

## DEAKIN ACADEMIC STANDARDS FRAMEWORK

Revised by the Office of Planning and Integrity as at 25 May 2015

Received by Academic Board on 9 June 2015

### DEFINITIONS

**Standard:** a fixed criterion or reference point against which quality can be judged;

**Australian Qualification Framework (AQF):** a national policy for regulated qualifications in Australian education and training which includes specifications for Advanced Diploma, Associate Degree, Bachelor Degree, Bachelor Honours Degree, Graduate Certificate, Graduate Diploma, Masters Degree and Doctoral Degree.

**Higher Education Standards Framework (Threshold Standards):** a legislative instrument comprising Provider Registration Standards, Provider Category Standards, Provider Course Accreditation Standards and Qualification Standards (which embed AQF requirements) against which the Tertiary Education Quality and Standards Agency registers and evaluates the performance of higher education providers.

**Academic Standards** (general term): any standards, specifications or defined benchmarks that apply either to academic outcomes such as student achievement or to academic processes, such as selection, teaching, supervision and assessment.

**Discipline Standards:** a statement of the measurable discipline-specific and generic levels of achievement that a student must satisfy to qualify for a particular award.

**Synonyms:** Academic Attainment Standards; Academic Achievement Standards; Threshold Learning Outcomes.

**Academic Quality:** the degree to which an academic process, such as teaching and assessment, meet the requirements of the University and the expectations of students and other interested parties. Academic quality is subject to continuous quality improvement; for example, we should always be striving to raise the quality of our teaching, the support provided to students and the integrity of our assessment processes.

**Quality Assurance:** the application of the institution's policies and procedures as well as other processes to ensure that quality is being maintained and enhanced. It is applied to academic processes and outcomes such as course design and review, teaching and assessment, staff development, student selection and administration and the collection and use of feedback from students, employers and professional bodies.

**Continuous Quality Improvement:** an ongoing review cycle designed to progressively improve processes, services or outcomes. Improvement can be referenced to "standards" or in terms of "fitness for purpose" which involves meeting the University's own requirements to achieve its mission or meeting the expectations of students and other interested parties.

**Fitness for Purpose:** involves meeting the University's own requirements to achieve its mission or meeting the expectations of students and other interested parties.

**Benchmarking:** comparison of the University's processes and performance to best practice and best performance of others in the higher education sector or elsewhere with the objective of improving the University's processes and performance.

## ABBREVIATIONS

AGS	Australian Graduate Survey
AQF	Australian Qualifications Framework
DSL	Deakin Student Life
eVALUate	Student evaluation of teaching and units (Deakin)
GCA	Graduate Careers Australia
HDR	Higher Degree by Research
HRD	Human Resources Division
PPR	Performance Planning and Review
PREQ	Postgraduate Research Experience Questionnaire (part of the AGS)
QA	Quality Assurance
QAA	Quality Assurance Agency (for Higher Education, UK)
TEQSA	Tertiary Education Quality and Standards Agency
UES	University Experience Survey

## INTRODUCTION

Deakin's academic quality assurance involves the systematic application of its academic policies and procedures and reference to both internal and external standards of performance and outcome including the Australian Qualifications Framework (AQF), professional accreditation requirements, codes of practice, guidelines and benchmarks, feedback from employers and the results of internal and external surveys of students.

The standards of Deakin's courses are referenced to the AQF. Discipline standards are specified in internal learning outcomes statements in course accreditation documentation and are referenced against the learning outcomes statements from relevant professional bodies (where available). Graduate attributes (generic outcomes) are referenced against Deakin's internal Deakin Graduate Learning Outcomes, and reference is also made to the AQF. Application of these standards ensures that Deakin's qualifications are at the appropriate academic level.

Ensuring that students are provided with a quality educational experience that supports them in achieving the set discipline-specific standards and graduate learning outcomes requires high quality teaching and learning, assessment, course materials and student support. Deakin's academic policies and procedures address these matters and include a number of internal standards and external standards such as the Australian Code for the Responsible Conduct of Research.

Many of Deakin's academic standards are embedded in policies and procedures and are not explicitly listed elsewhere. This Framework provides a high level summary of key academic standards relating to:

1. Coursework Awards
2. Coursework Teaching and Learning
3. Coursework Students Selection, Support and Progression
4. Coursework Assessment
5. Research
6. Higher Degree by Research (HDR)
7. HDR Supervision
8. HDR Student Selection, Support and Progression
9. HDR Examination.

Further details of these academic standards can be found in the relevant policy or procedure.

This Framework is subject to change in line with changes to University policies and procedures. The latest version of relevant policies and procedures should be referred to at all times.

The academic standards in this Framework are linked to relevant standards in the Higher Education Standards Framework which is one of the elements of the Australian Government's quality and regulatory arrangements for Australian Higher Education. The Higher Education Standards Framework is currently undergoing a major review. It is understood that phased implementation of any revised standards is likely to be in the latter part of 2015. This Framework will be revised to reflect the revisions.

## 1. Coursework Awards

Item	Deakin Standard, Criteria or Benchmark	Relevant Policy Procedure	Quality Assurance	Frequency	Relevant Threshold Standard
Qualification Standards (level of award)	All Deakin courses are of an appropriate academic standard and are consistent with the Australian Qualifications Framework (AQF).	Regulation 05.2(2) - Higher Education Award Courses - General Higher Education Courses Policy Higher Education Courses Approval and Review Procedure Academic Course Proposal and Major Course Review Report templates (Processes to ensure quality and standards of joint research degrees under development.)	Major Course Reviews are conducted by Faculty Boards for each Higher Education Course in accordance with the Higher Education Courses Approval and Review Procedure and reported using a standard template that mirrors the Academic Course Proposal	At least every five years	<p><u>Course Accreditation Standard</u> 1.1 The course of study meets the Qualification Standards.</p> <p><u>Qualification Standard</u> 1.1 The higher education provider ensures that awards which may lead to a qualification located at levels 5, 6, 7, 8, 9 or 10 of the AQF meet the corresponding specifications (including the levels criteria and qualification type descriptors) described in the AQF.</p> <p><u>Provider Registration Standard</u> 4.3 The higher education provider protects academic integrity in higher education through effective policies and procedures and measures to ... ensure that the awarding of multiple awards, including higher education awards offered in conjunction with another entity, protects the integrity of the higher education awards offered by the higher education provider.</p>
		Regulation 05.2(7) – Vocational Education and Training Courses Vocational Education and Training Policy Vocational Education and Training Procedure	Course approval proposal Annual compliance report from DeakinPrime on VET matters	As required  Annually	Vocational Education Quality Framework Standards for Registered Training Organisations (RTOs) as set by the Australian Skills Quality Authority
Discipline Standards	Each Deakin course has Course Learning Outcomes and minimum standards that are aligned to discipline /professional standards (where available), linked to assessment criteria and benchmarked to external courses.	Higher Education Courses Approval and Review Procedure Academic Course Proposal template	Major Course Reviews are conducted by Faculty Boards for each Higher Education Course in accordance with the Higher Education Courses Approval and Review Procedure and	When a course is first introduced and during major course reviews at least every five years	<p><u>Course Accreditation Standard</u> 1.2 There are robust internal processes for design and approval of the course of study, which:</p> <ul style="list-style-type: none"> <li>– take account of external standards and requirements, e.g. published discipline standards, professional accreditation, input from relevant external stakeholders, and comparable standards at other higher education providers</li> </ul>

