Australian Government
Higher Education Standards

Comparison of Part A (Standards for Higher Education) of the revised Higher Education Standards Framework with the requirements of the current Framework[1]

The table below lists each of the proposed Standards and compares them with the requirements of the current Framework. The comparison also notes where the proposed Standards are related to the requirements of the ESOS National Code 2007. In some cases the comparison is difficult because only parts of the Standards are directly comparable. Judgement and inferences of intent have been applied where necessary.

A separate table gives a detailed comparison of Parts C & D of the ESOS National Code 2007 and the proposed Framework.

Proposed Standards		Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
1.	Student Participation and Attainment					
1.1	**Admission**					
1.1.1	Admissions policies, requirements and procedures are documented, are applied fairly and consistently, and are designed to ensure that admitted students have the academic preparation and proficiency in English needed to participate in their intended study, and no known limitations that would be expected to impede their progression and completion.	PCAS PCAS	3 3	3.1	Admission criteria are appropriate Admission criteria for the course of study: - are appropriate for the Qualification Standards level of the course of study and required learning outcomes; - take account of external benchmarks; and, - ensure that students have adequate prior knowledge and skills to undertake the course of study successfully.	The proposed Standard streamlines the existing Threshold Standards and makes explicit the mechanisms (i.e. documentation of admission policies, requirements and procedures) to meet the Standards. The Standards also addresses and is consistent with Standard 2.2 of Part D of the *ESOS National Code 2007*.

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[1] Threshold Standards – Provider Registration Standards (PRS), Provider Category Standards (PCS), Provider Accreditation Standards (PCAS), Qualification Standards (QS).
[2] i.e. including Threshold Standards, TEQSA Act, AQF, ESOS National Code 2007, AHEGS

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
		PCAS	3	3.2	The higher education provider ensures that students who are enrolled are sufficiently competent in the English language to participate effectively in the course of study and achieve its expected learning outcomes, and sets English language entry requirements accordingly.	
1.1.2	The admissions process ensures that, prior to enrolment and before fees are accepted, students are informed of their rights and obligations, including:	PRS	6	6.1	Prior to enrolment and during their studies, all students are informed about their relationship with the higher education provider, which includes: • ... • the rights and obligations of the student.	
1.1.2a	all charges associated with their proposed studies as known at the time and advice on the potential for changes in charges during their studies	PRS	6	6.2	All students have ready access to information about all charges, conditions, refunds, and costs involved in studying with the higher education provider, including course-specific costs and tuition assurance arrangements.	The proposed Standard streamlines the existing Threshold Standards and also address and consistent with the Standard 2.1a (with proposed standard 1.1.3, 7.2.2a), 2.1e, 3.1a (together with proposed standard 1.1.3), 3.1b, 3.1c, 3.2 (together with proposed standard 6.2.1i and 7.2.4) of Part D the *ESOS National Code 2007*.
1.1.2b	policies, arrangements and potential eligibility for credit for prior learning, and	PRS	6	6.3	The higher education provider and its agents and other entities with which it has arrangements for the delivery of a course of study provide current,	

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
					accurate, adequate, and openly accessible information for prospective and enrolled students on all matters relating to their studies for higher education awards offered by the higher education provider, including information on: • admission criteria, recognition of prior learning and credit and articulation to and from other studies; • ...	
1.1.2c	policies on changes to or withdrawal from offers, acceptance and enrolment, tuition protection and refunds of charges.	PRS	6	6.2	All students have ready access to information about all charges, conditions, refunds, and costs involved in studying with the higher education provider, including course-specific costs and tuition assurance arrangements.	
1.1.3	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,	PRS	6	6.1	Prior to enrolment and during their studies, all students are informed about their relationship with the higher education provider, which includes: • any contractual arrangements; • the obligations of the higher education provider; and, • the rights and obligations of the student.	The proposed Standard addresses and is consistent with existing Threshold Standards, identifies some of the types of conditions of enrolment that would be expected to be covered, and is consistent with the Standard 2.1a (with proposed standard 1.1.2a, 7.2.2) and 3.1a (together with proposed standard 1.1.2c) of Part D of the *ESOS National Code 2007*.

Proposed Standards		Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
	particular language requirements and particular requirements of work placements.	PCAS	2	2.4	The higher education provider demonstrates that accurate and current information and advice about the course of study is provided to prospective and current students.	
1.2	**Credit and Recognition of Prior Learning**					
1.2.1	Assessment of prior learning is undertaken 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.	QS	3	3.1	The higher education provider has clear, accessible and transparent policies and processes to provide award pathways and credit arrangements for students.	The proposed Standard streamlines the current Threshold Standards and focuses on assessment of prior learning, its alignment with documented policies, the timing of decisions and the recording of outcomes. The proposed Standard is consistent with Standard 12.1a (together with proposed standard 7.2.1), 12.1b of Part D of the *ESOS National Code 2007*.
		QS	3	3.2	The higher education provider can demonstrate that is decision to give credit into or toward an award is information based, equitable, transparent, timely and academically defensible	
		QS	3	3.3	The higher education provider can give credit in the form of block, specified or unspecified credit.	
1.2.2	Credit through recognition of prior learning is granted only if:					
1.2.2a	students granted such credit are not disadvantaged in achieving the expected learning outcomes for the course of study or qualification, and	QS	3	3.4	The higher education provider ensures that where it formalises credit agreements with other providers for any award, it maximises the credit available to eligible	The proposed Standard is a

	Proposed Standards	**Comparable existing Threshold Standards**				**Comparison of the proposed standard with existing requirements[2]**
		Chapter	**Section**	**Standard**	**Content**	
					students for both entry into and credit towards the award, subject to preserving the integrity of learning outcomes and/or discipline requirements of the award to which credit applies.	streamlining of the existing Threshold Standards to
1.2.2b	the integrity of the course of study and the qualification are maintained.	PCAS	3	3.3	Credit for previous studies or skills (including articulation, recognition of prior learning and credit arrangements) is consistent with the Qualification Standards and preserves the integrity of the higher education award to which it applies.	focus on the outcome of granting credit.
		QS	3	3.5	In determining credit towards awards, the higher education provider ensures it takes into account the comparability and equivalence of the learning outcomes, volume of learning, program of study including content, and learning and assessment approaches.	
1.3	**Orientation and Progression**					
1.3.1	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	PRS	6	6.5	The higher education provider identifies and adequately meets the varying learning needs of all its students, including: • the provision of orientation courses and transition support; and…	The proposed Standard is a redraft of the existing Threshold Standard to distinguish between orientation and transition. In conjunction with proposed Standards 2.3.2, 1.3.1, 7.2.2e & f, the proposed Standard also addresses and is consistent with Standards 6.1a-e of Part D of

Proposed Standards		Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
	Australia.					the *ESOS National Code 2007*.
1.3.2	Specific strategies support transition, including:	PRS	6	6.5	The higher education provider identifies and adequately meets the varying learning needs of all its students, including:	
1.3.2a	assessing the needs and preparedness of individual students and cohorts	PCAS	3	3.1	Admission criteria for the course of study: • ... • ensure that students have adequate prior knowledge and skills to undertake the course of study successfully.	The proposed Standards streamline the existing Threshold Standards by addressing the known critical risks more coherently and including some strategies to support transition. The proposed Standards, together with proposed standards 1.3.4 and 7.2.1, also address and are consistent with Standard 10.2 of Part D of the *ESOS National Code 2007*.
1.3.2b	undertaking early assessment or review that provides formative feedback on academic progress and is able to identify needs for additional support, and	PCAS	4	4.4	The higher education provider has effective mechanisms to identify and support students who are at risk of not progressing academically.	
1.3.2c	providing access to informed advice and timely referral to academic or other support.	PRS	6	6.5	The higher education provider identifies and adequately meets the varying learning needs of all its students, including: • ongoing academic language and learning support...	
1.3.3	Methods of assessment or monitoring that determine progress within or between units	PCAS	5	5.2	Assessment is undertaken by appropriately qualified academic staff, and timely, adequate feedback is	The proposed Standards is a re-draft of the existing Threshold Standards to focus on outcomes,

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
	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.				provided to students on their assessed work.	clarification of the timing of feedback and the relationship with learning outcomes. The proposed Standard along with 1.3.5, 7.3.3a and 6.3.2a, also addresses and is consistent with Standard 10.1 of Part D of the *ESOS National Code 2007*.
1.3.4	Processes that identify students at risk of unsatisfactory progress and provide specific support are implemented across all courses of study.	PCAS	4	4.4	The higher education provider has effective mechanisms to identify and support students who are at risk of not progressing academically.	The proposed Standard clarifies the intent of the existing Threshold Standards to apply to all courses of study. The proposed Standard also addresses and is consistent with Standard 10.2c (together with proposed standards 1.3.2 and 7.2.1), 10.5 of Part D of the *ESOS National Code 2007*.
1.3.5	Trends in rates of retention, progression and completion of student cohorts through courses of study are monitored to enable review and improvement.	PCAS	5	5.4	The higher education provider maintains monitors and acts on comparative data on the performance of students in the course of study, 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.	The proposed Standard emphasises the collection of data in relation to outcomes (the use of data is captured in Domain 5 Institutional Quality Assurance. The proposed Standard, together with proposed standards 1.3.3, 7.3.3a and 6.3.2a, also addresses and is consistent with Standard 10.1 of Part D of the *ESOS National Code 2007*.
1.3.6	Students have equivalent opportunities for successful transition into and progression	PCAS	1	1.9	The course of study is designed to ensure equivalent student learning outcomes regardless of a student's	The proposed Standard is focused on outcomes and goes beyond the design of the course to include a

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
	through their course of study, irrespective of their educational background, entry pathway, mode or place of study.				place or mode of study.	wider set of variables for successful transition and progression.
1.4	**Learning Outcomes and Assessment**					
1.4.1	The expected learning outcomes for each course of study are specified, consistent with the level and field of education of the qualification awarded, and informed by national and international comparators.	PRS	5	5.6	The higher education provider compares its performance on teaching, student learning outcomes, graduate outcomes, and research with other higher education providers, and uses regular, valid and reliable feedback from internal and external stakeholders to improve its higher education operations.	The proposed Standards (1.4.1 – 1.4.2d) re-focus the current Threshold Standards to require specification of the learning outcomes; alignment with the qualification awarded; and considers comparable courses. The proposed Standards 1.4.2 a-c, address a critical gap in the specification of learning outcomes in the existing Threshold Standards. The quality improvement aspects of the existing Threshold Standards are covered in Domain 5 Institutional Quality Assurance of the proposed Framework.
1.4.2	The specified learning outcomes for each course of study encompass discipline-related and generic outcomes, including:					
1.4.2a	specific knowledge and skills and their application that characterise the field(s) of education or disciplines involved					
1.4.2b	generic skills and their application in the context of the field(s) of education or disciplines involved					
1.4.2c	knowledge and skills required for	PCAS	1	1.2	There are robust internal processes	

Proposed Standards		Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
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	employment and further study related to the course of study, including those required to be eligible to seek registration to practise where applicable, and				for design and approval of the course of study, which: • ... • provide for appropriate development of key graduate attributes in students including English language proficiency.	
1.4.2d	skills in independent and critical thinking suitable for life-long learning.	PRS	4	4.1	The higher education provider's objectives for its higher education operations include the cultivation in students of critical and independent thought and the capacity for learning throughout life.	
1.4.3	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.	PCAS	5		Assessment is effective and expected student learning outcomes are achieved	The proposed Standard streamlines existing Threshold Standards for assessment to be designed to demonstrate the level of achievement of learning outcomes by students
		PCAS	5	5.3	Course management and coordination, including moderation procedures, ensure consistent and appropriate assessment.	
		PCAS	5	5.1	Assessment tasks for the course of study and its units provide opportunities for students to demonstrate achievement of the expected student learning outcomes for the course of study.	
		PCAS	5	5.5	The academic standards intended to be achieved by students and the	

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					standards actually achieved by students in the course of study are benchmarked against similar accredited courses of study offered by other higher education providers.	
1.4.4	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.	PCAS	5	5.1	Assessment tasks for the course of study and its units provide opportunities for students to demonstrate achievement of the expected student learning outcomes for the course of study.	The proposed Standard is a re-draft to focus on the validity of assessment in relation to achievement of learning outcomes on completion.
1.4.5	On completion of research training, students have demonstrated specific and generic learning outcomes related to research, including:					
1.4.5a	a detailed understanding of the specific topic of their research, within a broad understanding of the field of research					
1.4.5b	capacity to scope, design and conduct research projects independently					The proposed Standards 1.4.5 – 1.4.5d address a gap in the existing Threshold Standards in relation to a minimum set of types of learning outcomes for research training
1.4.5c	technical research skills and competence in the application of research methods, and					
1.4.5d	skills in analysis, critical evaluation and reporting of research, and in presentation, publication and dissemination of their research.					

