

AAC – Academic Appeals Committee

AB – Academic Board

Academic governance - a subset of the overall governance of an education organisation, and deals with the framework that regulates academic decisions and academic quality assurance within the organisation. Academic governance includes the policies, processes, definitions of roles, relationships, systems, strategies and resources that ensure academic standards and continuous improvement in academic activities, and is concerned with the integrity and quality of the core higher education activities of teaching, research and scholarship.

Academic standards - an agreed specification (such as a defined benchmark or indicator) that is used as a definition of a level of performance or achievement, rule, or guideline. Standards may apply to academic outcomes, such as student or graduate achievement of core discipline knowledge and core discipline skills (known as learning outcomes), or to academic processes such as student selection, teaching, research supervision, and assessment.

Academic staff – a member of staff of a higher education provider who is appointed wholly or principally to undertake a teaching and/or research function.

ARC – Audit and Risk Committee; or

ARC – Academic Review Committee

Articulation arrangements – are formal negotiated agreements within and between issuing organisations or accrediting authorities and are about student entitlement to credit. They may also be formal arrangements made between issuing organisations and students. Credit can be given in the form of block, specified or unspecified credit.

Assessment – a process to determine a student’s achievement of identified learning outcomes and may include a range of written and oral methods and practice or demonstration.

Attrition – is the proportion of students commencing a course of study in a given year who neither complete nor return in the following year. It does not identify those students who defer their study or transfer to another institution (refer also to ‘student attrition rates’ below).

Australian Higher Education Graduation Statement – is a supplementary statement to a testamur and record of results that provides additional information to enhance understanding of the qualification by students, employers, industry, professional associations and internationally.

Australian Qualifications Framework (AQF) - The [Australian Qualifications Framework](#) is Australia’s national policy for regulated qualifications. The AQF encompasses higher education, vocational education and training and school education. It provides for national recognition and a consistent understanding of what defines each qualification type.

AQF award course - means a course leading to a qualification or an award covered by the Australian Qualifications Framework (AQF).

BBIS – Bachelor of Business Information

BBus – Bachelor of Business

Benchmarking – benchmarking is recognised as a means by which an entity can: demonstrate accountability to stakeholders; improve networking and collaborative relationships; generate management information; develop an increased understanding of practice, process or performance; and garner insights into how improvements might be made. For example, in the context of course accreditation, benchmarking involves comparing performance outcomes and/or processes of similar courses of study delivered by other providers. ‘Internal benchmarking’ against other relevant courses offered by the provider may also be undertaken.

BoE – Board of Examiners

CAAC – Course Accreditation and Awards Committee

CAC – Course Advisory Committee

Campus – the physical location from where a course of study is being delivered. This location may or may not be owned by the higher education provider which enrolls the student. For e-learning (online) or other distance education courses this would be the location at where the electronic course material is maintained.

Casual staff – staff who are engaged and paid on an hourly or sessional basis, and who have no entitlement to paid annual leave, paid sick leave or paid long service leave.

CC – Curriculum Committee

Census date - the final day for withdrawal from a course or unit of study without incurring academic penalty.

CMT - Curriculum Mapping Tool

Commencement date – is the ‘actual start date’ field as recorded in PRISMS.

Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) - the official Australian Government website that lists all Australian education providers offering courses to people studying in Australia on student visas and the courses offered. CRICOS is a searchable database managed by the Department of Education (DoE) under the Education Services for Overseas Students (ESOS) legislative framework. It provides details of those Australian education institutions approved to recruit, enrol and deliver education and training services to overseas students and details of the courses that they deliver.

Compassionate and compelling circumstances - situations which are generally beyond the control of the student and which have an adverse impact on the student’s capacity and/or ability to commence their course or to satisfactorily progress in their course. Such circumstances include, but are not limited to:

- serious illness or injury, supported by a verified medical certificate;
- bereavement of close family members such as parents, siblings or grandparents (where possible a death certificate should be provided);
- the student recently giving birth or a student’s partner recently giving birth, thus preventing commencement on the published start date or attendance for some time through the course (with supporting documentation);
- major political upheaval or natural disaster in the home country this has impacted on the student’s studies; and
- a traumatic experience which could include:
 - involvement in, or witnessing of a serious accident; or
 - where the registered provider was unable to offer a pre-requisite unit;

inability to being studying on the course commencement date due to delay in receiving a student visa.

Course - a program of study leading to a formal qualification.

Course Fees - the sum of the tuition and non-tuition fees.

Course completion – the successful completion of all the academic requirements of a course of study which includes any required attendance, assignments, examinations, assessments, dissertations, practical experience and work experience in industry. Where a combined course automatically leads to two separate awards, a course completion only occurs when the requirements of both awards have been satisfied.

