



Summary of external consultation on Guidance Note: Facilities and Infrastructure

In August 2023, TEQSA received feedback from several stakeholders across the sector, including:

- Association of Interdisciplinary Meta-research and Open Science (AIMOS)
- Australian Academy of Technological Sciences & Engineering (ATSE)
- Australian National University (ANU)
- Australian Research Data Commons
- Griffith University
- Le Cordon Bleu
- Murdoch University
- RMIT University
- The Queensland University of Technology (QUT)
- The University of Melbourne Graduate Student Association (GSA)
- University of Canberra
- University of Sunshine Coast Australia
- Western Sydney University



Feedback Received	Action Taken	Rationale
Supportive		
General Feedback		
Content is provided in a clear and non-prescriptive language.	No change.	
The Guidance Note supports the flexibility in approach.	No change.	
Constructive		
Facilities and Infrastructure		
We received feedback about our definitions. The feedback requested additional context/clarification.	Accepted	We have reworded our definitions and where appropriate added additional context to improve readability.
We received conflicting feedback that the initial definition was both helpful, but also not useful at the same time.	No change	We have retained the definition as it is relevant to newer less mature providers.
We received suggestions for additional examples and details to be added to the table. Additional examples included accessibility requirements for facilities, training for how to use online resources	Accepted	The additional examples provide context for the reader.



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and inclusions about cybersecurity such as critical incident policies and procedures.		
We received a suggestion that the sub-heading “Positive and safe learning environment” should be revised to “Positive, safe and inclusive learning environment”.	Accepted	The change provides additional context and signposting for the reader.
We received a suggestion to include recreational or social facilities, which indirectly support student learning in the guidance note.	Partially accepted	We have made a general reference to this. However, the Threshold Standards do not place provider requirements on it.
General editorial corrections were received.	Accepted	Errors have been addressed
Advising providers to ensure facilities and infrastructure are able to facilitate dual-delivery of classes (rather than either online or in class delivery).	No change	There is no requirement in the Threshold Standards for providers to do this, so it would be inappropriate to add it.
Encouraging primary providers being required to provide resources on how to navigate other parties’ facilities and infrastructure (in the event that facilities are shared and/or courses are delivered by external parties).	No change	There is no requirement in the Threshold Standards for providers to do this so it would be inappropriate to add it. Third party providers should be compliant with the Threshold Standards, and the primary provider’s assurance of this is covered in our guidance note about Delivery with Other Parties.
We received a recommendation to include fieldwork in the description of facilities where external placements are undertaken.	Accepted	The wording adds additional context for the reader.
We received feedback that additional clarification of terminology would improve readability and comprehension of the document.	Accepted	Additional wording was added to address potential ambiguities.



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We received a specific piece of feedback recommending that providers should make use of contemporaneous measures for cybersecurity.	Accepted	A change has been made to account for evolving cybersecurity threats and the need for providers to consider contemporaneous approaches to tackle those risks.
We received feedback requesting more specifics as to how a provider shows its infrastructure and facilities promote learning outcomes.	No change	This guidance note is not intended to be a prescriptive list of all ways a provider may demonstrate compliance, as how it is demonstrated will vary on the provider's context and the needs of its staff and students.
We received feedback that the term 'supportive' would be a better replacement for 'positive' in the section on learning environment.	Accepted	'Supportive' more clearly articulates the intent.
Information about microcredentials should be included here.	No change	Microcredentials are not within the scope of this guidance note but may be considered in future guidance.
Specific feedback was received on what anti-cheating software a provider should use to ensure compliance.	No change	Guidance notes are not intended to act as a checklist for compliance and not to prescribe particular services that should be used.