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1.4.6	Assessment of major assessable research outputs for higher degrees by research, such as theses, dissertations, exegeses, creative works or other major works arising from a candidate's research incorporates assessment by at least two assessors with international standing in the field of research, who are independent of the conduct of the research, competent to undertake the assessment and do not have a conflict of interest, and:					The proposed Standards address a gap in the existing Threshold Standards to establish conditions for the integrity in the assessment of research training outputs.
1.4.6a	for doctoral degrees are external to the higher education provider, and					
1.4.6b	for masters degrees by research, assessors at least one of whom is external to the higher education provider.					
1.4.7	The outputs arising from research training contribute to the development of the field of research, practice or creative field and, in the case of doctoral degrees, demonstrate a significant original contribution.	PCAS	2	2.3	The higher education 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 Masters Degrees (Research) and Doctoral Degrees (Research) are offered.	The proposed Standard streamlines the existing Threshold Standards by integrating the outputs of research training in the proposed Standards for provision of education rather than separately in the Standards for provider categories.
		PCAS	3	3.3	The higher education provider	

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		PCAS	4	4.3	undertakes research that leads to the creation of new knowledge and original creative endeavour at least in those broad fields of study in which Masters Degrees (Research) and Doctoral Degrees (Research) are offered. The higher education 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 Masters Degrees (Research) and Doctoral Degrees (Research) are offered.	
1.5	**Qualification and Certification**					
1.5.1	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.	QS	1		Higher education awards delivered meet the appropriate criteria	The proposed Standard addresses a gap in the existing Threshold Standards to link the awarding of a qualification to the completion of course requirements.
1.5.2	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					While noted in the AQF, the current Qual standards do not acknowledged the existence or nature of higher doctorates

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	policies and academic governance requirements for the award of Higher Doctoral Degrees.					
1.5.3	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*.	QS	1	1.2.3	The higher education provider facilitates comparability with AQF qualifications by describing the award using the AQF taxonomy of learning outcomes (knowledge, skills, application of knowledge and skills and generic learning outcomes).	The proposed Standard summarises the existing Threshold Standard to establish alignment of the course of study and learning outcomes with the classification level in the AQF.
		QS	1	1.1	The higher education provider ensures that awards which may lead to a qualification located at levels 5,6,7,8,9 or 10 of the Australian Qualifications Framework meet the corresponding specifications (including the levels criteria and qualification type descriptors) described in the AQF (http://www.aqf.edu.au). This also applies to any higher education award leading to an AQF qualification type that may subsequently be included in the AQF.	
1.5.4	Awardees of qualifications are issued with authorised certification documentation including a testamur, and either a	QS	2	2.1	The higher education provider issues graduates who complete a higher education award: • a testamur, and,	The proposed Standard has been re-drafted to remove the existing Threshold Standards requirement for a record of results where an

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		Chapter	Section	Standard	Content	
	record of results or an Australian Higher Education Graduation Statement (graduation statement) that state correctly:				• a record of results, and may also issue an Australian Higher Education Graduation Statement (Graduation Statement).	Australian Higher Education Graduation Statement (Graduation Statement) is issued.
1.5.4a	the name of the registered higher education provider issuing the documentation	QS	2	2.3.1	Information included on the testamur correctly identifies: • the higher education provider; • ...	The proposed Standards are a re-draft of the existing Threshold Standards.
1.5.4b	the full name of the person to whom the documentation applies	QS	2	2.3.1	Information included on the testamur correctly identifies: • ... • the graduate receiving the award; • ...	
1.5.4c	the date of issue	QS	2	2.3.1	Information included on the testamur correctly identifies: • ... • the date of issue; • ...	
1.5.4d	the name and office of the person authorised by the higher education provider to issue the documentation, and	QS	2	2.3.1	Information included on the testamur correctly identifies: • ... • the person/s authorised to issue the award; and, • ...	The proposed Standards are a re-draft of the existing Threshold Standards.
1.5.4e	if the qualification is recognised in the Australian Qualifications Framework, the testamur and/or	QS	2	2.1.1	Where the award leads to an AQF qualification under Section 1.1, the higher education provider ensures	

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	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'.				that it identifies the award as an award recognised by the AQF on the testamur or the Graduation Statement by either: • the words, 'The award is recognised within the Australian Qualifications Framework', or • the AQF logo, as authorised by the AQF Council.	
1.5.5	All certification documentation issued by the higher education provider is:					
1.5.5a	unambiguously issued by the registered higher education provider	QS	2		The higher education provider ensures that it issues appropriate certification documentation and maintains processes to authenticate awards and protect against fraudulent use.	The proposed standard emphasises the requirement to clearly identify the provider issuing the certification documentation
1.5.5b	readily distinguishable from other certification documents issued by the higher education provider	QS	2	2.4.2	The higher education provider ensures that the statement of attainment or record of results is in a form which cannot be mistaken for a testamur or Graduation Statement for a completed higher education award.	The proposed standard is a re-draft of the existing Threshold Standard.
		QS	2	2.4.3	The higher education provider ensures that if it issues a statement of attainment, it is identified with the words, 'A statement of attainment is issued when an individual has completed one or more accredited	

Proposed Standards		Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
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					units'.	
1.5.5c	protected against fraudulent issue	QS	2	2.3	The testamur, Graduation Statement, statement of attainment and record of results will contain sufficient information to authenticate the document for the purposes of preventing fraudulent use.	The proposed standard is a re-draft of the existing Threshold Standard.
		QS	2	2.5	The higher education provider maintains appropriate mechanisms to prevent fraudulent reproduction of certification documentation and statement of attainment documentation.	
1.5.5d	traceable and authenticable	QS	2	2.3.1	Information included on the testamur correctly identifies: • the authenticity of the documents in a form to reduce fraud such as the higher education provider's seal, corporate identifier and/or unique watermark.	The proposed standard is a re-draft of the existing Threshold Standard.
		QS	2	2.6	The higher education provider permits the replacement of certification documentation and statements of attainment documentation and maintains processes to authenticate and verify replacement documentation.	
1.5.5e	designed to prevent unauthorised reproduction, and	QS	2	2.3.1	Information included on the testamur correctly identifies:	The proposed standard is a re-draft of the existing Threshold Standard.

Proposed Standards		Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
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		QS	2	2.5	• the authenticity of the documents in a form to reduce fraud such as the higher education provider's seal, corporate identifier and/or unique watermark. The higher education provider maintains appropriate mechanisms to prevent fraudulent reproduction of certification documentation and statement of attainment documentation.	
1.5.5f	replaceable by the higher education provider through an authorised and verifiable process.	QS	2	2.6	The higher education provider permits the replacement of certification documentation and statement of attainment documentation and maintains processes to authenticate and verify replacement documentation.	The proposed standard is a re-draft of the existing Threshold Standard.
1.5.6	Testamurs state correctly, in addition to the requirements for all certification documentation:	QS	2	2.3.1	Information included on the testamur correctly identifies: • ...	The proposed standard is a re-draft of the existing Threshold Standard.
1.5.6a	the full title of the qualification awarded, including the field or discipline of study	QS	2	2.3.1	Information included on the testamur correctly identifies: • ... • the award by its full title; • ...	The proposed standard is a re-draft of the existing Threshold Standard.
1.5.6b	any subsidiary component of the qualification (such as integrated honours, an area of specialisation or a major study),					The proposed standard addresses a gap identified in the existing Threshold Standards.

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	and					
1.5.6c	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.	QS	2	2.2	The higher education provider identifies whether any part of the award has been delivered and/or assessed in a language other than English on the testamur, the Graduation Statement and record of results[3].	The proposed standard is a re-draft of the existing Threshold Standard.
1.5.7	Records of results state correctly, in addition to the requirements for all certification documentation:	QS	2	2.4	The higher education provider ensures that students have access to a statement of attainment or record of results for students who complete one or more accredited units which may lead to an AQF qualification located at levels 5, 6, 7, 8, 9 or 10 of the AQF.	The proposed Standard summarises the components of a record of results and removes the current differences in content between a record of results and a Graduation Statement.
		QS	2	2.3.2	Information included on the Graduation Statement is consistent with the *Guidelines for the Presentation of the Australian Higher Education Graduation Statement.*	
1.5.7a	the full name of all courses and units of study undertaken and when they were undertaken and completed	QS	2	2.4.1	The statement of attainment or record of results identifies the student, the accredited units by their full title, the period of study in which each unit was completed and the date issued.	

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[3] This does not include the use of another language to develop proficiency in that language.

Proposed Standards		Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
1.5.7b	credit granted through recognition of prior learning	QS	2	2.3.2	Information included on the Graduation Statement is consistent with the Guidelines for the Presentation of the Australian Higher Education Graduation Statement.	The proposed Standards summarise the components of a record of results and removes the current differences in content between a record of results and a Graduation Statement.
1.5.7c	the weighting of units within courses of study	QS	2	2.3.2	Information included on the Graduation Statement is consistent with the Guidelines for the Presentation of the Australian Higher Education Graduation Statement.	
1.5.7d	the grades and/or marks awarded for each unit of study undertaken and, if applicable, for the course overall	QS	2	2.4.1	The statement of attainment or record of results identifies the student, the accredited units by their full title, the period of study in which each unit was completed and the date issued.	
		QS	2	2.3.2	Information included on the Graduation Statement is consistent with the Guidelines for the Presentation of the Australian Higher Education Graduation Statement.	
1.5.7e	where grades are issued, an explanation of the grading system used	QS	2	2.3.2	Information included on the Graduation Statement is consistent with the Guidelines for the Presentation of the Australian Higher Education Graduation Statement.	
1.5.7f	where a course of study includes a significant particular focus of	QS	2	2.3.2	Information included on the	The proposed Standards summarise the components of a record of

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	study such as honours, an area of specialisation or a major study, a definition of that component of significant focus, and				Graduation Statement is consistent with the Guidelines for the Presentation of the Australian Higher Education Graduation Statement.	results and removes the current differences in content between a record of results and a Graduation Statement.
1.5.7g	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.	QS	2	2.3.2	Information included on the Graduation Statement is consistent with the Guidelines for the Presentation of the Australian Higher Education Graduation Statement.	
		QS	2	2.4.4	The higher education provider identifies in any statement of attainment or record of results whether any accredited units have been delivered and/or assessed in a language other than English on the statement of attainment.	
1.5.8	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.	QS	2	2.3.2	Information included on the Graduation Statement is consistent with the Guidelines for the Presentation of the Australian Higher Education Graduation Statement.	
1.5.9	Qualifications that do not align with a qualification that is recognised in the *Australian Qualifications Framework* are not described using the	QS	1	1.2.4	The higher education provider ensures the award is titled appropriately and does not use nomenclature which is already used for an award leading to an AQF	The proposed standard is a re-draft to streamline the intent of the existing Threshold Standards and

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	nomenclature of the *Australian Qualifications Framework* or implied to be a qualification recognised in the *Australian Qualifications Framework* or an equivalent qualification.	QS	2	2.1.2	qualification. Where the award leads to a non-AQF qualification under Section 1.2, the higher education provider may identify that the award has been accredited under the Tertiary Education Quality and Standards Agency on the testamur, Graduation Statement, statement of attainment or record of results.	removes the need for a separate process for non-AQF qualifications.
		QS	2	2.1.2.1		
		QS	2	2.1.2.2	Providers issuing certification documentation for awards that are not AQF qualifications ensure that these awards cannot be mistaken for an AQF qualification.	
		QS	2	2.1.2.3	Certification documentation for an award that is not an AQF qualification does not include the use of the words or the AQF logo as prescribed in Section 2.1.1. The higher education provider does not refer to an award that is not an AQF qualification as a qualification recognised under the AQF in any written, oral or electronic information.	
1.5.10	Students who complete one or	QS	2	2.4	The higher education provider	The proposed standard is a re-draft

