

## **Standards guide TEQSA-compliant Library services across Monash University: a case study**

**Authors:**

Sue Owen, Director Excellence and Engagement, Monash University Library  
Kaye Lasserre, Manager Strategy and Planning, Monash University Library

**Abstract:**

Monash University's national and transnational education programs are delivered through many campuses, countries and partnerships. The University Library is a key contributor to these programs, providing quality library resources, programs and services to Monash staff and students, in or involved with the University and its partner organisations.

In preparation for the implementation of the new Higher Education Standards Framework (Threshold Standards) in January 2017, the Library has actively mapped the areas and the principles of library provision from the current TEQSA Standards to the new Higher Education Standards. In this process, it has aligned outcomes and identified potential gaps. The Library is most active in Domains 1-5, namely: Student Participation and Attainment; Learning Environment; Teaching; Research and Research Training; and Institutional Quality Assurance.

The Library has collaborated with the University's quality, risk and compliance stakeholders through this analysis process and has drawn the attention of University senior management to partner-related issues through a position paper. The paper's key concerns were well received by the University, leading to an enhanced understanding of library and information services provision and a more sustainable approach to the management of library provision to partnerships.

This case study highlights the value of collaboration across the University to achieve the requirements of the HES Framework relating to library provision and learning resources. The Library's key collaborators were the Quality Unit to inform the University's quality management processes and the Risk and Compliance Unit to identify and chart the associated risks and to implement mitigation strategies. Through this engagement, consistent with Monash's guiding principles and approach that 'managing risk is everyone's responsibility', the Library contributes to the achievement of the University's aspirations to be excellent, international, enterprising and inclusive, underpinned by the national Higher Education Standards Framework.

This paper provides a case study of Monash University Library's collaborative approach with experts across the University to meet the requirements of the 2015 Higher Education Standards Framework (HES Framework) (Threshold Standards). This new framework recognises that contemporary academic libraries make significant contributions across a range of higher education domains, with standards that relate to students' attainment, their learning environment and teaching experience and to research students' programs. These domains go well beyond the traditional provision of information resources, as new undergraduates, Capla and Cai are discovering...

*Two students are anxiously aware of the weeks passing, and that the due date of a first assessment is looming. They've struggled to comprehend the scenario on which their assessment is based and have a list of assignment readings, yet to be opened.  
It's early morning...*

*Capla catches a bus to campus and on the way,  
books a discussion room in the Library,  
between snap-chatting and checking messages*

*Cai lives over 15,000 kms away and logs-in to  
the unit's online site in Moodle*

*the students' lecturer has provided a new link to a case-study in a Library database that will give them  
important clues to their assignment*

*arriving at the Library, Capla drops by the  
Research and Learning point to clarify the  
assessment scenario with a learning skills  
adviser<sup>1</sup>*

*online, Cai asks a learning skills adviser several  
questions about the scenario via email*

*both students are directed to a learning resource in Moodle with links to arguing a case and critical  
analysis<sup>2</sup>*

*... now, armed with a critical framework,*

*Capla notes key analytical techniques on a  
whiteboard wall in the Library discussion room  
and photographs it for future reference*

*Cai chats online with a classmate from the  
course, explaining the critical framework and  
together they gain a new grasp of the scenario*

*the students access the Library database case study – one student in the Library, one in NYC,  
gleaning key clues. Over the next few hours, they access online lecture recordings coordinated by the  
Library, refer to quick study guides created by the Library and selectively view the academic reading list  
items recommended by their lecturer, curated by the Library*

---

<sup>1</sup> Monash University Library staff include librarians, learning skills advisers, copyright advisers as well as other professional experts.

<sup>2</sup> Monash University Library. How to write the case study. <http://www.monash.edu.au/lis/lionline/quickrefs/27-case-study.pdf> Accessed 28.9.2016

Monash University Library. Writing critical reviews. <http://www.monash.edu/lis/lionline/quickrefs/26-critical-review.pdf> Accessed 28.9.2016

As noted in the everyday experience of Monash students, the university library of today is always-on: available world-wide, available every night and day through any internet-connected device. Advances in information and computing technologies are constantly embraced and applied by academic libraries - ensuring staff and students can access scholarly information in a myriad of formats, wherever they are located and whatever device is available to them. Libraries also develop associated capability building resources for students to develop information research and academic skills for independent learning and employability. Equitable access to information is delivered through enabling technologies and assured in the context of legislative requirements, including the Copyright Act 1968 (Cth), the Education Services for Overseas Students Act 2000 (Cth), and the regulatory requirements of the Tertiary Education Quality Standards Agency Act 2011 (Cth).

