and expectations of the parties, and includes effective controls on the educational quality of delivery. The agreement is designed to be commensurate with the nature, scale, and purpose of the arrangement.</p>
Articulation Arrangement	Articulation arrangements create a defined pathway that enables a student to progress from a completed course of study to another course of study with admission and/or credit. At ASA these are between different providers.
Australian Qualifications Framework (AQF)	The Australian Qualifications Framework (AQF) is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework.

Term	Definition
Chief Executive Officer (CEO)	The Chief Executive Officer is the highest organisational role for ASA and performs the role of Principal as well as their other duties.
Due Diligence (TNE)	<p>Due diligence of transnational education (TNE) is a standard exercise to be undertaken before entering into a contract to ensure that a prospective partner can meet the expectations of the TNE delivery.</p> <p>Due diligence will assess a potential partner alongside pertinent, in-country characteristics such as:</p> <ul style="list-style-type: none"> <li>• how the in-country government regards the delivery of higher education</li> <li>• the applicable regulatory and course accreditation or recognition models</li> <li>• any issues regarding recognition of an overseas qualification (in this case an Australian award).</li> </ul>
Education Services for Overseas Students (ESOS) Framework	The Education Services for Overseas Students (ESOS) Act 2000 (the ESOS Act) and the associated legislation form the legal framework governing delivery of education to overseas students studying in Australia on a student visa. The framework sets out clear roles and responsibilities for providers of education and training to international students and complements Australia's student visa laws.
educational partner	<p>An organisation with whom ASA has formal agreement with for academic activities including:</p> <ul style="list-style-type: none"> <li>• joint, twin, or dual award arrangements</li> <li>• transnational delivery of courses arrangements</li> <li>• licensing or hosting arrangements</li> <li>• articulation arrangements</li> <li>• third party arrangements.</li> </ul>
fit and proper person	'Fit and proper person' is not defined for the purposes of the TEQSA Act. Read in the context of the Act, TEQSA considers that whether a person is fit and proper should be determined by reference to the person's character and ability, as well as the likelihood that the person will comply with (or reasonably assist compliance with) the obligations imposed by the Act and the Higher Education Standards Framework (Threshold Standards) 2021 (Threshold Standards).
governing body	The body with ultimate decision-making authority over the higher education provider and its operations.
Higher Education Standards Framework (HESF)	The Higher Education Standards Framework (HESF) is the foundation for regulating higher education providers and courses by the Tertiary Education Quality and Standards Agency (TEQSA).
Industry Partner	Industry partner denotes an industry company/ies and their professional bodies across industry sectors pertinent to ASA's strategic objectives and operational goals.
Intellectual Property (IP)	<p>Intellectual property refers to any intellectual creation, such as literary works, artistic works, inventions, designs, symbols, names, images, computer code, etc. Intellectual property law exists in order to protect the creators and covers areas of copyright, trademark law, and patents.</p> <p>Any and all industrial and intellectual property rights (whether or not registered or registrable or having to undergo any other process for grant, registration or the like) includes rights in respect to the below examples:</p> <ol style="list-style-type: none"> <li>development of new teaching and assessment learning materials, course development and architecture, in the course of their employment with ASA;</li> <li>literary, artistic, musical and dramatic works in which copyright subsists (including future copyright);</li> <li>field and laboratory notebooks;</li> <li>cinematographic and multimedia works in which copyright subsists (including future copyright);</li> <li>performances of performing artists, sound recordings and broadcasts;</li> </ol>