Credit transfer– where a student changes degrees within the same institution and eligible units (including marks and grades) are transferred to the new degree.

Defer/Deferment - temporary delay or postponement of commencement of studies.

Department of Education (DET) - the Department of Education is the Australian Government department with responsibility for administering funding under the Higher Education Support Act 2003 and for developing and administering higher education policy and programs.

ECA – Education Centre of Australia

Education Services for Overseas Students (ESOS) - the Education Services for Overseas Students (ESOS) Act 2000 (the ESOS Act) and the associated legislation form the legal framework governing delivery of education to overseas students studying in Australia on a student visa. The framework sets out clear roles and responsibilities for providers of education and training to international students and complements Australia's student visa laws.

e-learning – involves electronically designed use of any digital technology or resources to deliver and support specific teaching and learning aims and outcomes. Also referred to as 'online learning'.

English Language Intensive Courses for Overseas Students (ELICOS) - are courses offered to students studying in Australia on student visas. 'Intensive' denotes full-time study comprising a minimum of 20 scheduled course contact hours per week of face-to-face classes of English language instruction.

English language proficiency – is the ability of students to use the English language to make and communicate meaning in spoken and written contexts while completing their course of study.

EFTSL – one Equivalent Full-Time Student Load is a measure of the study load, for a year, of a student undertaking a course of study on a full-time basis.

Field of Education – as defined by the Australian Standard Classification of Education (ASCED), which is a classification of courses, specialisations and units of study, with the same or similar vocational emphasis or principal subject matter in the course of study.

Financial viability – where there are financial resources and financial management capacity to sustain higher education provision consistent with the requirements of the Provider Registration Standards.

FTE – full-time equivalence.

GC – Governance Committee

GCARC – Governance Committee and Audit and Risk Committee

Governing Board – the body with ultimate decision-making authority over APIC and its higher education operations.

Grade distributions – are set by each higher education provider and involve analysing the aggregation of final grades using data by subject, course of study, student cohort or other grouping. Grade distributions may be determined using norm-referencing methods, criterion-referencing methods, or a combination of both. Criterion-referencing requires a focus on identified learning outcomes and provides transparency for students.

Graduate attributes – generic learning outcomes that refer to transferable, non-discipline specific skills that a graduate may achieve through learning that have application in study, work and life contexts.

Higher Education Information Management System (HEIMS) - the electronic information system that stores all higher education and VET FEE-HELP data reported to the Department of Education and Training.

Higher education award – means:

- a) a Diploma, Advanced Diploma, Associate degree, Bachelor degree, Graduate Certificate, Graduate Diploma, Masters degree or Doctoral degree, or
- b) a qualification covered by level 5, 6, 7, 8, 9 or 10 of the Australian Qualifications Framework, or
- c) an award of a similar kind, or represented as being of a similar kind, to any of the above awards,

other than an award offered or conferred for the completion of a vocational education and training course.

Higher education provider (Provider) also (HEP) - Higher education provider is defined in the TEQSA Act and means:

- a) a constitutional corporation that offers or confers a regulated higher education award, or
- b) a corporation that:
 - i. offers or confers a regulated higher education award; and
 - ii. is established by or under a law of the Commonwealth or a Territory; or
- c) a person who offers or confers a regulated higher education award for the completion of a course of study provided wholly or partly in a Territory; and
- d) registered under Part 3 of the TEQSA Act and listed on the Register under paragraph 198(1)(a) of the Act.

Higher education services – includes functions such as: delivery of teaching and learning services (including student assessment); student learning support (such as access to library materials, academic learning support, and English language support); personal student support services (such as career services, advocacy, counselling, accommodation services, health and welfare services); marketing, advertising and promotion of course(s) of study; student recruitment; maintenance of and/or access to electronic resources and/or websites to support higher education operations; maintaining student records and data; student admission services; provision of teaching and learning or research facilities; student complaint management; and research supervision.

Higher Education Standards Panel - The Higher Education Standards Panel is responsible for developing and monitoring the Higher Education Standards Framework. Panel members are appointed by the Minister for Tertiary Education, in consultation with the Commonwealth Minister for Research.

Higher Education Support Act 2003 (HESA) - The Higher Education Support Act 2003 (HESA) provides for the Commonwealth to give financial support for higher education and certain vocational education and training through:

- a) grants and other payments made largely to higher education providers; and
- b) financial assistance to students (usually in the form of loans).

Key personnel – includes senior executive officers such as: the Principal/Chief Executive Officer, Academic Director (or other senior executive officer with primary responsibility for academic operations), and others who will:

- make decisions about the governance, management or direction of the academic and corporate operations of a higher education provider, or
- exercise a notable degree of control or influence over the decision making about the governance, management or direction of the academic and corporate operations of a higher education provider.

