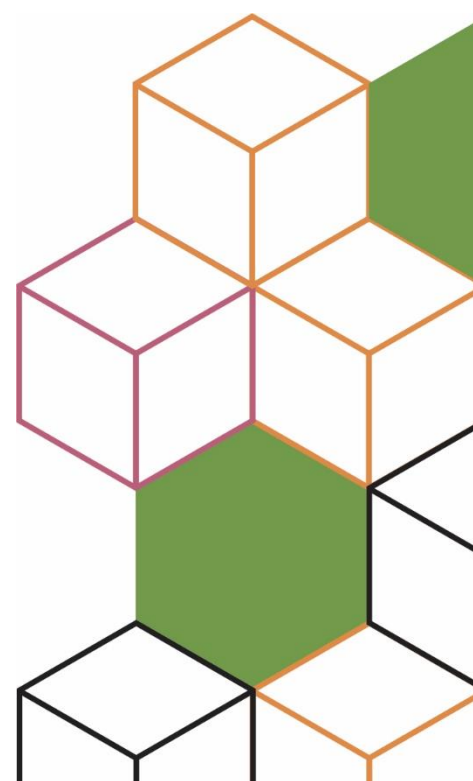


November

2023

Graduate Student
Association

**Consultation for
TEQSA guidance notes
on course design,
learning outcomes and
assessment and
learning resources and
educational support**



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 38,000 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 course design, learning outcomes and assessment and learning resources and educational support 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 clear and comprehensive. Further considerations are outlined below according to the specific guidance notes in question.

Guidance note: Course Design

We note that further guidance may be required on the communication of changes to course design. Higher education providers may choose to alter how a course is delivered and/or its design. Students who had commenced a course prior to such changes should be notified in an appropriate and timely manner so they can better decide whether they wish to continue.

We also note risks to compliance may arise when higher education providers work with external providers in the delivery of a course. This can include subjects involving a placement, internship and/or work-integrated-learning. TEQSA may wish to add additional information in the 'Identified issues' section about the involvement of external providers in teaching and learning activities.

Guidance note: Learning Outcomes and Assessment

Further guidance may be required in this note about the role of external providers in the delivery of placement, internship and work-integrated-learning subjects. We note that external providers may contribute to learning outcomes not being delivered or being poorly delivered. As such, TEQSA may wish to highlight this issue in this guidance note.

Additionally, TEQSA may wish to link to resources and guidance related to AI in higher education under the 'Related Resources' section.

Guidance note: Learning resources and educational support

We support the consideration of measures taken by higher education providers to support international students' transition to living and studying in Australia. We note that students travelling interstate, or from rural to metropolitan areas, for study may benefit in their transition from similar resources and support.

We also note that examples of subgroups who may qualify as 'at-risk' may provide further clarity and support the development of resources to aid these student cohorts' progression and completion rates.

Additionally, some students, including those undertaking PhDs, may begin their courses outside of set semester start dates. As such, these students may miss opportunities to learn about available resources and support presented at larger start-of-semester orientation events. TEQSA may wish to highlight the importance of orientation for PhD students (and other students commencing studies at irregular times) in the 'Identified issues' section.