Introduction

The need for clear and strong standards for the higher education sector was one of the issues raised consistently during the Bradley Review and in subsequent consultations with the sector. In the move to a demand-driven approach, clear and strong standards are vital to ensure that the expansion of the higher education system does not come at the expense of quality.

TEQSA will register, evaluate and quality assure the performance of higher education providers against the new Higher Education Standards Framework. The introduction of a higher education standards-based quality regulatory framework under TEQSA will ensure that all higher education providers meet or exceed the Threshold Standards. This is central to ensuring that the entry gateway to the higher education sector is sufficiently high and provides a solid basis of performance from which all providers can build excellence and diversity.

The Higher Education Standards Framework will consist of the following domains:

- Provider Standards comprising:
  - the Provider Registration Standards
  - the Provider Category Standards
  - the Provider Course Accreditation Standards
  \[\text{Threshold Standards}\]
- Qualification Standards
- Teaching and Learning Standards
- Research Standards
- Information Standards, and
- Other standards against which higher education providers and the quality of higher education can be assessed.

All providers must meet the Provider Standards (based on the National Protocols which are currently applied by State and Territory Government Accreditation Authorities) and the Qualification Standards (based on the Australian Qualifications Framework) to be registered and operate as an Australian higher education provider.

The Information Standards, Teaching and Learning Standards and Research Standards will be new standards developed with the higher education sector. These will be drawn on by TEQSA when conducting its quality assurance activities.
Attached is the public consultation draft of the Provider Standards for application by TEQSA under the new quality assurance and regulatory arrangements.

The draft Provider Standards has been prepared based on the National Protocols and National Guidelines for Higher Education Approval Processes and takes account of over 12 months of constructive feedback provided by the higher education sector as well as State and Territory Governments. The assistance of those individuals and groups who engaged in this consultation process is gratefully acknowledged.

Stakeholders are invited to submit comments on the draft Provider Standards, using the feedback form [make this a hyperlink], to teqsa@deewr.gov.au by Thursday 2 June 2011. The feedback received will be considered by the Minister in developing the first set of Threshold Standards.
1. Provider standing
   The higher education provider is reputable and accountable for the higher education it offers.

2. Financial viability and safeguards
   The higher education provider has the financial resources and financial management capacity to sustain higher education provision consistent with the Provider Registration Standards.

3. Corporate and academic governance
   The provider’s higher education operations are well-governed. The higher education provider shows sound corporate and academic governance of its higher education operations.

4. Primacy of academic quality and integrity
   The higher education provider maintains academic quality and integrity in all its higher education activities/operations.

5. Management and human resources
   The provider’s higher education operations are well-managed and human resources are appropriate.

6. Responsibilities to students
   The higher education provider defines and meets its responsibilities to students, including the provision of information, support and equitable treatment.

7. Physical and electronic resources and infrastructure
   The higher education provider has ensures there are well-maintained physical and electronic resources and infrastructure sufficient to enable the achievement of its higher education objectives (including offshore activities), including achievement by students of expected learning outcomes.
1 Provider standing
The higher education provider is reputable and accountable for the higher education it offers.

1.1 The higher education provider has education as a principal purpose and governance and management of its Australian higher education operations is located in Australia.

1.2 The directors of the provider Members of the provider’s governing body and the provider’s and its key personnel demonstrate that they are ‘fit and proper’ persons.

1.3 The provider takes responsibility for the quality of every educational course leading to the higher education qualifications it is accredited to award.

1.4 The provider accurately discloses to TEQSA all information required by TEQSA, which may include:

- details of the history of the provider, its parent entities, its predecessors and related entities, and the history of all these entities of prior applications for approval to provide education or related services in Australia and overseas
- any conditions or sanctions placed on approvals including deregistration
- details of its arrangements with other institutions or people for the delivery of teaching, their history of prior applications for approval to provide education or related services, and any conditions or sanctions placed on their approvals including deregistration
- details of the provider’s agents
- details of the provider’s operations, including commercial-in-confidence information.