Term	Definition
	<p>f. circuit layouts and the like;</p> <p>g. registered and unregistered trademarks, trademark applications, service marks and commercial names and designations;</p> <p>h. databases, computer software and related material not otherwise coming within any of the other designated items of IP;</p> <p>i. confidential information, trade secrets and know-how and other proprietary information associated with any of the other designated items of intellectual property; and</p> <p>j. any other intellectual property rights as defined in Article 2 of the Convention (Dated 14th July 1967) establishing the World Intellectual Property Organisation (as amended from time to time).</p>
joint, twin, or dual award arrangements	<p>A joint, twin, or dual award arrangement is between two or more higher education providers, specifying courses offered through collaborative or cooperative arrangements that lead to joint awards.</p> <p>Joint awards involve a single course of study arranged and delivered jointly by two or more providers that leads to the award of a single qualification that is recognised within the Australian Qualifications Framework (AQF) and is typically conferred jointly by the providers involved.</p> <p>Joint awards involve close cooperation between the providers in the design of the course of study, curriculum development, course delivery, assessment of learning outcomes and on the requirements for awarding the qualification.</p>
Key Performance Indicators (KPIs)	Key Performance Indicators are a quantifiable measure of performance over time for a specific objective.
licensing or hosting arrangements	A licensing or hosting arrangements is when a provider enters into an agreement under which the rights to use Intellectual Property are granted by one party (the Licensor) to another (the Licensee) for the purpose of internal use and/or commercialisation.
Memorandum of Understanding (MOU)	A memorandum of understanding (MOU) is a written agreement between two or more parties that defines the working relationship, expectations and responsibilities. MOUs are usually not legally binding on the parties.
moderation	<p>Moderation is a Quality Assurance methodology, controlling processes and activities such as peer review that aim to assure:</p> <ol style="list-style-type: none"> <li data-bbox="547 1328 1378 1396">1. consistency or comparability, appropriateness, and fairness of assessment judgments; and</li> <li data-bbox="547 1396 1378 1429">2. the validity and reliability of assessment tasks, criteria and standards.</li> </ol> <p>Moderation of assessment processes establishes comparability of standards of student performance across, for example, different markers, locations, subjects, providers, and/or courses of study.</p>
National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code)	The National Code is a legislative instrument made under the Education Services for Overseas Students Act 2000 (ESOS Act) and sets nationally consistent standards to support providers to deliver quality education and training to overseas (international) students.
quality assurance	The maintenance of a desired level of quality in a service or product. OR The statement asserting that quality has been checked and found to be maintained.
risk appetite	The amount of risk ASA willing to accept or retain to achieve its objectives.
risk management	Risk management means a coordinated activity (or activities) to direct and control ASA with regard to risk.
Senior Management team	<p>A group of senior operational staff who report to the CEO and have specific functional responsibilities within ASA.</p> <p>The Senior Management team consists of:</p> <ul style="list-style-type: none"> <li data-bbox="547 2002 1378 2036">• Chief Executive Officer/Principal</li> <li data-bbox="547 2036 1378 2070">• Academic Dean</li> </ul>

Term	Definition
	<ul style="list-style-type: none"> <li>• Director International Recruitment</li> <li>• Director Learning and Innovation</li> <li>• Director Quality and Compliance</li> <li>• Director Student Experience</li> </ul>
Tertiary Education Quality and Standards Act (TEQSA Act)	The Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act) established TEQSA as an agency. TEQSA is ASA's ESOS agency.
Third Party Arrangement	Third Party Arrangement is between a provider and another entity (in Australia or overseas), for the delivery of a course of study (a course) or parts of it, that leads to the award of a regulated higher education qualification (higher education qualification).
transnational education (TNE)	Transnational education is where 'learners are located in a country different from the one where the awarding institution is based.' <sup>1</sup>
transnational delivery arrangement (TNE)	Transnational delivery arrangement is between a provider and other parties when the learners are located in a country different from the one where the awarding institution is based. The other parties are located in country and supply student services and support in a clearly defined manner.
Work Integrated Learning (WIL)	Encompasses any arrangement where students undertake learning in a workplace outside of ASA as part of their course of study.

## 5. Policy Statement

ASA may establish educational partnerships with a broad range of organisations both in Australia and overseas to enhance the quality and accessibility of ASA's educational offerings and delivery.

Partnerships must be established and approved in accordance with the *Governance Charter*, the *Delegations of Authority Policy and Procedure* and the *Delegations of Authority Register*.

Partnership arrangements and activities must comply with ASA policies and requirements.

When a course of study or any parts of a course of study are delivered through arrangements with another party/ies, whether in Australia or overseas, ASA 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 (Threshold Standards) 2021 (HESFs)* that relate to the specific arrangement.

ASA will notify Tertiary Education Quality and Standards Agency (TEQSA) as appropriate of any variation as required under their *Material Change Notification Policy*. CRICOS registration must occur prior to any marketing of a course or unit to applicants or students who require an Australian Student Visa to commence their course.

ASA will carefully consider the benefits and risks associated with any educational partnership before entering into an arrangement. ASA may sign a *Memorandum of Understanding (MOU)* in order to enable appropriate review and due diligence of potential arrangements.

All partnerships will be clearly set out in one of the following formal arrangements:

- *Joint Award Agreement*
- *Transnational Delivery Agreement*
- *Hosting Agreement*
- *Articulation Agreement*; or
- *Third Party Agreement*.

<sup>1</sup> Council of Europe, 'Code of Good Practice in the Provision of Transnational Education', 6 June 2001.