Learning outcomes – learning outcomes are the expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning.

Material Change - Under section 29(1) of the TEQSA Act, a registered higher education provider is required to notify TEQSA if any of the following events occur or are likely to occur:

- an event that will significantly affect the provider's ability to meet the Threshold Standards; or b) an event that will require the National Register to be updated in respect to the provider.
- Material changes to an accredited course of study or to the operations of a higher education provider may lead TEQSA to take regulatory action. Any action by TEQSA will be mindful of not discouraging change, innovation and continuous improvement.

MBA – Master of Business Administration

MBPM – Master of Business and Project Management

Moderation of assessment – quality assurance, control processes and activities such as peer review that aim to assure: consistency or comparability, appropriateness, and fairness of assessment judgments; and the validity and reliability of assessment tasks, criteria and standards. Moderation of assessment processes establish comparability of standards of student performance across, for example, different markers, locations, subjects, providers and/or courses of study.

Mode of study – cover the range of options for study that are available to students. Examples include: attendance face-to-face in a classroom; supervised study on a higher education provider's campus; e-learning (online learning); distance or independent learning; work-integrated learning; fast track; intensive delivery; block release; and mixed (or blended) delivery.

National Code - The National Code of Practice for Providers of Education and Training to Overseas Students (National Code) provides nationally consistent standards for the conduct of registered providers and the registration of their courses. These standards set out specifications and procedures to ensure that registered providers of education and training courses can clearly understand and comply with their obligations under the National Code.

National Protocols for Higher Education Approval Processes - National Protocols for Higher Education Approval Processes (National Protocols), developed in 2000 and revised in 2007, were a key element of the national quality assurance framework for Australian higher education. The National Protocols were drafted as guidelines rather than standards and did not contain measures of performance. Aspects of the National Protocols were incorporated into the Threshold Standards.

Nested courses – course of study leading to higher education awards that include articulation arrangements from a lower level higher education award into a higher level higher education award to enable multiple entry and exit points.

Non-AQF award course – means a course leading to a qualification or an award not covered by the Australian Qualifications Framework (AQF). Registered higher education providers can apply to TEQSA for accreditation of a non-AQF course where the award or qualification is similar to a qualification covered by level 5, 6, 7, 8, 9 or 10 of the AQF; other than an award offered or conferred for the completion of a vocational education and training course. In line with this, non-award short courses, for example, do not fall within TEQSA's regulatory functions under the TEQSA Act as they would not be regarded as similar. Non-AQF qualifications or awards must not use AQF nomenclature.

Non-Award unit – is where a student enrolls in a single unit and is not enrolled in an award course.

Non-tuition fees – includes, but is not limited, to:

- Enrolment Fee;
- CoE Processing Fee;
- Change of Course Fee;
- Material Fee;
- Airport Pick-up Fee;
- Accommodation Placement (Booking Fee)

Package program - a program that includes multiple courses, which may or may not be wholly provided by the provider.

Pathway – pathways allow students to move through AQF qualification levels with full or partial recognition for the completed course of study and/or learning outcomes they already have.

Principle course - the final course providing the highest qualification in a student's sequenced package of courses.

Provider Case Manager - are managers employed in the provider assessment and evaluation area of TEQSA who manage activities relating to a higher education provider.

Provider Registration and International Student Management System (PRISMS) - is a secure system for providers to:

- issue 'Confirmations of Enrolment' to overseas students intending to study in Australia (the Department of Immigration and Border Protection requires these to issue a student visa), and
- report changes in course enrolment.

National Register - Refers to the National Register of Higher Education Providers. The Register was established and is maintained under section 198 of the TEQSA Act.

Recognition of prior learning – an assessment process that involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual's application for credit.

Record of results – a record of all learning leading to an AQF qualification or an accredited unit in which a student is enrolled. This may be called a 'transcript of results', 'academic transcript', 'record of achievement', or 'statement of result

Registered Training Organisation – means a training organisation that is listed as a Registered Training Organisation on the National Register referred to in section 216 of the National Vocational Education and Training Regulator Act 2011.

Regulatory risk - In the context of TEQSA's regulatory operations, regulatory risk refers to actual or potential risk events (regarding a provider's operations and performance) which indicate that the provider may not meet the Threshold Standards (either currently or in the future).

Risk Assessment Framework - describes TEQSA's regulatory risk management policy and processes. It enables TEQSA to give effect to the principle of reflecting risk in its regulatory activities, as required under the TEQSA Act.