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
	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.				ensures that students have access to a statement of attainment or record of results for students who complete one or more accredited units which may lead to an AQF qualification located at levels 5, 6, 7, 8, 9 or 10 of the AQF.	of the existing Threshold Standard.
1.5.11	Any documentation issued with the award of an honorary qualification unambiguously identifies the qualification as an honorary qualification.					The proposed Standards addresses a risk of misrepresentation not currently addressed in the existing Threshold Standards.
2	Learning Environment					
2.1	**Facilities and Infrastructure**					
2.1.1	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.	PRS	7		The higher education provider ensures there are safe, well-maintained physical and electronic resources and infrastructure sufficient to enable the achievement of its higher education objectives, across all its locations in Australia and overseas.	The proposed standard is a re-draft to streamline the existing Threshold Standard and to focus on the provision of suitable facilities. The Standard addresses and is consistent with Standard 6.1b and 12.1 of Part C, Standard 14.2 of Part D of the ESOS *National Code 2007*.
		PRS	7	7.1	The higher education provider ensures that there are safe, well-maintained facilities and infrastructure sufficient to achieve expected student learning and research outcomes, as appropriate to the scale, scope, location, mode of delivery and nature of its courses of study, including:	

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
					• classrooms and other teaching and learning spaces; • library and/or learning resource centre spaces and collections, and electronic learning resources; • laboratories and technical facilities; • appropriate work environments for personnel who are on site, including research students; • facilities for student support services; and, • student meeting and recreation areas.	
2.1.2	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.	PCAS	2	2.2	The higher education provider ensures that all students readily have access, directly through the higher education provider or arranged by the higher education provider, to electronic and/or physical library and information resources required to achieve the learning outcomes of the course of study.	The proposed standard is a re-draft of the existing Threshold Standard to focus on the outcome parameters for determining the level of access for students and staff.
2.1.3	The learning environment, whether physical, virtual or blended, and associated learning activities support academic interactions among students outside of formal teaching.	PRS	7	7.1	The higher education provider ensures that there are safe, well-maintained facilities and infrastructure sufficient to achieve expected student learning and research outcomes, as appropriate to the scale, scope, location, mode of	The propose standard focusses on the interaction aspect of the existing Threshold Standard as the other elements of the Threshold Standard are covered elsewhere in the proposed standards.

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
					delivery and nature of its courses of study, including: • ... • student meeting and recreation areas.	
2.2	**Diversity and Equity**					
2.2.1	Institutional policies, practices and approaches to teaching and learning are designed to accommodate student diversity, including the under-representation and/or disadvantage experienced by identified groups, and create equivalent opportunities for academic success regardless of students' backgrounds.					
2.2.2	Specific consideration is given to the recruitment, admission, participation and completion of Aboriginal and Torres Strait Islander peoples.					The proposed standards address an identified gap in the existing Threshold Standards for access, participation and achievement by diverse and under-represented groups.
2.2.3	Participation, progress, and completion by identified student subgroups are monitored and the findings are used to inform admission policies and improvement of teaching, learning and support strategies for those subgroups.					

Proposed Standards		Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
2.3	**Wellbeing and Safety**					
2.3.1	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.	PRS	7	7.3	The higher education provider ensures that all students, regardless of mode of study, have access to one or more contact 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 locations.	The proposed standard is a re-draft of the existing Threshold Standard to differentiate general support and wellbeing from academic support. The proposed standard, together with proposed standards 2.3.2 and 7.2.1, also addresses and is consistent with standard 6.3 of Part D of the ESOS *National Code 2007*.
2.3.2	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.	PRS	6	6.6	Students are informed of and have appropriate access to: • advocacy support, for example in relation to the higher education provider's academic and procedural rules; and, • a range of personal support services adequate to meet the needs of the student body, such as counselling, health, welfare, accommodation and career services, provided by appropriately qualified personnel.	The proposed standard summarises requirements from provision of advice on support services. The proposed standard also addresses and is consistent with standards 6.1a-e (together with proposed standards 1.3.1, 7.2.2 e & f), 6.3 (together with proposed standards 2.3.1 and 7.2.1) and 6.5 (together with proposed standard 7.2.1) of Part D of the ESOS *National Code 2007*.
2.3.3	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.	PRS	6	6.6	Students are informed of and have appropriate access to: • ... • a range of personal support services adequate to meet the needs of the student body, such as counselling, health, welfare, accommodation and career services,	The proposed standard focuses on the alignment of access to support services with the needs of student cohorts. The proposed standard addresses and is consistent with standard 6.6 of Part D of the ESOS *National Code 2007*.

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
					provided by appropriately qualified personnel.	
2.3.4	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.	PRS	6	6.7	The higher education provider promotes an inclusive and safe culture, ensures there are appropriate security arrangements for all its locations, and advises students of actions they can take to enhance their safety and security both on and off campus.	The proposed standard is a re-draft of the existing Threshold Standard with the removal of advice regarding off campus safety.
2.3.5	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.					The proposed standard, together with proposed standard 7.3.3c, addresses and is consistent with standard 6.4 of Part D of the ESOS *National Code 2007*.
2.4	**Student Grievances and Complaints**					
2.4.1	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.	PRS	6	6.4	Students have ready access to effective grievance processes, which enable them to make complaints about any aspect of the higher education provider's higher education operations, including operations provided by other entities on behalf of the higher education provider, without fear of reprisal, and which provide for review by an appropriate independent third party if internal processes fail to resolve a grievance.	The Standard also addresses and is consistent with Standard 8.1a of Part D of the ESOS National Code 2007. The proposed standard is a re-draft of the existing Threshold Standard

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
		PRS	6	6.6	Students are informed of and have appropriate access to: • advocacy support, for example in relation to the higher education provider's academic and procedural rules; and, • a range of personal support services adequate to meet the needs of the student body, such as counselling, health, welfare, accommodation and career services, provided by appropriately qualified personnel.	to streamline and focus on systems for grievance resolution. The proposed standard, together with proposed standards 2.4.2 and 7.3.3c, addresses and is consistent with standard 8.1a of Part D of the ESOS *National Code 2007*.
2.4.2	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.	PRS	6	6.4	Students have ready access to effective grievance processes, which enable them to make complaints about any aspect of the higher education provider's higher education operations, including operations provided by other entities on behalf of the higher education provider, without fear of reprisal, and which provide for review by an appropriate independent third party if internal processes fail to resolve a grievance.	The proposed standard sets requirements for policies to support consistent and fair handling of complaints and appeals which are absent from the existing Threshold Standards. The proposed standard addresses and is consistent with standards 8.1a (together with proposed standards 2.4.1 and 7.3.3c), 8.1e, 8.2 (together with proposed standard 2.4.4), 8.3 (together with proposed standards 2.4.4 and 7.2.1), 8.4, 13.4 of Part D of the ESOS *National Code 2007*.
2.4.3	Institutional complaints-handling and appeals processes for formal complaints include provision for	PRS	6	6.4	Students have ready access to effective grievance processes, which enable them to make complaints	

Proposed Standards		Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
	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.	PRS	6	6.6	about any aspect of the higher education provider's higher education operations, including operations provided by other entities on behalf of the higher education provider, without fear of reprisal, and which provide for review by an appropriate independent third party if internal processes fail to resolve a grievance. Students are informed of and have appropriate access to: • advocacy support, for example in relation to the higher education provider's academic and procedural rules; and, • …	The proposed standard is a re-draft of the existing Threshold Standards to focus on equitable processes. The proposed standard addresses and is consistent with standard 8.1c of Part D of the ESOS *National Code 2007*.
2.4.4	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.					The proposed standard addresses a gap in the existing Threshold Standards regarding the decision outcome of formal complaints and appeals. The proposed standard addresses and is consistent with standards 8.1d, 8.2 (together with proposed standard 2.4.2), 8.3 (together with proposed standards 2.4.2 and 7.2.1), 8.5 (together with proposed standard 2.4.5) of Part D the ESOS *National Code 2007*.
2.4.5	If a formal complaint or appeal is upheld, any action required is					The proposed standard addresses a gap in the existing Threshold

| | Proposed Standards | \multicolumn{4}{c|}{Comparable existing Threshold Standards} | Comparison of the proposed standard with existing requirements[2] |
		Chapter	Section	Standard	Content	
	initiated promptly.					Standards. The proposed standard, together with proposed standard 2.4.4, addresses and is consistent with standard 8.5 of Part D of the ESOS *National Code 2007*.
3	Teaching					
3.1	**Course Design**					
3.1.1	The design for each course of study is specified and the specification includes:	PCAS	1	1.5	The design of the course of study shows appropriate consideration of entry and exit pathways, including articulation from other studies and to further studies.	The proposed standard is focussed on the outcome without limiting what can be included in the specification.
		PCAS	1	1.6	Course of study documentation clearly presents the rationale, objectives, structure, delivery methods, assessment approaches and student workload requirements for the course of study, and includes any compulsory requirements for completion of the course of study	
3.1.1a	the qualification(s) to be awarded on completion					The proposed standard addresses a gap in the existing Threshold Standards
3.1.1b	structure, duration and modes of delivery	PCAS	1	1.6	Course of study documentation clearly presents the rationale, objectives, structure, delivery methods, assessment approaches and student workload requirements for the course of study, and includes any	The proposed standard is a re-draft of the existing Threshold Standard. The Standards also addresses and is consistent with Standard 6.1e (with proposed standards 7.3.1a & g, 7.3.2e) and 7.1 (with proposed

Proposed Standards		Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
					compulsory requirements for completion of the course of study.	standards 7.2.3, 7.3.2c & f) of Part C of the ESOS National Code 2007.
3.1.1c	the units of study (or equivalent) that comprise the course of study	PCAS	1	1.6	Course of study documentation clearly presents the rationale, objectives, structure, delivery methods, assessment approaches and student workload requirements for the course of study, and includes any compulsory requirements for completion of the course of study.	The proposed standard requires articulation of the composition of the course of study which is not the focus of the existing Threshold Standards.
		PCAS	1	1.7	Course documentation shows that the course of study 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 of study.	
3.1.1d	entry requirements and pathways	PCAS	1	1.5	The design of the course of study shows appropriate consideration of entry and exit pathways, including articulation from other studies and to further studies.	The proposed standard is a re-draft of the existing Threshold Standard.
3.1.1e	expected learning outcomes, methods of assessment and indicative student workload	PCAS	1	1.6	Course of study documentation clearly presents the rationale, objectives, structure, delivery methods, assessment approaches and student workload requirements for the course of study, and includes any compulsory requirements for	The proposed standard is a re-draft of elements of the existing Threshold Standards.