These agreements will include:

- i. a commencement and expiry date;
- ii. joint goals for the arrangement;
- iii. the rights and responsibilities of each party;
- iv. marketing and recruitment activities, including representation compliance;
- v. staffing arrangements;
- vi. Key Performance Indicators (**KPIs**);
- vii. risk management;
- viii. effective quality assurance and audit schedules;
- ix. reporting mechanisms and obligations to provide effective monitoring of quality;
- x. exit arrangements that enable ASA to meet its obligations to students; and
- xi. dispute resolution arrangements.

## 6. Partnership Management

Each educational partnership will require specific, ongoing management to ensure that the arrangement is functioning smoothly, that stakeholders are appropriately informed and consulted on key matters, and that expectations and standards are maintained.

The CEO will delegate a Relationship Manager for each educational partnership. This Relationship Manager will be the main point of contact for any strategic communication including establishment of an agreement, academic course mapping, delivery and assessment, quality assurance, governance, and variation to an arrangement.

The Relationship Manager will ensure clear and constructive communication that assists the arrangement to function smoothly and is appropriately directed. Additional staff may support the Relationship Manager to ensure that joint functions are carried out as per the agreement.

Clear points of communication with primary and alternative contact roles and details will be documented to ensure that appropriate communication and collaboration is enabled.

Each agreement will specify required reporting and oversight arrangements as well as a commencement and expiry date. Where an arrangement is unsatisfactory, based on the joint goals and KPIs, ASA may activate included exit clauses, with due consideration of student needs and protection.

The role of the Relationship Manager may include:

- undertaking of negotiations with the proposed partner;
- ensuring that internal and external approvals as per the *Educational Partnership Procedure* are obtained for a partnership before entering into a Partnership Agreement;
- liaising with partners and coordinating ASA's efforts to ensure that the specified objectives of the proposed partnership are met and that benefits to each partner is maximised;
- reporting on the partnership including outcomes (**KPIs**) achieved; and
- facilitating the overarching academic and non-academic governance of the partnership.

## 7. Quality Assurance

ASA seeks to provide a transformative educational experience for students and endeavours to exceed regulatory standards through a process on ongoing continuous improvement using evidence-based reporting and reflection of efficacy.

As part of investigating and initiating an educational partnership, careful scoping and clear statements of joint goals, KPIs, and standards will be undertaken and documented in the relevant agreement. Care will be taken to ensure that goals and indicators are tailored to the context of each arrangement, culturally appropriate, and that each party takes appropriate responsibility and ownership for the joint goals.

Appropriate onboarding, delivery, and moderation practices will support courses and arrangements to be equivalent in terms of education and staffing standards, learning experiences and outcomes, access to resources, and support for students.

Unless otherwise agreed, all ASA policy suite documents will apply to students and staff covered within educational partnership agreements.

Regular and ongoing reporting of KPIs including student and staff outcomes, feedback, and engagement will be provided to relevant staff and governance bodies to enable oversight and monitoring of quality.

Cyclical reviews and audits will be conducted to ensure that agreements remain beneficial to all parties and students, to ensure that rigorous standards and excellent outcomes are secured through the partnership.

Effective partnership management will facilitate early communication of potential misalignment, lower than expected achievement of joint goals, and variation or cessation of agreements.

### 7.1 Governance Arrangements

Governance arrangements will be scaled to suit the nature of the educational partnership and delivery model. The Board of Directors, as the peak governing body, remains ultimately accountable for all educational partnerships and the use of its delegated authority as per the *Delegations of Authority Policy and Procedure* and the *Delegations of Authority Register*.

The Board of Directors has delegated some of its authority to the Academic Board to oversee the academic governance of ASA and its educational processes. The Academic Dean is responsible for informing the Academic Board of approved educational arrangements and providing appropriate reports and briefings to enable the Academic Board to fulfil its the delegated authority.

ASA will establish and maintain a Joint Management Committee (JMC) to manage and oversee partnership arrangements. The JMC will include representation for each party as specified in the formal agreement.

Delivery and operational working groups will be formed and meet regularly to manage operational and student service matters.

## 8. Relevant HESFs

This Policy and the associated Procedure comply with Higher Education Standards Framework (2021). The relevant standards are provided within Appendix 1 of this document.

## 9. Version Control

This Policy has been reviewed and approved by the Board of Directors as at November 2024 and is reviewed every three years.

This Policy is published and available on the ASA website <https://www.asahe.edu.au/policies-and-forms/>.