1.5 The provider’s history, and the history of its parent entities, its predecessors and related entities, indicates a sound track record in business operations and in the provision of education or related services at an acceptable level of quality and in accordance with regulatory requirements.

1.6 The provider complies with applicable State/Territory and Commonwealth laws and regulatory requirements.

2 Financial viability and safeguards
The higher education provider has the financial resources and financial management capacity to sustain higher education provision operations consistent with the Provider Registration Standards.
2.1 The provider is financially viable and has the capacity to sustain quality in its current and planned higher education operations, using realistic projections of student demand and income from all sources.

2.2 The provider applies, and demonstrates plans to continue to apply, sufficient financial resources to ensure the achievement of its higher education objectives.

2.3 The provider has business continuity plans and financial and tuition safeguards in place for students, should the provider cease to provide a course, or cease to operate as a higher education provider, or suffer a major incident.

2.4 Financial aspects of the provider’s higher education activities are well-managed in accordance with legal requirements and Australian accounting standards and the provider has effective arrangements for the detection and prevention of fraud and mismanagement.

2.5 The financial records of the provider are accurate and independently audited by an appropriately qualified auditor.

3 Corporate and academic governance
There is The higher education provider shows sound corporate and academic governance of its higher education operations are well-governed.

3.1 The provider has a governing body which has responsibility for oversight of all of the provider’s higher education activities, including conferral of its higher education awards, and to which management is accountable.

3.2 The provider’s governing body has a majority of external members and uses a full range of expertise required for effective governance of the provider, including independent financial expertise and higher education expertise, through its membership and/or through external advisors.

3.3 The provider’s governance arrangements demonstrate a clear distinction between governance and management responsibilities.

3.4 The provider’s governing body regularly monitors potential risks to the provider’s higher education operations and has strategies to mitigate risks which eventuate are identified and minimised, in accordance with good practice in Australian risk management, and strategies are in place to deal with risks which eventuate.
3.5 The provider’s governing body ensures that all delegations (including financial, academic and managerial) are appropriate, documented, observed and regularly reviewed.

3.6 The provider’s governing body has approved a current strategic plan that: shows the provider has clarity about its future directions for higher education; identifies key performance indicators; is adequately communicated to internal and external stakeholders; and guides management decision-making.

3.7 The provider’s governing body protects the academic integrity and quality of the provider’s higher education activities operations through its academic governance arrangements that provide a degree of separation between corporate and academic governance, such as a properly constituted academic board and external course advisory committees.

3.8 The provider’s corporate and academic governance arrangements demonstrate:

- the effective development, implementation and review of policies for all aspects of the provider’s academic activities including delivery of the provider’s higher education courses by other parties, and
- the maintenance of academic standards in accordance with external requirements and international conventions for good academic practice
- effective quality assurance arrangements for all the provider’s higher education operations, encompassing systematic monitoring, review and improvement.

3.9 The governing body ensures there are.

4 Primacy of academic quality and integrity
The higher education provider maintains academic quality and integrity in all its higher education activities operations.

4.1 The provider’s objectives for its higher education activities learning and teaching include cultivating in students critical and independent thought and the capacity of learning throughout life.

4.2 The provider promotes and protects free intellectual inquiry and expression in its higher education learning, teaching, and research activities.

4.3 The provider protects academic integrity in higher education through effective policies and measures to:

- ensure the integrity of student assessment
- ensure the integrity of research and research activity
Draft Provider Registration Standards

• prevent, detect and address academic misconduct by students or staff, including cheating and plagiarism
• ensure that academic staff are free to make public comment on issues that lie within their area of expertise
• ensure that the awarding of multiple qualifications, including qualifications offered in conjunction with another institution, protects the integrity of the higher education qualifications offered by the provider.

4.4 Research carried out under the provider’s auspices meets appropriate codes of conduct, safety, and ethics clearance processes, consistent with legislative or other regulatory requirements and national guidelines.

