BENCHMARKING PERFORMANCE OF ACADEMIC DEVELOPMENT UNITS IN AUSTRALIAN UNIVERSITIES

Council of Australian Directors of Academic Development (CADAD)

CADAD

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PART A: THE BENCHMARKS AND THE BENCHMARKING PROCESS

Introduction

These benchmarks for academic development are the outcome of a major project undertaken by the Council of Australian Directors of Academic Development (CADAD). CADAD undertook this project for two interconnected reasons. First, academic development in Australia and elsewhere is changing as universities respond to more competitive higher education environments. This creates the need for identification of the strategic contributions of academic development units.

Second, institutional performance in learning and teaching is now more important in the development and preservation of university reputations, and is subject to performance funding. This puts the spotlight on academic development unit performance.

The project has overcome two key difficulties that have hampered benchmarking of academic development. These are the fact that there has always been a great deal of variety in the functions of academic development units, and that models of academic development vary from institution to institution.

The CADAD benchmarks for academic development should help Directors, their units, and their institutions, to understand the strategic potential of academic development, and evaluate and enhance academic development unit performance regardless of their combinations of functions and models of delivery.

Domains of Practice for Benchmarking

In recognition that the mission and core business of ADUs within universities across Australia varies along with their level of maturity as an academic development units, the approach to benchmarking advocated here is one based on collaborative peer assessment of performance in *each of those domains and sub-domains considered relevant to the particular ADU,* against performance indicators that reflect different levels of maturity.

Eight key *domains of practice* have been identified for Academic Development Units (ADUs) in Australian universities that might be used to benchmark performance. Each domain is divided into sub-domains. The domains and sub-domains are as follows:

1. STRATEGY, POLICY AND GOVERNANCE

1.1 Strategic Advice
1.2 Strategic Planning
1.3 Governance
1.4 Policy Development and Implementation
1.5 Strategic Initiatives

2. QUALITY OF LEARNING AND TEACHING

2.1 Standards
2.2 Evaluation and Improvement
2.2.1 Student Feedback
2.2.2 Peer Review
2.2.3 Curriculum Review

3. SCHOLARSHIP OF TEACHING AND LEARNING

3.1 Grants and Awards
3.2 Significant Projects and Research into Learning and Teaching
3.3 Research into Academic Development

4. PROFESSIONAL DEVELOPMENT

4.1 Planning
4.2 Management
4.3 Delivery

5. CREDIT-BEARING PROGRAMS IN HIGHER EDUCATION

5.1 Program and Course Design
5.2 Management
5.3 Delivery

6. CURRICULUM DEVELOPMENT

6.1 Curriculum Planning and Design
6.2 Education Resource Development

7. ENGAGEMENT

7.1 Internal Engagement
7.2 External Engagement

8. ADU EFFECTIVENESS

8.1 ADU Mission and Strategy Alignment
8.2 ADU Leadership and Management
8.3 ADU Impact
8.4 ADU Quality Assurance and Improvement

Scope Statements for ADU Benchmark Domains

DOMAIN 1: Strategy Policy and Governance

The ADU actively contributes to the governance of L&T. This may include contributions to strategic planning, policy, and initiatives.

DOMAIN 2: Quality of L&T

The ADU actively contributes to assuring and enhancing the quality of L&T. This may include contributing to the evaluation and improvement of teaching through student feedback, peer review and curriculum review.

DOMAIN 3: Scholarship of L&T

The ADU actively contributes to the scholarship of L&T. It does this through initiating and/or participating in grants and awards, research and scholarly investigation of L&T.

DOMAIN 4: Professional Development

The ADU actively contributes to the professional development of all staff involved who contribute to L&T. This includes the effective planning, management and delivery of programs and services associated with professional development.

DOMAIN 5: Credit-bearing Programs in Higher Education

The ADU actively contributes to the effective planning, management and delivery of credit-bearing programs in higher education.

DOMAIN 6: Curriculum Development

The ADU actively supports curriculum planning and design and the development of educational resources.

DOMAIN 7: Engagement

The ADU actively communicates with and engages the university's communities in the development of L&T

DOMAIN 8: ADU Effectiveness

The ADU actively monitors the effectiveness of its operations and the domains of practice in which it engages in supporting L&T.

Levels of Practice

ADUs may engage in these domains and sub-domains of practice at different organizational levels. These include the Institutional level; the Faculty/School level; the Program/Course level; and/or the Team/Individual level.

Describing Levels of Performance

An ADU's performance in each of these domains and sub-domains is assessed on a five point scale as described in the table below:

1 BEGINNING - DEVELOPING
The unit is beginning to engage in this activity at this level for the first time. Strategies, systems, and capabilities to enable and facilitate this type of engagement at this level are in development and/or only partially implemented.
3 FUNCTIONAL - PROFICIENT
The unit has well developed strategies, systems and capabilities to enable and facilitate this type of engagement at this level and utilizes same to effectively fulfill such responsibilities.
5 ACCOMPLISHED - EXEMPLARY
The unit engages in this activity at this level in a highly accomplished way. Systems, strategies and capabilities to enable and facilitate this type of activity are exemplary and reflect an advanced state of development and implementation.

How to Benchmark

There are three major steps in this benchmarking process. They are self-evaluation against the benchmarks, comparing and contrasting self-evaluations against the benchmarks with benchmarking partners, and applying benchmarking outcomes to unit improvement processes.

Self-evaluation

Self-evaluation against the benchmarks is the foundation of effective benchmarking and requires some preparation within the ADU, and between the Director, the university executive and senior staff. The ADU should set aside some time to ensure that all ADU staff, the university executive, and senior staff, understand the CADAD benchmarks, how they work, and how they will be used to evaluate and enhance ADU performance. This should include an emphasis on the use of evidence in the process, some of which will be generated through surveying staff. Further advice on possible types and sources of evidence will be available on the CADAD website in the near future.

Within the ADU, preparation for benchmarking could take a variety of forms. Whatever processes are determined locally, it is suggested that all ADU staff should be involved, time should be set aside for individual reading of the benchmarking document, and staff workshops should be conducted to develop common understandings of the process. Benchmarking can create concerns among staff groups because it involves questions of performance. It is important to address potential blockers such as this at the early stages of the process to ensure the benchmarking activity has the best possible chance of succeeding. The ADU will be ready for the CADAD benchmarking scheme when all members understand how the scheme treats the domains and sub-domains of academic development; the three levels of practice; the five-point assessment scale; the three phases of self-evaluation, benchmarking with partners, and implementing consequent improvement processes; and the crucial role of valid evidence.