Item	Deakin Standard, Criteria or Benchmark	Relevant Policy Procedure	Quality Assurance	Frequency	Relevant Threshold Standard
			reported using a standard template that mirrors the Academic Course Proposal		1.3 The content of the course of study is drawn from a substantial, coherent and current body of knowledge and scholarship in one or more academic disciplines, and includes the study of relevant theoretical frameworks and research findings.
Relevant Curriculum	All Deakin courses incorporate advice provided by employers, students and graduates on curriculum and courses, including: the skills, knowledge and attributes sought by the employers, potential areas for the development of new courses and opportunities for improvement of the courses or disciplines.	Higher Education Courses Policy, Schedule B: Advisory Boards —Composition and Terms of Reference	Advisory Boards are constituted according to policy and report to the relevant course team and the Faculty Board	At least twice per year	<u>Course Accreditation Standard</u> 1.2 There are robust internal processes for design and approval of the course of study, which: <ul style="list-style-type: none"> <li>– take account of external standards and requirements, e.g. published discipline standards, professional accreditation, input from relevant external stakeholders, and comparable standards at other higher education providers.</li> </ul>
Deakin Graduate Learning Outcomes	Deakin Graduate Learning Outcomes and minimum standards describe the knowledge and capabilities graduates have acquired and are able to apply and demonstrate at the completion of their course. They consist of outcomes specific to a particular discipline or profession as well as transferable generic outcomes that all graduates should have acquired irrespective of their discipline area.	Higher Education Courses Policy - Schedule A: Deakin Graduate Learning Outcomes Academic Course Proposal and Major Course Review Report templates	Course Learning Outcomes aligned to the Deakin Graduate Learning Outcomes and minimum standards are developed for each course and reviewed as part of annual course reviews and the Major Course Review process	When a course is first introduced, annually and during major course reviews at least every five years	<u>Course Accreditation Standard</u> 1.2 There are robust internal processes for design and approval of the course of study, which: <ul style="list-style-type: none"> <li>– provide for appropriate development of key graduate attributes in students including English language proficiency.</li> </ul>
Course Design	Higher Education Award Courses are designed to be structurally coherent and academically rigorous, provide authentic learning experiences, develop Deakin Graduate Learning Outcomes and incorporate pathways where possible.	Course Planning and Design Procedure Academic Course Proposal and Major Course Review Report templates	Elements of course design are documented in Academic Course Proposals and reviewed during the Major Course Review process	When a course is first introduced and during major course reviews at least every five years	<u>Course Accreditation Standard</u> 1.2 There are robust internal processes for design and approval of the course of study, which: <ul style="list-style-type: none"> <li>– provide for appropriate development of key graduate attributes in students including English language proficiency.</li> </ul> 1.5 The design of the course of study shows appropriate consideration of entry and exit pathways, including articulation from other studies and to further studies.

Item	Deakin Standard, Criteria or Benchmark	Relevant Policy Procedure	Quality Assurance	Frequency	Relevant Threshold Standard
					<p>1.6 Course of study documentation clearly presents the rationale, objectives, structure, delivery methods, assessment approaches and student workload requirements for the course of study, and includes any compulsory requirements for completion of the course of study.</p> <p>1.7 Course documentation indicates that the course of study has an overall coherence and is designed to provide appropriate engagement by students in intellectual inquiry consistent with the nature and level of the units being taught and the expected learning outcomes of the course of study.</p>
Annual Course Reviews	<p>Higher Education Award Courses are reviewed annually to ensure their academic quality. Reviews consider:</p> <ul style="list-style-type: none"> <li>• Quality of the learning experience</li> <li>• Retention and success</li> <li>• Graduate destination and employment outcomes</li> <li>• Course Learning Outcomes</li> </ul>	<p>Higher Education Courses Approval and Review Procedure</p> <p>Annual Course Review Template</p>	<p>Report on the course review prepared by Course Team and submitted to the relevant Faculty Board, which considers the report and approves it or requests further actions.</p> <p>Annual summary reports submitted to the Pro Vice-Chancellor (Planning and Integrity). Annual summary report received by Academic Board.</p>	Annually	<p><u>Course Accreditation Standard</u></p> <p>6.1 The higher education provider ensures the course of study is systematically updated, through internal revision and external reviews, and that its coherence is maintained.</p>
Major Course Reviews	<p>Higher Education Award Courses undergo Major Course Reviews periodically on academic and strategic grounds covering:</p> <ul style="list-style-type: none"> <li>• course performance including strategic and market considerations, load, retention and success, student satisfaction, graduate destinations</li> </ul>	<p>Higher Education Courses Policy</p> <p>Higher Education Courses Approvals and Reviews Procedure</p> <p>Major Course Review Report template</p>	<p>Faculty Boards ensure that a Major Course Review is conducted for each Higher Education Course and report the outcomes to the Pro Vice-Chancellor (Planning</p>	<p>At least every five years</p> <p>Annual reports to Academic Board</p>	<p><u>Course Accreditation Standard</u></p> <p>6.1 The higher education provider ensures the course of study is systematically updated, through internal revision and external reviews, and that its coherence is maintained.</p>

Item	Deakin Standard, Criteria or Benchmark	Relevant Policy Procedure	Quality Assurance	Frequency	Relevant Threshold Standard
	<p>and employment, majors and core units</p> <ul style="list-style-type: none"> <li>• admission and selection requirements</li> <li>• articulation pathways</li> <li>• course requirements</li> <li>• course design including structure and coherence, Course Learning Outcomes and Deakin Graduate Learning Outcomes, assessment, authentic learning experiences, English language proficiency and academic skill development, trimester academic calendar</li> <li>• course delivery and support including delivery methods, teaching and support staff, learning resources</li> <li>• arrangements with another entity</li> <li>• external advice and accreditation.</li> </ul>		<p>and Integrity) who reports annually to Academic Board.</p>		
Third Party Arrangements	<p>Academic partnerships involving course delivery are approved in accordance with the following criteria:</p> <ul style="list-style-type: none"> <li>• academic suitability of the courses for offering through an academic partnership</li> <li>• evidence that a comparable academic standard to that for on-campus students in the course will be maintained</li> <li>• suitability of the proposed staffing for the course delivery at the partner institution</li> <li>• sufficiency of library access and academic support</li> </ul>	<p>Partnerships Policy Academic Partnerships Procedure</p> <p>Academic Course Proposal and Major Course Review templates</p> <p>Student International Programs and Placements Procedure</p> <p>(Processes to ensure quality and standards of joint research degrees under development.)</p>	<p>Academic Board receives an annual report on academic quality assurance with respect to: MIBT, TAFE alliances and agreements, student mobility partnerships and offshore teaching partnerships.</p> <p>Academic Course Proposals and Major Course Review Reports detail third party delivery arrangements.</p>	<p>Reports to Academic Board: annually</p>	<p><u>Provider Registration Standard 4.5</u> 4.5 Where the higher education provider has an arrangement in place with another entity to manage or deliver some or all of a course of study on its behalf, the higher education provider has effective mechanisms to manage and quality assure all aspects of the arrangement, including admission and support of students and delivery of the course of study to ensure student learning outcomes equivalent to those for the same or a cognate course of study when delivered by the higher education provider.</p> <p><u>Course Accreditation Standard</u> 1.10 If the course of study is to be offered through arrangements with another entity, whether in Australia or overseas, the course documentation specifies the detailed quality assurance arrangements that have been made with the other</p>