4.5 Where the provider has an arrangement in place with another institution for the other institution to manage or deliver some or all of a higher education course on the provider’s behalf, the provider has effective mechanisms to manage and quality assure all aspects of the arrangement, including aspects related to the admission and support of students and delivery of the course to ensure student learning outcomes comparable equivalent to those for the same course when delivered by the provider.

5 Management and human resources
The provider’s higher education operations are well-managed and human resources are appropriate.

5.1 The provider has sufficient appropriately qualified personnel to manage and to provide academic leadership for the provider’s higher education operations in Australia.

5.2 The provider has the necessary staff positions, filled by appropriately qualified and experienced personnel, to achieve its higher education objectives, including achievement of expected student learning outcomes and reporting arrangements are clearly documented.

5.3 The provider manages its human resources to effectively through appropriate policies that enshrine ensure effective: workload management; merit-based selection and promotion of staff; induction; performance review management; systems grievance procedures; and professional development of its personnel.

5.4 The provider’s administrative systems, policies, procedures and practices ensure the effective management of the provider’s its higher education operations.

5.5 The provider maintains adequate records for all its higher education activities operations, with appropriate confidentiality and security.
5.6 The provider compares its performance on teaching, student learning, graduate outcomes, and research with other institutions, and uses regular, valid and reliable feedback from internal and external stakeholders in order to improve its higher education operations.

6 Responsibilities to students
The provider defines and meets its responsibilities to students, including the provision of information, support and equitable treatment.

6.1 Prior to enrolment and during their studies, all students are informed about their relationship with the provider, which includes: any contractual arrangements; with the provider, these arrangements to set out the obligations of the provider; and the obligations of the student, including the rights and responsibilities of the student.

6.2 All students have ready access to information about tuition assurance arrangements and all charges, conditions, refunds, and costs involved in studying with the provider, including course-specific costs and tuition assurance arrangements.

6.3 The provider and its agents and other institutions with which it has arrangements for the delivery of teaching provide current, accurate, and adequate, and openly accessible information for prospective and enrolled students on all matters relating to their studies for qualifications offered by the provider, including information on:

- the awarding institution and the qualification that will be awarded for each course
- the provider’s registration status and the accreditation status of each course
- formal recognition of each course by professional bodies
- qualifications offered, and course structures, credit points and duration or volume of learning for each course
- admission criteria, recognition of prior learning and credit and articulation to and from other studies
- course content and assessment for each unit in the course
- if applicable, sequences of units required to complete a major
- when and where the course will be offered, including the units that will be offered in any teaching period
- student support for each course.

6.4 Students have ready access to effective grievance procedures which enable them to make complaints about any aspect of the provider’s higher education operations, including operations provided by others on behalf of the provider, without fear of
reprisal, and that provide access to an appropriate independent third party if internal processes fail to resolve a grievance.

6.5 The provider identifies and adequately meets the varying learning needs of all its students, including:

- the provision of orientation courses and transition support
- ongoing academic language and learning support.

6.6 Students are informed of and have ready access to:

- appropriate advocacy support, for example in relation to the provider’s academic and procedural rules
- an adequate range of personal support services, such as counselling, health, welfare, accommodation and career services, provided by appropriately qualified personnel.

6.7 The provider promotes an inclusive and safe culture, ensures there are appropriate security arrangements for all teaching locations, and advises students of actions they can take to enhance their safety and security both on and off campus and has appropriate security arrangements for its campuses.

6.8 As appropriate to its scale and scope, the provider has agreed forms of student representation within its deliberative and decision-making processes and encourages students to participate in these processes.

7 Physical and electronic resources and infrastructure
The provider has ensures there are safe, well-maintained physical and electronic resources and infrastructure sufficient to enable the achievement of its higher education objectives (including offshore activities) including achievement by students of expected learning outcomes.