Similarly, there are several critical elements when it comes to ensuring the university executive and other senior staff are well informed about the CADAD benchmarking approach and the ADU's purposes in committing itself to the process. Like the ADU staff, university executive and senior staff need to understand the key components of the scheme. This includes the technical aspects as well as the fundamental idea of transparently comparing and contrasting the work of the ADU with that of other ADUs within a national framework of understandings about what ADUs can do in an increasingly performance-driven sector. The university executive and senior staff will be ready for the CADAD benchmarking scheme when they share key perspectives about academic development with the ADU and have reached agreement with the ADU about what sorts of evidence provide valid information in relation to the benchmarks.

When the ADU believes the institution, including itself, is ready, it should select the domains and sub-domains that it wishes to benchmark. It is desirable for the Director to also discuss this with his or her supervisor. The ADU should then systematically apply the descriptions of levels of performance to each level of practice for the benchmarks in the selected domains and sub-domains. This process must be evidence-driven.

Typically, this process will involve the following steps:

1. Selection of the domains and sub-domains for the current benchmarking exercise.
2. Gathering of evidence about the ADU's performance in the selected domains and sub-domains. Some evidence will already be available in documentary form, e.g. policy documents, records of various processes, quantitative data, and feedback/survey data. Where there are evidence gaps, steps will need to be taken to generate valid evidence. This will often be in the form of surveys, which usually require some time to identify, design, administer and analyse.
3. Assessment of ADU performance at each level of practice using the five-point assessment scale.
4. Preparation of the self-assessment report.
5. Discussion, and possible modification, of the self-assessment report in meetings between the Director and his or her supervisor.

Working with Benchmarking Partners

When the self-evaluation report is finalised, the ADU is ready to compare and contrast its results with those of its benchmarking partners. This is best achieved by exchanging documentation and holding at least one face-to-face meeting of senior ADU staff from each of the partners. Benchmarking partners may be chosen for a variety of reasons. It can be useful to compare like with like, but it can also be fruitful to compare domains and sub-domains between different types of ADUs. This stage should also culminate in a written report for each partner, whatever the basis of the actual benchmarking partnership.

Once again, this phase of benchmarking may take place in many different ways, however, the following actions are essential:

1. Identification of strategic benchmarking partners and reaching of agreement about processes.
2. Exchange of information and documents related to each partner's benchmarking processes and outcomes.
3. Meeting with partners to discuss details of all aspects of the self-assessment process, including key actions; rationales; positive, indifferent and negative experiences; characteristics of the evidence used; the reasoning behind judgements made; and overall outcomes.
4. Preparation of individual and/or joint benchmarking reports.

Benchmarking and Unit Improvement

The final stage of the process is applying benchmarking outcomes to unit improvement. The CADAD benchmarking scheme provides three broad types of information about ADU performance. First, it provides a national context, enabling ADUs to reflect on the domains of academic development with which they engage, potentially shedding light on the extent to which the ADU is taking on strategic roles. Second, the scheme encourages analysis of performance at three levels within institutions, supporting a systemic perspective on academic development. Finally, it facilitates opening of the work of the ADU to external colleagues, promoting peer review, which ensures the ADU is seen to respect a scholarly value that is almost universally honoured by the academic profession. These dimensions of the CADAD benchmarking scheme can combine to produce insights into ADU performance that are not necessarily gained through other forms of review.

There are no formulas for applying new knowledge about ADU performance to enhancement of that performance, but these days every university has planning and performance review processes, and good benchmarking information can enliven these for ADUs, making them more engaging and useful.

It is also important at this point of the process that ADUs capitalise on the potential of the CADAD benchmarking scheme to build a greater consensus among the Director, ADU staff, members of the university executive, and senior staff, about the roles of academic development and ADUs. This benchmarking scheme, if effectively implemented, should create new opportunities for making explicit the arguments that link developments in individual academic performance in learning and teaching, faculty/school performance, and institutional performance, with the quality of the institution's academic development system, and the inputs of the ADU to that system.

PART B:

GOOD PRACTICE DESCRIPTORS FOR EACH BENCHMARKING DOMAIN, SUB-DOMAIN AND LEVEL OF PRACTICE

Benchmarks for Assessing Performance of Academic Development Units in Australian Universities

DOMAIN 1:	Strategy, Policy and Governance
SCOPE:	The ADU actively contributes to the governance of L&T. This may include contributions to strategic planning, policy, and initiatives.

SUB-DOMAIN 1.1:   STRATEGIC ADVICE

Good Practice Descriptors:

- **Institutional Level**

  The ADU provides current and timely information, supports interpretation, and provides strategic advice in relation to government policy and proposals. The ADU assists the institution to develop (a) an understanding of the implications of these policies and proposals for the institution, and (b) a strategic response consistent with the institution's vision and mission. The unit advises on emerging learning and teaching trends and issues in the higher education context, both nationally and internationally.

- **Faculty/School Level**

  The ADU provides current and timely information, supports interpretation, and provides strategic advice in relation to government policy and proposals to the faculty/school. The ADU assists the faculty/school to develop (a) an understanding of the implications of these policies and proposals for the faculty/school, and (b) a strategic response consistent with the institution's vision and mission to these policies and proposals. The unit advises on the implications, for the faculty/school, of emerging learning and teaching trends and issues in the higher education context, both nationally and internationally.

- **Program/Course Level**

  The ADU assists staff at the program/course level to develop their understanding of the implications of government policies, and institutional and faculty/school responses to same, for programs/courses. The unit advises on the implications, for the program/course, of emerging learning and teaching trends and issues in the higher education context, both nationally and internationally.

Benchmarks for Assessing Performance of Academic Development Units in Australian Universities

DOMAIN 1:	Strategy, Policy and Governance
SCOPE:	The ADU actively contributes to the governance of L&T. This may include contributions to strategic planning, policy, and initiatives.

SUB-DOMAIN 1.2: STRATEGIC PLANNING

Good Practice Descriptors:

- **Institutional Level**

  The ADU contributes to university strategic planning, particularly in relation to learning and teaching (which may include e-learning, learning spaces and student evaluation of teaching), identifying implementation strategies and appropriate indicators and performance measures. The ADU provides advice on national and international trends in teaching and learning performance indicators and measures.