Item	Deakin Standard, Criteria or Benchmark	Relevant Policy Procedure	Quality Assurance	Frequency	Relevant Threshold Standard
	<ul style="list-style-type: none"> <li>availability of appropriate infrastructure at the partner institution.</li> </ul> <p>Academic partnerships involving student mobility are approved in accordance with the following criteria:</p> <ul style="list-style-type: none"> <li>academic suitability of the student mobility proposal</li> <li>appropriateness of any cross-institutional credit to be provided to Deakin students as a result of the student mobility</li> <li>assessment of the capacity of the partner to provide academic support to Deakin students, as appropriate</li> <li>assessment of the academic and administrative infrastructure capacity of the partner, including the availability of student support services</li> <li>for international study experiences, the general level of safety of the country in which the partner is located.</li> </ul>				entity to ensure student learning outcomes are equivalent to those when the course of study is offered directly by the higher education provider.

## 2. Teaching and Learning

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency	Relevant Threshold Standard
Academic Qualifications of Staff	<p>PhD* or equivalent in a relevant field and appropriate research experience required at higher levels</p> <p>*other than for Level A step 1 to 5 academics</p> <p>Deakin uses the World List of Universities as a standard to ensure</p>	Teaching and Learning (Higher Education Courses) Policy - Schedule A: Academic Staff Qualifications and Equivalence Guidelines	<p>Included in PD Templates for Academic Staff.</p> <p>Confirmed in application and follow-up on references.</p> <p>Records maintained by HRD.</p>	<p>Whenever there are new appointments</p> <p>When a course is first introduced and during major course</p>	<p><u>Course Accreditation Standard:</u></p> <p>4.1 The numbers, qualifications, experience, expertise and sessional/full-time mix of both academic staff who teach or tutor the course of study, and support staff, are appropriate to the nature, level, and mode of delivery of the course of study and the attainment of expected student learning outcomes.</p>

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency	Relevant Threshold Standard
	qualifications are from an internationally accredited university.	Templates for Academic Course Proposals and Major Course Review Reports	All academic letters of offer have a formal requirement that employment is conditional on production and verification of original qualifications from an accredited university, this is checked and sighted and placed on personnel files, and then recorded into the HR database. Qualifications of teaching staff included in Academic Course Proposals and Major Course Review Reports.	reviews at least every five years	4.2 The higher education provider ensures that staff who teach students in the course of study: <ul style="list-style-type: none"> <li>– are appropriately qualified in the relevant discipline for their level of teaching (qualified to at least one AQF qualification level higher than the course of study being taught or with equivalent professional experience)</li> <li>– in the case of supervision of students in a course of study that leads to a Doctoral Degree (Professional) award located at level 10 of the AQF, are qualified at level 10 of the AQF or have equivalent professional experience ...</li> <li>– have a sound understanding of current scholarship and/or professional practice in the discipline that they teach</li> </ul>
Qualifications of Conjoint Academic Staff	Qualifications for levels of appointment of conjoint I academic staff are specified for different levels: Conjoint Professor Conjoint Associate Professor Conjoint Senior Lecturer Conjoint Lecturer Conjoint Associate Lecturer.	Appointment of Conjoint Academic Staff Procedure - Schedule A: Levels of Appointment of Conjoint I Academic Staff	Confirmed in application and follow-up on references	Whenever there are new conjoint appointments	NA
Teaching Qualifications of Staff	Academic staff appointed to continuing positions involving teaching (level A–D) are required to complete the Deakin University Graduate Certificate of Higher Education unless an exemption is granted by the DVC(E).	Probation (Academic Staff) Procedure	Probationary meetings and final confirmation of probation. Copies of certificates held by HRD	For all new appointments	<u>Course Accreditation Standard</u> 4.2 The higher education provider ensures that staff who teach students in the course of study: ... <ul style="list-style-type: none"> <li>– have an understanding of pedagogical and/or adult learning principles relevant to the student cohort being taught ...</li> </ul> 5.2 Assessment is undertaken by appropriately qualified academic staff ...

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency	Relevant Threshold Standard
Staff Development	Staff members are encouraged to participate in a range of professional development programs and new members of academic staff are assigned mentors to assist new staff member achieve their probation goals. (See also under Teaching and Learning Environment regarding use of student surveys)	Professional Development (Academic Staff) Procedure Probation (Academic Staff) Procedure	Records of staff training kept by HRD	NA	<u>Provider Registration Standard</u> 5.3 The higher education provider manages its human resources to ensure effective ... professional development of its personnel.
Academic Integrity of Staff	Academic staff demonstrate academic integrity in all duties relating to teaching (and research). (See also 4. Course Assessment – Academic Honesty)	Code of Conduct Academic Integrity Policy and Procedure	Mechanisms for dealing with breaches are in accordance with the staff discipline processes.	NA	<u>Provider Registration Standard</u> 4 The higher education provider maintains academic quality and integrity in its higher education operations. 4.3 The higher education provider protects academic integrity in higher education through effective policies and measures to: – ensure the integrity of student assessment – ensure the integrity of research and research activity – prevent, detect and address academic misconduct by students or staff, including cheating and plagiarism ...
Teaching and Learning Environment	Deakin provides teaching and learning environments that are designed to prepare graduates for engaged citizenship, careers and/or further study. Courses will have an integrated and inclusive curriculum with: (a) clearly articulated course learning outcomes and standards of expected student performance; (b) a focus on personal connections and interactions between learners and fellow students and educators so that	Teaching and Learning (Higher Education Courses) Policy Evaluation of Teaching and Units Procedure	Monitoring feedback provided by the student satisfaction surveys by Faculty Boards and Academic Board via the relevant standing committee: Student evaluation of teaching and units (eVALUate) survey provides analysis on strategies for maintaining and improving response rates and quantitative	eVALUate survey: Every time a Unit is offered AGS: Annually	<u>Course Accreditation Standard</u> 1.9 The course of study is designed to ensure equivalent student learning outcomes regardless of a student's place or mode of study. 2.2 The higher education provider ensures that all students readily have access, directly through the higher education provider or arranged by the higher education provider, to electronic and/or physical library and information resources required to achieve the learning outcomes of the course of study. 4.2 The higher education provider ensures that staff who teach students in the course of study: ...