Proposed Standards		Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
		PCAS	1	1.7	completion of the course of study. Course documentation shows that the course of study 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 of study.	
3.1.1f	compulsory requirements for completion	PCAS	1	1.6	Course of study documentation clearly presents the rationale, objectives, structure, delivery methods, assessment approaches and student workload requirements for the course of study, and includes any compulsory requirements for completion of the course of study.	The proposed standard is a re-draft of the existing Threshold Standards.
3.1.1g	exit pathways, articulation arrangements, pathways to further learning, and	PCAS	1	1.5	The design of the course of study shows appropriate consideration of entry and exit pathways, including articulation from other studies and to further studies.	The proposed standard is a re-draft of the existing Threshold Standard
3.1.1h	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.					The proposed standard addresses a gap in the existing Threshold Standards to demonstrate alignment with the AQF and to address the identified risk of inappropriate categorisation of

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
						research qualifications.
3.1.2	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:	PCS	1	1.3	The higher education provider delivers teaching and learning that engage with advanced knowledge and inquiry.	The proposed standard is a re-draft of the existing Threshold Standard.
3.1.2a	current knowledge and scholarship in relevant academic disciplines	PCAS	1	1.3	The content of the course of study is drawn from a substantial, coherent and current body of knowledge and scholarship in one or more academic disciplines and includes the study of relevant theoretical frameworks and research findings	The proposed standard is a re-draft of the existing Threshold Standard
3.1.2b	study of the underlying theoretical and conceptual frameworks of the academic disciplines or fields of education or research represented in the course, and	PCAS	1	1.3	The content of the course of study is drawn from a substantial, coherent and current body of knowledge and scholarship in one or more academic disciplines and includes the study of relevant theoretical frameworks and research findings	The proposed standard is a re-draft of the existing Threshold Standard
3.1.2c	emerging concepts that are informed by recent scholarship, current research findings and, where applicable, advances in practice.	PCAS	1	1.3	The content of the course of study is drawn from a substantial, coherent and current body of knowledge and scholarship in one or more academic disciplines and includes the study of relevant theoretical frameworks and research findings	The proposed standard is a re-draft of the existing Threshold Standard with a focus on the latest developments in relevant fields
3.1.3	Teaching and learning activities	PCAS	1	1.7	Course documentation shows that the	

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
	are arranged to foster progressive and coherent achievement of expected learning outcomes throughout each course of study.	PCAS	4	4.2	course of study 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 of study. The higher education provider ensures that staff who teach students in the course of study: • ... • engage students in intellectual inquiry appropriate to the level of the course of study and unit being taught; and, • ...	The proposed standard is a re-draft to streamline existing Threshold Standards and to focus on achievement of learning outcomes.
3.1.4	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.	PCAS	1	1.9	The course of study is designed to ensure equivalent student learning outcomes regardless of a student's place or mode of study.	The proposed standard is a re-draft of the existing Threshold Standard.
3.1.5	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.	PRS	6	6.3	The higher education provider and its agents and other entities with which it has arrangements for the delivery of a course of study provide current, accurate, adequate, and openly accessible information for prospective and enrolled students on all matters relating to their studies for higher education awards offered by the	The proposed standard is a re-draft to streamline the existing Threshold

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
		PCAS	7	4.6	higher education provider, including information on: • ... • the higher education provider's registration status and the accreditation status of each course of study; • formal recognition of each course of study by professional bodies; • ... Is applicable, the higher education provider has achieved and maintained appropriate professional accreditation of the course(s) of study.	Standards.
3.2	**Staffing**					
3.2.1	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.	PCAS	4	4.1	The numbers, qualifications, experience, expertise and sessional/full-time mix of both academic staff who teach or tutor the course of study, and support staff, are appropriate to the nature, level, and mode of delivery of the course of study and the attainment of expected student learning outcomes.	The proposed standard is a re-draft of the existing Threshold Standard to focus the composition of staff with needs of the student cohort. The proposed standard, together with proposed standards 3.2.3a – c and 3.2.5) addresses and is consistent with standard 14.1 of Part D of the ESOS *National Code 2007*.
3.2.2	The academic staffing profile for each course of study provides the level and extent of academic	PCAS PRS	4 5	 5.2	Teaching and learning are of high quality The higher education provider has the	The proposed standard is a re-draft of the existing Threshold Standard to focus academic staffing profile

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
	oversight and teaching capacity needed to lead students in intellectual inquiry suited to the nature and level of expected learning outcomes.				necessary staff positions, filled by appropriately qualified and experienced personnel, and access to other human resources, to achieve its higher education objectives, which include the achievement of expected student learning outcomes.	on the particular learning outcomes of the course of study.
3.2.3	Staff with responsibilities for academic oversight and those with teaching and supervisory roles in courses or units of study are equipped for their roles, including having:	PCAS	4	4.2	The higher education provider ensures that staff who teach students in the course of study: • are appropriately qualified in the relevant discipline for their level of teaching (qualified to at least one AQF qualification level higher than the course of study being taught or with equivalent professional experience); • ...	The proposed Standard is a re-draft of the existing Threshold Standard to include those who supervise a course as well as those that teach. The proposed standard also addresses and is consistent with standard 14.1 of Part D of the ESOS *National Code 2007*.
3.2.3a	knowledge of contemporary developments in the discipline or field, which is informed by continuing scholarship or research or advances in practice	PCAS	4	4.2	The higher education provider ensures that staff who teach students in the course of study: • ... • have a sound understanding of current scholarship and/or professional practice in the discipline that they teach;	
		PCS	2	2.5	The higher education provider demonstrates sustained scholarship that informs teaching and learning in	

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
					all fields in which courses of study are offered.	The proposed standard is a streamlined re-draft of the existing Threshold Standards for all staff involved in teaching to have up-to-date knowledge through scholarship. The proposed standard, together with proposed standards 3.2.1, 3.2.3b & c and 3.2.5, also addresses and is consistent with standard 14.1 of Part D of the ESOS *National Code 2007*.
		PCS	3	3.5	The higher education provider demonstrates sustained scholarship that informs teaching and learning in all fields in which courses of study are offered.	
		PCS	4	4.5	The higher education provider demonstrates sustained scholarship that informs teaching and learning in all fields in which courses of study are offered.	
		PCAS	7	4.3	The higher education provider demonstrates sustained scholarship in respect of the course(s) of study, which informs teaching and learning for the course(s) of study.	
3.2.3b	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	PCAS	4	4.2	The higher education provider ensures that staff who teach students in the course of study: • ... • have an understanding of pedagogical and/or adult learning principles relevant to the student cohort being taught;	The proposed standard is a re-draft of the existing Threshold Standard and focusses on the knowledge of teaching staff in relation to the delivery of education. The proposed standard, together with proposed standards 3.2.1, 3.2.3a & c and 3.2.5, also addresses and is consistent with standard 14.1 of Part D of the ESOS *National Code 2007*.

Proposed Standards		Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
3.2.3c	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.	PCAS	4	4.2	The higher education provider ensures that staff who teach students in the course of study: • are appropriately qualified in the relevant discipline for their level of teaching (qualified to at least one AQF qualification level higher than the course of study being taught or with equivalent professional experience);...	The proposed standard is a re-draft of the existing Threshold Standard and addresses instances where practitioners may contribute to the instruction of a course. The proposed standard, together with proposed standards 3.2.1, 3.2.3a & b and 3.2.5, also addresses and is consistent with standard 14.1 of Part D of the ESOS *National Code 2007*.
3.2.4	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.					The proposed standard addresses a gap in the existing Threshold Standards to ensure that the education provided is overseen by staff with the requisite knowledge, skills and qualifications.
3.2.5	Teaching staff are accessible to students seeking individual assistance with their studies, at a level consistent with the learning needs of the student cohort.	PCAS	4	4.3	The higher education provider ensures that academic staff who teach on a course of study are reasonably available for students seeking academic assistance for units within the course of study.	The proposed standard is a re-draft of the existing Threshold Standard to link access to staff to the needs of the each cohort of students. The proposed standard, together with proposed standard 3.2.1 and 3.2.3a-c, also addresses and is consistent with standard 14.1 of Part D of the ESOS *National Code*

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
						2007.
3.3	**Learning Resources and Educational Support**					
3.3.1	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.	PCAS	2	2.2	The higher education provider ensures that all students readily have access, directly through the higher education provider or arranged by the higher education provider, to electronic and/or physical library and information resources required to achieve the learning outcomes of the course of study.	The proposed standard is a re-draft of the existing Threshold Standard to specify that the resources be relevant, current and accessible.
3.3.2	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.	PRS	7	7.2	The higher education provider has adequate IT infrastructure and software to support student learning in its courses of study, including a website with current content, and ensures that students and personnel have ready access to online information and resources.	The proposed standard is a re-draft of the existing Threshold Standard to focus on training on and access to the LMS.
3.3.3	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.	PCAS	2	2.3	The higher education provider ensures there are adequate IT resources to facilitate student learning consistent with course of study requirements, as well as necessary access to specialised teaching facilities required specifically for the course of study, such as laboratories or studios.	The proposed standard is a re-draft of the existing Threshold standard to focus on the risk of potential barriers for access to learning resources. The proposed Standard, together with standards 3.3.4 and 7.2.1, also addresses and is consistent with Standard 6.2 of Part D of the ESOS National Code 2007.

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
3.3.4	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.	PRS	7	7.3	The higher education provider ensures that all students, regardless of mode of study, have access to one or more contact 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 locations.	The proposed standard is a re-draft of the existing Threshold Standard to link provision of learning support services to the course of study, mode and place of study and needs of students. The proposed standard, together with proposed standards 3.3.3 and 7.2.1, addresses and is consistent with standard 6.2 of Part D of the ESOS *National Code 2007*.
4	Research and Research Training					
4.1	**Research**					
4.1.1	Research and its associated activities are conducted in accordance with a research policy framework that is designed to achieve:	PRS	4	4.4	Research carried out under the higher education provider's auspices meets appropriate codes of conduct, safety, and ethics clearance requirements, and is consistent with legislative or other regulatory requirements and any applicable national guidelines.	The proposed standard is a re-draft of the existing Threshold Standard and applies to all categories of providers undertaking research.
4.1.1a	ethical conduct of research and responsible research practice	PRS	4	4.4	Research carried out under the higher education provider's auspices meets appropriate codes of conduct, safety, and ethics clearance requirements, and is consistent with legislative or other regulatory requirements and any applicable national guidelines.	The proposed standard is a re-draft and streamlining of the existing Threshold Standards to align with providers subject to NHMRC and ARC ethics and research practice requirements.
		PRS	4	4.3	The higher education provider protects academic integrity in higher	

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
					education through effective policies and measures to: • ... • ensure the integrity of research and research activity;	
4.1.1b	clarification of ownership and management of intellectual property	PRS	4	4.4	Research carried out under the higher education provider's auspices meets appropriate codes of conduct, safety, and ethics clearance requirements, and is consistent with legislative or other regulatory requirements and any applicable national guidelines.	The proposed standards address a specific area of risk that is implicit in the current Threshold Standards regarding applicable national guidelines
4.1.1c	successful management of research partnerships					
4.1.1d	clarification of requirements for publication and authorship, and					
4.1.1e	resolution of allegations of misconduct in research.					
4.1.2	Research is conducted, or overseen, by staff with qualifications, research experience and skills relevant to the type of research undertaken and their role.					The proposed standard includes research staff other than HDR supervisors.
4.1.3	A system for accurate and up-to-date recording of the research outputs of staff and research students is maintained.					The proposed standard is a means of providing evidence of research activity (for proposed standard 4.2.1) where it may not otherwise exist (e.g to meet ARC or NHMRC requirements) and to provide evidence of research outputs of

Proposed Standards		Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
						research students (see proposed standard 1.4.7)
4.2	**Research Training[4]**					
4.2.1	Research training is guided by an institutional research training policy framework that is designed to achieve:					
4.2.1a	definition and recognition of the rights and responsibilities of research students and supervisors					
4.2.1b	induction and orientation of research students and supervisors to their roles					The proposed standard sets out the elements of the framework necessary for proposed standard 4.2.2 and 4.2.4 and.
4.2.1c	monitoring of the progress of research students					translates the general requirements of a student's
4.2.1d	assessment and examination of students' work					experience for teaching and learning to the context of research training in particular
4.2.1e	independence of examiners					
4.2.1f	presentation and communication of research outputs by students, and					
4.2.1g	resolution of disputes.					
4.2.2	Students are admitted to research training only where the training can be provided in a supervisory and study environment of research activity	PCAS	1	1.4	The higher education provider's academic staff are active in scholarship that informs their teaching, and are active in research when engaged in research student	The proposed standard is a re-draft of the existing Threshold Standards to address a material risk in the availability of resources for research training students.

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[4] Section 4.2 is applicable to higher education providers that conduct research <u>and</u> offer research training that leads to a higher degree by research qualification.