<b>Change and Version Control</b>				
<b>Version</b>	<b>Authored by</b>	<b>Brief Description of the changes</b>	<b>Date Approved:</b>	<b>Effective Date:</b>
2024.1	Director Quality and Compliance	New policy to describe requirements for educational partnerships. Benchmarked with 5+ other providers and aligned with the TNE Toolkit.	21/11/2024	28/11/2024

## Appendix 1 – Relevant HESFs

This Policy and the associated Procedure comply with Higher Education Standards Framework (2021) which specifies that:

### Standard 1.1. Admission

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.
2. The admissions process ensures that, prior to enrolment and before fees are accepted, students are informed of their rights and obligations, including:
  - a. all charges associated with their proposed studies as known at the time and advice on the potential for changes in charges during their studies
  - b. policies, arrangements and potential eligibility for credit for prior learning, and
  - c. policies on changes to or withdrawal from offers, acceptance and enrolment, tuition protection and refunds of charges.
3. Admission and other contractual arrangements with students, or where legally required, with their parent or guardian, are in writing and include any particular conditions of enrolment and participation for undertaking particular courses of study that may not apply to other courses more generally, such as health requirements for students undertaking clinical work, requirements for security checks, particular language requirements and particular requirements of work placements.

### Standard 1.2 Credit and Recognition of Prior Learning

1. Assessment of prior learning is undertaken, consistent with the credit and recognition of prior learning policy in the Australian Qualifications Framework, for the purpose of granting credit for units of study within a course of study or toward the completion of a qualification. Such assessment is conducted according to institutional policies, the result is recorded and students receive timely written advice of the outcome.
2. Credit through recognition of prior learning is granted if:
  - a. students granted such credit are not disadvantaged in achieving the expected learning outcomes for the course of study or qualification, and
  - b. the integrity of the course of study and the qualification are maintained.

### Standard 1.3 Orientation and Progression [...]

1. Successful transition into courses of study is achieved through orientation programs that are tailored to the needs of student cohorts and include specific consideration for international students adjusting to living and studying in Australia.
2. Specific strategies support transition, including:
  - a. assessing the needs and preparedness of individual students and cohorts
  - b. undertaking early assessment or review that provides formative feedback on academic progress and is able to identify needs for additional support, and
  - c. providing access to informed advice and timely referral to academic or other support.
3. Methods of assessment or monitoring that determine progress within or between units of study or in research training validly assess progress and, in the case of formative assessment, provide students with timely feedback that assists in their achievement of learning outcomes.
4. Processes that identify students at risk of unsatisfactory progress and provide specific support are implemented across all courses of study.
5. Trends in rates of retention, progression and completion of student cohorts through courses of study are monitored to enable review and improvement.

6. Students have equivalent opportunities for successful transition into and progression through their course of study, irrespective of their educational background, entry pathway, mode or place of study.

**Standard 1.4 Learning Outcomes and Assessment [...]**

3. Methods of assessment are consistent with the learning outcomes being assessed, are capable of confirming that all specified learning outcomes are achieved and that grades awarded reflect the level of student attainment.
4. On completion of a course of study, students have demonstrated the learning outcomes specified for the course of study, whether assessed at unit level, course level, or in combination. [...]

**Standard 1.5 Qualifications and Certification**

1. Qualifications, other than higher doctoral or honorary qualifications, are awarded only if a course of study leads to the award of that qualification and all of the requirements of the course of study have been fulfilled.
2. Higher doctoral qualifications require significant, sustained original contributions to a field of research over and above the requirements of a doctoral degree and are awarded in accordance with the higher education provider's specific policies and academic governance requirements for the award of Higher Doctoral Degrees.
3. When an Australian higher education qualification is offered, the course of study leading to the qualification is either self-accredited under authority to self-accredit or accredited by TEQSA and the learning outcomes for the qualification are consistent with the level classification for that qualification in the Australian Qualifications Framework.
4. Awardees of qualifications are issued with authorised certification documentation including a testamur, and either a record of results or an Australian Higher Education Graduation Statement (graduation statement) that state correctly:
  - a. the name of the registered higher education provider issuing the documentation
  - b. the full name of the person to whom the documentation applies
  - c. the date of issue
  - d. the name and office of the person authorised by the higher education provider to issue the documentation, and
  - e. if the qualification is recognised in the Australian Qualifications Framework, the testamur and/or the graduation statement is certified with either the logo of the Australian Qualifications Framework or the words, 'This qualification is recognised within the Australian Qualifications Framework'.
5. All certification documentation issued by the higher education provider is:
  - a. unambiguously issued by the registered higher education provider
  - b. readily distinguishable from other certification documents issued by the higher education provider
  - c. protected against fraudulent issue
  - d. traceable and authenticable
  - e. designed to prevent unauthorised reproduction, and
  - f. replaceable by the higher education provider through an authorised and verifiable process.
6. Testamurs state correctly, in addition to the requirements for all certification documentation:
  - a. the full title of the qualification awarded, including the field or discipline of study
  - b. any subsidiary component of the qualification (such as integrated honours, an area of specialisation or a major study), and