7.1 The provider ensures that there are safe, well-maintained facilities and infrastructure sufficient to achieve expected student learning outcomes for effective student learning and appropriate to the scale, scope, location, mode of delivery and nature of its higher education courses, including:

- classrooms and other teaching spaces
- library and/or learning resource centre spaces and holdings and electronic learning resources
- laboratories and technical facilities
- office and related accommodation for all personnel who are on site, including sessional personnel and research students
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- facilities for student support services
- student meeting and recreation areas.

7.2 The provider has adequate IT infrastructure and software to support student learning in its higher education courses, including a website with up to date content, and ensures that students and employees have ready access to online information and resources.

7.3 The provider ensures that all students, regardless of mode of study, have access to a one or more contact person people who can respond to queries in a timely manner and has effective arrangements to actively maintain contact with and support students who are remote from or away from its campuses.

7.4 The provider maintains the adequacy and security of facilities and resources through effective capital and IT planning and project management, appropriate to adequate for its scale and scope.
Introduction to the Draft Provider Category Standards

As part of the registration process under TEQSA, a higher education provider may\(^1\) apply to TEQSA for registration within a particular provider category. They are:

- “Australian University” Category
- “Australian University College” Category
- “Australian University of Specialisation” Category
- “Higher Education Provider” Category
- “Overseas University” Category
- “Overseas University of Specialisation” Category

\(^1\) If a provider does not apply for a specific category, they will be deemed to have applied as a “higher education provider”.
"Australian University" Category

Use of the title ‘university’ by registered higher education providers that offer qualifications that are covered by the Qualification Standard Australian higher education awards

1. The provider self-accredits and delivers qualifications that are covered by meet the Qualification Standards across a range of broad fields of study (including Research Masters and PhDs or equivalent Research Doctorates Masters (Research) and Doctoral degrees in at least three broad fields of study).

2. The provider has been authorised for at least the last five years to self-accredit at least 85% of its total higher education courses, including Masters (Research) and Doctoral degrees in at least three broad fields of study.

3. The provider undertakes research that leads to the creation of new knowledge and original creative endeavour at least in those broad fields of study in which Research Masters and PhDs or equivalent Research Doctorates Masters (Research) and Doctoral degrees are offered.

4. The provider demonstrates the commitment of teachers, researchers, course designers and assessors to the systematic advancement of knowledge.

5. The provider demonstrates a culture of sustained scholarship which informs teaching and learning in all fields in which higher education courses are offered.

6. The provider demonstrates leadership in identifying and implementing good practices in student learning and teaching, including those with the potential for wider dissemination nationally.

7. The provider has offers an extensive range of student services, including student academic and learning support, and extensive resources for student learning in all disciplines offered.

8. The provider demonstrates engagement with its local and regional communities and demonstrates a commitment to social responsibility in its activities.

9. The provider has systematic, mature internal processes for quality assurance and the maintenance of academic standards and academic integrity.

10. The provider demonstrates that their application for registration as a university has the support of the relevant State, Territory or Commonwealth government.
Draft Provider Category Standards

“Australian University College” Category
Use of the title ‘university college’ by registered higher education providers that offer qualifications that are covered by the Qualification Standards Australian higher education awards

As for the “Australian University” Category, except that criteria 1 and 2 are replaced by:

1. The provider self-accredits and delivers qualifications that meet are covered by the Qualification Standards across a range of broad fields of study (including Masters coursework (Coursework) in at least three broad fields of study and Research Masters and PhDs or equivalent Research Doctorates Masters (Research) and Doctoral degrees in at least one broad field of study).

2. The provider has been authorised for at least the last five years to self-accredit at least 85% of its total higher education courses, including Masters (Research) and Doctoral degrees in at least one broad field of study.

OR

The provider is established under Australian Commonwealth, State or Territory legislation with a clear intent that it aims to and there is clear evidence that it will meet the criteria for use of the title “Australian University” Category within a reasonable period of time.

