



ACADEMIC STANDARDS FRAMEWORK

Endorsed by Academic Board on 10 May 2011

DEFINITIONS

Standard: a fixed criterion or reference point against which quality can be judged; AUQA defines a standard as 'an agreed specification or other criterion used as a rule, guideline, or definition of a level of performance or achievement.'

Qualification Standards: Australian Qualification Framework (AQF) specifications for various qualifications including Advanced Diploma, Associate Degree, Bachelor, Honours Degree, Graduate Certificate, Graduate Diploma, Masters Degree and Doctoral Degree.

Provider Standards: a draft set of Australian national standards for the registration of higher education providers and approval of their programs (courses) derived from the National Protocols for Higher Education Approval Processes (Department of Education, Employment and Workplace Relations).

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 discipline standard is 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 Standards (narrow definition as used by the ALTC).

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: refers to 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: "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. Examples include comparisons of teaching resources, staff numbers and training, student survey results, discipline standards and graduate attributes.

ABBREVIATIONS

AGS	Australian Graduate Survey
ALTC	Australian Learning and Teaching Council
AQF	Australian Qualifications Framework
AUQA	Australian Universities Quality Agency
AUSSE	Australasian Survey of Student Engagement
CQIS	Continuous Quality Improvement Subcommittee (Deakin)
DSL	Division of Student Life
GCA	Graduate Careers Australia
HDR	Higher Degree by Research
HRD	Human Resources Division
IRT	Institute of Research Training
PPR	Performance Planning and Review
PRC	Planning and Resources Committee (Deakin)
PREQ	Postgraduate Research Experience Questionnaire (part of the AGS)
QA	Quality Assurance
QAA	Quality Assurance Agency (for Higher Education, UK)
SETU	Student Evaluation of Teaching and Units (Deakin)
TEQSA	Tertiary Education Quality and Standards Agency

INTRODUCTION

The Higher Education Standards Framework is one of the elements of the Australian Government's new (2011) quality and regulatory arrangements for Australian Higher Education, along with the Tertiary Education Quality and Standards Agency (TEQSA); a new National Register of Higher Education Providers; and the *My University* website.

When fully developed, the Higher Education Standards Framework is expected to consist of:

- Provider Registration Standards
- Provider Category Standards
- Qualification Standards (Australian Qualification Framework)
- Teaching and Learning Standards (Benchmarks for teaching and learning quality assurance)
- Research standards (Benchmarks for research) and
- Information standards (Information that providers should make available to TEQSA for regulatory purposes and to the market to support transparency).

Cycle 2 audits by the Australian Universities Quality Agency will be more standards-based than the Cycle 1 audits, which took mainly a fitness for purpose approach.

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, professional accreditation requirements, codes of practice, guidelines and benchmarks, feedback from employers and the results of internal and external surveys of students.

The Qualification Standards of Deakin's courses are referenced to the Australian Qualifications Framework. 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 Attributes of a Deakin Graduate, and reference is also made to the AQF and ALTC Graduate Skills. 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 attributes 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. Higher Degree by Research
6. HDR Supervision
7. HDR Student Selection, Support and Progression
8. HDR Examination
9. Research

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 Framework will be reviewed at least annually by the Academic Board.

1. Coursework Awards

Item	Standard, Criteria or Benchmark	Relevant Policy Procedure	Quality Assurance	Frequency
Qualification Standards (level of award)	All Deakin Awards comply with the Australian Qualifications Framework (AQF) in terms of titles, durations and workloads and characteristics of learning outcomes and accurately reflect the nature and level of the programs.	<u>Awards of the University</u> enabling policy <u>Higher Education Courses</u> operational policy	Major Course Reviews are conducted Faculty Boards for each Higher Education Award Course in accordance with the <u>Reviews And Revisions Of Higher Education Courses</u> procedure	At least every five years
Discipline Standards	Each Deakin course has a description of Discipline Standards in the Course Introduction Documentation and/or a Learning Outcomes Statement from a relevant professional body (where available) that is linked to assessment criteria and benchmarked to external courses.	<u>Introduction and Discontinuation of Higher Education Courses</u> procedure Codified in the Planning and Resources Committee and Academic Board <u>Course Introduction Application</u> Template	Major Course Reviews are conducted Faculty Boards for each Higher Education Award Course in accordance with the <u>Reviews And Revisions Of Higher Education Courses</u> procedure	When a course is first introduced and during major course reviews at least every five years
Relevant Curriculum Design	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 operational policy, Schedule B: <u>Advisory Boards —Composition and Terms of Reference</u>	Advisory Boards are constituted according to policy and report to the relevant course team and the Faculty Board	At least twice per year
Graduate Attributes (generic outcomes)	All Deakin programs encourage students to develop attitudes of intellectual curiosity and motivation for independent thinking, autonomous learning and reflective professional and personal practice, and a commitment to ethical and sustainable practices as well as a range of generic skills.	Higher Education Courses policy - Schedule A - <u>Attributes of a Deakin Graduate</u> These graduate attributes will be consistent with AQF 2011 generic learning outcomes and will reference the ALTC Graduate Skills: Standards of Achievement: (Frameworks for assessing graduate skills)	Graduate attributes developed in each course are evaluated and measures for improvement are managed via annual course reviews and the Major Course Review process	Annually