- c. if any parts of the course of study or assessment leading to the qualification were conducted in a language other than English, except for the use of another language to develop proficiency in that language.
- 7. Records of results state correctly, in addition to the requirements for all certification documentation:
  - a. the full name of all courses and units of study undertaken and when they were undertaken and completed
  - b. credit granted through recognition of prior learning
  - c. the weighting of units within courses of study
  - d. the grades and/or marks awarded for each unit of study undertaken and, if applicable, for the course overall
  - e. where grades are issued, an explanation of the grading system used
  - f. where a course of study includes a significant particular focus of study such as honours, an area of specialisation or a major study, a definition of that component of significant focus, and
  - g. any parts of a course or units of study or assessment that were conducted in a language other than English, except for the use of another language to develop proficiency in that language.
- 8. Graduation statements contain, in relation to a particular course of study and the qualification awarded, the information contained in a record of results, presented in a form that conforms with the requirements for an Australian Higher Education Graduation Statement.
- 9. Qualifications that do not align with a qualification that is recognised in the Australian Qualifications Framework are not described using the nomenclature of the Australian Qualifications Framework or implied to be a qualification recognised in the Australian Qualifications Framework or an equivalent qualification.
- 10. Students who complete one or more units of study that do not lead to the award of a qualification have access to an authorised record of results for the units undertaken.
- 11. Any documentation issued with the award of an honorary qualification unambiguously identifies the qualification as an honorary qualification.

#### Standard 2.1 Facilities and Infrastructure

- 1. Facilities, including facilities where external placements are undertaken, are fit for their educational and research purposes, and accommodate the numbers and educational and research activities of the students and staff who use them. [...]
- 2. Secure access to electronic information and adequate electronic communication services is available continuously (allowing for reasonable outages for maintenance) to students and staff during periods of authorised access, except for locations and circumstances that are not under the direct control of the provider.
- 3. The learning environment, whether physical, virtual or blended, and associated learning activities support academic interactions among students outside of formal teaching.

#### Standard 2.3 Wellbeing and Safety

- 1. All students are advised of the actions they can take, the staff they may contact and the support services that are accessible if their personal circumstances are having an adverse effect on their education.
- 2. Timely, accurate advice on access to personal support services is available, including for access to emergency services, health services, counselling, legal advice, advocacy, and accommodation and welfare services.
- 3. The nature and extent of support services that are available for students are informed by the needs of student cohorts, including mental health, disability and wellbeing needs.

4. A safe environment is promoted and fostered, including by advising students and staff on actions they can take to enhance safety and security on campus and online.
5. There is a critical-incident policy together with readily accessible procedures that cover the immediate actions to be taken in the event of a critical incident and any follow-up required.

#### **Standard 2.4 Student Grievances and Complaints**

1. Current and prospective students have access to mechanisms that are capable of resolving grievances about any aspect of their experience with the higher education provider, its agents or related parties.
2. There are policies and processes that deliver timely resolution of formal complaints and appeals against academic and administrative decisions without charge or at reasonable cost to students, and these are applied consistently, fairly and without reprisal.
3. Institutional complaints-handling and appeals processes for formal complaints include provision for confidentiality, independent professional advice, advocacy and other support for the complainant or appellant, and provision for review by an appropriate independent third party if internal processes fail to resolve a grievance.
4. Decisions about formal complaints and appeals are recorded and the student concerned is informed in writing of the outcome and the reasons, and of further avenues of appeal where they exist and where the student could benefit.
5. If a formal complaint or appeal is upheld, any action required is initiated promptly.

#### **Standard 3.1 Course Design**

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.
2. The content and learning activities of each course of study engage with advanced knowledge and inquiry consistent with the level of study and the expected learning outcomes, including:
  - a. current knowledge and scholarship in relevant academic disciplines
  - b. study of the underlying theoretical and conceptual frameworks of the academic disciplines or fields of education or research represented in the course, and
  - c. emerging concepts that are informed by recent scholarship, current research findings and, where applicable, advances in practice.
3. Teaching and learning activities are arranged to foster progressive and coherent achievement of expected learning outcomes throughout each course of study.
4. Each course of study is designed to enable achievement of expected learning outcomes regardless of a student's place of study or the mode of delivery.
5. Where professional accreditation of a course of study is required for graduates to be eligible to practise, the course of study is accredited and continues to be accredited by the relevant professional body.