“Australian University of Specialisation” Category
Use of the title ‘university of [specialisation]’ by registered higher education providers that offer qualifications that are covered by the Qualification Standards Australian higher education awards

As for the “Australian University” Category, except that criteria 1 and 2 are replaced by:

1. The provider self-accredits and delivers qualifications that meet are covered by the Qualification Standards (including Research Masters and PhDs or equivalent Research Doctorates Masters (Research) and Doctoral degrees) in one or two broad fields of study only.

2. The provider has been authorised for at least the last five years to self-accredit at least 85% of its total higher education courses, including Masters (Research) and Doctoral degrees in one or two broad fields of study only.
Draft Provider Category Standards

“Higher Education Provider” Category
Use of the title ‘higher education provider’ by registered higher education providers that offer Australian or overseas higher education awards

1. The provider meets the Provider Registration Standards and offers at least one course of study that meets the Provider Course Accreditation Standards.

“Overseas University” Category
Use of the title ‘university’ or ‘university of specialisation’ by registered higher education providers that offer overseas higher education awards

1. The provider is recognised as a university in its home country by an overseas registration or accreditation authority or equivalent governmental authority, the standing and standards of which are acceptable to TEQSA.

AND

2. The provider meets the Provider Registration Standards and meets the Provider Course Accreditation Standards for qualifications that are covered by the Qualification Standards criteria equivalent to those same criteria for the use of the title “Australian University” Category or ‘university of specialisation’ as required for use of the title by registered higher education providers offering Australian higher education awards.

“Overseas University of Specialisation” Category

1. The provider is recognised as a university in its home country by an overseas registration or accreditation authority or equivalent governmental authority, the standing and standards of which are acceptable to TEQSA.

AND

2. The provider meets criteria equivalent to those for the “Australian University of Specialisation” Category.
Criteria for awarding ‘self-accrediting authority’ for an individual course for higher education providers

1. For a registered provider of Australian higher education awards that is approved by TEQSA to use for registration in the title ‘Australian University’ Category, TEQSA will grant self-accrediting authority to the provider for all courses.

2. For a registered provider of Australian higher education awards that is approved by TEQSA to use for registration in the title ‘Australian University College’ Category due to its being established under Commonwealth, State or territory legislation with a clear intent that it aims to meet the standards for use of the title ‘university’ within a reasonable period of time, TEQSA will grant self-accrediting authority to the provider for all courses in those fields of study in which it already offers Masters (Coursework or Research) degrees.

3. For a registered provider of Australian higher education awards that is approved by TEQSA to use for registration in the title ‘Australian University of Specialisation’ Category, TEQSA will grant self-accrediting authority to the provider for all courses in its one or two broad fields of study.

4. For a registered provider that is approved by TEQSA to use for registration in the title “Higher Education Provider”, “Overseas University” and “Overseas University of Specialisation” Category, TEQSA may grant self-accrediting authority for a course or a group of courses, at one or more qualification levels, and in one or more broad fields of study or discipline areas, if the following criteria are met:

   4.1 The provider is in a low risk category at the time of the decision: e.g. it is an established provider, with no issues or conditions outstanding from its most recent registration and course accreditations by a recognised registration or accreditation authority, no substantiated serious complaints, and any FEE-HELP or other audit history, including ESOS audits, shows the provider has a well-developed internal capacity to monitor and improve its courses and a history of substantial compliance and no significant history of compliance problems in any other audits or reviews of its higher education operations conducted by external professional bodies or government agencies.

   4.2 The course has a history of successful accreditation, without any major conditions having been imposed through the most recent accreditation process. The provider has demonstrated highly effective academic governance processes and strong internal capacity to monitor and improve its higher education courses.
4.3 The provider demonstrates a culture of sustained scholarship in respect of the course(s), which informs teaching and learning for the course(s).

4.4 The provider has a track record of successful operation of the course(s) including systematic, mature internal processes for course quality assurance and the maintenance of academic standards and academic integrity.

4.5 At least three cohorts of students in Australia have graduated from the course(s), with there is substantial evidence of successful graduate outcomes from the course(s).

