



## Comparison of Part D (Definitions and Explanations of Terms) of the Proposed *Higher Education Standards Framework* to the requirements of the current Framework

The table below lists each of the Definitions/Explanations<sup>1</sup> in the proposed Framework and compares them with the requirements of the current Framework. The comparison also notes where the Definitions/Explanations 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 (see background information for call for Comment 3) gives a detailed comparison of Parts C & D of the ESOS National Code and the proposed *Framework*.

Definitions/Explanations		Requirements of the current Framework				Comments
		Chapter	Section	Standard	Content	
<b>Part D: Definitions and Explanations</b>						
<b>D/E 1</b>	<b>Australian Higher Education Qualifications</b> Australian Higher Education Qualifications include: Higher Doctoral Degree *† Doctoral Degree *† Masters Degree (Research) *† Masters Degree (Coursework) * Masters Degree (Extended) * Graduate Diploma * Graduate Certificate * Bachelor Honours Degree Bachelor Degree Associate Degree Advanced Diploma Diploma * = 'Higher Degrees', also known as	Q	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 ( <a href="http://www.aqf.edu.au">http://www.aqf.edu.au</a> ). This also applies to any higher education award leading to an AQF qualification type that may subsequently be included in the AQF.	The definition identifies the specific information necessary for Standard 1.6.2.

<sup>1</sup> Where that Definition/Explanation qualifies or elaborates on the scope of a standard.

Definitions/Explanations		Requirements of the current Framework				Comments
		Chapter	Section	Standard	Content	
	<p>'postgraduate degrees/qualifications' † = 'Higher Degrees by Research'</p> <p>or such other qualification included in levels 5-10 of the <i>Australian Qualifications Framework</i>. Australian Higher Education Qualifications are awarded only by higher education providers registered under the <i>Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act 2011)</i>.</p>					
D/E 2	<p><b>Changes to a (the) Higher Education Provider's Operations</b></p> <p>Changes to a higher education provider's operations include where the higher education provider ceases to offer a course of study, loses accreditation for a course of study by the relevant professional body, is unable to continue to offer supervision or resources for research training, ceases to operate as a provider, or is otherwise unable to deliver a course of study as offered. Changes to a higher education provider's operations also include changes to the delivery of a course of study that may affect the participation of students in their</p>					The definition identifies the specific information necessary for Standard 7.2.3.

Definitions/Explanations		Requirements of the current Framework				Comments
		Chapter	Section	Standard	Content	
	chosen course of study, such as significant changes to the content of the course, deletion of opportunities for expected specialisations or majors, changes to the locations of delivery that have a significant impact on access, altered modes of participation or delivery, limitations or withdrawal of learning support, additional requirements for completion and unheralded increases in fees or associated costs, such as requirements for new technology.					
<b>D/E 3</b>	<p><b>Comprehensive Reviews</b></p> <p>Comprehensive reviews and related improvement activities include the design and content of each course of study, the expected learning outcomes, the methods for assessment of those outcomes, the extent of students' achievement of learning outcomes; and take account of emerging developments in the field of education, modes of delivery and the changing needs of students.</p>	R	3	3.8	<p>The higher education provider's corporate and academic governance arrangements demonstrate:</p> <ul style="list-style-type: none"> <li>• ...</li> <li>• effective quality assurance arrangements for all the higher education provider's higher education operations, encompassing systematic monitoring, review and improvement.</li> </ul>	The definition specifies the elements of comprehensive reviews for Standard 5.3.3.

Definitions/Explanations		Requirements of the current Framework				Comments
		Chapter	Section	Standard	Content	
<b>D/E 4</b>	<p><b>Conditions of Enrolment and Participation</b> Conditions of enrolment and participation that may apply to individual students or courses of study include any requirements for undertaking particular courses of study that may not apply to other courses more generally, such as health requirements for students undertaking clinical work, requirements for security checks, particular language requirements and particular requirements of work placements.</p>	A	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 definition identifies some of the types of 'conditions of enrolment' for Standard 1.1.3 and includes what would be expected to be covered under existing requirements.
<b>D/E 5</b>	<p><b>Course of Study</b> Courses of study are a coherent sequence of units of study leading to the award of a qualification(s). The use of 'course of study' in the Standards includes both coursework and higher degree by research programs unless otherwise specified. Courses of study are sometimes known as 'programs'.</p>	A	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 Standard explains the parameters of a course of study for the purposes of a number of standard sections including credit and recognition of prior learning, course design, progression and learning outcomes.
<b>D/E 6</b>	<p><b>Course Design Specification</b> Course design specification includes: a. the qualification(s) to be awarded on completion b. structure, duration and</p>	A	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	The definition summarises the elements of course design for Standard 3.1.1.