- **Faculty/School Level**

  The ADU contributes to faculty/school strategic planning, particularly in relation to the coherence of the faculty learning and teaching plan with the university learning and teaching plan, identifying implementation strategies and appropriate indicators and performance measures. The ADU provides the faculty/school with advice on national and international trends in teaching and learning performance indicators and measures, particularly in relation to benchmarking activities and standards.

- **Program/Course Level**

  The ADU assists staff at the program/course level to implement the university/faculty learning and teaching plan as it applies to their program/course. The ADU provides staff with advice on implementation strategies at the program/course level and on collection and interpretation of the performance indicators and measures. The ADU provides advice on developing program/course standards and on monitoring and reporting the outcomes and achievements, as measured against the strategies and standards.

Benchmarks for Assessing Performance of Academic Development Units in Australian Universities

DOMAIN 1:	Strategy, Policy and Governance
SCOPE:	The ADU actively contributes to the governance of L&T. This may include contributions to strategic planning, policy, and initiatives.

SUB-DOMAIN 1.3: GOVERNANCE

Good Practice Descriptors:

- **Institutional Level**

  The ADU contributes to institutional governance processes related to learning and teaching via membership of, and contributions to, formal institutional governance bodies and/or their standing committees (e.g., university councils/senates; academic boards/senates, learning and teaching committees). These contributions inform the development, monitoring and coordination of the learning and teaching strategy, policy, and performance throughout the institution.

- **Faculty/School Level**

  The ADU contributes to faculty/school level governance processes related to learning and teaching via membership of, and contributions to, formal faculty/school governance bodies (e.g., faculty boards; faculty education/learning and teaching committees; school L&T boards/committees). These contributions inform the development, monitoring and coordination of the learning and teaching strategy, policy, and performance at the faculty/school level, and promote the coherence of same with those at the institutional level.

- **Program/Course Level**

  The ADU contributes to program/course level governance processes via membership of, and contributions to, program/course governance bodies (e.g., program steering committees; course advisory committees). These contributions inform the development, implementation and review of programs/courses in accordance with institutional and faculty/school level strategies and policies.

Benchmarks for Assessing Performance of Academic Development Units in Australian Universities

DOMAIN 1:	Strategy, Policy and Governance
SCOPE:	The ADU actively contributes to the governance of L&T. This may include contributions to strategic planning, policy, and initiatives.

SUB-DOMAIN 1.4:   POLICY DEVELOPMENT AND IMPLEMENTATION

Good Practice Descriptors:

- **Institutional Level**

  The ADU provides advice and support for the development, implementation and review of policy related to learning and teaching. For policy development, the ADU provides contextual information about national and international developments in the policy area, and assists with the drafting of policy. For policy implementation, the ADU provides advice and support in relation to good practice, maintains the necessary infrastructure, and reports relevant data. For policy review, the ADU supports the development and implementation of appropriate quality assurance frameworks.

- **Faculty/School Level**

  The ADU contributes to faculty/school level policy development and implementation, with a particular eye to ensuring coherence between faculty/school level policy and institutional policy.

- **Program/Course Level**

  The ADU provides advice and support for policy implementation at the program/course level, particularly in relation to the coherence with faculty/school and institutional policy.

Benchmarks for Assessing Performance of Academic Development Units in Australian Universities

DOMAIN 1:	Strategy, Policy and Governance
SCOPE:	The ADU actively contributes to the governance of L&T. This may include contributions to strategic planning, policy, and initiatives.

SUB-DOMAIN 1.5:   STRATEGIC INITIATIVES

Good Practice Descriptors:

▪ **Institutional Level**

The ADU undertakes strategic initiatives at the direction of the university that contribute to and/or enhance the attainment of the university's strategic plan. The ADU proposes and undertakes strategic initiatives that support the mission/vision of the university. The ADU collaborates with other organizational units within the university, or institutions outside the university, on initiatives that further the institutional mission or contribute to the higher education sector.

▪ **Faculty/School Level**

The ADU supports the strategic initiatives of faculties and schools that contribute to and/or enhance the attainment of the strategic plan of the university/faculty/school. The ADU proposes and undertakes strategic initiatives that support the mission/vision of the faculty/school. The ADU collaborates with faculties and schools on initiatives that further their plans or discipline in the higher education sector.

▪ **Program/Course Level**

The ADU assists staff to undertake strategic initiatives that contribute to, and/or enhance, the attainment of the faculty's/school's strategic plan. The ADU collaborates with staff on faculty/school initiatives that further the faculty's/school's plans or discipline in the higher education sector.

Benchmarks for Assessing Performance of Academic Development Units in Australian Universities

DOMAIN 2:	Quality of Learning and Teaching
SCOPE:	The ADU actively contributes to assuring and enhancing the quality of L&T. This may include contributing to the evaluation and improvement of teaching through student feedback, peer review and curriculum review.

SUB-DOMAIN 2.1: STANDARDS

Good Practice Descriptors:

- **Institutional Level**

  The ADU provides information, supports interpretation, and provides strategic advice in the definition and application of standards for assessing institutional performance in learning and teaching. The ADU assists the institution to ensure that the development and maintenance of institutional standards for learning and teaching are informed by national and international approaches to establishing and using standards in learning and teaching.

- **Faculty/School Level**

  The ADU provides information, supports interpretation, and provides strategic advice in the definition and application of standards for assessing faculty/school level performance in learning and teaching. The ADU assists the faculty/school to ensure that the development and maintenance of standards for learning and teaching are informed by institutional, national and international approaches to establishing and using standards in learning and teaching.

- **Program/Course Level**

  The ADU provides information, supports interpretation, and provides strategic advice in the definition and application of standards for assessing program/course level performance in learning and teaching. The ADU assists program/course coordinators to ensure that the development and maintenance of standards for learning and teaching at the program/course level is informed by faculty/school, institutional, national and international approaches to establishing and using standards in learning and teaching.

Benchmarks for Assessing Performance of Academic Development Units in Australian Universities

DOMAIN 2:	Quality of Learning and Teaching
SCOPE:	The ADU actively contributes to assuring and enhancing the quality of L&T. This may include contributing to the evaluation and improvement of teaching through student feedback, peer review and curriculum review.