Item	Standard, Criteria or Benchmark	Relevant Policy Procedure	Quality Assurance	Frequency
Course Materials	Deakin Course Materials are prepared according to Best Practice Guidelines, which are derived from core quality principles.	<u>Deakin University Course Materials Standards</u> http://www.deakin.edu.au/quality/standards.php	Annual course reviews and editing of course materials by staff of the Knowledge Media Division	Whenever course materials are introduced or updated (annually)
Accessible Course Materials	Course materials as far as reasonable meet good practice guidelines and are in a suitable format for students and staff with disability.	<u>Accessibility of Materials procedure</u> Deakin University Course Materials Standards http://www.deakin.edu.au/quality/standards.php	Annual course reviews and editing of course materials by staff of the Knowledge Media Division. The Disability Resource Centre (DRC) organises materials in an accessible format as requested	Annually and on demand
Annual Course Reviews	Higher Education Award Courses are reviewed annually to ensure their academic quality. Reviews consider: recommendations of Advisory Boards; issues in relation to the operation of the course; outcomes of unit reviews actions required by previous unit and course reviews; incorporation of approved course revisions; compliance with relevant University policies.	<u>Reviews and Revisions of Higher Education Courses</u> procedure	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.	Annually

Item	Standard, Criteria or Benchmark	Relevant Policy Procedure	Quality Assurance	Frequency
Major Course Reviews	<p>Higher Education Award Courses undergo Major Course Reviews periodically on academic and strategic grounds to ensure:</p> <ul style="list-style-type: none"> • the academic standards of the course in relation to the Australian Qualifications Framework and discipline-specific standards • the quality of the course in relation to the requirements prescribed by the Academic Board and in relation to external academic standards • how the course compares with similar or cognate courses offered by universities in Australia and, where appropriate, internationally • how the course meets the needs of students and external stakeholders, including employers • outcomes for graduates who complete the course including reference to specified graduate attributes • the level of academic performance of students entering and completing the course • changes made to the course since its introduction or last major course review and any plans for improving the course. 	<p>Higher Education Courses operational policy, Schedule A: Attributes of a Deakin Graduate</p> <p>Reviews and Revisions of Higher Education Courses procedure</p>	<p>Faculty Boards ensure that a Major Course Review is conducted for each Higher Education Award Course and report to the Academic Board on the outcomes</p>	<p>At least every five years</p>

2 – Teaching and Learning

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency
Academic Qualifications of Staff	<p>PhD* or equivalent in a relevant field and appropriate research experience required at higher levels *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>	<u>Workforce Design and Planning</u> operational policy - <u>Position Descriptions</u> procedure	<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
Qualifications of Conjoint Clinical Academic Staff	<p>Qualifications for levels of appointment of conjoint clinical academic staff are specified for different levels:</p> <p>Clinical Professor Clinical Associate Professor Clinical Senior Lecturer Clinical Lecturer Clinical Associate Lecturer.</p>	Appointment of Conjoint Clinical Academic Staff procedure - Schedule A: <u>Levels of Appointment of Conjoint Clinical Academic Staff</u>	Confirmed in application and follow-up on references	Whenever there are new conjoint clinical appointments
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.	<u>Probation (Academic Staff)</u> procedure	<p>Probationary meetings and final confirmation of probation within 36 months (PER forms).</p> <p>Copies of certificates held by HRD</p>	For all new appointments
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.	<u>Professional Development (Academic Staff)</u> procedure <u>Probation (Academic Staff)</u> procedure	Records of staff training kept by HRD	NA