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency	Relevant Threshold Standard
	located and cloud learning experiences are personal, engaging and relevant; (c) learning experiences that enable students to create and share evidence of their learning achievements.		and qualitative results, including responses to the analysis from faculties and Institute of Koorie Education (IKE). Australian Graduate Survey (AGS) University Experience Survey (UES)		<ul style="list-style-type: none"> <li>are advised of student and other feedback on the quality of their teaching and have opportunities to improve their teaching.</li> </ul> 4.5 The higher education provider has effective arrangements to assure the quality of student work placements, practicum and other forms of work-integrated learning in the course, including assuring the quality or supervision.
Student Code of Conduct	The Student Code of Conduct sets standards for responsible and ethical behaviour and conduct expected of all Deakin students.	Student Code of Conduct  Student Academic Misconduct Procedure Student General Misconduct Procedure Student Complaints Resolution Policy and Procedure	Report to relevant Academic Board committee  Administration of general and academic misconduct at Faculty and University Appeal levels.	As required  Complaints on an ongoing basis	<u>Provider Registration Standard</u> 6 The higher education provider documents its responsibilities to students and meets its responsibilities to students, including through the provision of information, support and equitable treatment.  6.4 Students have ready access to effective grievance processes, which enable them to make complaints about any aspect of the higher education operations, including operations provided by other entities on behalf of the higher education provider, without fear of reprisal, and which provide for review by an appropriate independent third party if internal processes fail to resolve a grievance.

### 3. Student Admission, Support and Progression

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency	Relevant Threshold Standard
Eligibility Criteria for Admission and Selection	The University sets fair and transparent eligibility criteria for the admission and selection of students into courses. Minimum criteria are determined by Academic Board, including minimum English language requirements and minimum academic qualifications. Additional course-specific criteria may be proposed by faculties and approved by Academic Board.	Admission Criteria and Selection (Higher Education Courses) Policy and Procedure Schedule A: English Language Requirements for Deakin Coursework Programs Schedule B: Prerequisites for Deakin Coursework Programs Schedule C: Access and Equity Programs and Eligibility Criteria	Faculties report non-compliance with admission and selection policies to the relevant committee of the Academic Board Review of admission criteria by Academic Board	Compliance reports: following selection for each trimester of each year  Annual	<u>Course Accreditation Standard:</u> 3.1 Admission criteria for the course of study: – are appropriate for the Qualification Standards level of the course of study and required learning outcomes – take account of external benchmarks – ensure that students have adequate prior knowledge and skills to undertake the course of study successfully.  3.2 The higher education provider ensures that students who are enrolled are sufficiently competent in the English language to participate effectively in the course of study and achieve its expected learning outcomes, and sets English language entry requirements accordingly.
Admission and Selection	Applicants who meet eligibility criteria for admission into their proposed course may be offered a place in a course. They are considered for selection by Selection officers from faculties and other admin areas. Selection processes for specified courses are administered by the Division of Student Administration, Deakin International and the Institute of Koorie Education (as determined by faculties and approved by Academic Board).	Admission Criteria and Selection (Higher Education Courses) Policy and Procedure	Faculties report to the relevant Committee of the Academic Board	Following selection for each trimester of each year	<u>Course Accreditation Standard:</u> 3.3 Decisions on the admission of students are made by appropriately qualified personnel under delegated authority.

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency	Relevant Threshold Standard
Credit Transfer and Recognition	<p>The University provides for course credit recognition arrangements that are consistent with the Higher Education Standards Framework and preserves the integrity of the course of study.</p> <p>Credit may be granted for formal, informal or non-formal learning.</p>	<p>Credit Transfer and Recognition Policy.</p> <p>Codified in Academic Course Proposal and Major Course Review Report templates.</p>	<p>Faculty Boards determine whether credit will be granted to applicants in particular cases.</p> <p>Credit arrangements and pathways are reviewed by the Faculty Board when a course is introduced and as part of major course reviews.</p>	<p>Particular cases: whenever credit for prior learning is requested by applicants</p> <p>Arrangements/pathways: when a course is first introduced and during major course reviews at least every five years</p>	<p><u>Course Accreditation Standard:</u></p> <p>1.5 The design of the course of study shows appropriate consideration of entry and exit pathways, including articulation from other studies and to further studies.</p> <p><u>Qualification Standard</u></p> <p>3.3 Credit for previous studies or skills (including articulation, recognition of prior learning and credit arrangements) is consistent with the Qualification Standards and preserves the integrity of the higher education award to which it applies.</p> <p>3.4 The higher education provider ensures that where it formalises credit arrangements with other providers for any award, it maximises the credit available to eligible students for both entry into and credit towards the award, subject to preserving the integrity of learning outcomes and/or discipline requirements of the award to which credit applies.</p> <p>3.5 In determining credit towards awards, the higher education provider ensures it takes into account the comparability and equivalence of the learning outcomes, volume of learning, program of study including content, and learning and assessment approaches.</p>
Student Transition	<p>Deakin provides:</p> <ul style="list-style-type: none"> <li>• academic and social transition/orientation programs for entering undergraduate and postgraduate coursework students</li> <li>• the further development of units and courses that academically engage students in transition</li> <li>• the enhancement of student integration into the University's learning environment</li> <li>• the enrichment of students' academic skills</li> </ul>	<p>Course Planning and Design Procedure</p> <p>Academic Course Proposal and Major Course Review Report templates</p> <p>LIVE Implementation Plan - Student Services and Support Plan.</p>	<p>All course approval and review includes a review of course design which includes a focus on student transition and support.</p>	<p>At least every time a course is introduced or a Major Course Review is undertaken.</p>	<p><u>Provider Registration Standard</u></p> <p>6.5 The higher education provider identifies and adequately meets the varying learning needs of all its students, including:</p> <ul style="list-style-type: none"> <li>- the provision of orientation courses and transition support</li> <li>- ongoing academic language and learning support.</li> </ul>

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency	Relevant Threshold Standard
	Courses provide clear sequences of learning that embed the scaffolded development and application of academic and professional skills and knowledge, and where appropriate, courses provide foundation units to support the transition of students into higher education and the discipline.				
Retention	Deakin employs a University-wide strategies including: preparedness for commencing a course, support upon entry, identification of at risk students, enhancing student engagement and providing value-added opportunities at Deakin.	Academic Progress Procedure	Faculties report to the relevant committee of the Academic Board on cohort retention rates and actions taken to improve these.  Academic Board receives an annual report on student academic progress and retention.	Annually	<u>Course Accreditation Standard</u>  5.4 The higher education provider maintains, monitors and acts on comparative data on the performance of students in the course of study, including information on the performance of student cohorts by entry pathway, mode of study and place of study, such data to include: student attrition; student progress; course completions; and grade distributions.
Academic Progress	Faculty Committees review the Academic Progress of students after each trimester to identify students who are at risk of unsatisfactory Academic Progress. They then implement a strategy to assist the student to improve his or her academic performance, or if necessary may restrict the student's enrolment.	Academic Progress Procedure	A committee appointed by each Faculty Board to deal with assessment is responsible for administering the procedure in the Faculties. Appeals can be heard by the University Appeals Committee (UAC). UAC provides an annual report to Academic Board on student progress and misconduct matters.	Faculty: Every trimester  UAC: reports to Academic Board following every academic progress hearing UAC: annual report	<u>Course Accreditation Standard</u>  4.4 The higher education provider has effective mechanisms to identify and support students who are at risk of not progressing academically.  5.4 The higher education provider maintains, monitors and acts on comparative data on the performance of students in the course of study, including information on the performance of student cohorts by entry pathway, mode of study and place of study, such data to include: student attrition; student progress; course completions; and grade distributions.  5.6 The higher education provider is able to demonstrate appropriate progression and completion rates ...