The requirements for academic libraries outlined in the Higher Education Standards Framework 2011 provided an invaluable foundation that shaped quality standards across the academic library sector and ensures that students' access to scholarly sources is equitable, regardless of location, mode of enrolment or other factor. With the announcement in 2015 of revised TEQSA requirements - the Higher Education Standards Framework (Threshold Standards) - academic libraries across Australia began preparing for their introduction, commencing 1st January 2017. TEQSA also published in 2015, the TEQSA Guidance Note: Information Resources<sup>3</sup> relating to the 2011 Threshold Standards. This Guidance Note was developed in consultation with the Australian Library and Information Association (ALIA) and the Council of Australian University Librarians (CAUL).

At Monash University, the Library has a highly collaborative approach across its education and research strategies, working with leaders in faculties and divisions to maximise the Library's relevance and its contribution to university goals. The Library built on its previous collaborations with the Director, Quality to compare the former requirements for libraries with the new requirements and identify implications for the Library's provision of services, resources and spaces to the University community - within and beyond Australia.

With over 14,000 staff<sup>4</sup> employed in delivering Monash University's global research and education network and over 70,000 students actively engaged in current courses, Monash University Library has a key responsibility to ensure that 85,000 individuals can access quality library experiences at critical points in their education, research, career or life journey. All 59,000 campus-based students and 11,000 students who are not fully-campus-based are equally entitled to access rich information collections, develop information research, academic integrity and employability skills and utilise available technologies to ask questions, seek assistance from library subject matter experts or manage research data. Library strategic priorities and strong relations with stakeholders and collaborators have driven a targeted program of activities and initiatives which ensure the University's global community does have access to the wide-ranging benefits of its library.

#### Initial collaboration: diagnostic check of current state

In preparation for the implementation of the new HES Framework 2015, the Library actively mapped the areas and the principles of library provision from the current TEQSA Standards to the revised Framework. During this mapping exercise, the Library noted and welcomed the more comprehensive coverage of library provision in the new Framework..

---

<sup>3</sup> Tertiary Education Quality and Standards Agency. TEQSA Guidance Note: Information Resources [http://www.tegsa.gov.au/sites/default/files/InformationResourcesGNFinal\\_0.pdf](http://www.tegsa.gov.au/sites/default/files/InformationResourcesGNFinal_0.pdf) Accessed 12.10.2016

<sup>4</sup> Monash University. Monash at a glance. <http://www.monash.edu/about/who/glance> Accessed 28.9.2016

The Library's activity is well represented in five areas of the HES Framework (Threshold Standards), which reflects the broad contribution made by established academic libraries of today, namely:

- Domain 1 - Student Participation and Attainment;
- Domain 2 - Learning Environment;
- Domain 3 - Teaching;
- Domain 4 - Research and Research Training; and
- Domain 5 - Institutional Quality Assurance.

TEQSA's recent release of draft Guidance Notes has been most helpful in building understanding of the breadth and depth of each Domain and to note where outcomes align and potential gaps are evident in the new requirements. The Library has worked closely with the Director, Quality at Monash University, initially to discuss the HES Framework and then to discuss the draft Guidance Notes and provide feedback to TEQSA on a number of these:

- a) Staffing, Learning Resources and Educational Support** - this Guidance Note makes useful reference to libraries providing information resources that are in digital format and are accessible, up-to-date and relevant. It also includes a requirement that suitable resources be available, not only for each specific course, but also resources that can enhance the scholarship of teaching. An area not specified is the growing variety of learning resources for different disciplines sourced by libraries and delivered via different channels: interactive e-books, streamed media (arts), simulations (engineering, finance), augmented reality resources (health, science), market intelligence reports (management, marketing). Library staff are also collaborating widely in the development of capability-building programs to increase students' academic skills and to strengthen their utilisation and creation of scholarly information for future employability.
- b) Course Design (including Learning Outcomes and Assessment)** - Library staff at Monash University work with academic staff to develop research and learning skills resources, activities and curricula. These are based on the Research Skill Development (RSD) framework<sup>5</sup> and aligned with the blended learning approach of the University's Better Teaching, Better Learning Agenda. The related Work Skills Development (WSD) framework<sup>6</sup> has now also been adopted by the Library. The WSD framework addresses work-readiness as part of the higher education teaching and learning agenda, and enables the interpretation and articulation of students' work skills gained through study and participation at University. The Library works closely with the Monash University - Office of Learning and Teaching (MU-OLT), the Office of the Vice-Provost Graduate Education (OVPGE) and the Community and Campus Division (including Careers, Leadership and Volunteering) to provide these in- and co-curricula programs.