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
	or other creative endeavour, inquiry and scholarship, and the supervision and resources required for their project are available.	PCAS	1	1.8	supervision. When the course of study is a Masters Degree (Research) or a Doctoral Degree, the higher education provider ensures that: • ... • students are able to form part of a scholarly intellectual community for their discipline and participate in the life of this community; and, • ...	
4.2.3	Each research student is supported by continuing supervisory arrangements, including:					The proposed standard addresses a risk related to supervisory arrangements for students undertaking research training and is clearer and more specific than the current standards in its requirements.
4.2.3a	a principal supervisor who holds a doctoral degree, or has equivalent research experience, and who is active in research and publishing in, or otherwise making original contributions to, a relevant field or discipline	PCAS	4	4.2	The higher education provider ensures that staff who teach students in the course of study: • ... • in the case of supervision of students in a course of study that leads to a Doctoral Degree (Research) award located at level 10 of the AQF, are qualified at Doctoral Degree (Research) level or have equivalent research experience; • ...	The proposed standard is a re-draft and streamlines existing Threshold

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
		PCAS	4	4.2	The higher education provider ensures that staff who teach students in the course of study: • ... • in the case of supervision of students in a course of study that leads to a Doctoral Degree (Professional) award located at level 10 of the AQF, are qualified at level 10 of the AQF or have equivalent professional experience; • ...	Standards
		PCAS	1	1.8	When the course of study is a Masters Degree (Research) or a Doctoral Degree, the higher education provider ensures that: • academics who are the primary supervisors of students are actively carrying out research and publishing in the relevant discipline area; • ...	
4.2.3b	at least one associate supervisor with relevant research expertise, and	PCAS	1	1.8	When the course of study is a Masters Degree (Research) or a Doctoral Degree, the higher education provider ensures that: • academics who are the primary supervisors of students are actively carrying out research and publishing	The proposed standard is a re-draft and streamlines the existing Threshold Standard.

Proposed Standards		Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
					in the relevant discipline area; • ...	
4.2.3c	the principal supervisor is a member of the staff of the higher education provider, or has a relevant adjunct appointment, or is otherwise formally contracted and accountable to the provider for supervisory duties.	PCAS	1	1.4	The higher education provider's academic staff are active in scholarship that informs their teaching, and are active in research when engaged in research student supervision.	The proposed standard is a re-draft of the existing Threshold standard and focusses on the accountability of the provider while allowing flexibility in supervisory arrangements.
4.2.4	Research students participate in an induction to research that includes codes of conduct, ethics, occupational health and safety, intellectual property and any additional matters that are necessary for the type of research to be undertaken.	PRS	7	7.1	The higher education provider ensures that there are safe, well-maintained facilities and infrastructure sufficient to achieve expected student learning and research outcomes, as appropriate to the scale, scope, location, mode of delivery and nature of its courses of study, including: • ... • appropriate work environments for personnel who are on site, including research students; • ...	The proposed standard is a re-draft of the existing Threshold Standards with a focus on an identified gap in the preparation of research students.
4.2.5	Coursework that is included as a formal assessable requirement in a course of study that involves research training, whether as a component of or an adjunct to the research training, meets the academic governance and quality assurance requirements required of other coursework					The proposed standard addresses an identified gap in the existing Threshold Standards required to protect the quality of coursework associated with higher degree studies.

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
	offered by the higher education provider.					
5	**Institutional Quality Assurance**					
5.1	**Course Approval and Accreditation**					
5.1.1	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 an Australian Higher Education Qualification.	PCAS	1	1.2	There are robust internal processes for design and approval of the course of study	The proposed standard is a re-draft of the existing Threshold Standard to require internal processes are in place for approval of course of study.
5.1.2	Course approval and self-accreditation processes are overseen by peak institutional academic governance processes and they are applied consistently to all courses of study, before the courses are first offered and during re-approval or re-accreditation of the courses.	PCAS	7	4.2	The higher education provider has highly effective academic governance processes and a robust internal capability to monitor and improve its higher education courses of study.	The proposed standard is a re-draft of existing Threshold Standards to assign responsibility for overseeing internal processes for course approval.
5.1.3	A course of study is approved or accredited, or re-approved or re-accredited, only when:	PCAS	1	1.2	There are robust internal processes for design and approval of the course of study, which:	The proposed standard is a re-draft of the existing Threshold Standard with the addition of specific requirements to meet known risks and support internal monitoring.
5.1.3a	the course of study meets, and continues to meet, the applicable Standards of the *Higher*					The proposed standard reinforces incorporation of the relevant standards of the HES Framework

Proposed Standards		Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
	Education Standards Framework					
5.1.3b	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	PCAS	7	4.2	The higher education provider has highly effective academic governance processes and a robust internal capability to monitor and improve its higher education courses of study.	The proposed standards are a re-draft of the existing Threshold Standards with the addition of explicit requirements to address known risks.
5.1.3c	the resources required to deliver the course as approved or accredited will be available when needed.	PCAS	2		Course resourcing and information is adequate	
		PCAS	2	2.1	Resourcing for the course of study is adequate to meet the higher education provider's projected enrolments for the course of study and for students to achieve the expected learning outcomes.	
		PCAS	2	2.3	The higher education provider ensures there are adequate IT resources to facilitate student learning consistent with course of study requirements, as well as necessary access to specialised teaching facilities required specifically for the course of study, such as laboratories or studios.	
5.2	**Academic and Research Integrity**					

Proposed Standards		Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
5.2.1	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.	PCS	2	2.9	The higher education provider has systematic, mature internal processes for quality assurance and the maintenance of academic standards and academic integrity.	
		PCS	3	3.9	The higher education provider has systematic, mature internal processes for quality assurance and the maintenance of academic standards and academic integrity.	The proposed standard streamlines existing Threshold Standards.
		PCS	4	4.9	The higher education provider has systematic, mature internal processes for quality assurance and the maintenance of academic standards and academic integrity.	
		PRS	4		The higher education provider maintains academic quality and integrity in its higher education operations	
		PRS	4	4.3	The higher education 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;	

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
					• 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; and, • ensure that the awarding of multiple awards, including higher education awards offered in conjunction with another entity, protects the integrity of the higher education awards offered by the higher education provider.	
5.2.2	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.	PRS	4	4.3	The higher education provider protects academic integrity in higher education through effective policies and measures to: • ... • prevent, detect and address academic misconduct by students or staff, including cheating and plagiarism; • ...	The proposed standard is a re-draft of the existing Threshold Standard.
5.2.3	Students are provided with guidance on what constitutes academic or research misconduct and the development of good practices in maintaining academic and research integrity.	PRS	4	4.3	The higher education provider protects academic integrity in higher education through effective policies and measures to: • ... • prevent, detect and address	The proposed standard is a re-draft of the existing Threshold Standard with a focus on a known risk.

Proposed Standards		Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
					academic misconduct by students or staff, including cheating and plagiarism; • ...	
5.2.4	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.	PRS	4	4.3	The higher education provider protects academic integrity in higher education through effective policies and measures to: • ensure that the awarding of multiple awards, including higher education awards offered in conjunction with another entity, protects the integrity of the higher education awards offered by the higher education provider.	The proposed standard is a re-draft of the existing Threshold Standard.
5.3	**Monitoring, Review and Improvement**					
5.3.1	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.	PCAS	6		Course monitoring, review, updating and termination are appropriately managed	The proposed standard is re-draft of the existing Threshold Standard with the addition of a specified minimum timeframe for frequency of reviews to support internal monitoring.
		PCAS	6	6.1	The higher education provider ensures the course of study is systematically updated, through internal revision and external reviews, and that its coherence is maintained.	
5.3.2	A comprehensive review includes the design and content of each course of study, the expected learning outcomes, the methods for assessment of those	PRS	3	3.8	The higher education provider's corporate and academic governance arrangements demonstrate: • ... • effective quality assurance	The proposed standard is a re-draft of the existing Threshold Standard and specifies the elements of a comprehensive review required for proposed standard 5.3.1.

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
	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.				arrangements for all the higher education provider's higher education operations, encompassing systematic monitoring, review and improvement.	
5.3.3	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.	PRS	3	3.8	The higher education provider's corporate and academic governance arrangements demonstrate: • the effective development, implementation and review of policies for all aspects of the higher education provider's academic activities including delivery of the higher education provider's courses of study by other entities; • the maintenance of academic standards, with appropriate mechanisms for external input, in accordance with international conventions for good academic practice; and, • effective quality assurance arrangements for all the higher education provider's higher education operations, encompassing systematic monitoring, review and improvement.	The proposed standard is a re-draft to streamline existing Threshold Standards with a focus on identification of monitoring required to support reviews as part of internal processes.

Proposed Standards		Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
		PCAS	5	5.6	The higher education provider is able to demonstrate appropriate progression and completion rates and that students who complete the course of study have attained key graduate attributes including an appropriate level of English language proficiency.	
		PCAS	1	1.8	When the course of study is a Masters Degree (Research) or a Doctoral Degree, the higher education provider ensures that: • ... • available benchmarks are used as a guide to appropriate provision of policies, supervision, services, resources and support for students.	
5.3.4	Review and improvement activities include regular external referencing of the success of student cohorts against comparable courses of study, including:	PCAS	5	5.5	The academic standards intended to be achieved by students and the standards actually achieved by students in the course of study are benchmarked against similar accredited courses of study offered by other higher education providers.	The proposed standard is a re-draft of the existing Threshold Standard.
5.3.4a	analyses of progression rates, attrition rates, completion times and rates and, where applicable, comparing different locations of delivery, and	PCAS	5	5.4	The higher education provider maintains, monitors and acts on comparative data on the performance of students in the course of study, including information on the performance of student cohorts by	The proposed standard is a re-draft of the existing Threshold Standard so that is part of the internal monitoring system of the provider.

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
					entry pathway, mode of study and place of study, such data to include: student attrition; student progress; course completions; and grade distributions.	
5.3.4b	the assessment methods and grading of students' achievement of learning outcomes for selected units of study within courses of study.	PCAS	5	5.3	Course management and coordination, including moderation procedures, ensure consistent and appropriate assessment.	The proposed standard is a re-draft of the existing Threshold Standard.
5.3.5	All students have opportunities to provide feedback on their educational experiences and student feedback informs institutional monitoring, review and improvement activities.	PRS	5	5.6	The higher education provider compares its performance on teaching, student learning outcomes, graduate outcomes, and research with other higher education providers, and uses regular, valid and reliable feedback from internal and external stakeholders to improve its higher education operations.	The proposed standard is a re-draft of the existing Threshold Standard but makes explicit to include student feedback as part of reviews.
5.3.6	All teachers and supervisors have opportunities to review feedback on their teaching and research supervision and are supported in enhancing these activities.	PCAS	4	4.2	The higher education provider ensures that staff who teach students in the course of study: • ... • are advised of student and other feedback on the quality of their teaching and have opportunities to improve their teaching.	The proposed standard is a re-draft of the existing Threshold Standard for quality improvement.
5.3.7	The results of regular interim monitoring, comprehensive reviews, external referencing and student feedback are used to	PRS	5	5.6	The higher education provider compares its performance on teaching, student learning outcomes, graduate outcomes, and research	The proposed standard is a re-draft of the existing Threshold Standard with a focus on the link between reviews and risk management of

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
	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.				with other higher education providers, and uses regular, valid and reliable feedback from internal and external stakeholders to improve its higher education operations.	the quality of education.
5.4	**Delivery with Other Parties**					
5.4.1	Work-integrated learning, placements, other community-based learning and collaborative research training arrangements are quality assured, including assurance of the quality of supervision of student experiences.	PCAS	4	4.5	The higher education provider has effective arrangements to assure the quality of student work placements, practicum and other forms of work-integrated learning in the course of study, including assuring the quality of supervision.	The proposed standard is a re-draft of the existing Threshold Standard. The proposed Standard also addresses and is consistent with Standard 6.1c (with proposed standards 7.3.1, 5.4.2) and 8.1 of Part C of the ESOS National Code 2007.
5.4.2	When a course of study, any parts of a course of study, or research training are delivered through arrangements with another party(ies), whether in Australia or overseas, the registered higher education provider remains accountable for the course of study and verifies continuing compliance of the course of study with the standards in the *Higher Education Standards Framework*	PCAS	1	1.10	If the course of study is to be offered through arrangements with another entity whether in Australia or overseas, the course documentation specifies the detailed quality assurance arrangements that have been made with the other entity to ensure student learning outcomes are equivalent to those when the course of study is offered directly by the higher education provider.	The proposed standard is a re-draft to streamline the existing Threshold Standards and to focus on accountability of the registered provider. The proposed standard is also consistent with Section 26 of the TEQSA Act 2011. The Standards also addresses and is consistent with Standard 6.1c (with proposed

Proposed Standards		Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
	that relate to the specific arrangement.	PRS	4	4.5	Where the higher education provider has an arrangement in place with another entity to manage or deliver some or all of a course of study on its behalf, the higher education provider has effective mechanisms to manage and quality assure all aspects of the arrangement, including admission and support of students and delivery of the course of study to ensure student learning outcomes equivalent to those for the same or a cognate course of study when delivered by the higher education provider.	standards 7.3.1 and 5.4.1), 10.1 and 10.3 (with proposed standard 6.2.1a) of Part C of the ESOS National Code 2007.
6	Governance and Accountability					
6.1	**Corporate Governance**					
6.1.1	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, 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.	PRS	3	3.1	The higher education provider has a corporate governing body that has responsibility for oversight of all of the higher education provider's higher education operations, including conferral of its higher education awards, and to which management is accountable.	The proposed standard is a re-draft of the existing Threshold Standards with a focus on the accountability of the governing body.
		PRS	1	1.3	The higher education provider takes responsibility for the quality of every course of study leading to the higher education award it is accredited to award.	