Risk assessment - The term 'risk assessment' captures the overall process of risk identification, risk analysis and risk evaluation.

Statement of Attainment – is an official and certified document identifying that the student named on the document has successfully completed a specified number of units as named on the statement.

Student attrition rates - show the 'drop out' rate from institutions and represent one dimension of the effectiveness of the delivery of educational services. They are expressed as a percentage of the total number of students who have enrolled and commenced in the course of study between 1 January and 31 December but do not return to study in the course of study in the following year, less those students that completed the course of study.

Student cohort – a student cohort refers to all students commencing in a course of study in a particular year with a higher education provider. Student cohorts may be classified by entry pathway, mode of study, place of study or other groupings.

Student Completion Letter – is an official and certified document identifying that the student named on the document has successfully completed the award named on the letter.

Student completion rates – measure the rate of completion for a cohort of students completing in minimum time.

Completion rates are defined as the number of completions of students in a course as a proportion of the total number of students who commenced in a course in a given year. The rate may be defined as completing in minimum time or minimum time plus one year. For a three-year bachelor degree for students undertaking the course full-time the calculation would be:

- $\frac{\text{Number of completing students in year N+3 (2010)}}{\text{Base students in Year N (2008)}}$

- Where Base students are the number of students commencing a course in 2008

$$CR = \frac{\text{Completing Student in N + 3}}{\text{Numer of Students in Cohort N}}$$

Student contact hours – time spent by students in timetabled teaching and learning activities, such as: face-to-face lectures; tutorials; supervised study; field trips; work-integrated learning activities; clinical and other placements.

Student progress rates – provide a measure of educational achievement and the effectiveness of educational delivery. The student progress rate measures successful student subject load.

Support staff – a member of staff of a higher education provider without an academic staff classification and who provide support functions for teaching and/ or research activities. Examples of ‘support functions’ include: management; academic learning support; English language support; student counselling; librarian; IT support; laboratory assistance; technical assistance; general administrative functions; and student administration functions such as provision of student advice, student admissions, student enrolments and student graduations.

Subject – a subject is a discrete unit of study and a combination of subjects make up a course of study.

Support staff – a member of staff of a higher education provider without an academic staff classification and who provide support functions for teaching and/ or research activities. Examples of ‘support functions’ include: management; academic learning support; English language support; student counselling; librarian; IT support; laboratory assistance; technical assistance; general administrative functions; and student administration functions such as provision of student advice, student admissions, student enrolments and student graduations.

Tertiary Education Quality and Standards Agency (TEQSA) - Australia's independent national regulator of the higher education sector, is responsible for assessing applications for inclusion on the CRICOS and for approving the registration of a provider on CRICOS.

Testamur – an official and certified document identifying that the student named on the document has successfully completed the award named on the testamur.

Third party, agent or partner arrangements – means where a higher education provider has, or intends to have, any aspect of its higher education services in relation to its course(s) of study carried out on its behalf through a partner, agent or third-party arrangement. A third party, agent or partner arrangement may include, for example: partnerships with other institutions, higher education providers, or entities; the formation of joint ventures or special purpose companies; sub-contracting of services; or franchising arrangements.

Threshold Standards - Threshold Standards are defined as:

- (a) the Provider Standards, which are:
 - (i) the Provider Registration Standards; and
 - (ii) the Provider Category Standards; and
 - (iii) the Provider Course Accreditation Standards;

and

- (b) the Qualification Standards.

TLC – Teaching and Learning Committee

ToR – Terms of Reference

Transcript – an official and certified document detailing a student’s enrolment record at the College.

Tuition Fees – as defined by Section 7 of the ESOS Act 2000:

Fees a provider receives, directly or indirectly, from:

- i. an overseas student or intending overseas student; or
- ii. another person who pays the fees on behalf of an overseas student or intending overseas student;

that are directly related to the provision of a course that the provider is providing, or offering to provide, to the student.

Unit – a discrete unit of study and a combination of subjects make up a course of study.

USG - Unit of Study Guide

Work integrated learning – where structured and purposefully designed learning and assessment activities integrate theory with the practice of work. Work-integrated learning includes service learning, and activities normally involve students interacting with industry and community within a work context or similar situation (that may be simulated) to allow them to learn, apply and demonstrate skills and knowledge applicable to the course of study being undertaken. (Adapted from ALTC, The WIL (Work Integrated Learning) Report, Patrick, et al, 2009).

These terms have been substantially derived from the *TEQSA Glossary of Terms* - <http://www.teqsa.gov.au/media-publications/glossary> and the *Education Services for Overseas Students Act 2000* and amendments - <https://www.legislation.gov.au/Details/C2017C00263>