SUB-DOMAIN 2.2: EVALUATION AND IMPROVEMENT

Good Practice Descriptors:

- **Institutional Level**

  The ADU supports the institution to develop, implement and evaluate strategies, policies and procedures for the evaluation and improvement of learning and teaching (including curricula, teaching, learning, and organisational infrastructure for learning and teaching from the perspective of a variety of stakeholders including students, staff, and employers). It may do so through (a) the provision of advice to key policy makers at the institutional level on the evaluation and improvement of learning and teaching; (b) the development of proposed policies and procedures for evaluating and improving learning and teaching; (c) the development and maintenance of instruments and infrastructure to support the collection of data relative to learning and teaching performance; and/ or (d) the provision of support to interpret and respond to learning and teaching performance data.

- **Faculty/School Level**

  The ADU supports faculties/schools to develop, implement and evaluate strategies, policies and procedures for the evaluation and improvement of learning and teaching. It may do so through (a) the provision of advice to policy makers at the faculty/school level on the evaluation and improvement of learning and teaching (e.g., Deans, Heads of School, Associate Deans Learning and Teaching); (b) the development of proposed faculty/school level approaches to the evaluation and improvement of learning and teaching; (c) the development and maintenance of instruments that may be used by faculties/schools to support the collection of data relative to learning and teaching performance; and/or (d) the provision of support to assist faculties/schools to interpret and respond to learning and teaching performance data.

- **Program/Course Level**

  The ADU supports staff associated with programs/courses to develop, implement and review strategies for evaluating and improving learning and teaching within a program/course. It may do so through (a) the provision of advice on how to effectively use the institution's or faculty's infrastructure and strategies for evaluation and improvement; (b) the development of tailored instruments and processes to support the collection of performance data relative to the particular needs of the program/course; and/or (d) the provision of support to assist program/ course staff to interpret such data and to develop strategies to address areas found to be in need of improvement.

Benchmarks for Assessing Performance of Academic Development Units in Australian Universities

DOMAIN 2:	Quality of Learning and Teaching
SCOPE:	The ADU actively contributes to assuring and enhancing the quality of L&T. This may include contributing to the evaluation and improvement of teaching through student feedback, peer review and curriculum review.

SUB-DOMAIN 2.2.1: STUDENT FEEDBACK (WITHIN: 2.2 EVALUATION AND IMPROVEMENT)

Good Practice Descriptors:

- **Institutional Level**

   The ADU provides advice and support for the collection and use of students' feedback on teaching and courses. The ADU contributes to policy and system development, the interpretation of feedback data, the use of data in making improvements, and reporting same to students. The ADU ensures the institution remains abreast of national and international developments, and sector-wide expectations, and is able to meet reporting obligations. The ADU provides a range of professional development activities and individual staff consultations to assist staff in making effective use of the student feedback system.

- **Faculty/School Level**

   The ADU provides advice and support to faculties/schools in effective use of the student feedback system.

- **Program/Course Level**

   The ADU provides advice and support for policy implementation at program/course level, particularly in relation to the coherence with faculty/school and institutional policy.

Benchmarks for Assessing Performance of Academic Development Units in Australian Universities

DOMAIN 2:	Quality of Learning and Teaching
SCOPE:	The ADU actively contributes to assuring and enhancing the quality of L&T. This may include contributing to the evaluation and improvement of teaching through student feedback, peer review and curriculum review.

SUB-DOMAIN 2.2.2: PEER REVIEW (WITHIN: 2.2 EVALUATION AND IMPROVEMENT)

Good Practice Descriptors:

▪ **Institutional Level**

The ADU supports policy development and the implementation of peer review of teaching for the purposes of (a) personal development and/or (b) to inform promotion and performance review. The ADU provides professional development for peer reviewers and reviewees, develops information and tools to support peer review, and advises on strategies to implement systematic peer review of teaching. The ADU remains abreast of national and international trends and practices for peer review and advises relevant leadership committees/bodies/people.

▪ **Faculty/School Level**

The ADU supports policy implementation of peer review of teaching for the purposes of (a) personal development and/or (b) to inform promotion and performance review within the faculty/school. The ADU provides professional development for peer reviewers and reviewees, develops information and tools to support peer review, and advises on strategies to implement the systematic peer review of teaching.

▪ **Program/Course Level**

The ADU supports staff to undertake peer review of teaching for the purposes of (a) personal development and (b) informing promotion and performance review within the faculty/school/program. The ADU provides professional development for peer reviewers and reviewees, develops information and tools to support peer review, and advises on strategies to implement the systematic peer review of teaching for staff operating within the program.

Benchmarks for Assessing Performance of Academic Development Units in Australian Universities

DOMAIN 2:	Quality of Learning and Teaching
SCOPE:	The ADU actively contributes to assuring and enhancing the quality of L&T. This may include contributing to the evaluation and improvement of teaching through student feedback, peer review and curriculum review.

SUB-DOMAIN 2.2.3: CURRICULUM REVIEW (WITHIN: 2.2 EVALUATION AND IMPROVEMENT)

Good Practice Descriptors:

- **Institutional Level**

  The ADU supports policy development and the implementation of curriculum review, development and evaluation. The ADU provides professional development for curriculum development and evaluation, generates information and tools to support curriculum review and development, and advises on strategies to implement systematic curriculum review, development and evaluation. The ADU remains abreast of national and international trends and practices for curriculum review, development and evaluation and provides advice to the relevant leadership committees/bodies/people.

- **Faculty/School Level**

  The ADU supports policy development and the implementation of curriculum review, development and evaluation for the faculty/school. The ADU provides professional development for curriculum development and evaluation, generates information and tools to support curriculum review and development, and advises on strategies to implement systematic curriculum review, development and evaluation. The ADU remains abreast of national and international trends and practices for curriculum review, development and evaluation related to the discipline and provides advice to the relevant leadership committees/bodies/people.

- **Program/Course Level**

  The ADU supports staff to undertake curriculum review, development and evaluation within the faculty/school/program. The ADU provides professional development for curriculum development and evaluation, generates information and tools to support curriculum review and development, and advises on strategies to implement systematic curriculum review, development and evaluation of the program/course.

Benchmarks for Assessing Performance of Academic Development Units in Australian Universities

DOMAIN 3:	Scholarship of Teaching and Learning
SCOPE:	The ADU actively contributes to the scholarship of L&T. It does this through initiating and/or participating in grants and awards, research and scholarly investigation of L&T.