### Standard 3.2 Staffing

1. The staffing complement for each course of study is sufficient to meet the educational, academic support and administrative needs of student cohorts undertaking the course.
2. The academic staffing profile for each course of study provides the level and extent of academic oversight and teaching capacity needed to lead students in intellectual inquiry suited to the nature and level of expected learning outcomes.
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.
4. Teachers who teach specialised components of a course of study, such as experienced practitioners and teachers undergoing training, who may not fully meet the standard for knowledge, skills and qualification or experience required for teaching or supervision (3.2.3) have their teaching guided and overseen by staff who meet the standard.
5. Teaching staff are accessible to students seeking individual assistance with their studies, at a level consistent with the learning needs of the student cohort.

### Standard 3.3 Learning Resources and Educational Support

1. The learning resources, such as library collections and services, creative works, notes, laboratory facilities, studio sessions, simulations and software, that are specified or recommended for a course of study, relate directly to the learning outcomes, are up to date and, where supplied as part of a course of study, are accessible when needed by students.
2. Where learning resources are part of an electronic learning management system, all users have timely access to the system and training is available in use of the system.
3. Access to learning resources does not present unexpected barriers, costs or technology requirements for students, including for students with special needs and those who study off campus.
4. Students have access to learning support services that are consistent with the requirements of their course of study, their mode of study and the learning needs of student cohorts, including arrangements for supporting and maintaining contact with students who are off campus.

### Standard 4.1 Research

1. Research and its associated activities are conducted in accordance with a research policy framework that is designed to achieve:
  - a. ethical conduct of research and responsible research practice
  - b. clarification of ownership and management of intellectual property
  - c. successful management of research partnerships
  - d. clarification of requirements for publication and authorship, and
  - e. resolution of allegations of misconduct in research.
2. Research is conducted, or overseen, by staff with qualifications, research experience and skills relevant to the type of research undertaken and their role.
3. A system for accurate and up-to-date recording of the research outputs of staff and research students is maintained.

## Standard 5 Institutional Quality Assurance

### Standard 5.1 Course Approval and Accreditation

1. There are processes for internal approval of the delivery of a course of study, or, where a provider has authority to self-accredit, internal accreditation, of all courses of study leading to a higher education qualification.
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.
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.

### Standard 5.2 Academic and Research Integrity

1. There are policies that promote and uphold the academic and research integrity of courses and units of study, research and research training activities, and institutional policies and procedures address misconduct and allegations of misconduct.
2. Preventative action is taken to mitigate foreseeable risks to academic and research integrity including misrepresentation, fabrication, cheating, plagiarism and misuse of intellectual property, and to prevent recurrences of breaches.
3. Students are provided with guidance on what constitutes academic or research misconduct and the development of good practices in maintaining academic and research integrity.
4. Academic and research integrity and accountability for academic and research integrity are maintained in arrangements with any other party involved in the provision of higher education, including placements, collaborative research, research training and joint award of qualifications.

### Standard 5.3 Monitoring, Review and Improvement

1. All accredited courses of study are subject to periodic (at least every seven years) comprehensive reviews that are overseen by peak academic governance processes and include external referencing or other benchmarking activities.
2. A comprehensive review includes the design and content of each course of study, the expected learning outcomes, the methods for assessment of those outcomes, the extent of students' achievement of learning outcomes, and also takes account of emerging developments in the field of education, modes of delivery, the changing needs of students and identified risks to the quality of the course of study.
3. Comprehensive reviews of courses of study are informed and supported by regular interim monitoring, of the quality of teaching and supervision of research students, student progress and the overall delivery of units within each course of study.
4. Review and improvement activities include regular external referencing of the success of student cohorts against comparable courses of study, including:
  - a. analyses of progression rates, attrition rates, completion times and rates and, where applicable, comparing different locations of delivery, and
  - b. the assessment methods and grading of students' achievement of learning outcomes for selected units of study within courses of study.

5. All students have opportunities to provide feedback on their educational experiences and student feedback informs institutional monitoring, review and improvement activities.
6. All teachers and supervisors have opportunities to review feedback on their teaching and research supervision and are supported in enhancing these activities.
7. The results of regular interim monitoring, comprehensive reviews, external referencing and student feedback are used to mitigate future risks to the quality of the education provided and to guide and evaluate improvements, including the use of data on student progress and success to inform admission criteria and approaches to course design, teaching, supervision, learning and academic support.

#### **Standard 5.4 Delivery with Other Parties**

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.
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.