This Guidance Note stresses the importance of the alignment of learning outcomes to assessment in courses that enable the development of skills across a continuum. Library staff play an increasing role. At Monash, the work of librarians and learning skills advisers, with academics, using the RSD and WSD frameworks to embed and make skill development explicit in curriculum, is now an accepted and successful approach to course design and delivery.

---

<sup>5</sup> Willison, J., & O'Regan, K. (2006/2013). Research skill development framework. <http://www.adelaide.edu.au/RSD/framework/> Accessed 28.9.2016

<sup>6</sup> Bandaranaike, S., & Willison, J. (2009). Work skills development framework. <http://www.adelaide.edu.au/rsd/framework/frameworks/> Accessed 28.9.2016

In 2014, Monash Library staff were recognised by CAUL for exceptional leadership in the transformation of professional practice and institutional approaches for developing students' research skills at Monash and sharing its initiatives with libraries in the higher education sector. In 2015, the Library's outstanding contribution to student learning was recognised by two Vice-Chancellor's Awards.

Library staff are making increasing contributions to course design and to learning activities for learning and academic skills development that closely align with learning outcomes and student assessment.

- c) **Academic Integrity** - the Library strongly endorses the statement in this draft Guidance Note that:

*Staff of a provider need to employ correct acknowledgement practice in their teaching when they are using text, images, videos and other artefacts sourced from others. The academic integrity of a course of study may be questioned if unacknowledged use is made of external materials.*

In recognition of the limited understanding of academic integrity, Library staff, including the University Copyright Adviser, have collaborated with staff in the Research Office and faculties to develop and deliver a targeted suite of programs featuring academic and research integrity for staff audiences. This suite is in addition to the online academic integrity programs for students, among the most-used of the Library's online tutorials. The suite for students was developed with the Monash University Office of Learning and Teaching and with University Policy to educate students and became a requirement for students undergoing a university disciplinary process. A measure of its value is evident in the number of faculty areas which incorporate the academic integrity tutorials into their course and unit requirements, taking an educative approach early in students' academic life, rather than as a disciplinary measure, later in their course. Library staff work in collaboration with academics to build academic integrity awareness and skills, through online and face-to-face channels, addressing general and discipline specific questions.

The Academic Integrity Guidance Note could be enhanced by including a reference to programs generated by academic libraries and expertise in libraries that assures the upholding of intellectual property and academic integrity. The Library is also vigilant in identifying and taking down promotional materials by commercial parties that offer students assignment solutions for purchase, using library spaces and social media channels.

d) **Technology-Enhanced Learning (TEL)** - this Guidance Note clearly acknowledges the growing role of technologies in learning and teaching. Critical to staff developing TEL programs, and students accessing and utilising them is the Library's provision of information resources which are readily accessible from both an equity and technology perspective. While not included in the draft Guidance Note, the Library actively investigates suitable new media, augmented, virtual and mixed realities to support TEL and offers associated capability building programs to ensure that staff and students can work effectively in new digital environments.

e) **Work Integrated Learning (WIL)** - this Guidance Note concerns the conditions and processes for students when they are undertaking WIL programs. For some professional areas at Monash, the Library contributes to students' WIL experience through pre-placement programs. For example, Law students undertaking a summer clerkship complete Library-run legal research refreshers with experienced guests - past students who share their own clerkship experience and the demands expected by today's law firms. Pharmacy students

prior to clinical placement experience Pharmatopia<sup>7</sup> - a virtual reality pharmacy - which gives first-hand exposure to pharmacy practice, communications and pharmacy information resources in order for students to be quickly effective in their placement.