SUB-DOMAIN 3.1: GRANTS AND AWARDS

Good Practice Descriptors:

▪ **Institutional Level**

The ADU supports the institution to develop and maintain a range of institutional awards and grants to acknowledge and reward good teaching and to encourage innovation. It provides advice about the possibilities for external awards and grants and takes responsibility for promoting these possibilities across the university as well as for providing support and advice for staff wishing to make applications. The ADU manages a website that provides information and resources to assist staff and leads events to acknowledge successful grant and award winners.

▪ **Faculty/School Level**

The ADU supports faculties and schools to develop and maintain a range of faculty based awards and grants that acknowledge and reward good teaching and encourage innovation. It provides advice about the possibilities for external awards and grants and takes responsibility for promoting these possibilities across the faculty; it provides support and advice for staff wishing to make applications. The ADU organises workshops and support groups to assist in the writing process and to encourage research and innovation in teaching.

▪ **Program/Course Level**

The ADU assists staff who wish to apply for internal and external awards in teaching and learning. It provides advice about the possibilities for external awards and grants and takes responsibility for promoting these possibilities across the faculty. The ADU organises workshops and support groups to assist individuals and groups in the writing process and to encourage research and innovation in teaching. The ADU provides feedback and support to staff about their applications

Benchmarks for Assessing Performance of Academic Development Units in Australian Universities

DOMAIN 3:	Scholarship of Teaching and Learning
SCOPE:	The ADU actively contributes to the scholarship of L&T. It does this through initiating and/or participating in grants and awards, research and scholarly investigation of L&T.

SUB-DOMAIN 3.2:   SIGNIFICANT PROJECTS AND RESEARCH INTO LEARNING AND TEACHING

Good Practice Descriptors:

- **Institutional Level**

  The ADU provides leadership, partnership, or advice in the development and management of significant research and development projects in learning and teaching. The ADU advises on emerging learning and teaching trends and issues internationally, nationally and in the institution, and advises on areas where undertaking projects or research would be strategically useful.

- **Faculty/School Level**

  The ADU provides leadership, partnership, or advice in the development and management of significant research and development projects in learning and teaching. The ADU advises on emerging learning and teaching trends and issues internationally, nationally and in the institution, and advises on areas where undertaking projects or research would be strategically useful for the faculty/school.

- **Program/Course Level**

  The ADU provides leadership, partnership, or advice in the development of significant research projects in learning and teaching. The ADU advises on emerging learning and teaching trends and issues internationally, nationally and in the institution, and advises on areas where undertaking projects or research would be strategically useful for the program/course.

Benchmarks for Assessing Performance of Academic Development Units in Australian Universities

DOMAIN 3:	Scholarship of Teaching and Learning
SCOPE:	The ADU actively contributes to the scholarship of L&T. It does this through initiating and/or participating in grants and awards, research and scholarly investigation of L&T.

SUB-DOMAIN 3.3:   RESEARCH INTO ACADEMIC DEVELOPMENT

Good Practice Descriptors:

- **Institutional Level**

  The ADU provides leadership, partnership, or advice in the development and management of research into academic development. The ADU advises on emerging academic development trends and issues, internationally, nationally, and in the institution, and advises on areas where undertaking research would be strategically useful.

Benchmarks for Assessing Performance of Academic Development Units in Australian Universities

DOMAIN 4:	Professional Development
SCOPE:	The ADU actively contributes to the professional development of all staff who contribute to learning and teaching. This includes the effective planning, management and delivery of programs and services associated with professional development.

SUB-DOMAIN 4.1:   PLANNING

Good Practice Descriptors:

- **Institutional Level**

  The ADU effectively engages stakeholders from throughout the university in the identification and prioritisation of professional development needs for all staff throughout the university in relation to learning and teaching and in the design and development of professional learning programs, activities, services and resources to address these needs.

- **Faculty/School Level**

  The ADU effectively supports faculties/schools to engage stakeholders from throughout the faculty/school in the identification and prioritisation of professional development needs in relation to learning and teaching, and in the design and development of professional learning programs, activities, services and resources to address these needs.

- **Program/Course/Individual Level**

  The ADU effectively supports program/course teams and/or individuals to identify and prioritise professional development needs in relation to learning and teaching, and to design and development professional learning programs, activities, services and resources to address these needs.

Benchmarks for Assessing Performance of Academic Development Units in Australian Universities

DOMAIN 4:	Professional Development
SCOPE:	The ADU actively contributes to the professional development of all staff who contribute to learning and teaching. This includes the effective planning, management and delivery of programs and services associated with professional development.

SUB-DOMAIN 4.2: MANAGEMENT

Good Practice Descriptors:

- **Institutional Level**

  The ADU efficiently manages the professional development program and services within its portfolio. The unit liaises with the relevant organizational units and committees to provide the programs and support that are expected/required by the university. The professional development programs are regularly reviewed for their currency, responsiveness and effectiveness in achieving their objectives. Resources developed to support professional development (both within the programs or as stand alone resources) are monitored for effectiveness and use (eg web tracking, external review of major resources, use/links by other institutions). Feedback on the quality of management is sought, acted upon and reported. Links and relationships with other organizational units within the institution are positive and monitored.

- **Faculty/School Level**

  The ADU efficiently manages the professional development program and services within its portfolio at the faculty level. The unit liaises with the relevant faculty leadership and committees to provide the programs and support that are expected/required by the faculty. The professional development programs and resources are regularly reviewed for their currency, responsiveness and effectiveness in achieving their objectives. Feedback is sought, acted upon and reported to the relevant faculty leadership. Links and relationships with the faculty organizational units are positive and monitored.

- **Program/Course Level**

  The ADU efficiently manages the professional development program and services within its portfolio at the program level. The unit liaises with the relevant program coordinator to provide the programs and support that are expected/required by the program. The professional development programs and resources are regularly reviewed for their currency, responsiveness and effectiveness in achieving their objectives. Links and relationships with the program leaders and associated staff are positive and monitored.

Benchmarks for Assessing Performance of Academic Development Units in Australian Universities

DOMAIN 4:	Professional Development
SCOPE:	The ADU actively contributes to the professional development of all staff who contribute to learning and teaching. This includes the effective planning, management and delivery of programs and services associated with professional development.

SUB-DOMAIN 4.3:   DELIVERY

Good Practice Descriptors:

- **Institutional Level**

  The ADU delivers professional development within its portfolio or responsibility that is efficient, relevant and of good quality. The unit provides the relevant organizational units and committees with the programs and support that are expected/required by the university. The professional development programs are delivered by staff who have appropriate expertise and professional credibility in the areas to which they contribute. The engagement and involvement of staff from across the university is evident. A satisfactory range of resources is provided and a varied and relevant range of delivery methods is utilized.