#### **Standard 6.1 Corporate Governance**

1. There is a formally constituted governing body, which includes independent members, that exercises competent governance oversight of and is accountable for all of the higher education provider's operations in or from Australia, including accountability for the award of higher education qualifications, for continuing to meet the requirements of the Higher Education Standards Framework and for the provider's representation of itself.
2. Members of the governing body:
  - a. are fit and proper persons, and
  - b. meet the Australian residency requirements, if any, of the instrument under which the provider is established or incorporated, or otherwise there are at least two members of the governing body who are ordinarily resident in Australia.
3. The governing body attends to governance functions and processes diligently and effectively, including:
  - a. obtaining and using such information and advice, including independent advice and academic advice, as is necessary for informed and competent decision making and direction setting
  - b. defining roles and delegating authority as is necessary for effective governance, policy development and management; and monitoring the implementation of those delegations
  - c. confirming that the provision of higher education and research training and the conduct of research, whether by the provider or through an arrangement with another party, are governed by the registered provider's institutional policies, and the operations of the provider and any associated party(ies) are consistent with those policies
  - d. undertaking periodic (at least every seven years) independent reviews of the effectiveness of the governing body and academic governance processes and ensuring that the findings of such reviews are considered by a competent body or officer(s) and that agreed actions are implemented, and
  - e. maintaining a true record of the business of the governing body.
4. The governing body takes steps to develop and maintain an institutional environment in which freedom of speech and academic freedom are upheld and protected, students and staff are treated equitably, the wellbeing of students and staff is fostered, informed

decision making by students is supported and students have opportunities to participate in the deliberative and decision making processes of the higher education provider.

#### **Standard 6.2 Corporate Monitoring and Accountability**

1. The provider is able to demonstrate, and the corporate governing body assures itself, that the provider is operating effectively and sustainably, including: [...]
  - e. risks to higher education operations have been identified and material risks are being managed and mitigated effectively
  - f. mechanisms for competent academic governance and leadership of higher education provision and other academic activities have been implemented and these are operating according to an institutional academic governance policy framework and are effective in maintaining the quality of higher education offered
  - g. educational policies and practices support participation by Aboriginal and Torres Strait Islander people and are sensitive to Aboriginal and Torres Strait Islander knowledge and cultures
  - h. qualifications are awarded legitimately
  - i. there are credible business continuity plans and adequately resourced financial and tuition safeguards to mitigate disadvantage to students who are unable to progress in a course of study due to unexpected changes to the higher education provider's operations, including if the provider is unable to provide a course of study, ceases to operate as a provider, loses professional accreditation for a course of study or is otherwise not able to offer a course of study
  - j. the occurrence and nature of formal complaints, allegations of misconduct, breaches of academic or research integrity and critical incidents are monitored and action is taken to address underlying causes, and
  - k. lapses in compliance with the Higher Education Standards Framework are identified and monitored, and prompt corrective action is taken.

#### **Standard 6.3 Academic Governance**

1. Processes and structures are established and responsibilities are assigned that collectively:
  - a. achieve effective academic oversight of the quality of teaching, learning, research and research training
  - b. set and monitor institutional benchmarks for academic quality and outcomes
  - c. establish and maintain academic leadership at an institutional level, consistent with the types and levels of higher education offered, and
  - d. provide competent advice to the corporate governing body and management on academic matters, including advice on academic outcomes, policies and practices.
2. Academic oversight assures the quality of teaching, learning, research and research training effectively, including by:
  - a. developing, monitoring and reviewing academic policies and their effectiveness
  - b. confirming that delegations of academic authority are implemented
  - c. critically scrutinising, approving and, if authority to self-accredit is held, accrediting or advising on approving and accrediting, courses of study and their associated qualifications
  - d. maintaining oversight of academic and research integrity, including monitoring of potential risks
  - e. monitoring and initiating action to improve performance against institutional benchmarks for academic quality and outcomes
  - f. critically evaluating the quality and effectiveness of educational innovations or proposals for innovations
  - g. evaluating the effectiveness of institutional monitoring, review and improvement of academic activities, and

- h. monitoring and reporting to the corporate governing body on the quality of teaching, learning, research and research training.
3. Students have opportunities to participate in academic governance.

## Standard 7 Representation, Information and Information Management

### Standard 7.1 Representation

1. Representation of the higher education provider, its educational offerings and charges, whether directly or through agents or other parties, is accurate and not misleading.
2. Courses or units of study that are offered or intended to be offered are not described as accredited, whether by TEQSA or by a professional accreditation body for the purposes of registration to practise, until such accreditation has been obtained.
3. Where units of study are offered separately from a course of study and are represented as eligible for gaining credit towards a course of study or a qualification:
  - a. the course(s) of study and qualification(s) for which credit may be gained are specified, and
  - b. the terms on which credit may be granted are defined.
4. Agents and other parties that are involved in representing the higher education provider are bound by formal contracts with the provider, their performance is monitored and prompt corrective action is taken in the event or likelihood of misrepresentation or unethical conduct.
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.