4.6 If applicable, the provider has achieved and maintained appropriate professional accreditation for the course(s).
In the new regulatory system, universities and other high-performing higher education providers may be granted the authority to self-accredit one, more, or all of their courses. Where a provider has been granted this authority with respect to a given course, the provider will not need to apply to have that course accredited by TEQSA against the detailed criteria listed in the *Provider Course Accreditation Standards*. However, providers with this authority remain responsible under the TEQSA Act for ensuring that their self-accredited courses comply with the upper level descriptors within the *Provider Course Accreditation Standards*, and are advised to consider the more detailed criteria as part of their practice. When conducting compliance assessments under the TEQSA Act, consistency with the *Provider Course Accreditation Standards* will be assessed in relation to both TEQSA-accredited and self-accredited courses.
Standards for each higher education award

1. Course design is appropriate and meets the Qualification Standards
2. Course resourcing and information is adequate
3. Admission criteria are appropriate and Student admission and advice is appropriate
4. Teaching and learning are of high quality
5. Assessment is effective and expected student learning outcomes are achieved
6. Course monitoring, review, updating and termination are appropriately managed
1. **Course design is appropriate and meets the Qualification Standards**

1.1 The title, duration or volume of learning, and learning outcomes for the course meet the Qualification Standards.

1.2 There are robust internal processes for design of the course, which:

   - provide realistic projections of the demand and resources required for the course
   - which take account of external standards and requirements, e.g. published discipline standards, professional accreditation, input from relevant external stakeholders, and comparable standards at other institutions
   - and which provide for appropriate development of students’ English language proficiency.

1.3 The content of the course is drawn from is underpinned by a substantial, level of scholarship coherent and current body of knowledge and level of scholarship in one or more academic disciplines, and includes the study of demonstrated by a coherent body of knowledge, relevant theoretical frameworks and research findings and literature.

1.4 Where the course is in an emerging or highly specialised field of knowledge or is strongly multidisciplinary, the provider demonstrates that course content draws appropriately on more established bodies of knowledge and that students who are admitted to the course will have adequate background knowledge in these established bodies of knowledge.

1.5 The design of the course shows appropriate consideration of entry and exit pathways, including and articulation from other studies and to further studies, including the effect of entry pathways and articulation arrangements on the development of students’ generic skills.

1.6 Course documentation clearly presents the rationale, objectives, structure, delivery methods, assessment approaches and student workload requirements for the course, and includes any compulsory requirements for completion of the course.

1.7 Course documentation indicates that the course has an overall coherence and is designed to provide appropriate engagement by students in intellectual inquiry consistent with the nature and level of the units being taught and the expected learning outcomes of the course.
1.8 When the course is a higher degree by research, the provider ensures that:

- academics who are the primary supervisors of research higher degree students are actively carrying out research in the relevant discipline area,
- research higher degree students are able to form part of a scholarly intellectual community for their discipline and participate in the life of this community, and
- available benchmarks are used as a guide to appropriate provision of policies, supervision, services, resources and support for research higher degree students.

1.9 The course is designed to ensure equivalent student learning outcomes regardless of a student’s place of study or mode of study, even though some learning activities may vary.

1.10 If the course is to be offered through arrangements with another institution, whether in Australia or overseas, the course design documentation specifies the detailed quality assurance arrangements that have been made with the other institution to ensure equivalent student learning outcomes to those when the course is offered directly by the provider.

2. Course resourcing and information is adequate

2.1 Resourcing for the course is adequate to meet the provider’s projected enrolments for the course.

2.2 The provider ensures that all students readily have access, directly through the provider or arranged by the provider, to electronic and/or physical library and information resources required to achieve the learning outcomes of the course.

2.3 The provider ensures there are adequate IT resources to facilitate student learning consistent with course requirements, as well as necessary access to specialised teaching facilities required specifically for the course, such as laboratories or studios.