Proposed Standards		Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
6.1.2	The governing body attends to governance functions and processes diligently and effectively, including:	PRS	3		The higher education provider shows sound corporate and academic governance of its higher education operations.	The proposed standard is a re-draft of the existing Threshold standard.
6.1.2a	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	PRS	3	3.2	The higher education provider's corporate governing body has a majority of external members and uses a full range of expertise required for effective governance of the higher education provider, including higher education expertise and independent financial expertise, through its membership and/or through external advisors.	The proposed standard is a re-draft of the existing Threshold Standard to focus on independent advice without imposing associated requirements on the composition of governing body.
6.1.2b	defining roles and delegating authority as is necessary for effective governance, policy development and management; and monitoring the implementation of those delegations	PRS	3	3.5	The higher education provider's corporate governing body ensures that all delegations (including financial, academic and managerial) are appropriate, documented, observed and regularly reviewed.	The proposed standard is a re-draft of the existing Threshold Standard with an emphasis on the outcomes to be achieved through managing delegations.
6.1.2c	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	PRS	3	3.8	The higher education provider's corporate and academic governance arrangements demonstrate: • the effective development, implementation and review of policies for all aspects of the higher education provider's academic activities including delivery of the higher education provider's courses of study by other entities;	The proposed standard is a re-draft of the existing Threshold Standard with an emphasis on the governing body's responsibility for the provider's adherence to institutional policies.

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
	those policies				• ...	
6.1.2d	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	PRS	3	3.8	The higher education provider's corporate and academic governance arrangements demonstrate: • the effective development, implementation and review of policies for all aspects of the higher education provider's academic activities including delivery of the higher education provider's courses of study by other entities; • the maintenance of academic standards, with appropriate mechanisms for external input, in accordance with international conventions for good academic practice; and • effective quality assurance arrangements for all the higher education provider's higher education operations, encompassing systematic monitoring, review and improvement.	The proposed standard is a re-draft of the existing Threshold Standard to focus on the timing and outcomes of the reviews.
6.1.2e	maintaining a true record of the business of the governing body.	PRS	5	5.5	The higher education provider maintains adequate records for all its higher education operations, with appropriate confidentiality and security.	The proposed standard is a re-draft of the existing Threshold Standard to focus on the records of the governing body.
6.1.3	The governing body takes steps to develop and maintain an institutional environment in which freedom of intellectual inquiry is	PRS	4	4.2	The higher education provider promotes and protects free intellectual inquiry and expression in its higher education learning,	The proposed standard is a re-draft and streamlining of the existing Threshold Standards.

Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
	Chapter	Section	Standard	Content	
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[5] in the deliberative and decision making processes of the higher education provider.	PCS	1	1.2	teaching, and research activities. The higher education provider has a clearly articulated higher education purpose that includes a commitment to and support for free intellectual inquiry in its academic endeavours.	
	PRS	6		The higher education provider documents its responsibilities to students and meets its responsibilities to students, including through the provision of information, support and equitable treatment.	
	PRS	6	6.6	Students are informed of and have appropriate access to: • advocacy support, for example in relation to the higher education provider's academic and procedural rules; and, • a range of personal support services adequate to meet the needs of the student body, such as counselling, health, welfare, accommodation and career services, provided by appropriately qualified personnel.	
	PRS	6	6.7		

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[5] Standard 6.1.3 does not require, nor does it preclude, student membership of the governing body or other governance structures of the higher education provider.

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
		PRS	6	6.8	The higher education provider promotes an inclusive and safe culture, ensures there are appropriate security arrangements for all its locations, and advises students of actions they can take to enhance their safety and security both on and off campus. As appropriate to its scale and scope, the higher education provider has student representation within its deliberative and decision-making processes and encourages students to participate in these processes.	
6.2	**Corporate Monitoring and Accountability**					
6.2.1	The provider is able to demonstrate, and the corporate governing body assures itself, that the provider is operating effectively and sustainably, including:	PRS	3	3.8	The higher education provider's corporate and academic governance arrangements demonstrate: • the effective development, implementation and review of policies for all aspects of the higher education provider's academic activities including delivery of the higher education provider's courses of study by other entities; • effective quality assurance arrangements for all the higher education provider's higher education operations, encompassing systematic	The proposed standard is a re-draft of the existing Threshold Standard addressing the scope of the governing body's monitoring of operations. The Standards, together with proposed standard 7.2.4, also addresses and is consistent with Standard 5 of Part C of the ESOS National Code 2007.

Proposed Standards		Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
					monitoring, review and improvement.	
6.2.1a	the governing body and the entity comply with the requirements of the legislation under which the provider is established, recognised or incorporated, any other legislative requirements and the entity's constitution or equivalent	PRS	3	3.8	The higher education provider's corporate and academic governance arrangements demonstrate: • ... • the maintenance of academic standards, with appropriate mechanisms for external input, in accordance with international conventions for good academic practice; and, • ...	The proposed standard addresses a gap in the existing Threshold Standards for the governing body in relation to observance of its constitution. The proposed standard, with proposed standard 5.4.2, addresses and is consistent with standard 10.3 of Part C of the ESOS *National Code 2007*.
		PRS	1	1.6	The higher education provider complies with the applicable State/Territory and Commonwealth laws and regulatory requirements.	
6.2.1b	the provider's future directions in higher education have been determined, realistic performance targets have been established, progress against targets is monitored and action is taken to correct underperformance	PRS	3	3.6	The higher education provider's corporate governing body has approved a current strategic plan that: • shows the higher education provider has clarity about its future directions for higher education; • identifies key performance indicators;	The proposed standard is a re-draft of the existing Threshold Standards to focus on outcomes.
6.2.1c	the provider is financially viable and applies, and has the capacity to continue to apply, sufficient financial and other	PRS	2		The higher education provider has the financial resources and financial management capacity to sustain higher education operations	The proposed standard is a re-draft of the existing Threshold Standards.

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
	resources to maintain the viability of the entity and its business model, to meet and continue to meet the requirements of the *Higher Education Standards Framework*, to achieve the provider's higher education objectives and performance targets and to sustain the quality of higher education that is offered	PRS	2	2.1	consistent with the Provider Registration Standards The higher education 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.	
		PCAS	1	1.2	There are robust internal processes for design and approval of the course of study, which: • provide realistic projections of the demand and resources required for the course of study; • ...	
		PRS	2	2.2	The higher education provider applies, and demonstrates the capacity to continue to apply, sufficient financial resources to ensure the achievement of its higher education objectives.	
6.2.1d	the financial position, financial performance and cash flows of the entity are monitored regularly and understood, financial reporting is materially accurate, financial management meets Australian accounting standards, effective financial safeguards	PRS	2	2.4	Financial aspects of the higher education provider's higher education operations are well-managed in accordance with legal requirements and Australian accounting standards and the higher education provider has effective arrangements for the detection and prevention of fraud and	The proposed standard is a re-draft of existing Threshold Standards and is consistent with Section 27 of the *TEQSA Act 2011*.

Proposed Standards		Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
	and controls are operating and financial statements are audited independently by a qualified auditor against Australian accounting and auditing standards	PRS	2	2.5	mismanagement. The financial records of the higher education provider are accurate and independently audited by an appropriately qualified auditor.	
6.2.1e	risks to higher education operations have been identified and material risks are being managed and mitigated effectively	PRS	3	3.4	The higher education provider's corporate governing body regularly monitors potential risks to the higher education provider's higher education operations and ensures the higher education provider has strategies to mitigate risks that may eventuate.	The proposed standard is a re-draft of the existing Threshold Standard.
6.2.1f	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	PRS	3	3.5	The higher education provider's corporate governing body ensures that all delegations (including financial, academic and managerial) are appropriate, documented, observed and regularly reviewed.	The proposed standard is a re-draft of the existing Threshold Standard.
6.2.1g	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					The proposed standard addresses an identified gap in the existing Threshold Standards.
6.2.1h	qualifications are awarded legitimately	PRS	3	3.1	The higher education provider has a corporate governing body that has	The proposed standard is a re-draft of the existing Threshold Standard

Proposed Standards		Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
					responsibility for oversight of all the higher education provider's higher education operations, including conferral of its higher education awards, and to which management is accountable.	in relation to responsibility for the proper awarding of qualifications.
6.2.1i	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	PRS	2	2.3	The higher education provider has business continuity plans and financial and tuition safeguards in place for students should the higher education provider cease to provide a course of study, cease to operate as a higher education provider or suffer a major incident affecting the operations of the higher education provider.	The proposed standard is a re-draft of the existing Threshold Standards. The proposed standard addresses and is consistent with standards 5 of Part C, and 3.2c (together with proposed standard 1.1.2a & c , and 7.2.4) and 14.3 of Part D of the ESOS *National Code 2007*. The re-draft also takes into account the recently introduced Tuition Protection Service.
		PCAS	6	6.2	Should the higher education provider discontinue the course of study, there are effective teach out or course transition plans for all students enrolled in the course of study to ensure that these students are not disadvantaged.	
6.2.1j	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	PRS	3	3.7	The higher education provider's corporate governing body protects the academic integrity and quality of the higher education provider's higher education operations through academic governance arrangements that provide a clear and discernible separation between corporate and	The proposed standard addresses an identified gap in the existing Threshold Standards in relation to misconduct and critical incidents.

	Proposed Standards	Chapter	Section	Standard	Content	Comparison of the proposed standard with existing requirements[2]
					academic governance, including a properly constituted academic board and course advisory committees.	
		PRS	3	3.8	The higher education provider's corporate and academic governance arrangements demonstrate: • ... • effective quality assurance arrangements for all the higher education provider's higher education operations, encompassing systematic monitoring, review and improvement.	
6.2.1k	lapses in compliance with the *Higher Education Standards Framework* are identified and monitored, and prompt corrective action is taken.	PCS	1	1.1	The higher education provider meets the Threshold Standards and offers one accredited course of study.	The proposed standard addresses and identified gap in the existing Threshold Standards for the provider to identify and address lapses in compliance with standards. The proposed standard is consistent with section 29 of the TEQSA Act 2011.
6.3	**Academic Governance**					
6.3.1	Processes and structures are established and responsibilities are assigned that collectively:	PRS	3	3.5	The higher education provider's corporate governing body ensures that all delegations (including financial, academic and managerial) are appropriate, documented, observed and regularly reviewed.	The proposed standard sets specific outcomes for academic governance.
6.3.1a	achieve effective academic oversight of the quality of teaching, learning, research and	PCAS	7	4.2	The higher education provider has highly effective academic governance processes and a robust internal	The proposed Standard is a re-draft of the existing Threshold Standard to specify the responsibilities of the