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency
Student access to computer facilities	<p>Deakin provides and supports on-campus computer facilities and computer laboratories sufficient for general academic needs in computer-classes and makes these facilities available to students out of class-times.</p> <p>Deakin expects that all students enrolled in its courses will have access to a personal computer and to the Internet and electronic mail (subject to equity issues).</p> <p>Minimum hardware and software requirements are specified annually by the University taking into account technological developments and teaching requirements</p>	<p><u>Student Access to Computers</u> operational policy</p>	<p>The number and types of computing facilities is administered by ITS and is the subject of student satisfaction surveys</p>	<p>Annually</p>
Student Charter	<p>The Student Charter sets standards for the Deakin University Student Experience by defining the partnership that exists between students, the staff who teach them and the broader University community. It sets out what students can expect from Deakin University and what responsibilities students have as members of the University's community of learning.</p>	<p><u>Student Charter</u> (Approved by Planning and Resources Committee on 18 July 2008)</p>	<p>Feedback obtained through the Student Satisfaction Survey, Student Evaluation of Teaching and Units (SETU) and the Course Experience Questionnaire (CEQ).</p>	<p>Annually</p>

3. Student Admission, Support and Progression

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency
Selection	Faculty Admission and Selection Committees develop rules for admission and selection into each of their courses in accordance with the guidelines and requirements specified in Schedule A.	<u>Admission and Selection to Higher Education Courses</u> operational policy	Faculty Rules require the approval of the Academic Board	Reviewed annually
Equity and Diversity in selection	The University sets fair and transparent standards and criteria for the admission and selection of students into courses, with due consideration to the Equity and Diversity operational policy.	<u>Equity and Diversity</u> operational policy	Faculties report to the relevant Committee of the Academic Board	Following selection for each trimester of each year
Admission	Applicants who meet all admission, prerequisite and extra requirements specified for their proposed course of study and who are judged likely to succeed in the course are considered for selection	<u>Admission to Higher Education Courses</u> procedure	Faculties report to the relevant Committee of the Academic Board	Following selection for each trimester of each year
Credit for Prior Learning and Experience	Students who can demonstrate that they have achieved a level of skill and knowledge equivalent to a component of the course in which they are enrolled are granted credit for their prior learning. Credit may be granted for credentialed learning and uncredentialed learning that meets the requirements set by the Academic Board, as specified in the Credit for Prior Learning procedure.	<u>Credit for Prior Learning</u> operational policy. Credit for Prior Learning procedure.	Faculty Boards determine whether credit will be granted to applicants in particular cases. The amount of credit granted to a student will be the maximum amount that is allowable under the requirements set by the Academic Board.	Whenever credit for prior learning is requested by applicants Annually when reviewing Faculty Course Rules

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency
Student Transition	Deakin provides: <ul style="list-style-type: none"> • academic and social transition/orientation programs for entering undergraduate and postgraduate coursework students • the further development of units and courses that academically engage students in transition • the enhancement of student integration into the University's learning environment • the enrichment of students' academic skills 	<u>First Year at Deakin</u> procedure	All course approval and review includes a review of implementation of the First Year Action Plan for each reviewed undergraduate bachelor award course.	At least every time a course is introduced or a Major Course Review is undertaken.
Retention	Deakin employs a University-wide strategy to improve student retention. The key components of the retention strategy are preparedness for commencing a course, support upon entry, identification of at risk students, enhancing student engagement and providing value-added opportunities at Deakin.	<u>First Year at Deakin</u> procedure	Faculties report to the relevant committee of the Academic Board on cohort retention rates and actions taken to improve these.	Annually
Academic Progress	Faculties review the Academic Progress of students to identify students who have made or 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.	<u>Academic Progress in Higher Education Award Courses</u> procedure	The Faculty Academic Progress and Discipline Committee (or equivalent) is responsible for administering the procedure in the Faculties. Appeals can be heard by the Academic Appeals Committee	Every trimester