### Standard 7.2 Information for Prospective and Current Students

1. Accurate, relevant and timely information for students is publicly available and accessible, including access for students with special needs, to enable informed decision making about educational offerings and experiences.
2. Information for students is available prior to acceptance of an offer, written in plain English where practicable, accompanied by an explanation of any technical or specialised terms, and includes:
  - a. information to assist in decisions about courses or units of study, including the course design, prerequisites, assumed knowledge, when and where courses/units are offered, application dates, arrangements for recognition of prior learning, standing credit transfer arrangements, pathways to employment and eligibility for registration to practise where applicable
  - b. information to assist in planning for and participation in educational and other activities, including contact points, advice about orientation and induction, delivery arrangements, technical requirements for access to IT systems for online activities, timetables, access to learning resources, avenues to participate in decision making and opportunities to participate in student representative bodies
  - c. information to outline the obligations of students and their liabilities to the higher education provider including expected standards of behaviour, financial obligations to the higher education provider, critical deadlines, policies for deferral, change of preference/enrolment and leave of absence, particular obligations of international students, disciplinary procedures, misconduct and grounds for suspension or exclusion
  - d. information to give access to current academic governance policies and requirements including admission, recognition of prior learning, transition, progression, assessment, grading, completion, qualifications, appeals, academic integrity, equity and diversity, intellectual property and withdrawal from or cancellation of enrolment

- e. information to facilitate access to services and support including the types of services available such as educational resources including English language support, personal support services, cultural support and ancillary services, hours of availability, how to access services and emergency contact details where applicable
- f. information to assist in resolution of grievances, including an explanation of processes for resolution of grievances and complaints and internal and external appeals processes, guidance on how to participate in the processes and sources of assistance including advocacy, and
- g. information to assist international students studying in Australia if applicable, including indicative costs of living and studying in Australia, accommodation options, arrangements for health care and, where applicable, schooling obligations related to school-aged dependants (including the possibility that school fees may be incurred).

3. There are policies and processes that ensure information and advice given to international students holding or applying for an Australian student visa and decisions taken in relation to such students meet statutory requirements.
4. Students are given reasonable notice of changes to a higher education provider's operations including information about increases in fees and associated costs and any consequences that may affect their choice of, or ability to participate in, an intended course(s) of study.

#### **Standard 7.3 Information Management**

1. There is a repository of publicly-available current information about the higher education provider's operations that includes:
  - a. the registered name of the higher education provider, trading name(s) if different, regulatory status and authority to provide courses of study to international students studying on an Australian student visa
  - b. the instrument establishing the entity
  - c. the members of the governing body and senior executive
  - d. the financial standing of the provider
  - e. indicative total student enrolments
  - f. a high-level organisational chart that includes the organisational units that deliver courses of study, such as schools or faculties
  - g. the locations at which higher education is offered, including overseas if applicable
  - h. an overview of teaching campuses, facilities, learning resources and services provided for students
  - i. a list of all higher education courses of study that are offered, including indicative estimated annual enrolments
  - j. arrangements with other parties to deliver courses of study or to conduct research training
  - k. where public annual reports are required of the provider, the three most recent annual reports
  - l. how to lodge a complaint about the higher education provider, and
  - m. contact details.
2. The list of all higher education courses of study within the repository of information includes:
  - a. the accreditation status of each course of study
  - b. the qualification(s) offered
  - c. whether the qualification is recognised in the Australian Qualifications Framework
  - d. confirmation of recognition of each course of study by the relevant professional body(ies) if such recognition is required for registration of graduates to practise
  - e. whether each course of study is authorised to be offered to international students studying on an Australian student visa

- f. the duration of each course of study, and
- g. details of the credit and recognition of prior learning policy that applies to each course of study and direction on how to obtain information on any articulation or credit arrangements that may apply to the course.

3. Information systems and records are maintained, securely and confidentially as necessary to:
  - a. maintain accurate and up-to-date records of enrolments, progression, completions and award of qualifications
  - b. prevent unauthorised or fraudulent access to private or sensitive information, including information where unauthorised access may compromise academic or research integrity
  - c. document and record responses to formal complaints, allegations of misconduct, breaches of academic or research integrity and critical incidents, and
  - d. demonstrate compliance with the Higher Education Standards Framework.