



## Selected resources to guide good practice

The resources provided in this document may be of use to providers in developing and improving their quality assurance systems and processes. They have been selected from a large range of higher education resources and do not represent an exhaustive list. This list will be added to from time to time.

**Please note that these resources DO NOT form part of the Threshold Standard requirements. TEQSA has selected these for reference only to guide good practice in the delivery of higher education.**

### Articulation Pathways

- ▶ A resource that may assist in developing articulation pathways is the [Integrated Articulation and Credit Transfer project website](#).

### Assessment

- ▶ A [list of 16 indicators of effective assessment](#) has been developed by the Centre for the Study of Higher Education.

### AUQA Good Practice Database

- ▶ Providers may wish to refer to the [Good Practice Database](#). The Database was developed by the former Australian Universities Quality Agency. Although it has not been updated since May 2011, providers may consider some of the information it contains about identified good practices in the Australasian higher education sector useful.

### Benchmarking Student Feedback

There is a range of national and international survey tools in use across Australia's higher education sector that enable benchmarking of student feedback. These include:

- ▶ [Australian Graduate Survey](#) (comprising the Course Experience Questionnaire; the Graduate Destination Survey; and the Postgraduate Research Experience Questionnaire). This tool is administered as part of the Australian Graduate Survey conducted by Graduate Careers Australia.
- ▶ [The Australasian Survey of Student Engagement](#) (AUSSE) developed by the Australian Council for Educational Research (ACER), which provides information on the time and effort students devote to educationally purposeful activities and on students' perceptions of the quality of other aspects of their university experience.
- ▶ [The International Student Barometer](#) (ISB), which is a national survey of international university students developed and managed by i-graduate, a survey organisation based in the United Kingdom. The survey tracks the decision making, perceptions, expectations and experiences of students studying outside their home country.
- ▶ The [Beyond Graduation Survey](#) is administered by Graduate Careers Australia to respondents to the aforementioned [Australian Graduate Survey](#), three years after course completion.

## English Language Proficiency

- ▶ The [Degrees of Proficiency website](#) contains tools to assist in development of an institutional strategy to develop students' English Language capabilities.
- ▶ The [Good Practice Principles for English Language Proficiency for International Students in Australian Universities](#), March 2009, provides a guide for practice in this area.
- ▶ The [English Language Standards for Higher Education](#), 2010, were developed from the good practice principles noted above and are intended to be applicable across the higher education sector.

## Facilities planning and management

- ▶ The [Tertiary Education Facilities Management Association](#) is a useful resource for good practice in space and asset management and planning in the tertiary sector.

## Governance

- ▶ [Academic Governance and Quality Assurance: Good Practice for NSAs](#), AUQA Occasional Publication, 2010.
- ▶ The [Australian Institute of Company Directors](#) have resources on corporate governance, including the Good Governance Principles and Guidance for Not-for-Profit Organisations.
- ▶ Principles of effective corporate governance are in the [OECD Principles of Corporate Governance](#).

## Graduate Skills

- ▶ Resources for the [development of graduate skills](#) (also referred to as 'graduate attributes').

## Grievance procedures

- ▶ Reference points for developing grievance procedures can be found in [Student Grievances and Discipline Matters Project: Good Practice Guide for Handling Complaints and Appeals in Australian Universities](#) (2009).

## Learning and teaching

- ▶ The [Office for Learning and Teaching's Resource Library](#) contains a collection of higher education learning and teaching materials flowing from projects funded by the Commonwealth of Australia, including those from the Australian Learning and Teaching Council.
- ▶ Standards for learning and teaching include those developed through the Australian Learning and Teaching Council's [Learning and Teaching Academic Standards project](#).

## Learning Outcomes

- ▶ Learning outcomes are expressions of the set of knowledge and skills, and the application of the knowledge and skills, that a person will acquire and will be able to demonstrate as a result of learning. Generically, learning outcomes fall within four broad categories: fundamental skills; people skills; thinking skills; and personal skills (Source: [Australian Qualifications Framework](#), July 2011). In the higher education sector they are sometimes known as 'graduate attributes' and are defined by each institution.
- ▶ A range of resources on learning outcomes are available including:
  - ▶ the [ASSET website entry on learning outcomes](#)
  - ▶ the [National Institute for Learning Outcomes Assessment](#)

- ▶ A self-assessment tool and good practice principles for assessment of learning outcomes, [Assuring Quality: An Institutional Self-Assessment Tool for Excellent Practice in Student Learning Outcomes Assessment](#), is available from the Council for HE Accreditation.
- ▶ National or international statements of learning outcomes or standards that may be drawn on to frame learning outcomes include:
  - ▶ the [learning and teaching academic standards resources for various disciplines](#) which were commissioned by the (former) Australian Learning and Teaching Council (for Law; Accounting; Geography and History; Health, Medicine and Veterinary Science; Building and Construction)
  - ▶ the [International Council on Systems Engineering Standards](#)

### Research codes of conduct and national guidelines

- ▶ The [Australian Code for the Responsible Conduct of Research](#) describes the principles and practices for encouraging the responsible conduct of research for institutions and researchers. It provides a framework for resolving research misconduct, addressing responsibilities of both institutions and researchers.
- ▶ The [National Health and Medical Research Council \(NHMRC\) codes and guidelines](#) applicable to research involving research on humans or animals. For example, the [National Statement on Ethical Conduct in Human Research](#) (2007) sets national standards for use by any individual, institution or organisation conducting human research.

### Higher Degree Research Training

- ▶ The [Higher Degree Research Training Excellence: A Good Practice Framework](#) report is available online, and is also on the [Council of Deans and Directors of Graduate Studies Australia](#) (DDOGs) website.

### Scholarship

- ▶ The term 'scholarship' is used throughout the Threshold Standards (for example in the Provider Category Standards and in Provider Course Accreditation Standard 4.2). There are various definitions of 'scholarship'. One that is well recognised is the [Boyer Model of Scholarship](#), which divides scholarship into four categories: discovery, integration, application, and teaching. (Source: Boyer, E. (1990) *Scholarship Reconsidered: Priorities of the Professoriate*).

### Scholarly information

- ▶ [The Council of Australian University Librarians](#) provides support and resources relating to the provision of access to, and training in the use of, scholarly information, leadership in the management of information and contribution to the university experience.

### Third party arrangements

- ▶ Quality Assurance Agency for Higher Education, UK, 2013, *Quality Code – Chapter B10: Managing Higher Education provision with others*.

### Transnational Education

- ▶ UNESCO/OECD, 2005 [Guidelines on Quality Provision in Cross-border Higher Education](#)
- ▶ O'Donoghue, T et al, 2010, [Enhancing frameworks for assuring the quality of learning and teaching in university offshore education programs. Final Report](#), for the Australian Learning and Teaching Council.

## Work-integrated learning

- ▶ The [Good Practice Report: Work integrated learning](#) (2011), commissioned by the Australian Learning and Teaching Council.
- ▶ Resources from the [Australian Collaborative Education Network](#)