4 – Coursework Assessment

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency
Assessment	<p>The University uses a combination of summative and formative types of assessment to fulfil the primary purposes of assessment, which are to:</p> <ul style="list-style-type: none"> • encourage, direct and reinforce learning • maintain academic standards • evaluate and provide feedback on students' performance and achievement of learning objectives • determine final results • provide certification, if appropriate, to external accrediting bodies. 	<u>Assessment (Higher Education Courses)</u> procedure	<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</p> <p>Grade distributions for all units are considered by Faculty Academic Progress and Discipline Committees</p>	Annually
Code of Conduct in Assessment	<p>Assessment of student work and academic awards made by Deakin University are based solely on academic performance. Academic staff at all times exercise objectivity in the assessment of student work.</p>	<u>Code of Conduct</u> enabling policy	<p>Anonymous marking policy</p> <p>Assessment panels must consist of at least two members of academic staff</p>	Annually
Academic Honesty	<p>Academic staff educate students regarding academic honesty and initiate appropriate actions in suspected cases of plagiarism or collusion or other academic misconduct.</p> <p>Academic staff develop assessment regimes that minimise the possibility for students to submit plagiarised material or collude with others.</p>	<u>Plagiarism and Collusion</u> procedure	<p>Suspected cases of plagiarism are reported to and recorded by the Faculty Academic Progress and Discipline Committee</p> <p>Consolidated reports are provided to the relevant Academic Board Committee</p> <p>Appeals are heard by the Academic Appeals Subcommittee</p>	Each Trimester

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency
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>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.</p>	<p>Assessment (Higher Education Courses) procedure, Schedule B - <u>Approved Methods of Ensuring Comparability of Assessment</u></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 Board</p>	<p>Each time a unit is offered</p>
Anonymous Marking	<p>With the following exceptions, staff will arrange for all examinations and other forms of assessment, where this is appropriate and practicable, to be marked anonymously (without the marker being able to identify individual students):</p> <ul style="list-style-type: none"> • oral examinations • thesis examinations • examination of work-based learning • examination of studio performance • examination of laboratory-based clinical learning • examination of creative, design or technical work produced under the supervision of academic staff • continuous assessment. 	<p><u>Assessment (Higher Education Courses)</u> procedure</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</p>	<p>Each time a unit is offered</p>

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency
Assessment validation and remarking	Each faculty re-marks and verifies fail marks that contribute to a final fail grade in line with the guidelines provided.	Assessment (Higher Education Courses) procedure Schedule B: <u>Approved methods for Ensuring Comparability of Assessment</u>	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
Assessment Grading Scales	Faculty Boards ensure that student achievement in individual units is graded in accordance with the Deakin University grading schema. Each Assessment Panel meets at least once in each study period in which the unit is offered to consider the achievement of each student undertaking that unit and awards each student one of the grades set out in the grading schema.	<u>Grading Schema for Assessment In Higher Education Courses</u> , Schedule A: Assessment (Higher Education Courses) procedure	Faculty Boards monitor assessment practices, record any exceptions to the relevant procedures, and prepare an annual report on assessment for the Academic Board	Each time a unit is offered

5. Higher Degrees by Research

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency
Level of HDR Award	Deakin complies with AQF Level 9 (for Research Masters degrees) and Level 10 (for research doctorates) (Australian Qualifications Framework AQF 2011 Qualification Type Specifications).	<u>Awards of the University</u> enabling policy <u>Research</u> operational policy	The Academic Board oversees the introduction, review and quality assurance of HDR courses.	At least every five years
Graduate Attributes (generic outcomes)	All Deakin programs encourage students to develop attitudes of intellectual curiosity and motivation for independent thinking, autonomous learning and reflective professional and personal practice, and a commitment to ethical and sustainable practices as well as a range of generic skills. There is a series of high level generic skills (problem solving, communication, project management, time management, presentation skills, international perspective, retrieval and analysis of information, etc.) that are developed during an HDR.	<u>Higher Education Courses</u> operational policy - Schedule A - <u>Attributes of a Deakin Graduate</u> These graduate attributes will be consistent with AQF 2011 Generic Learning Outcomes and will reference the ALTC Graduate Skills: Standards of Achievement: (Frameworks for assessing graduate skills)	Graduate attributes developed in each course are evaluated and measures for improvement are managed via annual course reviews and the major course review process	Annually