- **Faculty/School Level**

  The ADU delivers professional development within its portfolio or responsibility that is efficient, of good quality and is relevant to the faculty. The unit provides the relevant organizational units and committees with the programs and support that are expected/required by the faculty. The professional development programs are delivered by staff who have appropriate expertise and professional credibility in the areas to which they contribute. The engagement and involvement of staff from the faculty is evident. A satisfactory range of resources is provided and a varied range of delivery methods, relevant to the disciplines being taught, is utilized.

- **Program/Course Level**

  The ADU delivers professional development within its portfolio or responsibility that is efficient, of good quality and is relevant to the program. The unit provides the relevant programs and support that are expected/required by staff engaged in teaching the program of study. The professional development programs are delivered by staff who have appropriate expertise and professional credibility in the areas to which they contribute. The engagement and involvement of staff from the faculty/program of study is evident. A satisfactory range of resources is provided and a varied range of delivery methods, relevant to the disciplines being taught, is utilized.

Benchmarks for Assessing Performance of Academic Development Units in Australian Universities

DOMAIN 5:	Credit-bearing Programs in Higher Education
SCOPE:	The ADU actively contributes to the effective planning, management and delivery of credit-bearing programs in higher education.

SUB-DOMAIN 5.1: PROGRAM AND COURSE DESIGN

Good Practice Descriptors:

▪ **Institutional Level**

The ADU liaises with the relevant organisational units and committees to design and develop programs and courses in higher education that reflect principles of effective curriculum design.

Benchmarks for Assessing Performance of Academic Development Units in Australian Universities

DOMAIN 5:	Credit-bearing Programs in Higher Education
SCOPE:	The ADU actively contributes to the effective planning, management and delivery of credit-bearing programs in higher education.

SUB-DOMAIN 5.2:   MANAGEMENT

Good Practice Descriptors:

▪ **Institutional Level**

The ADU liaises with the relevant organisational units and committees to provide the programs. It regularly reviews the programs for currency, responsiveness and effectiveness in achieving objectives; it engages in the development of program resources, and regularly reviews standards and practices against national and/or international benchmarks.

Benchmarks for Assessing Performance of Academic Development Units in Australian Universities

DOMAIN 5:	Credit-bearing Programs in Higher Education
SCOPE:	The ADU actively contributes to the effective planning, management and delivery of credit-bearing programs in higher education.

SUB-DOMAIN 5.3:   DELIVERY

Good Practice Descriptors:

- **Institutional Level**

  The ADU liaises with the relevant organisational units to facilitate and deliver higher education programs and courses that demonstrate principles of effective teaching practice.

Benchmarks for Assessing Performance of Academic Development Units in Australian Universities

DOMAIN 6:	Curriculum Development
SCOPE:	The ADU actively supports curriculum planning and design and the development of educational resources.

SUB-DOMAIN 6.1:   CURRICULUM PLANNING AND DESIGN

Good Practice Descriptors:

▪ **Institutional Level**

The ADU supports policy development and implementation of course/program level curriculum planning and design processes in the university. The ADU advises senior university staff on strategies available to support the curriculum planning and design processes at the course/program level and provides professional development in the use of curriculum planning and design approaches. The ADU remains abreast of national and international trends and practices in curriculum planning and design approaches, development and evaluation and provides advice to relevant leadership committees/bodies/people.

▪ **Faculty/School Level**

The ADU supports faculties to utilise curriculum planning and design processes in their curriculum renewal and development phases. The ADU advises senior faculty staff on strategies available to support the curriculum planning and design processes at the course/program level and provides professional development for staff in the use of curriculum planning and design approaches.

▪ **Program/Course Level**

The ADU supports staff and program teams to review and revise the program or unit curriculum.

Benchmarks for Assessing Performance of Academic Development Units in Australian Universities

DOMAIN 6:	Curriculum Development
SCOPE:	The ADU actively supports curriculum planning and design and the development of educational resources.

SUB-DOMAIN 6.2:   EDUCATION RESOURCE DEVELOPMENT

Good Practice Descriptors:

- **Institutional Level**

  The ADU provides strategic advice to relevant leadership committees/bodies/people on national and international trends and practices in education resource development and evaluation in higher education. The ADU identifies and advises the university about the development of institutional infrastructure to support educational resource development and flags critical gaps in educational resources.

- **Faculty/School Level**

  The ADU provides strategic advice and direction for the development of faculty/school infrastructure to support educational resource development; identifies staff development requirements; provides 'enabling tools'; and assists the faculties/schools in developing targeted needs in educational resources.

- **Program/Course Level**

  The ADU supports staff and program teams to identify educational resource development needs and assists the staff in developing educational resources.

Benchmarks for Assessing Performance of Academic Development Units in Australian Universities

DOMAIN 7:	Engagement
SCOPE:	The ADU actively communicates with and engages the university's communities in the development of L&T.

SUB-DOMAIN 7.1:   INTERNAL ENGAGEMENT

Good Practice Descriptors:

- **Institutional Level**

  The ADU plays an active role in enabling and facilitating connections and collaborations between individuals and groups within the institution in relation to the development of learning and teaching. It provides current and timely information about teaching and learning opportunities and initiatives. It maintains regular communication with senior management and committees.

- **Faculty/School Level**

  The ADU plays an active role in enabling and facilitating connections and collaborations between individuals and groups within faculties/schools in relation to the development of learning and teaching. It provides current and timely information about teaching and learning opportunities and initiatives. It maintains regular communication with faculty/school management and committees.

- **Program/Course Level**

  The ADU plays an active role in enabling and facilitating connections and collaborations between individuals and groups within programs/courses in relation to the development of learning and teaching. It provides current and timely information about teaching and learning opportunities and initiatives. It maintains regular communication with program/course leaders and committees.

Benchmarks for Assessing Performance of Academic Development Units in Australian Universities

DOMAIN 7:	Engagement
SCOPE:	The ADU actively communicates with and engages the university's communities in the development of L&T.

SUB-DOMAIN 7.2:   EXTERNAL ENGAGEMENT

Good Practice Descriptors:

- **Organisational/Association Level**

  The ADU plays an active role in enabling and facilitating productive connections and collaborations with national and international organizations or associations in relation to learning and teaching (e.g., professional and disciplinary associations, other universities, national learning and teaching bodies).