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency	Relevant Threshold Standard
			Academic Board receives an annual report on student academic progress and retention.	Annual report.	

#### 4. Coursework Assessment

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency	Relevant Threshold Standard
Assessment	<p>The University uses a combination of summative and formative types of assessment to enable students to provide evidence of their achievement of learning outcomes and to obtain advice on how to improve.</p> <p>Assessment at Deakin:</p> <ul style="list-style-type: none"> <li>places assessment for learning at the centre of unit and course design</li> <li>engages students in learning</li> <li>ensures prompt feedback and provides advice on improving future performance</li> <li>simulates challenges students will encounter in future professional, personal and civic lives</li> <li>enables inclusive and trustworthy evidence of student achievement</li> <li>ensures students are inducted into assessment practices and cultures.</li> </ul>	<p>Regulation 05.3(1) – Assessment and Academic Progress in Higher Education Award Courses Assessment (Higher Education Courses) Procedure (currently under review)</p> <p>Schedule A: Grading Schema for Assessment in Higher Education Courses</p> <p>Schedule B: Approved Methods for Ensuring Comparability of Assessment</p> <p>Schedule C: Standards for Administering Unsupervised Online Tests which are Automatically Computer-Marked.</p> <p>Academic Course Proposal and Major Course Review templates</p>	<p>Assessment criteria for all units are approved by the Faculty Board</p> <p>Assessment panels consist of at least two members of academic staff, one will be the Unit Chair.</p> <p>Grade distributions for all units are considered by Faculty Committees</p> <p>Assessment used across the course to demonstrate achievement of Course Learning Outcomes is included in Academic Course Proposals and Major Course Review Reports</p>	<p>Grade distributions reviewed annually</p> <p>Assessment approaches are evaluated when a course is introduced or a Major Course Review is undertaken.</p>	<p><u>Course Accreditation Standard</u></p> <p>5. Assessment is effective and expected student learning outcomes are achieved</p> <p>5.1 Assessment tasks for the course of study and its units provide opportunities for students to demonstrate achievement of the expected student learning outcomes for the course of study.</p> <p>5.2 Assessment is undertaken by appropriately qualified academic staff, and timely, adequate feedback is provided to students on their assessed work.</p> <p>5.5 The academic standards intended to be achieved by students and the standards actually achieved by students in the course of study are benchmarked against similar accredited courses of study offered by other higher education providers.</p> <p>5.6 The higher education provider is able to demonstrate appropriate progression and completion rates and that students who complete the course of study have attained key graduate attributes including an appropriate level of English language proficiency.</p>
Code of Conduct in Assessment	Assessment of student work and academic awards made by Deakin University are based solely on academic	Code of Conduct Academic Integrity Procedure	Anonymous marking requirement (where practicable)	Annually	<p><u>Course Accreditation Standard</u></p> <p>5. Assessment is effective and expected student learning outcomes are achieved.</p>

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency	Relevant Threshold Standard
	<p>performance. Academic staff at all times exercise objectivity in the assessment of student work.</p> <p>Academic staff ensure that assessment practices comply with the requirements of the Assessment (Higher Education Courses) Procedure.</p>	<p>Assessment (Higher Education Courses) Procedure</p>	<p>Assessment panels must consist of at least two members of academic staff, one will be the Unit Chair.</p> <p>Academic Board receives Faculty reports on assessment practices as per the Quality and Integrity in Assessment Framework.</p>		
Academic Honesty	<p>Academic staff design assessment approaches that minimise the possibility of students submitting plagiarised material or colluding with others.</p> <p>Academic staff advise students about the expected conventions for authorship and the appropriate use and acknowledgement of material and initiate appropriate actions in suspected cases of plagiarism or collusion.</p>	<p>Plagiarism and Collusion in Assessment Procedure</p> <p>Student Academic Misconduct Procedure</p>	<p>Suspected cases of plagiarism are reported to and recorded by a committee appointed by Faculty Board</p> <p>Consolidated reports are provided to the relevant Academic Board Committee</p> <p>Appeals are heard by the University Appeals Committee</p>	Each Trimester	<p><u>Provider Registration Standard</u></p> <p>4 The higher education provider maintains academic quality and integrity in its higher education operations.</p> <p>4.3 The higher education provider protects academic integrity in higher education through effective policies and measures to:</p> <ul style="list-style-type: none"> <li>- ensure the integrity of student assessment ...</li> <li>- prevent, detect and address academic misconduct by students or staff, including cheating and plagiarism ...</li> </ul>
Comparability of Assessment	<p>In any given assessment task, all students are marked to the same standard.</p> <p>A number of different methods of ensuring comparability of assessment have been approved by the Academic Board and are recorded in a Schedule to the Assessment (Higher Education Courses) Procedure.</p>	<p>Assessment (Higher Education Courses) Procedure</p> <p>Schedule B: Approved Methods of Ensuring Comparability of Assessment</p>	<p>Faculty Boards monitor assessment practices, record any exceptions to the relevant procedures, and prepare an annual report on assessment for the Academic Board via the relevant standing committee of the</p>	<p>Faculty reports: annually</p> <p>Monitor assessment practices: each time a unit is offered.</p>	<p><u>Course Accreditation Standard</u></p> <p>5.3 Course management and coordination, including moderation procedures, ensure consistent and appropriate assessment.</p>

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency	Relevant Threshold Standard
	This schedule applies to all forms of assessed work in undergraduate and postgraduate coursework units and is designed to ensure, as far as practicable, comparability of assessment within units between different markers, across all campuses, modes of enrolment, different periods of offer and different cohorts including those at twinning and partner institutions.		Board as per the Quality and Integrity in Assessment Framework.		
Anonymous Marking	To facilitate anonymous marking, examination instructions specify students must not provide their name on their examination documentation.	Assessment (Higher Education Courses) Procedure	Examination supervisors (central administration) verify the accuracy of student identity information entered on their examination documentation.	At the time of the examination	<u>Course Accreditation Standard</u> 5.3 Course management and coordination, including moderation procedures, ensure consistent and appropriate assessment.
Assessment validation and remarking	Faculties re-mark failed assessment tasks where the overall unit mark is between 44% and 49%.	Assessment (Higher Education Courses) Procedure	Assessment panels are responsible for following this requirement. Audits may be carried out when there is a student appeal.	Each time a unit is offered	<u>Course Accreditation Standard</u> 5. Assessment is effective and expected student learning outcomes are achieved.
Assessment Grading Scales	Faculty Boards ensure that student achievement in individual units is graded in accordance with the Deakin University grading schema. The Unit chair, on the advice of the assessment panel, recommends a result for each student enrolled in the unit. All results must be consistent with the grading schema.	Assessment (Higher Education Courses) Procedure Schedule A: Grading Schema for Assessment In Higher Education Courses,	Faculty Boards monitor assessment practices, record any exceptions to the relevant procedures, and prepare an annual report on assessment for the Academic Board, as per the Quality and	Monitor assessment practices: each time a unit is offered. Faculty reports: annually	<u>Course Accreditation Standard</u> 5. Assessment is effective and expected student learning outcomes are achieved. 5.3 Course management and coordination, including moderation procedures, ensure consistent and appropriate assessment.