2.4 The provider demonstrates that adequate information and advice about the course is provided to prospective and current students.

3. Student admission and advice is appropriate

Admission criteria are appropriate

3.1 Admission criteria for the course are appropriate for the Qualification Standards level of the course, considering and required the learning outcomes required, take account of external benchmarks, and ensure that students have adequate prior knowledge and skills to undertake the course successfully.
3.2 The provider ensures that students who are admitted are sufficiently competent in the English language to participate effectively in their higher education studies and sets English language entry requirements accordingly.

3.3 Credit for previous studies or skills (including credit transfer, articulation and recognition of prior learning) is consistent with the Qualification Standards and the amount of credit given preserves the integrity of the qualification to which it applies.

3.4 Decisions on the admission of students are made by appropriately qualified personnel under delegated authority.

3.5 The provider makes available to prospective students accurate and comprehensive advice about the course structure, credit points, assessment, and, if applicable, sequences of units required to complete a major.

3.6 The provider makes available to prospective and current students early and accurate advice on when and where the course will be offered, the units that will be offered in any teaching period, the support that is available to students in the course, and students’ rights.

4. Teaching and learning are of high quality

4.1 The numbers, qualifications, experience, expertise and sessional/full-time mix of both academic staff who teach or tutor the course, and support staff, are appropriate to the nature, and level, and mode of delivery of the course and to achieve quality outcomes for students undertaking the course to ensure that expected student learning outcomes are achieved.

4.2 The provider ensures that people who teach or tutor students in the course, including tutors:

- are appropriately qualified in the relevant discipline for their level of teaching (normally qualified to at least one Qualification Standards level [or equivalent] higher than the course being taught or equivalent)
- are familiar with have a sound understanding of current scholarship and/or professional practice in the discipline that they teach
- have an understanding of pedagogical and/or adult learning principles relevant to the student cohort being taught
- engage students in intellectual inquiry appropriate to the level of the course and unit being taught
• are advised of student and other feedback on the quality of their teaching and have opportunities to improve their teaching.

4.3 The provider ensures that academics who teach on a course are reasonably available for students seeking academic assistance for units within the course.

4.4 The provider has effective mechanisms to identify and support students who are at risk of not progressing academically.

4.5 The provider has effective arrangements for the quality assurance of work placements, work supervision and practicums and other forms of work-integrated learning in the course.

5. **Assessment is effective and expected student learning outcomes are achieved**

5.1 Assessment tasks for the course and its units provide opportunities for students to demonstrate achievement of the stated student learning outcomes for the course.

5.2 Adequate and timely feedback is provided to students on their assessed work.

5.3 Course management and coordination, including moderation procedures, ensure consistent and appropriate assessment.

5.4 The provider maintains and monitors detailed comparative data on the performance of students in the course, including information on the performance of student cohorts by entry pathway, mode of study and place of study, such data to include: student attrition; student progress; course completions; and grade distributions.

5.5 The academic standards intended to be achieved by students and/or the standards actually achieved by students, are benchmarked against similar accredited courses in other Australian institutions to ensure consistency of standards across providers.

5.6 The provider is able to demonstrate that students who complete the course have developed an appropriate level of English language proficiency through their studies.

6. **Course monitoring, review, updating and termination are appropriately managed**

6.1 The provider ensures the course is systematically updated, through internal monitoring and external reviews, and that its coherence is maintained.
6.2 Should the provider decide to discontinue the course, there are effective teach out plans for all enrolled students enrolled in the course or other arrangements to ensure that the enrolled students are not disadvantaged.
Standards for each higher education award
Each higher education award must meet the following six standards as well as the Qualification Standards

1. Course design is appropriate and meets the Qualification Standards
2. Course resourcing and information is adequate
3. Admission criteria are appropriate Student admission and advice is appropriate
4. Teaching and learning are of high quality
5. Assessment is effective and expected student learning outcomes are achieved
6. Course monitoring, review, updating and termination are appropriately managed