A range of Library-led preparations for placement, such as the above, could be worth including in the Guidance Note.

f) **Scholarship** - the criticality of a culture of research in a higher education institution is central to this Guidance Note. The Library strongly endorses the Guidance Note statement that:

*Scholarship must be part of the institutional environment and culture. For example, if institutional policies do not create expectations for scholarship, it is less likely to occur. Similarly, if allocation of resources to scholarly resources (e.g. library collections and other information resources, conference participation, academic development opportunities) does not support scholarship sufficiently, participation will be impeded even if staff are willing.*

Academic libraries provide access to relevant information resources, platforms and tools, deliver research skill development programs and make available expert advice, that together, enable scholarship. Library staff have built expertise in the research lifecycle, with many staff actively involved in research and publishing themselves. Active engagement with central and faculty research offices enables strong outcomes for the University.

g) **Research and Research Training** - although at the time of writing, the Research and Research Training Guidance Note is not yet available, the Library delivers programs for researchers which build various aspects of capability across the research lifecycle. Librarians and learning skills advisers with disciplinary knowledge, advise on resource discovery, analysis and use; research data practice; strategic publishing options; and writing and oral presentation skills. In collaboration with faculties and other experts, such as the Monash eResearch Centre, the Library provides platforms and advice for researchers to make their scholarly material available, to maximise its impact while meeting their research grant obligations and protecting their rights.

h) **Third-Party arrangements (TPA)** - In terms of library provision, this Guidance Note expresses concern that a physical library be available to students in close proximity to their place of learning. It highlights technological barriers to participation for students, to readily access online resources. These risks to quality have been top of mind for academic libraries for some time, and addressed in the CAUL Principles and Guidelines for Library Services to Staff and Students at Remote Locations (2012) and in the previously cited Guidance Note: Information Resources.

In undertaking this first step in our quality management process, the Library has gained awareness of the HES Framework domains and fully considered the draft Guidance Notes. As a result, the Library now has a clearer understanding of the threshold standards relating to its responsibilities and confirms that its provision of resources, services and programs well meets these minimum standards for Monash staff and students.

---

<sup>7</sup> Pharmatopia. <http://www.monash.edu/pharm/innovative-learning/technologies/pharmatopia> Accessed 9/10/2016

## Complex collaboration: addressing the challenges of partnerships

But what of the staff and students who are employed by or enrolled with partners of the University?  
Partners in Australia, and partners globally...

As the University continues to build its global network, the challenges of library provision within partnerships is a key focus. Monash's partnerships in Australia and around the world include Monash College, Monash University Malaysia, Monash South Africa and the centres in Prato, India (the IITB-Monash Research Academy) and China (a Joint Graduate School at South-East University), as well as a global network through an alliance with Warwick University and relationships with other institutions. Monash has partnerships with a number of teaching hospitals and research institutes, the John Monash Science School and Nossal High School. These partnership arrangements vary considerably and all impact on the Library's resources.

The Library recognises that delivering resources, programs and services to the staff and students of University partners requires significant additional resource, beyond existing library budgets. The Library has been proactive in addressing this reality and gaining University support to achieve the best outcomes. The Library prepared a position paper on library services to University partners for consideration by the University's Senior Management Team. Recommendations were made in relation to each category of partnership and the degree of risk associated with each category was highlighted.

As part of the position paper, the Library has created important principles which are informing a more sustainable approach to library provision while actively contributing to the achievement of the University's aspirations to be excellent, international, enterprising and inclusive<sup>8</sup>. The principles of library provision for partners address quality, sustainability, compliance, consistency, transparency and monitoring to scope and evaluate the Library's offer to partners. These principles align well with the 2015 HES Framework, especially the standards relating to:

- learning outcomes and assessment;
- course design;
- academic and research integrity;
- monitoring, review, improvement; and
- governance and accountability.

In summary, Library's provision of programs, resources and services to the students and staff of partners raises three challenges:

- Challenge #1: Exclusion from access to electronic information sources.

Licence contracts include detailed criteria regarding the individuals that are permitted to access online resources. Permission generally excludes staff and students associated with partner organisations that are not part of the University enterprise. As a result, students of partner organisations undertaking units of Monash curricula may not have access to all the online resources selected by the local university lecturers. This situation impacts teaching inputs, as global enrolment or blended learning initiatives are dependent on online access to scholarly resources.

A very significant workload is required from the Library to carry out additional negotiations that may eventually secure access to the same resources. If access is not secured, significant

---

<sup>8</sup> Monash University. Strategic Plan. <http://www.monash.edu/about/who/strategic-plan> Accessed 28.9.2016

Library staff resource is needed to provide collections and copyright advice to partner lecturers needing to locate non-electronic resources of similar learning and curricula value for students' programs.