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency	Relevant Threshold Standard
			Integrity Assessment Framework.		

## 5. Research

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency	Relevant Threshold Standard
Research integrity	<p>Deakin University is committed to high standards of professional conduct in all activities.</p> <p>The University will not engage in research that has the potential to damage its reputation as an ethical organisation.</p> <p>Researchers should only participate in work that conforms to accepted scholarly and ethical standards and that they are competent to perform.</p> <p>Requirements must be met regarding research data and materials, storage and management of materials, authorship, IP, publication and dissemination of research findings (see further below).</p>	<p>Research Conduct Policy</p> <p>Academic Integrity Policy and Procedure</p> <p>Staff Research Misconduct Procedure</p> <p>Intellectual Property (Staff) Policy</p> <p>Intellectual Property (Student) Policy</p>	<p>Appointment of Research Integrity Advisors in the Faculties and Institutes.</p> <p>Establishment of a Research Integrity Advisory Group to monitor the activities of the committees in relation to ethical conduct in research and provide advice on research integrity matters to the DVCR.</p> <p>Allegations of research misconduct may be reported at any time to the DVCR.</p>	NA	<p><u>Provider Registration Standard</u></p> <p>4.3 The higher education provider protects academic integrity in higher education through effective policies and measures to: ...</p> <ul style="list-style-type: none"> <li>- ensure the integrity of research and research activity</li> </ul> <p>4.4 Research carried out under the higher education provider's auspices meets appropriate codes of conduct, safety, and ethics clearance requirements, and is consistent with legislative or other regulatory requirements and any applicable national guidelines.</p>

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency	Relevant Threshold Standard
Human Ethics in Research	Research involving humans is carried out in accordance with the National Statement on Ethical Conduct in Human Research (National Statement) and other codes, legislation and guidelines governing human research. All research involving humans must be approved by properly constituted ethics review body.	Research Conduct Policy	All proposed research involving human participants, requires ethical clearance from the Deakin University Human Research Ethics Committee (DUHREC) before proceeding except low risk procedures which are approved by the Faculty Human Ethics Advisory Group (HEAG)	Prior to commencement, annually and upon completion.	<u>Provider Registration Standard</u> 4.4 Research carried out under the higher education provider's auspices meets appropriate codes of conduct, safety, and ethics clearance requirements, and is consistent with legislative or other regulatory requirements and any applicable national guidelines.
Animal Ethics in Research	Researchers comply with the Prevention of Cruelty to Animals Act 1986 (and corresponding Regulations 2008) and the Australian Code of Practice for the Care and Use of Animals for Scientific Purposes (2004). All research involving animals must be approved by properly constituted ethics review body.	Research Conduct Policy	The Deakin University Animal Welfare Committee (AWC) is responsible for approving and monitoring the use of animals in research and teaching at Deakin University.	Prior to commencement, Annually and upon completion.	<u>Provider Registration Standard</u> 4.4 Research carried out under the higher education provider's auspices meets appropriate codes of conduct, safety, and ethics clearance requirements, and is consistent with legislative or other regulatory requirements and any applicable national guidelines.
Biosafety, gene technology, radiation and occupational health and safety	Researchers using microorganisms and biological materials comply with the requirements of the Office of the Gene Technology Regulator (OGTR). Australian quarantine materials and approved premises requirements and the Security Sensible Biological Agents scheme. Researchers comply with the Radiation Act 2005 and the Radiation Regulations 2007	Research Conduct Policy	The Laboratory and Biosafety Committee oversees technical aspects of laboratory safety, biosafety, biosecurity and radiation safety.	Prior to commencement, annual facilities and compliance inspections.	<u>Provider Registration Standard</u> 4.4 Research carried out under the higher education provider's auspices meets appropriate codes of conduct, safety, and ethics clearance requirements, and is consistent with legislative or other regulatory requirements and any applicable national guidelines.

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency	Relevant Threshold Standard
Data Management in Research	Data and materials that provide the basis of research outcomes must be preserved and managed in compliance with the standards set out in the Australian Code for the Responsible Conduct of Research. Requirements must be met regarding storage and management of materials.	Research Conduct Policy	Self-regulation	NA	<u>Provider Registration Standard</u> 4.4 Research carried out under the higher education provider's auspices meets appropriate codes of conduct, safety, and ethics clearance requirements, and is consistent with legislative or other regulatory requirements and any applicable national guidelines.
Authorship and Attribution in Research and Intellectual Property	To be eligible to be an author, researchers must meet the conditions set out in the Australian Code for the Responsible Conduct of Research. Authorships must be based on substantial contributions in a combination of: <ul style="list-style-type: none"> <li>conception and design of the project</li> <li>analysis and interpretation of research data</li> <li>drafting significant parts of the work or critically revising it so as to contribute to the interpretation.</li> </ul>	Research Conduct Policy Schedule A: Authorship Statement Intellectual Property Procedure Intellectual Property (Students) Policy	Self-regulation	NA	<u>Provider Registration Standard</u> 4.4 Research carried out under the higher education provider's auspices meets appropriate codes of conduct, safety, and ethics clearance requirements, and is consistent with legislative or other regulatory requirements and any applicable national guidelines.

## 6. Higher Degrees by Research

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency	Relevant Threshold Standard
Level of HDR Award	Deakin complies with AQF Level 9 (for Research Masters degrees) and Level 10 (for research doctorates) (Australian Qualifications Framework AQF Second Edition 2013 Qualification Type Specifications). HDR course Learning Outcomes have been approved and are aligned to the AQF.	Higher Education Courses Policy Higher Education Courses Approval and Review Procedure HDR Course Learning Outcomes (on <a href="#">Deakin Research website</a> )	The Research and Research Training Committee (RRTC) monitors the performance of higher degrees by research and reports annually to Academic	Annually	<u>Course Accreditation Standard</u> 1.1 The course of study meets the Qualification Standards. <u>Qualification Standard</u> 1.1 The higher education provider ensures that awards which may lead to a qualification located at levels 5, 6, 7, 8, 9 or 10 of the AQF meet the corresponding specifications (including the levels

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency	Relevant Threshold Standard
		Higher Doctorates Procedure	Board in relation to their performance.		criteria and qualification type descriptors) described in the AQF.
Deakin Graduate Learning Outcomes	Deakin Graduate Learning Outcomes describe the knowledge and capabilities graduates have acquired and are able to apply and demonstrate at the completion of their course. They consist of outcomes specific to a particular discipline or profession as well as transferable generic outcomes that all graduates should have acquired irrespective of their discipline area. Graduates will be able to evidence these capabilities as appropriate to the relevant level criteria of the AQF.	Higher Education Courses Policy Schedule A: Deakin Graduate Learning Outcomes  HDR Course Learning Outcomes ( <a href="#">on Deakin Research website</a> )	Performance of HDR students, including requirements of Course Learning Outcomes is assessed through the examination process and monitored by the Thesis Examination Subcommittee.	Annually	<u>Course Accreditation Standard</u> 1.2 There are robust internal processes for design and approval of the course of study, which: – provide for appropriate development of key graduate attributes in students including English language proficiency.

