## Summary of external consultation on Guidance Note: Research and research training

In early July 2022, TEQSA received feedback from the following thirteen external providers:

* Australian Catholic University
* Australian Council of Graduate Research
* Australian Institute for Police Management
* Federation University
* Independent Higher Education Australia (IHEA)
* Independent Tertiary Education Council Australia (ITECA)
* Professor Emeritus Janet Verbyla
* RMIT
* Sydney College of Divinity
* Universities Australia
* University of Southern Queensland
* University of Technology Sydney
* Western Sydney University

### About the content

| **Feedback Received**  | **Action Taken**  | **Rationale**  |
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| Add more examples and clarifications for several of the Standards in the table  | Made changes in cases where examples or clarifications were already mentioned in the Standards | The table summarises the relevant Standards for research and research training. The intention of the Guidance Note is to provide high level information.  |
| Provide a definition for ‘active in research’. This is because Standards in Part B require research active staff. Also, to amend the language to match with standard 4.2.  | Deletion of Part B Standards in the table. Will later add definition of ‘active in research’ to TEQSA’s published glossary of terms.  | Part B sets out requirements for each provider category which is not the focal point for this Guidance Note.  |
| Several requests for changes to wording, inclusion of some terms and clarifications in the issues section.  | Made changes where appropriate, in some cases modified, added, or deleted examples. | To increase clarity and relevance of examples provided.  |
| Adjust the ‘Common Issues’ section to be phrased positively to encourage good practice in the sector. Suggests labelling it “Quality indicators’ or ‘Identified Responsibilities’  | No changes made to the phrasing. | The HES Framework broadly explains Standards positively. This Guidance Note adds value by sharing information about indicators and impacts of falling short of those Standards.  |

### About the structure

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| **Feedback Received**  | **Action Taken**  | **Rationale**  |
| Positive feedback about the new structure of the guidance notes. | Will maintain simplified structured. | A simplified structure helps readers more quickly and easily understand the content. |
| Would like to see the reference and resource section included again | Have added in a related resources section capturing high-level related resources. Will later include revised guidance notes where relevant. | This gives the readers access to other relevant information. |
| Suggested adjustment to heading ‘Common Issues’ as issues listed may not be common  | “Identified Issues’ has been used as heading for section 3.  | The issues may not be common but have been identified by TEQSA as occurring within the higher education sector. |