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency
Research integrity	<p>Deakin University is committed to high standards of professional conduct in all activities. This Code of Good Practice in Research describes the standards of conduct and performance required of all those engaged in research at the University.</p> <p>Research workers must:</p> <ul style="list-style-type: none"> • demonstrate integrity and professionalism • observe fairness and equity • participate only in work which conforms to accepted ethical standards • participate only in work which they are competent to perform • avoid real or apparent conflicts of interest • ensure the safety of those associated with the research. 	<p>Research operational policy and two procedures</p> <ul style="list-style-type: none"> • Authorship and Data Management • Research Misconduct. <p>The Code of Responsible Conduct in Supervision (to be replaced by the Guide to Supervision)</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>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>	NA

Section 6 - Higher Degrees by Research Supervision

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency
Academic Qualifications of Staff	<p>PhD* or equivalent in a relevant field and appropriate research experience required at higher levels *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>	<u>Workforce Design and Planning</u> operational policy - <u>Position Descriptions</u> procedure	<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
Experience of Supervisors	Deakin provides expert supervision by staff already holding a degree at or above the level of the HDR, having deep knowledge of the field of research, and familiarity with appropriate research methods.	<u>Higher Degrees by Research Supervision</u> procedure	<p>HDR Supervisors and co-supervisors are approved by the Head of School and Dean.</p> <p>Account is taken of the supervisor's qualifications and track record of previous completions (including those as associate supervisor)</p>	On commencement of candidature
Training of Early Career Researchers as Supervisors	Training is provided for new staff at Deakin, including people with supervision experience elsewhere, to enable them to meet requirements for HDR supervisors.	Requirements for HDR Supervisors are currently described in the <u>Guide to Candidature: Higher degrees by Research</u>	<p>Sign off by Faculty in terms of supervisory capacity.</p> <p>Feedback from workshops and grant successes.</p>	As required

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency
HDR Supervision	Supervisors adhere to legislation, University policy and both national and University codes of practice, in particular the Code of Good Practice in Supervision of Higher Degrees by Research.	<p><u>Higher Degrees by Research Supervision</u> procedure</p> <p>Code of Good Practice in Supervision of Higher Degrees by Research</p>	<p>Levels of student satisfaction gauged by:</p> <ul style="list-style-type: none"> • Postgraduate Research Experience Questionnaire (PREQ) • Annual HDR Survey <p>and monitored by the Research and Research Training Committee.</p> <p>The PREQ is part of the annual Australian Graduate Survey conducted by the Planning Unit in association with Graduate Careers Australia.</p> <p>The Higher Degree by Research Survey is conducted annually by Planning Unit on behalf of the Research and Research Training Committee.</p>	Annually

Section 7 - Higher Degrees by Research Student Admission, Support and Progression

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency
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.	<p><u>Guide to Candidature</u>: Higher Degrees by Research</p> <p>Higher Degrees by Research Admission procedure</p>	<p>Evidence of Honours degree or equivalent achievement in research and research training experience.</p> <p>Annual review of progress</p>	Upon application for candidature
Candidature Agreement	<p>Sets out</p> <ul style="list-style-type: none"> • approved details of candidature • supervision arrangements • any required coursework • details of specialist facilities and resources available to the project and access arrangements • any special conditions that apply such as IP restrictions or ethical clearances • nature of the examination • outline of research program including milestones and review dates • any additional requirements. 	<p><u>Guide to Candidature</u>: Higher Degrees by Research</p> <p>Higher Degrees by Research Admission procedure</p>	Annual review processes	
Confirmation of candidature	Confirmation standards are set by each Faculty, but should be in accord with university guidelines suggesting: a written document including literature review, statement of research question, and a research plan; an oral presentation; and satisfactory response to panel questions on the document and presentation	<p><u>Confirmation of Candidature: Higher degrees by Research</u></p>	<p>After initial enrolment as a provisional candidate, each HDR student undergoes a Confirmation process before being admitted to full candidature).</p> <p>A panel including academic staff external to the candidate's School plus senior research-active staff from the School reviews the written submission plus oral presentation, and poses questions to the candidate.</p>	At appropriate stage in candidacy