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency	Relevant Threshold Standard
Research Integrity	<p>Deakin University is committed to high standards of professional conduct in all activities.</p> <p>The University will not engage in research that has the potential to damage its reputation as an ethical organisation.</p> <p>Researchers should only participate in work that conforms to accepted scholarly and ethical standards and that they are competent to perform.</p> <p>All research on humans or animals must be approved by properly constituted ethics review body.</p> <p>The University must comply with all relevant legislation and codes governing:</p> <ul style="list-style-type: none"> <li>• human and animal research</li> <li>• occupational health and safety, management of dangerous materials, use of micro-organisms, biological materials, radiation management</li> <li>• research data and materials, storage and management of materials, authorship, IP, publication and dissemination of research findings.</li> </ul>	<p>Research Conduct Policy</p> <p>Academic Integrity procedure</p> <p>Student Academic Misconduct Procedure</p>	<p>Presentations at Induction workshops on good practice in research.</p> <p>Monitoring of written work by supervisors to ensure data integrity and avoidance of plagiarism.</p> <p>Auditing by the Office of Research Integrity.</p> <p>Appointment of Research Integrity Advisors in the Faculties and Institutes.</p> <p>Establishment of a Research Integrity Advisory Group to monitor the activities of the committees in relation to ethical conduct in research and provide advice on research integrity matters to the DVCR.</p> <p>Allegations of research misconduct may be reported at any time to the DVCR.</p> <p>HDR academic misconduct appeals are heard by UAC and reported to the Academic Board.</p>	NA	<p><u>Provider Registration Standard</u></p> <p>4.3 The higher education provider protects academic integrity in higher education through effective policies and measures to: ...</p> <ul style="list-style-type: none"> <li>– ensure the integrity of research and research activity</li> </ul> <p>4.4 Research carried out under the higher education provider's auspices meets appropriate codes of conduct, safety, and ethics clearance requirements, and is consistent with legislative or other regulatory requirements and any applicable national guidelines.</p>

## 7. Higher Degrees by Research Supervision

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency	Relevant Threshold Standard
Academic Qualifications of Staff	<p>PhD* or equivalent in a relevant field and appropriate research experience required at higher levels</p> <p>*other than for Level A step 1 to 5 academics</p> <p>Deakin uses the World List of Universities as a standard to ensure qualifications are from an internationally accredited university.</p>	Higher Degree by Research Supervision Procedure – Schedule A Qualifications for HDR Supervision	<p>Included in PD Templates for Academic Staff.</p> <p>Confirmed in application and follow-up on references.</p> <p>Records maintained by HRD.</p> <p>All academic letters of offer have a formal requirement that employment is conditional on production and verification of original qualifications from an accredited university, this is checked and sighted and placed on personnel files, and then recorded into the HR database.</p>	Whenever there are new appointments	<p><u>Provider Category Standard</u></p> <p>4.2 The higher education provider ensures that staff who teach students in the course of study: ...</p> <ul style="list-style-type: none"> <li>– in the case of supervision of students in a course of study that leads to a Doctoral Degree (Professional) awarded located at level 10 of the AQF, are qualified at level 10 of the AQF or have equivalent professional experience</li> <li>– in the case of supervision of students in a course of study that leads to a Doctoral Degree (Research) awarded located at level 10 of the AQF, are qualified at Doctoral Degree (Research) level or have equivalent professional experience</li> </ul>
Experience of Supervisors	HDR supervision teams include either a principal or executive supervisor who are active in research, publishing in their relevant disciplinary area, have appropriate experience in research supervision and attend minimum professional development activities.	Higher Degrees by Research Supervision Procedure Schedule A: Qualifications for HDR Supervision	HDR Supervisors and co-supervisors are appointed by the Head of School with reference to the requirements of the HDR Supervision Procedure.	On commencement of candidature and whenever a change of supervisor is approved.	<p><u>Provider Category Standard</u></p> <p>1.4 The higher education provider's academic staff are active in scholarship that inform their teaching, and are active in research when engaged in research student supervision.</p> <p><u>Course Accreditation Standard</u></p> <p>1.8 When the course of study is a Masters Degree (Research) or a Doctoral Degree (Research), the higher education provider ensures that:</p> <ul style="list-style-type: none"> <li>– academics who are the primary supervisors students are actively carrying out research and publishing in the relevant discipline area ...</li> </ul>

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency	Relevant Threshold Standard
HDR Supervision	Supervisors comply with University policy and procedure including the Code of Good Practice in HDR Supervision.	Higher Degrees by Research Supervision Procedure Schedule B: Code of Good Practice in HDR Supervision	Levels of student satisfaction gauged by: <ul style="list-style-type: none"> <li>• Postgraduate Research Experience Questionnaire (PREQ)</li> <li>• HDR Survey and monitored by RRTC.</li> </ul> <p>The PREQ is part of the annual AGS conducted by the Strategic Intelligence and Planning Unit in association with Graduate Careers Australia.</p> <p>The HDR Survey is conducted annually on behalf of RRTC.</p> <p>Annual HDR performance reports by Faculties and Institutes.</p> <p>RRTC approves research adviser status.</p>	Annually Biennially for HDR survey	<u>Provider Registration Standard</u> 6. The higher education provider ... meets its responsibilities to students, including through the provision of information, support and equitable treatment.

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency	Relevant Threshold Standard
Training of HDR Supervisors	Principal or executive supervisors must have supervised an HDR to completion or have completed a fast-track training program. All HDR supervisors must have participated in at least one HDR supervision professional development activity in the past three years.	Higher Degrees by Research Supervision Procedure – Schedule A Qualifications for HDR Supervision	Sign off by Faculty in terms of supervisory capacity. RRTC approves research adviser status. Attendance at professional development activities recorded by Deakin Research. HDR Survey	As required  Annually	<u>Provider Registration Standard</u> 5.3 The higher education provider manages its human resources to ensure effective: <ul style="list-style-type: none"> <li>– induction ...</li> <li>– professional development of its personnel</li> </ul>

### 8. Higher Degrees by Research Student Admission, Support and Progression

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency	Relevant Threshold Standard
Admission to HDR candidature	Honours degree (second class honours for entry to Masters degree, upper second class honours for entry to doctoral degree) or equivalent and a required standard of English.	Higher Degrees by Research Admission, Selection and Enrolment Procedure Schedule A: HDR English Language Requirements	Evidence of qualification or equivalent research experience. Biennial HDR quality reviews by Faculties and Institutes.	Upon application for candidature Biennially	<u>Course Accreditation Standard</u> : 3.1 Admission criteria for the course of study: <ul style="list-style-type: none"> <li>– are appropriate for the Qualification Standards level of the course of study and required learning outcomes</li> <li>– take account of external benchmarks</li> <li>– ensure that students have adequate prior knowledge and skills to undertake the course of study successfully.</li> </ul> 3.2 The higher education provider ensures that students who are enrolled are sufficiently competent in the English language to participate effectively in the course of study and achieve its expected learning outcomes, and sets English language entry requirements accordingly.
Confirmation of candidature	HDR students are undergo a confirmation process requiring:	Higher Degrees by Research Academic Progress Procedure –	A panel including supervisors, senior School staff and	Once within 12 months for full-time	<u>Course Accreditation Standard</u> 4.4 The higher education provider has effective