Definitions/Explanations		Requirements of the current Framework				Comments
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	modes of delivery	A	1	1.6	further studies.	The definition summarises the elements of course design for Standard 3.1.1.
	c. the units of study (or equivalent) that comprise the course of study				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.	
	d. entry requirements and pathways	A	1	1.7	<b>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.</b>	
	e. expected learning outcomes, methods of assessment and indicative student workload,					
	f. compulsory requirements for completion					
	g. exit pathways, articulation arrangements, pathways to further learning, and					
	h. for a course of study leading to a Bachelor Honours, Masters or Doctoral qualification, includes the proportion and nature of research or research-related study (e.g. units of study relating to research methods) in the course.					
<b>D/E 7</b>	<b>Credit for Prior Learning</b> 'Credit' is interpreted broadly to include specified and unspecified credit, exemptions, advanced standing, credit transfers and other similar outcomes.	Q	3		The higher education provider ensures that it maintains processes to provide for the recognition of prior learning, credit transfer and articulation of awards. These processes are designed to maximise the credit	The definition for 'credit for prior learning' outlines the parameters of the term for the purposes of Section 1.2.

Definitions/Explanations		Requirements of the current Framework				Comments
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					students may gain for learning already undertaken, subject to preserving the integrity of learning outcomes and/or discipline requirements of the award to which it applies.	
<b>D/E 8</b>	<p><b>Graduation Statement</b></p> <p>A graduation statement is an official record of completion of a course of study and the award of a qualification. It contains, in relation to the particular course of study and the qualification awarded, the information contained in a record of results, and is presented in a form that conforms with the requirements<sup>2</sup> for an Australian Higher Education Graduation Statement.</p>					The definition identifies the specific information necessary for Standards 1.6.3 and 1.6.4.
<b>D/E 9</b>	<p><b>Higher Degree</b></p> <p>A higher degree means a Higher Doctoral Degree, a Doctoral Degree, a Masters Degree, a Graduate Diploma or a Graduate Certificate. A Bachelor Honours Degree is not classified as a higher degree. A higher degree is sometimes known as a</p>					The definition identifies the specific information necessary for Section 1.6 and specifically notes that a Bachelor Honours degree is not seen as a research higher degree.

<sup>2</sup> Guidelines for the Presentation of the Australian Higher Education Graduation Statement (April 2013).

Definitions/Explanations		Requirements of the current Framework				Comments
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	'postgraduate degree/qualification'.					
<b>D/E 10</b>	<p><b>Higher Degree by Research</b></p> <p>A higher degree by research means a Higher Doctoral Degree, a Doctoral Degree or a Masters Degree in which research constitutes at least two thirds of the course of study and the course of study leads to an original contribution to the field of research and/or practice. A Bachelor Honours Degree is not classified as a higher degree by research. A higher degree by research is sometimes known as a 'research degree/qualification' or a 'postgraduate degree/qualification'.</p>					The definition is for Section 4.2.
<b>D/E 12</b>	<p><b>Information about the Higher Education Provider's operations</b></p> <p>Information about the provider's operations includes:</p> <ol style="list-style-type: none"> <li>a. the registered name of the provider, trading name if different, regulatory status and authority to provide courses to overseas students</li> <li>b. the instrument establishing the entity</li> <li>c. the members of the governing body and senior executive</li> <li>d. a high-level organisational chart that includes the organisational</li> </ol>	R	1	1.4	<p>The higher education provider accurately discloses to TEQSA all information, documents and assistance required by TEQSA, which will include:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	The definition summarises the aspects of the providers operations for Standard 7.3.1.

Definitions/Explanations		Requirements of the current Framework				Comments
		Chapter	Section	Standard	Content	
	units that deliver courses of study, such as schools or faculties e. the locations at which higher education is offered, including overseas if applicable f. an overview of teaching campuses, facilities, learning resources and services provided for students g. arrangements with other parties to deliver courses of study or to conduct research training h. the three most recent annual reports i. how to lodge a complaint about the higher education provider, and j. contact details.	Q	2	2.3.2	and overseas; <ul style="list-style-type: none"> <li>any conditions or sanctions placed on approvals including deregistration;</li> <li>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 sanctions placed on their approvals including deregistration;</li> <li>...</li> </ul> Information included on the Graduation Statement is consistent with the <i>Guidelines for the Presentation of the Australian Higher Education Graduation Statement</i> ( <a href="http://deewr.gov.au/">http://deewr.gov.au/</a> ).	The definition summarises the aspects of the providers operations for Standard 7.3.1.
		R	1	1.1	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.	