- **Team/Individual Level**

  The ADU plays an active role in enabling and facilitating productive connections and collaborations with teams/individuals from institutions, organizations and/or associations for the purposes of enhancing learning and teaching.

Benchmarks for Assessing Performance of Academic Development Units in Australian Universities

DOMAIN 8:	ADU Effectiveness
SCOPE:	The ADU actively monitors the effectiveness of its operations and the domains of practice in which it engages in supporting L&T.

SUB-DOMAIN 8.1:   ADU MISSION AND STRATEGY ALIGNMENT

Good Practice Descriptors:

▪ **ADU Level**

The ADU has a clearly articulated and accessible statement of mission and/or core business. It has clearly articulated plans that guide its work. These are articulated in terms of goals, desired outcomes and strategies, and align with the institution's overall academic goals and priorities.

Benchmarks for Assessing Performance of Academic Development Units in Australian Universities

DOMAIN 8:	ADU Effectiveness
SCOPE:	The ADU actively monitors the effectiveness of its operations and the domains of practice in which it engages in supporting L&T.

SUB-DOMAIN 8.2: ADU LEADERSHIP AND MANAGEMENT

Good Practice Descriptors:

- **ADU Level**

  The ADU has developed and maintains an organizational structure that is aligned with its mission, strategy and priorities. Provision has been made within the roles and responsibilities included in the ADU's organizational structure for the core business of the unit to be realized. The ADU maintains governance arrangements that ensure effective leadership and management of the unit.

Benchmarks for Assessing Performance of Academic Development Units in Australian Universities

DOMAIN 8:	ADU Effectiveness
SCOPE:	The ADU actively monitors the effectiveness of its operations and the domains of practice in which it engages in supporting L&T.

SUB-DOMAIN 8.3: ADU IMPACT

Good Practice Descriptors:

▪ **ADU Level**

The ADU has developed and maintains indicators, metrics and standards that can be used to monitor, benchmark and report its performance and impact in respect to all aspects of its mission and core business. These metrics, indicators and benchmarks are transparent, easily accessible, and widely utilized by the staff of the unit to monitor individual and collective performance and impact.

Benchmarks for Assessing Performance of Academic Development
Units in Australian Universities

DOMAIN 8:	ADU Effectiveness
SCOPE:	The ADU actively monitors the effectiveness of its operations and the domains of practice in which it engages in supporting L&T.

SUB-DOMAIN 8.4:   ADU QUALITY ASSURANCE AND IMPROVEMENT

Good Practice Descriptors:

▪ **ADU Level**

The ADU actively engages in quality assurance and improvement processes that are centred around regular cycles of planning, doing, checking, and improving the unit's policies, practices, strategies, performance and impact.

PART C:

BENCHMARKING TEMPLATES FOR EACH BENCHMARKING DOMAIN, SUB-DOMAIN, AND LEVEL OF PRACTICE

Record of Benchmarking

DOMAIN 1:	Strategy, Policy and Governance
SCOPE:	The ADU actively contributes to the governance of L&T. This may include contributions to strategic planning, policy, and initiatives.

SUB-DOMAIN 1.1: **STRATEGIC ADVICE**

Level of Practice: Institutional Level

Good Practice Descriptor:
The ADU provides current and timely information, supports interpretation, and provides strategic advice in relation to government policy and proposals. The ADU assists the institution to develop (a) an understanding of the implications of these policies and proposals for the institution, and (b) a strategic response consistent with the institution's vision and mission. The unit advises on emerging learning and teaching trends and issues in the higher education context, both nationally and internationally.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 1:	Strategy, Policy and Governance
SCOPE:	The ADU actively contributes to the governance of L&T. This may include contributions to strategic planning, policy, and initiatives.

SUB-DOMAIN 1.1: STRATEGIC ADVICE

Level of Practice: Faculty/School Level

Good Practice Descriptor:

The ADU provides current and timely information, supports interpretation, and provides strategic advice in relation to government policy and proposals to the faculty/school. The ADU assists the faculty/school to develop (a) an understanding of the implications of these policies and proposals for the faculty/school, and (b) a strategic response consistent with the institution's vision and mission to these policies and proposals. The unit advises on the implications, for the faculty/school, of emerging learning and teaching trends and issues in the higher education context, both nationally and internationally.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 1:	Strategy, Policy and Governance
SCOPE:	The ADU actively contributes to the governance of L&T. This may include contributions to strategic planning, policy, and initiatives.

SUB-DOMAIN 1.1: STRATEGIC ADVICE

Level of Practice: Program/Course Level

Good Practice Descriptor:

The ADU assists staff at the program/course level to develop their understanding of the implications of government policies, and institutional and faculty/school responses to same, for programs/courses. The unit advises on the implications, for the program/course, of emerging learning and teaching trends and issues in the higher education context, both nationally and internationally.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 1:   Strategy, Policy and Governance

SCOPE: The ADU actively contributes to the governance of L&T. This may include contributions to strategic planning, policy, and initiatives.

SUB-DOMAIN 1.2:   STRATEGIC PLANNING

Level of Practice: Institutional Level

Good Practice Descriptor:

The ADU contributes to university strategic planning, particularly in relation to learning and teaching (which may include e-learning, learning spaces and student evaluation of teaching), identifying implementation strategies and appropriate indicators and performance measures. The ADU provides advice on national and international trends in teaching and learning performance indicators and measures.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 1:	Strategy, Policy and Governance
SCOPE:	The ADU actively contributes to the governance of L&T. This may include contributions to strategic planning, policy, and initiatives.

SUB-DOMAIN 1.2:   STRATEGIC PLANNING

Level of Practice: Faculty/School Level

Good Practice Descriptor:

The ADU contributes to faculty/school strategic planning, particularly in relation to the coherence of the faculty learning and teaching plan with the university learning and teaching plan, identifying implementation strategies and appropriate indicators and performance measures. The ADU provides the faculty/school with advice on national and international trends in teaching and learning performance indicators and measures, particularly in relation to benchmarking activities and standards.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 1:	Strategy, Policy and Governance
SCOPE:	The ADU actively contributes to the governance of L&T. This may include contributions to strategic planning, policy, and initiatives.

