



## Summary of external consultation on Guidance Note: Academic Governance

In early 2023, TEQSA received feedback from several providers and peak groups, including:

- James Cook University
- Griffith University
- Australian Committee of Charis of Academic Boards Senates (OZCABS)
- University of Canberra
- University of the Sunshine Coast Australia
- RMIT
- Deakin University



## Summary of the feedback

| Feedback Received  | Action Taken   | Rationale  |
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| <b>Supportive</b>  |  |  |
| The update to the guidance note was generally considered as useful summary of obligations under the Threshold Standards.   | No change required.  |  |
| The revisions are more streamlined and user friendly with a simplified approach that makes information more accessible.  |  |  |
| <b>Constructive</b>  |  |  |
| Not all aspects of standard 6.3 (including aspects relating to delegations) are covered in the guidance note and they should be.   | We have included an additional reference to delegations. However, we have not verbatim copied Threshold Standard 6.3 in the guidance note. | The reason for not including all detail regarding 6.3 is that the guidance note, needs to balance both content and detail. A decision was therefore made to focus on more practical examples, rather than repeating 6.3. |
| Conflicting concerns were raised: <ul style="list-style-type: none"> <li>guidance notes should not be used as checklist.</li> <li>this guidance note should act as a step-by-step guide for compliance.</li> </ul> | No action taken.   | Guidance notes are not intended to be used as checklists. The intention of the guidance notes is to assist and inform providers in maintaining compliance with the threshold standards.                                  |
| More information should be included on the value of subcommittees, such as the   | We implemented the suggestions and included additional information   | The suggested change contextualises the discussion and provides references to the  |



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| academic boards and to include some of the higher duties of learning and research training.  | regarding the work and value of academic boards. We have also included an additional reference to learning and research training, including hyperlinks to its guidance notes.  | work of the academic boards in ensuring academic governance.   |
| Two versions of the document should be developed. One focused on institutes of higher education and the other on universities.   | No action taken  | Recognising academic governance may be demonstrated differently by different providers based on their size and context, all providers are required to demonstrate compliance with the same set of standards. |
| More clarity and consistency around definitions used in the guidance note should be provided.<br>This includes the definition of Academic Governance and rephrasing the use of 'internal risk management'. | We have implemented the suggestion and used the existing definition of Academic Governance from the TEQSA glossary. We have also changed references of 'internal risk management' to 'academic risk', which is the known nomenclature. | The change creates more clarity from the beginning of the guidance note about how we will be using the definition. It also makes the document clearer and easier to read.                                    |