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency	Relevant Threshold Standard
	<ul style="list-style-type: none"> <li>presentation of a written document, including a critical review of recent work in the field, an updated research proposal/question, status of ethics approvals, updated plan of research</li> <li>an oral presentation and verbal defence of the research proposal to the Confirmation Panel</li> <li>completion of compulsory training in research integrity.</li> </ul>	Schedule A: Confirmation of Candidature guidelines	<p>external researchers review the student's work. Progress issues identified.</p> <p>Biennial HDR quality reviews by Faculties and Institutes.</p>	<p>doctoral candidatures (18 months part-time)</p> <p>Within 6 months for full-time masters candidatures (12 months part time)</p> <p>Biennially</p>	mechanisms to identify and support students who are at risk of not progressing academically.
HDR Student Experience	<p>The University provides the following sources of support for research training experience:</p> <ul style="list-style-type: none"> <li>study space and facilities including computing and printing while the student is on campus (refer to Schedule B: Minimum Resources for Students)</li> <li>laboratory and workshop space and facilities relevant to the discipline</li> <li>access to the University Library and other information services</li> <li>access to supervision, academic training and relevant skills training</li> <li>a defined level of financial support for field work, conference, attendance, and other activities directly arising from their candidature. The level of this support will be determined by the</li> </ul>	<p>Higher Degrees by Research Supervision Procedure</p> <p>Schedule B: Code of Good Practice in HDR Supervision;</p> <p>Schedule C: Role of HDR Coordinators</p> <p>Higher Degrees by Research Admission, Selection and Enrolment Procedure</p> <p>Schedule B: Minimum Resources for HDR students</p>	<p>Levels of student satisfaction monitored through:</p> <ul style="list-style-type: none"> <li>PREQ</li> <li>HDR Survey</li> </ul> <p>Feedback received in the Annual Review of Progress.</p> <p>Biennial HDR quality reviews by Faculties and Institutes.</p>	<p>Annually</p> <p>HDR reviews: biennially</p>	<p><u>Provider Registration Standard</u></p> <p>The higher education provider ensures that there are safe, well-maintained facilities and infrastructure sufficient to achieve expected student learning and research outcomes, as appropriate to the scale, scope, location, mode of delivery and nature of its courses of study, including:</p> <ul style="list-style-type: none"> <li>classrooms and other teaching and learning spaces</li> <li>library and/or learning resource centre spaces and holdings and collections, and electronic learning resources</li> <li>laboratories and technical facilities</li> <li>appropriate work environments for personnel who are on site, including research students</li> <li>facilities for student support services</li> <li>student meeting and recreation areas.</li> </ul> <p>7.2 The higher education provider has adequate IT infrastructure and software to support student learning in its courses of study, including a website with current content, and ensures that students and</p>

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency	Relevant Threshold Standard
	<p>school and notified to the students as part of the induction process</p> <ul style="list-style-type: none"> <li>• opportunity and support to apply for available scholarships and grant funding</li> <li>• induction and support programs relevant to the stage of candidature.</li> </ul>				<p>personnel have ready access to online information and resources.</p> <p><u>Provider Category Standard</u> 2.7 The higher education provider offers an extensive range of student services, including student academic and learning support, and extensive resources for student learning in all disciplines offered.</p> <p><u>Course Accreditation Standard</u> When the course of study is a Masters Degree (Research) or a Doctoral Degree (Research), the higher education provider ensures that:</p> <ul style="list-style-type: none"> <li>- students are able to form part of a scholarly intellectual community for their discipline and participate in the life of this community</li> <li>- available benchmarks are used as a guide to appropriate provision of policies, supervision, services, resources and support for students</li> </ul>

## 9. Higher Degrees by Research Examination

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency	Relevant Threshold Standard
Academic Progress	<p>Faculties regularly review the Academic Progress of candidates to identify those who are at risk of unsatisfactory Academic Progress. They then implement a Progress Management Panel to assist the candidate to improve his or her academic performance, or if necessary may propose changing the candidate's enrolment such as transferring to Masters candidature (if undertaking a PhD) or exclusion/termination from candidature.</p>	<p>Higher Degrees by Research (HDR) Academic Progress Procedure</p>	<p>Faculties appoint Progress Management Panels (PMPs) for those candidates identified as 'at risk'. Review and appeal options are available to the student.</p>	As required	<p><u>Course Accreditation Standard</u> 4.4 The higher education provider has effective mechanisms to identify and support students who are at risk of not progressing academically.</p>

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency	Relevant Threshold Standard
Thesis Preparation	The thesis must be a self-contained, integrated and coherent body of work which constitutes a substantial original contribution to knowledge (for a doctorate) or a substantial piece of research executed with a high level of autonomy (for a masters degree).	Higher Degrees by Research Assessment Procedure Schedule A: Order and Format of Thesis Contents	Supervisory input during thesis preparation. Submission to be authorised by the Supervisor and Head of School	NA	<u>Course Accreditation Standard</u> 1.1 The course of study meets the Qualification Standards. <u>Qualification Standard</u> 1.1 The higher education provider ensures that awards which may lead to a qualification located at levels 5, 6, 7, 8, 9 or 10 of the AQF meet the corresponding specifications (including the levels criteria and qualification type descriptors) described in the AQF.
Examination	A doctoral degree by research requires demonstration of a substantial original contribution to knowledge and a masters degree an original contribution to knowledge. The thesis is reviewed by external examiners, including (normally) at least two from countries other than Australia. Examiners are given clear guidelines on the expected standard. Course learning outcomes are confirmed by the examination	Higher Degrees by Research Assessment Procedure Schedule A: Advice to Examiners Schedule C: Procedures for the Thesis Examination Subcommittee on Determining the Outcomes of HDR Examinations	Examiners report on whether the standard and course learning outcomes have been met. The Thesis Examination Subcommittee determines the outcome of the examination.	NA	<u>Course Accreditation Standard</u> 5. Assessment is effective and expected student learning outcomes are achieved 5.1 Assessment tasks for the course of study and its units provide opportunities for students to demonstrate achievement of the expected student learning outcomes for the course of study. 5.2 Assessment is undertaken by appropriately qualified academic staff ... 5.6 The higher education provider is able to demonstrate ... that students who complete the course of study have attained key graduate attributes including an appropriate level of English language proficiency.
Completions	Deakin employs a University-wide strategy to improve HDR completion rates. The key components of the strategy are preparedness for commencement, support upon entry, identification of at risk students, enhancing student engagement and providing value-added opportunities at Deakin.	Higher Degrees by Research (HDR) Policy Higher Degrees by Research (HDR) Academic Progress Procedure	Deakin Research prepare data on completion rates and success rates (University as a whole and individual academic units) which are reviewed and responded to by academic units during the annual HDR self-review process.	Annually	<u>Course Accreditation Standard</u> 5.4 The higher education provider maintains, monitors and acts on comparative data on the performance of students in the course of study, including information on the performance of student cohorts by entry pathway, mode of study and place of study, such data to include: student attrition; student progress; course completions; and grade distributions.