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency
HDR student Experience	<p>The University provides the following sources of support for research training experience:</p> <ol style="list-style-type: none"> 1. Specified resources for HDR candidates, including office facilities, IT resources, etc. 2. Access to laboratory facilities, fieldwork, data sources, software, etc 3. Induction and skills training workshops provided by the Institute of Research Training. 4. Study skills support provided by the Division of Student Life. 5. Library services and training programs. 6. School and Faculty research activities such as seminar programs. 7. Financial support for each candidate to attend one or more conferences (\$3,000 per candidacy). 8. Reviews of progress conducted at least annually. 9. One or more designated HDR Coordinators in each School. 10. Full suite of student support services (e.g. counselling). 	<p><u>Research operational policy</u></p> <p><u>Guide to Candidature: Higher Degrees by Research</u></p>	<p>Levels of student satisfaction monitored through:</p> <ul style="list-style-type: none"> • Postgraduate Research Experience Questionnaire • Annual HDR Survey <p>Feedback received in the Annual Review of Progress</p>	Annually

Section 8 - Higher Degrees by Research Examination

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency
Thesis Preparation	The thesis must be a self-contained, integrated and coherent body of work which constitutes a substantial original contribution to knowledge. Unless the Research and Research Training Committee determines otherwise, the thesis shall include substantial written work.	<p><u>Guide to Candidature: Higher degrees by Research</u></p> <p>The Division of Student Life provides further information about the thesis writing</p>	<p>Supervisory input during thesis preparation.</p> <p>Submission to be authorised by the Head of School</p>	NA
Examination	<p>A doctoral degree by research requires demonstration of a substantial original contribution to knowledge.</p> <p>The Thesis is reviewed by external examiners, including (normally) at least two from countries other than Australia and New Zealand. Examiners are given clear guidelines on the expected standard.</p>	<p><u>Research operational policy</u></p> <p><u>Higher Degrees by Research Assessment</u> procedure</p>	<p>The Research and Research Training Committee appoint at least three independent and appropriately qualified external examiners.</p> <p>The Research Services Division will undertake all communication with appointed examiners.</p> <p>Examination</p> <p>The Research and Research Training Committee will determine the outcome of the examination and advise the candidate in writing, including copies of the examiners' reports as appropriate.</p> <p>To pass an examination, the thesis must have the support of two examiners.</p>	NA

Section 9 - Research

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency
Research integrity	<p>Deakin's Code of Good Practice in Research describes the standards of conduct and performance required of all those engaged in research at the University.</p> <p>Research workers:</p> <ul style="list-style-type: none"> • demonstrate integrity and professionalism • observe fairness and equity • participate only in work which conforms to accepted ethical standards • participate only in work which they are competent to perform • avoid real or apparent conflicts of interest • ensure the safety of those associated with the research. 	<p>Research operational policy and two procedures:</p> <ul style="list-style-type: none"> • Authorship and Data Management. • Research Misconduct. <p><u>Code of Good Practice in Research</u> procedure (incorporating the recommendations in the National Statement on Ethical Conduct in Research Involving Humans)</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>	NA
Human Ethics in Research	<p>Research involving humans is carried out in accordance with the National Statement on Ethical Conduct in Human Research (NHMRC, 2007).</p>	<p><u>Research operational policy</u></p> <p><u>Code of Good Practice in Research</u> procedure</p>	<p>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)</p>	<p>Prior to commencement, annually and upon completion.</p>
Animal Ethics in Research	<p>Research workers 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 (7th Edition 2004).</p>	<p><u>Research operational policy</u></p> <p><u>Academic Integrity procedure</u></p>	<p>The Deakin University Animal Welfare Committee (AWC) is responsible for approving and monitoring the use of animals in research and teaching at Deakin University.</p>	<p>Prior to commencement, Annually and upon completion.</p>

Item	Standard, Criteria or Benchmark	Relevant Policy and Procedure	Quality Assurance	Frequency
Data Management in Research	The gathering, storing and retention of research data is carried out as prescribed by the Code of Good Practice in Research procedure and the Australian Code for the Responsible Conduct of Research.	<u>Research operational policy</u>	Self regulation	NA
Authorship and Attribution in Research	Research workers comply with the Code of Good Practice in Research procedure and the Australian Code for the Responsible Conduct of Research.	<u>Research operational policy</u>	Self regulation	NA

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