Definitions/Explanations		Requirements of the current Framework				Comments
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		R	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 definition summarises the aspects of the providers operations for Standard 7.3.1.
D/E 13	<p><b>Information for Students</b> Information for students includes:</p> <p><i>a. Information to assist in decisions about courses or units of study</i> This includes course design specifications, when and where courses/units are offered, application dates, arrangements for recognition of prior learning, standing credit transfer arrangements, pathways to employment and eligibility for registration to practise if applicable.</p>	R	6	6.3	<p>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:</p> <ul style="list-style-type: none"> <li>• ...</li> <li>• admission criteria,</li> </ul>	The definition summarises the elements of information for students and is a re-draft of the requirements of the current Threshold Standards and the ESOS <i>National Code 2007</i> for Standards 7.2.1 – 7.2.3.

Definitions/Explanations		Requirements of the current Framework				Comments
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	<p><i>b. Information to assist in planning for and participation in educational and other activities</i></p> <p>This includes contact points and advice about orientation and induction, delivery arrangements, technical requirements for access to IT systems for online activities, options, timetables, access to learning resources, avenues to participate in decision making and opportunities to participate in student representative bodies.</p>	R	6	6.5	<p>recognition of prior learning and credit and articulation to and from other studies;</p> <ul style="list-style-type: none"> <li>• content and assessment for each unit in the course of study;</li> <li>• when and where the course of study will be offered, including the units that will be offered in any teaching period; and,</li> <li>• ...</li> </ul> <p>The higher education provider identifies and adequately meets the varying learning needs of all its students, including:</p> <ul style="list-style-type: none"> <li>• the provision of orientation courses and transition support; and,</li> <li>• ongoing academic language and learning support.</li> </ul>	<p>The definition summarises the elements of information for students and is a re-draft of the requirements of the current Threshold Standards and the ESOS <i>National Code 2007</i> for Standards 7.2.1 – 7.2.3.</p>
		R	6	6.8	<p>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.</p>	

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<p>c. <i>Information to outline the obligations of students and their liabilities to the higher education provider</i></p> <p>This includes expected standards of behaviour, financial obligations to the higher education provider, critical deadlines, policies for deferral, and change of preference/enrolment and leave of absence, particular obligations of overseas students, disciplinary procedures, misconduct and grounds for suspension or exclusion.</p>	R	6	6.1	<p>Prior to enrolment and during their studies, all students are informed about their relationship with the higher education provider, which includes:</p> <ul style="list-style-type: none"> <li>• any contractual arrangements;</li> <li>• the obligations of the higher education provider; and,</li> <li>• the rights and obligations of the student.</li> </ul>	<p>The definition summarises the elements of information for students and is a re-draft of the requirements of the current Threshold Standards and the ESOS <i>National Code 2007</i> for Standards 7.2.1 – 7.2.3.</p>	
	R	6	6.2	<p>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.</p>		
	R	6	6.3	<p>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</p>		

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	<p><i>d. Information to give access to current academic governance policies and requirements</i></p> <p>This includes 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.</p>	R	6	6.3	<p>students on all matters relating to their studies for higher education awards offered by the higher education provider, including information on:</p> <ul style="list-style-type: none"> <li>• ...</li> <li>• structure, credit points and duration or volume of learning for each course of study;</li> <li>• ...</li> <li>• content and assessment for each unit in the course of study;</li> <li>• ...</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• ...</li> </ul>	<p>The definition summarises the elements of information for students and is a re-draft of the requirements of the current Threshold Standards and the ESOS <i>National Code 2007</i> for Standards 7.2.1 – 7.2.3.</p>

Definitions/Explanations		Requirements of the current Framework				Comments
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e. <i>Information to facilitate access to services and support</i>  This includes the types of services available such as educational resources, including English language	Q	3	3.1	<ul style="list-style-type: none"> <li>admission criteria, recognition of prior learning and credit and articulation to and from other studies;</li> <li>...</li> <li>content and assessment for each unit in the course of study;</li> <li>...</li> </ul> <p>The higher education provider has clear, accessible and transparent policies and processes to provide award pathways and credit arrangements for students.</p>	The definition summarises the elements of information for students and is a re-draft of the requirements of the current Threshold Standards and the ESOS <i>National Code 2007</i> for Standards 7.2.1 – 7.2.3.	
	R	6	6.6	<p>Students are informed of and have appropriate access to:</p> <ul style="list-style-type: none"> <li>advocacy support, for example in relation to the higher education provider's academic and procedural rules; and,</li> <li>...</li> </ul>		
	R	6	6.6	<p>Students are informed of and have appropriate access to:</p> <ul style="list-style-type: none"> <li>...</li> <li>a range of personal support services adequate to meet</li> </ul>		