Proposed Standards		Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
	research training				capability to monitor and improve its higher education courses of study.	academic body advising the corporate body of the provider.
6.3.1b	set and monitor institutional benchmarks for academic quality and outcomes	PRS	3	3.8	The higher education provider's corporate and academic governance arrangements demonstrate: • … • effective quality assurance arrangements for all the higher education provider's higher education operations, encompassing systematic monitoring, review and improvement.	The proposed Standard specifies the establishment of internal measures to monitor academic quality.
6.3.1c	establish and maintain academic leadership at an institutional level, consistent with the types and levels of higher education offered, and	PRS	5	5.1	The higher education provider has sufficient appropriately qualified personnel to manage and to provide academic leadership for the higher education provider's higher education operations.	The proposed standard is a re-draft of the existing Threshold Standard.
6.3.1d	provide competent advice to the corporate governing body and management on academic matters, including advice on academic outcomes, policies and practices.	PRS	3	3.7	The higher education provider's corporate governing body protects the academic integrity and quality of the higher education provider's higher education operations through academic governance arrangements that provide a clear and discernible separation between corporate and academic governance, including a properly constituted academic board and course advisory committees.	The proposed standard strengthens the relationship between academic and corporate governance without prescribing the structures for academic and corporate governance as specified in the existing Threshold Standard.
6.3.2	Academic oversight assures the	PCAS	7	4.2	The higher education provider has	The proposed standard is a re-draft

Proposed Standards		Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
	quality of teaching, learning, research and research training effectively, including by:				highly effective academic governance processes and a robust internal capability to monitor and improve its higher education courses of study.	of existing requirements to specify the responsibilities of the academic body advising the corporate body of the provider.
6.3.2a	developing, monitoring and reviewing academic policies and their effectiveness	PRS	3	3.8	The higher education provider's corporate and academic governance arrangements demonstrate: • the effective development, implementation and review of policies for all aspects of the higher education provider's academic activities including delivery of the higher education provider's courses of study by other entities; • ...	The proposed standard is a re-draft of the existing Threshold Standard. The Standard, together with proposed standards 1.3.3, 1.3.5 and 7.3.3a, also addresses and is consistent with Standard 10.1 of Part D of the ESOS National Code 2007.
6.3.2b	confirming that delegations of academic authority are implemented	PRS	3	3.5	The higher education provider's corporate governing body ensures that all delegations (including financial, academic and managerial) are appropriate, documented, observed and regularly reviewed.	The proposed standard is a re-draft of the existing Threshold Standard and assigns responsibility for academic delegations to the academic body.
6.3.2c	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	PCAS	1	1.2	There are robust internal processes for design and approval of the course of study, 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 higher	The proposed standard is a re-draft of the existing Threshold Standard to assign responsibility for academic governance.

Proposed Standards		Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
					education providers; and, • ...	
6.3.2d	maintaining oversight of academic and research integrity, including monitoring of potential risks	PRS	3	3.7	The higher education provider's corporate governing body protects the academic integrity and quality of the higher education provider's higher education operations through academic governance arrangements that provide a clear and discernible separation between corporate and academic governance, including a properly constituted academic board and course advisory committees.	The proposed standard is a re-draft of the existing Threshold Standard and assigns responsibility for academic governance.
6.3.2e.	monitoring and initiating action to improve performance against institutional benchmarks for academic quality and outcomes	PRS	3	3.8	The higher education provider's corporate and academic governance arrangements demonstrate: • ... • effective quality assurance arrangements for all the higher education provider's higher education operations, encompassing systematic monitoring, review and improvement.	The proposed standard is a re-draft of the existing Threshold Standard.
6.3.2f	critically evaluating the quality and effectiveness of educational innovations or proposals for innovations	PRS	3	3.8	The higher education provider's corporate and academic governance arrangements demonstrate: • ... • effective quality assurance arrangements for all the higher education provider's higher education operations, encompassing systematic monitoring, review and improvement.	The proposed standard addresses an identified gap in the responsibilities of the body overseeing academic matters in relation to academic innovation.

Proposed Standards		Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
6.3.2g	evaluating the effectiveness of institutional monitoring, review and improvement of academic activities, and	PRS	3	3.8	The higher education provider's corporate and academic governance arrangements demonstrate: • ... • effective quality assurance arrangements for all the higher education provider's higher education operations, encompassing systematic monitoring, review and improvement.	The proposed standard is a re-draft of the existing Threshold Standard.
6.3.2h	monitoring and reporting to the corporate governing body on the quality of teaching, learning, research and research training.	PRS	3	3.7	The higher education provider's corporate governing body protects the academic integrity and quality of the higher education provider's higher education operations through academic governance arrangements that provide a clear and discernible separation between corporate and academic governance, including a properly constituted academic board and course advisory committees.	The proposed standard addresses a gap in the existing Threshold Standards to address internal monitoring in the quality of higher education.
6.3.3	Students have opportunities to participate in academic governance.	PRS	6	6.8	As appropriate to its scale and scope, the higher education provider has student representation within its deliberative and decision-making processes and encourages students to participate in these processes.	The proposed Standards is a re-draft of the existing Threshold Standard.
7	Representation, Information and Information Management					

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
7.1	**Representation**					
7.1.1	Representation of the higher education provider, its educational offerings and charges, whether directly or through agents or other parties, is accurate and not misleading.	PRS	6	6.3	The higher education provider and its agents and other entities with which it has arrangements for the delivery of a course of study provide current, accurate, adequate, and openly accessible information for prospective and enrolled students on all matters relating to their studies for higher education awards offered by the higher education provider, including information on: • ...	The proposed standard is a re-draft of the existing Threshold Standard. The Standard also addresses and is consistent with Standards 1.1, 4.1 (together with proposed standards 7.1.4 and 7.2.3), 4.2 of Part D of the ESOS National Code 2007.
7.1.2	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.	PRS	6	6.3	The higher education provider and its agents and other entities with which it has arrangements for the delivery of a course of study provide current, accurate, adequate, and openly accessible information for prospective and enrolled students on all matters relating to their studies for higher education awards offered by the higher education provider, including information on: • ... • the higher education provider's registration status and the accreditation status of each course of study;	The proposed standard is a re-draft of the existing Threshold Standard.
7.1.3	Where units of study are offered separately from a course of study					The proposed standards address a gap in the existing Threshold

Proposed Standards		Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
	and are represented as eligible for gaining credit towards a course of study or a qualification:					Standards in relation to the information used to market units of study undertaken separately from a course of study.
7.1.3a	the course(s) of study and qualification(s) for which credit may be gained are specified, and					
7.1.3b	the terms on which credit may be granted are defined.					
7.1.4	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.	PRS	1	1.4	The higher education provider accurately discloses to TEQSA all information, documents and assistance required by TEQSA, which will include: • … • details of the higher education provider's agents; and • …	The proposed standard addresses a gap in the existing Threshold Standards in relation to provider accountability for the actions of agents and other parties. The Standard also addresses and is consistent with Standard 4.1 (together with proposed standards 7.1.1 and 7.2.3), 4.4, 4.5 of Part D of the ESOS National Code 2007.
7.1.5	Representations, whether expressed or implied, about the outcomes associated with undertaking a course of study, eligibility for acceptance into another course of study, employment outcomes or possible migration outcomes are not false or misleading					The proposed standard addresses a gap in the existing Threshold Standards. The Standard also addresses and is consistent with Standard 1.2b (with proposed standard 7.3.1h) of Part D of the ESOS National Code 2007.
7.2	**Information for Prospective and Current Students**					
7.2.1	Accurate, relevant and timely information for students is publicly available and accessible,	PRS	6		The higher education provider documents its responsibilities to students and meets its responsibilities	The proposed standard is a re-draft of the existing Threshold Standard. The Standard also addresses and is

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
	including access for students with special needs, to enable informed decision making about educational offerings and experiences.	PRS	6	6.3	to students, including through the provision of information, support and equitable treatment. The higher education provider and its agents and other entities with which it has arrangements for the delivery of a course of study provide current, accurate, adequate, and openly accessible information for prospective and enrolled students on all matters relating to their studies for higher education awards offered by the higher education provider, including information on:	consistent with Standard 2.1b (together with proposed standard 7.2.2a), 2.1c (together with proposed standard 7.2.2a), 2.1f (together with proposed standard 7.2.2c), 2.1h (together proposed standard 7.2.2g), 6.2 (together with proposed standards 3.3.4 and 3.3.3), 6.3 (together with proposed standards 2.3.1 and 2.3.2), 6.5 (together with proposed standard 2.3.2), 8.3 (together with proposed standards 2.4.2 and 2.4.4), 10.2 (together with proposed standards 1.3.2 and 1.3.4), 12.1a (together with proposed standard 1.2.1), 13.1 (together with proposed standard 7.3.3a) of Part D of the ESOS National Code 2007.
7.2.2	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:					The proposed standard addresses a gap in the existing Threshold Standards.
7.2.2a	**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,	PRS	6	6.3	The higher education provider and its agents and other entities with which it has arrangements for the delivery of a course of study provide current, accurate, adequate, and openly	The proposed standard is a re-draft of the existing Threshold Standard and addresses a gap in relation to information about prerequisites/assumed knowledge.

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
	application dates, arrangements for recognition of prior learning, standing credit transfer arrangements, pathways to employment and eligibility for registration to practise where applicable				accessible information for prospective and enrolled students on all matters relating to their studies for higher education awards offered by the higher education provider, including information on: • … • admission criteria, recognition of prior learning and credit and articulation to and from other studies; • content and assessment for each unit in the course of study; • when and where the course of study will be offered, including the units that will be offered in any teaching period; and, • …	The Standard also addresses and is consistent with Standard 2.1a (with proposed standards 1.1.2b and 1.1.3), 2.1b (together with proposed standard 7.2.1), 2.1c (together with proposed standard 7.2.1) of Part D of the ESOS National Code 2007.
7.2.2b	**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	PRS PRS	6 6	6.5 6.8	The higher education provider identifies and adequately meets the varying learning needs of all its students, including: • the provision of orientation courses and transition support; and, • ongoing academic language and learning support. As appropriate to its scale and scope, the higher education provider has student representation within its	The proposed standard is a re-draft of the existing Threshold Standards. The Standard, together with proposed standard 7.3.1h, also addresses and is consistent with Standard 2.1d of Part D of the ESOS National Code 2007.

Proposed Standards		Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
					deliberative and decision-making processes and encourages students to participate in these processes.	
7.2.2c	**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	PRS	6	6.1	Prior to enrolment and during their studies, all students are informed about their relationship with the higher education provider, which includes: • any contractual arrangements; • the obligations of the higher education provider; and, • the rights and obligations of the student.	The proposed Standard is a re-draft of the existing Threshold Standards. The proposed Standard (together with standard 7.2.1) also addresses and is consistent with Standard 2.1f of Part D of the ESOS National Code 2007.
		PRS	6	6.2	All students have ready access to information about all charges, conditions, refunds, and costs involved in studying with the higher education provider, including course-specific costs and tuition assurance arrangements.	
		PRS	6	6.3	The higher education provider and its agents and other entities with which it has arrangements for the delivery of a course of study provide current, accurate, adequate, and openly accessible information for prospective and enrolled students on all matters relating to their studies for higher education awards offered by the	

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
					higher education provider, including information on: • … • structure, credit points and duration or volume of learning for each course of study; • … • content and assessment for each unit in the course of study; • …	
7.2.2d	**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	PRS	6	6.3	The higher education provider and its agents and other entities with which it has arrangements for the delivery of a course of study provide current, accurate, adequate, and openly accessible information for prospective and enrolled students on all matters relating to their studies for higher education awards offered by the higher education provider, including information on: • … • admission criteria, recognition of prior learning and credit and articulation to and from other studies; • … • content and assessment for each unit in the course of study; • …	The proposed standard is a re-draft of the existing Threshold Standards.

