

The path to re-accreditation

Greg Whateley and Tom O'Connor

August 2025

Re-accreditation is the process of having an existing program – in this case in the higher education sector – re-approved for use for up to seven years. Our own institution is not self-accrediting and as such needs to be re-accredited by the Sector Regulator. There has been a shift in recent times away from completing a Confirmed Evidence Table (CET) to a self-assurance model. Our personal view is that this is a positive move in the right direction.

Self-assurance

The whole process is about demonstrating that adequate self-reflection has been undertaken and that the Higher Education Framework Standards 2021 (Threshold Standards) have and are being met. This is evidenced in responding to the standards - but more importantly - demonstrating that regular audits have been undertaken and providing the relevant evidence. Our own institution has been focused on these 'rolling audits' for some and this in turn makes providing the evidence more convincing and considerably easier.

See – Threshold Standards Audit (v3 July 2025) - [8776b7_b259b8d2f2be4448bd4c2c3bda0a0fa2.pdf](#)

Focus on certain standards

The re-accreditation process has a particular focus – Threshold Standard 5 – and its sub standards specifically. Standard 5 is about the credible and effective process of internal approval of courses; the effectiveness of the policy framework that maintains academic integrity; the mechanism for regular review of the quality of education activities; and how delivery is managed (if that is the case) with other parties. This is very much about academic governance.

See – Academic Governance at AGE (v4 July 2025) - [8776b7_9442f41d2af54a7e952651bb27c63430.pdf](#)

Documentation required

The shift from CET to Self-assurance calls for a significantly smaller number of submissions – and wherever possible links in place of pdfs. The key documents include – a cover note; a self-assurance document (limited to five pages); a course proposal; access to the proposed unit outlines; a constructive alignment; an expert report; an application of the expert’s recommendations; and a workforce plan. A key addition to any submission – *now* – is an index of supporting documentation that *is* available and *can* be called upon as needed. This is a shift away from multiple documents - to a carefully selected and curated set.

See – Key considerations for providers preparing a self-assurance report (renewal of course accreditation) - [Key considerations for providers preparing a self-assurance report \(renewal of course accreditation\) | Tertiary Education Quality and Standards Agency](#)

The significance of the Expert Report

Private providers (without self-accrediting authority) are required to employ a suitable expert to consider the proposal and where needed make some suggestions and/or recommendations for improvement. The process is robust and informative. Having ‘expert eyes’ consider the proposal at hand is extremely useful and provides some motivating directions – that were perhaps not considered or overlooked in the process.

Re-accreditation is a simpler process to the accreditation of a new award – and rightly so. Given that the course to be considered for re-accreditation has been in operation for some time – the real effort is around ensuring currency and relevance rather than making radical changes. With that said – it is often important to either trim the offering or perhaps expand the offering depending on the current market and focus.

Emeritus Professor Greg Whateley is currently Chief Executive Officer and Executive Dean at the Australian Guild of Education (Melbourne)

Associate Professor Tom O’Connor is currently Academic Director at the Australian Guild of Education (Melbourne)