Definitions/Explanations		Requirements of the current Framework				Comments
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	support, personal support services, cultural support and ancillary services, hours of availability, how to access services and emergency contact details where applicable.	R	6	6.3	<p>the needs of the student body, such as counselling, health, welfare, accommodation and career services, provided by appropriately qualified personnel.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• ...</li> <li>• availability of student support.</li> </ul>	The definition summarises the elements of information for students and is a re-draft of the requirements of the current Threshold Standards and the ESOS <i>National Code 2007</i> for Standards 7.2.1 – 7.2.3.
	<i>f. Information to assist in resolution of grievances</i> This includes an explanation of grievance-resolution, complaints and internal and external appeals processes, guidance on how to	R	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,	

Definitions/Explanations		Requirements of the current Framework				Comments
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	<p>participate in the processes and sources of assistance including advocacy.</p> <p><i>g. Information to assist overseas students studying in Australia if applicable</i></p> <p>This includes 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).</p>	R	6	6.6	<p>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.</p> <p>Students are informed of and have appropriate access to:</p> <ul style="list-style-type: none"> <li>• advocacy support, for example in relation to the higher education provider's academic and procedural rules; and,</li> <li>• ...</li> </ul>	The definition summarises the elements of information for students and is a re-draft of the requirements of the current Threshold Standards and the ESOS <i>National Code 2007</i> for Standards 7.2.1 – 7.2.3.
<b>D/E 14</b>	<p><b>Institutional Research Training Policy Framework</b></p> <p>An institutional research training</p>					The definition outlines the elements of a research training policy framework for Standard

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	<p>policy framework includes:</p> <p>a. the rights and responsibilities of research students and supervisors</p> <p>b. induction and orientation of research students and supervisors</p> <p>c. monitoring and maintaining research student progress</p> <p>d. assessment and examination of students' work</p> <p>e. the independence of examiners</p> <p>f. presentation and communication of research outputs, and</p> <p>g. resolution of disputes.</p>					4.2.1.
<b>D/E 15</b>	<p><b>List of All Higher Education Courses of Study</b></p> <p>A list of all higher education courses of study includes:</p> <p>a. the accreditation status of each course of study</p> <p>b. the qualification(s) offered</p> <p>c. whether the qualification is recognised in the Australian Qualifications Framework</p> <p>d. confirmation of recognition of each course of study by the relevant professional body(ies) if such recognition is required for registration of graduates to practise</p>	R	6	6.3	<p>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:</p> <ul style="list-style-type: none"> <li>the higher education provider offering the higher</li> </ul>	The definition lists the aspects of courses of study for Standard 7.3.1.

Definitions/Explanations		Requirements of the current Framework				Comments
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	<p>e. whether each course of study is authorised to be offered to overseas students</p> <p>f. the location(s) where each course of study is offered, and</p> <p>g. the organisational unit(s) responsible for the delivery of each course of study.</p>				<p>education award and the higher education awards that will be awarded for each course of study;</p> <ul style="list-style-type: none"> <li>• the higher education provider's registration status and the accreditation status of each course of study;</li> <li>• formal recognition of each course of study by professional bodies;</li> <li>• structure, credit points and duration or volume of learning for each course of study;</li> <li>• ...</li> <li>• when and where the course of study will be offered, including the units that will be offered in any teaching period; and,</li> <li>• ...</li> </ul>	The definition lists the aspects of courses of study for Standard 7.3.1.
<b>D/E 17</b>	<p><b>Record of Results</b> A record of results certifies study undertaken with a higher education provider. It records correctly:</p> <p>a. the registered name of the higher education provider issuing the record of results</p>	Q	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	The definition streamlines the components of a record of results for Standard 1.6.3 and removes current differences in content between the Record of Results and a Graduation Statement.

Definitions/Explanations	Requirements of the current Framework				Comments
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b. the full name of all courses and units of study undertaken and when they were undertaken and completed c. credit granted through recognition of prior learning d. the weighting of units within courses of study e. the grades and/or marks awarded for each unit of study undertaken and, if applicable, for the course overall f. where grades are issued, an explanation of the grading system used g. where a course of study includes a significant particular focus of study such as honours, an area of specialisation or a major study, a definition of that component of significant focus h. the full name of the person to whom the record applies i. the date of issue j. any parts of a course or units of study or assessment that were conducted in a language other than English <sup>3</sup> , and k. the name and office of the	Q	2	2.4.1	qualification located at levels 5, 6, 7, 8, 9 or 10 of the AQF.  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.	The definition streamlines the components of a record of results for Standard 1.6.3 and removes current differences in content between the Record of Results and a Graduation Statement.
	Q	2	2.4.2	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.	
	Q	2	2.4.3	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 units'.	
	Q	2	2.4.4	2.4.4 The higher education provider identifies in any	

<sup>3</sup> This does not include the use of another language to develop proficiency in that language.