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
		QS	3	3.1	The higher education provider has clear, accessible and transparent policies and processes to provide award pathways and credit arrangements for students.	
		PRS	6	6.6	Students are informed of and have appropriate access to: • advocacy support, for example in relation to the higher education provider's academic and procedural rules; and, • …	
7.2.2e	**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	PRS	6	6.6	Students are informed of and have appropriate access to: • … • a range of personal support services adequate to meet the needs of the student body, such as counselling, health, welfare, accommodation and career services, provided by appropriately qualified personnel.	The proposed standard is a re-draft of the existing Threshold Standards. The Standard also addresses and is consistent with Standard 2.1f, 6.1a-e (together with proposed standards 1.3.1, 2.3.2 and 7.2.2f) of Part D of the ESOS National Code 2007.
		PRS	6	6.3	The higher education provider and its agents and other entities with which it has arrangements for the delivery of a course of study provide current, accurate, adequate, and openly	

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
					accessible information for prospective and enrolled students on all matters relating to their studies for higher education awards offered by the higher education provider, including information on: • … • availability of student support.	
7.2.2f	**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	PRS	6	6.4	Students have ready access to effective grievance processes, which enable them to make complaints about any aspect of the higher education provider's higher education operations, including operations provided by other entities on behalf of the higher education provider, without fear of reprisal, and which provide for review by an appropriate independent third party if internal processes fail to resolve a grievance.	The proposed standard is a re-draft of the existing Threshold Standards. The Standard also addresses and is consistent with Standard 2.1h, 6.1a-e (together with proposed standards 1.3.1, 2.3.2 and 7.2.2e) of Part D of the ESOS National Code 2007.
		PRS	6	6.6	Students are informed of and have appropriate access to: • advocacy support, for example in relation to the higher education provider's academic and procedural rules; and, • …	
7.2.2g	**information to assist** international students **studying in Australia if applicable,**					The Standard also addresses and is consistent with Standard 2.1h (together with proposed standard

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
	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).					7.2.1), 6.1a-e of Part D of the ESOS National Code 2007.
7.2.3	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.					The Standards also addresses and is consistent with Standards 3 and 7.1 (with proposed standards 3.1.1 and 7.3.2 c & f) of Part C and 3.2, 4.1 (together with proposed standards 7.1.4 and 7.1.1), 6.7 of Part D of the ESOS National Code 2007.
7.2.4	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.	PRS	6	6.1	Prior to enrolment and during their studies, all students are informed about their relationship with the higher education provider, which includes: • any contractual arrangements; • the obligations of the higher education provider; and, • the rights and obligations of the student. Should the higher education provider discontinue the course of study, there are effective teach out or course transition plans for all students	The proposed standard is a re-draft of the existing Threshold Standards. The proposed standard also addresses and is consistent with standard 3.2 (together with proposed standard 1.1.2a & c and 6.2.1i) and 14.3 (together with proposed standard 6.2.1i) of Part D of the ESOS *National Code 2007*.
		PCAS	6	6.2		

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
					enrolled in the course of study to ensure that these students are not disadvantaged	
7.3	**Information Management**					
7.3.1	There is a repository of publicly available, current information about the higher education provider's operations that includes:	PRS	6	6.3	The higher education provider and its agents and other entities with which it has arrangements for the delivery of a course of study provide current, accurate, adequate, and openly accessible information for prospective and enrolled students on all matters relating to their studies for higher education awards offered by the higher education provider, including information on: • the higher education provider offering the higher education award and the higher education awards that will be awarded for each course of study; • the higher education provider's registration status and the accreditation status of each course of study; • formal recognition of each course of study by professional bodies; • structure, credit points and duration or volume of learning for each course of study; • admission criteria, recognition	The proposed standard is a re-draft of the existing Threshold Standard. The Standards also addresses and is consistent with Standard 6.1c of Part C of the ESOS National Code 2007.

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
					of prior learning and credit and articulation to and from other studies; • content and assessment for each unit in the course of study; • when and where the course of study will be offered, including the units that will be offered in any teaching period; and, • availability of student support.	
7.3.1a	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	PRS	1	1.4	The higher education provider accurately discloses to TEQSA all information, documents and assistance required by TEQSA, which will include: • details of the history of the higher education 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 entities for the delivery of course of study, their history of prior applications for approval to provide education or related services, and of any conditions or	The proposed standard addresses a gap in the existing Threshold Standards in relation to public information about the provider. Together with proposed standards 5.4.1 and 5.4.2, the proposed Standard, also addresses and is consistent with Standard 6.1e (with proposed standards 3.1.1b, 7.3.1g and 7.3.2e) of Part C and 1.2a of Part D of the ESOS National Code 2007.

Proposed Standards		Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
					sanctions placed on their approvals including deregistration; • …	
7.3.1b	the instrument establishing the entity	QS	2	2.3.2	Information included on the Graduation Statement is consistent with the *Guidelines for the Presentation of the Australian Higher Education Graduation Statement* (http://deewr.gov.au/).	The proposed standard incorporates the requirement of the Guidelines for graduation statements.
7.3.1c	the members of the governing body and senior executive	PRS	1	1.2	Members of the higher education provider's corporate governing body and the higher education provider's key personnel demonstrate that they are 'fit and proper' persons.	The proposed standard addresses an identified gap in the existing Threshold Standards in relation to who are the providers' decision makers.
7.3.1d	the financial standing of the provider					The proposed standard was an inclusion of the TEQSA Advisory Council to provide students with information about the size of the provider.
7.3.1e	indicative total student enrolments	PCAS	2	2.1	Resourcing for the course of study is adequate to meet the higher education provider's projected enrolments for the course of study and for students to achieve the expected learning outcomes.	The proposed standard was included to address the TEQSA Advisory Council's aim to inform prospective students of the size of the provider.
7.3.1f	a high-level organisational chart that includes the organisational units that deliver courses of study, such as schools or faculties					The proposed standard addresses a gap in the existing Threshold Standards in relation to information on the organisational structure of

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
						the provider.
7.3.1g	the locations at which higher education is offered, including overseas if applicable	PRS	6	6.3	The higher education provider and its agents and other entities with which it has arrangements for the delivery of a course of study provide current, accurate, adequate, and openly accessible information for prospective and enrolled students on all matters relating to their studies for higher education awards offered by the higher education provider, including information on: • … • when and where the course of study will be offered, including the units that will be offered in any teaching period; and, • …	The proposed standard is a re-draft of the existing Threshold Standard in relation to information on the overall operation of the provider.
7.3.1h	an overview of teaching campuses, facilities, learning resources and services provided for students	PCAS	2	2.4	The higher education provider demonstrates that accurate and current information and advice about the course of study is provided to prospective and current students.	The proposed Standard addresses a gap in the existing Threshold Standards to provide information to students regarding provider infrastructure.
7.3.1i	a list of all higher education courses of study that are offered, including indicative estimated annual enrolments	PRS	6	6.3	The higher education provider and its agents and other entities with which it has arrangements for the delivery of a course of study provide current, accurate, adequate, and openly accessible information for prospective and enrolled students on all matters relating to their studies for higher	The proposed standard is a re-draft of the existing Threshold Standard and to address TEQSA Advisory Council instruction for public information regarding the size of the provider. The Standards also addresses and is consistent with Standard 6.1e of Part C of the ESOS

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
					education awards offered by the higher education provider, including information on: • the higher education provider offering the higher education award and the higher education awards that will be awarded for each course of study; • …	National Code 2007.
7.3.1j	arrangements with other parties to deliver courses of study or to conduct research training					The proposed Standard addresses an identified gap in the existing Threshold Standards in relation to information. The Standard also addresses and is consistent with Standard 1.2b (with proposed standard 7.1.5), 2.1d (together with proposed standard 7.2.2b) of Part D of the ESOS National Code 2007.
7.3.1k	where public annual reports are required of the provider, the three most recent annual reports					The proposed Standard addresses an identified gap in the existing Threshold Standards in relation to information.
7.3.1l	how to lodge a complaint about the higher education provider, and					The proposed Standard addresses an identified gap in the existing Threshold Standards in relation to information.
7.3.1m	contact details.					The proposed Standard addresses an identified gap in the existing Threshold Standards in relation to information.

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
7.3.2	The list of all higher education courses of study within the repository of information includes:	PRS	6	6.3	The higher education provider and its agents and other entities with which it has arrangements for the delivery of a course of study provide current, accurate, adequate, and openly accessible information for prospective and enrolled students on all matters relating to their studies for higher education awards offered by the higher education provider, including information on:	The proposed standard is a re-draft of the existing Threshold Standard. The proposed standard along with 3.1.1b and 7.3.1a and 7.3.1g also addresses and is consistent with Standard 6.1e of Part C of the ESOS National Code 2007.
7.3.2a	the accreditation status of each course of study	PRS	6	6.3	The higher education provider and its agents and other entities with which it has arrangements for the delivery of a course of study provide current, accurate, adequate, and openly accessible information for prospective and enrolled students on all matters relating to their studies for higher education awards offered by the higher education provider, including information on: • … • the higher education provider's registration status and the accreditation status of each course of study; • …	The proposed standard is a re-draft of the existing Threshold Standard.
7.3.2b	the qualification(s) offered	PRS	6	6.3	The higher education provider and its agents and other entities with which it	The proposed standard is a re-draft of the existing Threshold Standard.

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
					has arrangements for the delivery of a course of study provide current, accurate, adequate, and openly accessible information for prospective and enrolled students on all matters relating to their studies for higher education awards offered by the higher education provider, including information on: • the higher education provider offering the higher education award and the higher education awards that will be awarded for each course of study; • …	
7.3.2c	whether the qualification is recognised in the *Australian Qualifications Framework*					The proposed standard addresses an identified gap in the existing Threshold Standards and is consistent with the issuance policy of the AQF. The Standards also addresses and along with proposed standards 3.1.1, 7.2.3 and 7.3.2f is consistent with Standard 7.1 of Part C of the ESOS National Code 2007.
7.3.2d	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	PRS	6	6.3	The higher education provider and its agents and other entities with which it has arrangements for the delivery of a course of study provide current, accurate, adequate, and openly accessible information for prospective	The proposed standard is a re-draft of the existing Threshold Standard.

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
					and enrolled students on all matters relating to their studies for higher education awards offered by the higher education provider, including information on: • … • formal recognition of each course of study by professional bodies; • …	
7.3.2e	whether each course of study is authorised to be offered to international students studying on an Australian student visa	PRS	6	6.3	The higher education provider and its agents and other entities with which it has arrangements for the delivery of a course of study provide current, accurate, adequate, and openly accessible information for prospective and enrolled students on all matters relating to their studies for higher education awards offered by the higher education provider, including information on: • the higher education provider offering the higher education award and the higher education awards that will be awarded for each course of study; • the higher education provider's registration status and the accreditation status of each course of study; • …	The proposed standard addresses a gap in the existing Threshold Standards. The proposed Standard along with 3.1.1b, 7.3.1a and 7.3.1g also addresses and is consistent with Standard 6.1e of Part C of the ESOS National Code 2007.

Proposed Standards		Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
7.3.2f	the duration of each course of study	PRS	6	6.3	The higher education provider and its agents and other entities with which it has arrangements for the delivery of a course of study provide current, accurate, adequate, and openly accessible information for prospective and enrolled students on all matters relating to their studies for higher education awards offered by the higher education provider, including information on: • … • structure, credit points and duration or volume of learning for each course of study; • …	The proposed standard is a re-draft of the existing Threshold Standard. The Standard along with proposed standards 3.1.1, 7.2.3 and 7.3.2c also addresses and is consistent with Standard 7.1 of Part C of the ESOS National Code 2007.
7.3.3	Information systems and records are maintained, securely and confidentially as necessary to:	PRS	5	5.5	The higher education provider maintains adequate records for all its higher education operations, with appropriate confidentiality and security.	The proposed standard is a re-draft of the existing Threshold Standard to make particular requirements for records more explicit and to include information systems.
7.3.3a	maintain accurate and up-to-date records of enrolments, progression, completions and award of qualifications					The proposed standard addresses a specific risk not addressed in the existing Threshold Standards. The Standard also addresses and is consistent with Standard 10.1 (together with proposed standards 1.3.3, 1.3.5 and 6.3.2a), 13.1 (together with proposed standard

	Proposed Standards	Comparable existing Threshold Standards				Comparison of the proposed standard with existing requirements[2]
		Chapter	Section	Standard	Content	
						7.2.1) of Part D of the ESOS National Code 2007.
7.3.3b	prevent unauthorised or fraudulent access to private or sensitive information, including information where unauthorised access may compromise academic or research integrity					The proposed standard addresses a specific risk not addressed in the existing Threshold Standards.
7.3.3c	document and record responses to formal complaints, allegations of misconduct, breaches of academic or research integrity and critical incidents, and					The proposed standard addresses a specific risk not addressed in the existing Threshold Standards. The Standard also addresses and is consistent with Standard 6.4 (together with proposed standard 2.3.5), 8.1a (together with proposed standards 2.4.1 and 2.4.2) of Part D of the ESOS National Code 2007.
7.3.3d	demonstrate compliance with the Higher Education Standards Framework.					The proposed standard addresses a specific risk not addressed in the existing Threshold Standards.