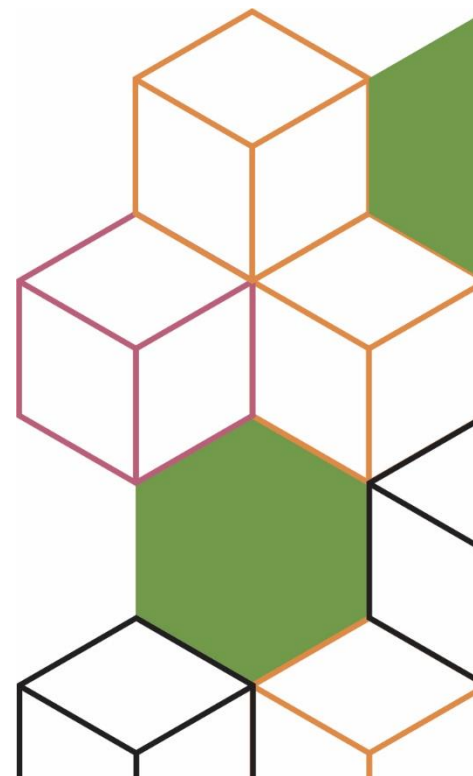


August
2023

Graduate Student
Association

**Consultation for
TEQSA guidance notes
on facilities and
infrastructure,
academic monitoring
and academic and
research integrity**



About GSA

The University of Melbourne Graduate Student Association (GSA) is the independent representative organisation for all graduate coursework and research students at the University of Melbourne. We are led by 8 GSA Board members and 10 Representative Council members who are all elected University of Melbourne graduate students. On behalf of over 36,000 constituents, we represent graduate student interests to the University and wider community, provide student engagement events, activities, and information to the graduate student community, and support 150 affiliated graduate student groups.

GSA's vision is for inclusive, empowered graduate student communities that achieve meaningful and holistic university experiences. Our objectives are to achieve and support representation, academic support, transition to work, engaged and healthy communities, and organisational sustainability.

Introduction

GSA welcomes the opportunity to provide feedback on the TEQSA facilities and infrastructure, academic monitoring, review and improvement and academic and research integrity guidance notes. We encourage the continued involvement of students and representative bodies in shaping TEQSA guidance notes to ensure that they meet the needs of students.

Overall, the information provided in these guidance notes was found to be relevant and thorough. Further suggestions are outlined according to the specific guidance notes in question.

Guidance note: Facilities and Infrastructure

Regarding **Standards 2.1.1 – 2.1.3: Facilities and Infrastructure**, we encourage advising providers to ensure facilities and infrastructure are able to facilitate dual-delivery of classes (rather than either online or in class delivery).

Regarding **Standard 2.3: Wellbeing and Safety**, we encourage advising providers to ensure that facilities and infrastructure are accessible to those with accessibility needs (including those with disabilities).

Regarding **Standards 3.3.2 and 3.3.4: Learning Resources and Educational Support**, we encourage instructing providers to develop resources and training for staff (in addition to students) to assist with the use of e-learning platforms (e.g. – for dual delivery of classes).

Regarding **Standard 5.4.2: Delivery with Other Parties**, we encourage 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). Students should not be left to teach themselves how to navigate unfamiliar educational settings without proper guidance.

Regarding **Standard 7.3.3: Information Management**, we encourage advising providers to ensure that information about privacy, confidentiality and the handling of user data is readily available to all users. We also encourage requiring providers to have critical incident policies and procedures in place covering potential risks associated with infrastructure (e.g. – data breaches).

Regarding the expectation that facilities and infrastructure “promote learning outcomes and the scholarship of students”, we note that advising providers to ensure that educational facilities and infrastructure are held to similar standards as workplaces may facilitate smoother transition into the workplace for students.

Guidance note: Academic Monitoring, Review and Improvement

Overall, we are pleased to see that student feedback and satisfaction are requirements in providers' reviews and monitoring processes.

Regarding **Standards 2.2.3 Diversity and Equity, 5.2.2 Academic and Research Integrity, 5.3.1-5.3.3 Monitoring, review and improvement, 5.4 Delivery with Other Parties, 6.2.1f-k Corporate Monitoring and Accountability, 6.3.2 Academic Governance**, we support the collection of data for use in service improvement.

However, we note that data “encompassing specific student cohorts and demographics” will need to be handled sensitively.

Regarding **Standard 5.3.4 External referencing**, we encourage including student employment outcomes as a measure of student success and validity of assessments. This may demonstrate the relevance of course content in the workforce.

Regarding **Standards 5.3.5 and 5.3.6 Student feedback**, we encourage requiring providers to ensure that student feedback can be provided anonymously whenever possible and through various channels (surveys, forums, etc.). This can remove barriers to participation (location, time commitment, etc.) and allow students to provide feedback without fearing repercussions.

Guidance note: Academic and Research Integrity

Regarding **Standards 5.2.1-4: Academic and Research Integrity**, we encourage advising providers to ensure that students are provided with guidance on the penalties associated with academic misconduct (e.g. – escalation, failure of a subject, etc.). Students accused of academic misconduct should also be informed of support services available to them throughout the disciplinary process.

Regarding **Standard 5.3: Monitoring Review and Improvement**, we encourage requiring providers to ensure policies and procedures are developed to address technological developments such as Artificial Intelligence (AI) and their effect on education. We also suggest instructing providers to be transparent about the use of AI in their own assessment of students (e.g. – in the event that AI is used for marking assessments, providers should disclose this to students).

Regarding **Standard 7.2.2(c, d): Information for Prospective and Current Students**, we encourage advising providers to make key information on student obligations, expected standards of behaviour, etc, available in languages other than English.