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	<p>person authorised by the higher education provider to issue the record of results.</p> <p>A record of results may be called a 'statement of attainment', but must include the same information as a record of results.</p>				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.	The definition streamlines the components of a record of results for Standard 1.6.3 and removes current differences in content between the Record of Results and a Graduation Statement.
<b>D/E 20</b>	<p><b>Safeguards to Mitigate Disadvantage to Students</b></p> <p>Safeguards to mitigate disadvantage to students include contingency plans for transition to an equivalent course of study where practicable and/or refund of tuition fees and other charges paid in advance for services not delivered, whether by the higher education provider or through a tuition protection scheme.</p>	R	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 definition updates the existing requirement for Standard 6.1i.
<b>D/E 21</b>	<p><b>Secure certification documentation</b></p> <p>Secure certification documentation, including testamurs, records of results, statements of attainment and graduation statements, is:</p> <p>a. unambiguously issued by the higher education provider</p> <p>b. readily distinguishable from other certification documents issued by the higher education provider</p>	Q	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 definition summarises the technical qualities of certification documentation for Standard 1.6.3 and streamlines existing requirements.
		Q	2	2.4.1	The statement of attainment or	

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<p>c. protected against fraudulent issue</p> <p>d. traceable and authenticable</p> <p>e. designed to prevent unauthorised reproduction, and</p> <p>f. replaceable by the higher education provider through an authorised and verifiable process.</p>			2.4.2	<p>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.</p> <p>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.</p>	<p>The definition summarises the technical qualities of certification documentation for Standard 1.6.3 and streamlines existing requirements.</p>	
			2.4.3	<p>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 units'.</p>		
			2.4.4	<p>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.</p>		

Definitions/Explanations		Requirements of the current Framework				Comments
		Chapter	Section	Standard	Content	
				2.5	The higher education provider maintains appropriate mechanisms to prevent fraudulent reproduction of certification documentation and statement of attainment documentation.	The definition summarises the technical qualities of certification documentation for Standard 1.6.3 and streamlines existing requirements.
				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.	
<b>D/E 22</b>	<p><b>Testamur</b> A testamur is a document that certifies the award of a qualification. It states correctly:</p> <p>a. the registered name of the higher education provider awarding the qualification and issuing the testamur</p> <p>b. the full title of the qualification awarded, including the field or discipline of study</p> <p>c. any subsidiary component of the qualification (such as integrated honours, an area of specialisation or</p>	Q	2	2.3.1	<p>Information included on the testamur correctly identifies:</p> <ul style="list-style-type: none"> <li>• the higher education provider;</li> <li>• the graduate receiving the award;</li> <li>• the award by its full title;</li> <li>• the date of issue;</li> <li>• the person/s authorised to issue the award; and,</li> <li>• the authenticity of the documents in a form to reduce fraud such as the higher education provider's</li> </ul>	The definition specifies the content of a testamur for Standard 1.6.3.

Definitions/Explanations		Requirements of the current Framework				Comments
		Chapter	Section	Standard	Content	
a major study) d. the full name of the person who has been awarded the qualification e. the date of issue f. if any parts of the course of study or assessment leading to the qualification were conducted in a language other than English <sup>4</sup> g. the name and office of the person authorised by the higher education provider to issue the testamur, and h. where applicable, certification <sup>5</sup> that the qualification is recognised in the <i>Australian Qualifications Framework</i> .					seal, corporate identifier and/or unique watermark.	The definition specifies the content of a testamur for Standard 1.6.3.
	Q	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. Where the award leads to an AQF qualification under Section 1.1, the higher education provider ensures that it identifies the award as an award recognised by the AQF on the testamur or the Graduation Statement by either: <ul style="list-style-type: none"> <li>• the words, 'The award is recognised within the Australian Qualifications Framework', or</li> <li>• the AQF logo, as authorised by the AQF Council.</li> </ul>	
	Q	2	2.1.1			

<sup>4</sup> This does not include the use of another language to develop proficiency in that language.

<sup>5</sup> Optional if a graduation statement containing this certification is issued.