- Challenge #2: Building research skills for education, career and life success.

The availability of greater volumes of random information requires students and staff to have stronger, more sophisticated information research skills. Despite improved search interfaces, success in researching and obtaining quality information often requires a level of training. Programs of purposeful skill development are developed by the Library with the aim of maximising the value of electronic information resources e-resources in learning and teaching

A Monash University education equips its graduates with skills for enduring career and life success. The research skills development programs provided by the Library form a critical component of this. Staff at partner organisations may not have the same level of capability or capacity to deliver the range of skill development opportunities as at Monash. The Library invests resources and undertakes joint professional development activities with partner organisations to build capability, in Monash specific skill development approaches. Nonetheless, members of partner organisations may have different needs, require in-person assistance or the development of self-paced e-learning resources suited to their stage of learning. Customised development of training programs and online resources takes considerable time and expertise of Library staff, even where existing tools are modified, rather than built from scratch.

- Challenge #3: Systems and technologies

Although not currently a matter for all Monash University partners, the provision of systems and technologies for overseas partners - Monash Malaysia and Monash South Africa - is implemented and managed by Monash University Library in Australia. This requires significant Library expertise and staffing input. The highly effective Library Search - Primo - and Library Management System - Alma - are made available in separate instances to Malaysia and to South Africa. In doing so, the full functionality of these systems becomes available within the framework of the partners' own online environments. These local instances assure similar library systems and search experiences for partner students and staff. They are able to access the scholarly information resources and systems functionality needed for their learning, teaching and research.

In addressing these challenges, the Library is providing improved access to resources, facilities and programs for key university partners in Australia and across the university's global network.

#### Collaboration in train - developing a risk map

As a contributor to significant enterprise across the University, the Library is alert to areas of potential risk and over time has introduced risk mitigation strategies for many operations. The Library has renewed its internal approach to strategic planning, including a strong emphasis on collaborative stakeholder engagement and on co-creation as part of this process. Coupled with the review of library provision to University partners and the Library's subsequent position paper, recent high level strategic thinking has prompted a timely reconciliation of the key risks known to be associated with library provision. The Library is collaborating with the University's Risk and Compliance Unit at the time of writing to undertake this process.



The early stages of the work with Risk and Compliance staff have included developing a comprehensive definition of university partners and identifying those partners who interact with the Library. Associated risks are being identified and categorised according to the University's risk and compliance framework which consists of four key pillars, including: risks to strategic objectives; risks to operational activities; risks to compliance with regulatory requirements; and risks to successful completion of projects. Current University documented risks and controls will be reviewed to check for matches with the Library's potential risks. In addition to the identification of risks and mitigation strategies, a further outcome should be stronger integration of the Library into University processes.

## Conclusion

The early release of the 2015 HES Framework and the draft Guidance Notes in 2016 have facilitated a high level of preparation by the sector and enabled broad consultation across interested parties to achieve strong outcomes.

At Monash University Library, the 2015-2016 releases have coincided with significant Library governance and planning initiatives. This serendipitous timing has prompted the Library to undertake a thorough analysis of its quality standards and its risk profile, in close collaboration with Monash University's Quality Unit and the Risk and Compliance Unit.

In addition, the release of the HES Framework and its impending implementation has prompted further collaboration, with the Library engaging directly in Monash University's response to relevant draft Guidance Notes. The climate has also facilitated the Library's positive engagement with senior members of the University to secure a more sustainable approach to library provision to partners. These activities have necessitated close reading of the standards and Guidance Notes and this has served to improve the Library's relevance in these quality areas.

One particular recommendation to the University regarding a significant partner has already been approved and implementation is proceeding. Through this, the Library is appointing an additional staff member to drive the specialist negotiations for electronic resources and develop online capability-building tools for the partner's staff and students. The outcome for students will be an enriched experience with online information resources. The outcome for the partner's staff will be the ready utilisation of online information resources in their teaching as well as their research.

The reconciliation of potential risks in library provision against the University risk and compliance framework will further strengthen the Library in fully meeting the 2015 HES Framework on 1 January next year.

Sue Owen and Kaye Lasserre  
Monash University Library  
14 October 2016

sue.owen@monash.edu  
kaye.lasserre@monash.edu