SUB-DOMAIN 1.2:   STRATEGIC PLANNING

Level of Practice: Program/Course Level

Good Practice Descriptor:

The ADU assists staff at the program/course level to implement the university/faculty learning and teaching plan as it applies to their program/course. The ADU provides staff with advice on implementation strategies at the program/course level and on collection and interpretation of the performance indicators and measures. The ADU provides advice on developing program/course standards and on monitoring and reporting the outcomes and achievements, as measured against the strategies and standards.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 1:	Strategy, Policy and Governance
SCOPE:	The ADU actively contributes to the governance of L&T. This may include contributions to strategic planning, policy, and initiatives.

SUB-DOMAIN 1.3:   GOVERNANCE

Level of Practice: Institutional Level

Good Practice Descriptor:

The ADU contributes to institutional governance processes related to learning and teaching via membership of, and contributions to, formal institutional governance bodies and/or their standing committees (e.g., university councils/senates; academic boards/senates, learning and teaching committees). These contributions inform the development, monitoring and coordination of the learning and teaching strategy, policy, and performance throughout the institution.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 1:	Strategy, Policy and Governance
SCOPE:	The ADU actively contributes to the governance of L&T. This may include contributions to strategic planning, policy, and initiatives.

SUB-DOMAIN 1.3: GOVERNANCE

Level of Practice: Faculty/School Level

Good Practice Descriptor:
The ADU contributes to faculty/school level governance processes related to learning and teaching via membership of, and contributions to, formal faculty/school governance bodies (e.g., faculty boards; faculty education/learning and teaching committees; school L&T boards/committees). These contributions inform the development, monitoring and coordination of the learning and teaching strategy, policy, and performance at the faculty/school level, and promote the coherence of same with those at the institutional level.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 1:	Strategy, Policy and Governance
SCOPE:	The ADU actively contributes to the governance of L&T. This may include contributions to strategic planning, policy, and initiatives.

SUB-DOMAIN 1.3: GOVERNANCE

Level of Practice: Program/Course Level

Good Practice Descriptor:

The ADU contributes to program/course level governance processes via membership of, and contributions to, program/course governance bodies (e.g., program steering committees; course advisory committees). These contributions inform the development, implementation and review of programs/courses in accordance with institutional and faculty/school level strategies and policies.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 1:	Strategy, Policy and Governance
SCOPE:	The ADU actively contributes to the governance of L&T. This may include contributions to strategic planning, policy, and initiatives.

SUB-DOMAIN 1.4:   POLICY DEVELOPMENT AND IMPLEMENTATION

Level of Practice: Institutional Level

Good Practice Descriptor:

The ADU provides advice and support for the development, implementation and review of policy related to learning and teaching. For policy development, the ADU provides contextual information about national and international developments in the policy area, and assists with the drafting of policy. For policy implementation, the ADU provides advice and support in relation to good practice, maintains the necessary infrastructure, and reports relevant data. For policy review, the ADU supports the development and implementation of appropriate quality assurance frameworks.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 1:	Strategy, Policy and Governance
SCOPE:	The ADU actively contributes to the governance of L&T. This may include contributions to strategic planning, policy, and initiatives.

SUB-DOMAIN 1.4: POLICY DEVELOPMENT AND IMPLEMENTATION

Level of Practice: Faculty/School Level

Good Practice Descriptor:
The ADU contributes to faculty/school level policy development and implementation, with a particular eye to ensuring coherence between faculty/school level policy and institutional policy.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 1:	Strategy, Policy and Governance
SCOPE:	The ADU actively contributes to the governance of L&T. This may include contributions to strategic planning, policy, and initiatives.

SUB-DOMAIN 1.4:   POLICY DEVELOPMENT AND IMPLEMENTATION

Level of Practice: Program/Course Level

Good Practice Descriptor:
The ADU provides advice and support for policy implementation at the program/course level, particularly in relation to the coherence with faculty/school and institutional policy.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 1:	Strategy, Policy and Governance
SCOPE:	The ADU actively contributes to the governance of L&T. This may include contributions to strategic planning, policy, and initiatives.

SUB-DOMAIN 1.5:   STRATEGIC INITIATIVES

Level of Practice: Institutional Level

Good Practice Descriptor:

The ADU undertakes strategic initiatives at the direction of the university that contribute to and/or enhance the attainment of the university's strategic plan. The ADU proposes and undertakes strategic initiatives that support the mission/vision of the university. The ADU collaborates with other organizational units within the university, or institutions outside the university, on initiatives that further the institutional mission or contribute to the higher education sector.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 1:	Strategy, Policy and Governance
SCOPE:	The ADU actively contributes to the governance of L&T. This may include contributions to strategic planning, policy, and initiatives.

SUB-DOMAIN 1.5: STRATEGIC INITIATIVES

Level of Practice: Faculty/School Level

Good Practice Descriptor:

The ADU supports the strategic initiatives of faculties and schools that contribute to and/or enhance the attainment of the strategic plan of the university/faculty/school. The ADU proposes and undertakes strategic initiatives that support the mission/vision of the faculty/school. The ADU collaborates with faculties and schools on initiatives that further their plans or discipline in the higher education sector.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 1:	Strategy, Policy and Governance
SCOPE:	The ADU actively contributes to the governance of L&T. This may include contributions to strategic planning, policy, and initiatives.

SUB-DOMAIN 1.5:   STRATEGIC INITIATIVES

Level of Practice: Program/Course Level

Good Practice Descriptor:

The ADU assists staff to undertake strategic initiatives that contribute to, and/or enhance, the attainment of the faculty's/school's strategic plan. The ADU collaborates with staff on faculty/school initiatives that further the faculty's/school's plans or discipline in the higher education sector.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 2:	Quality of Learning and Teaching
SCOPE:	The ADU actively contributes to assuring and enhancing the quality of L&T. This may include contributing to the evaluation and improvement of teaching through student feedback, peer review and curriculum review.

SUB-DOMAIN 2.1:   STANDARDS

Level of Practice: Institutional Level

Good Practice Descriptor:

The ADU provides information, supports interpretation, and provides strategic advice in the definition and application of standards for assessing institutional performance in learning and teaching. The ADU assists the institution to ensure that the development and maintenance of institutional standards for learning and teaching are informed by national and international approaches to establishing and using standards in learning and teaching.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 2: Quality of Learning and Teaching

SCOPE: The ADU actively contributes to assuring and enhancing the quality of L&T. This may include contributing to the evaluation and improvement of teaching through student feedback, peer review and curriculum review.

SUB-DOMAIN 2.1: STANDARDS

Level of Practice: Faculty/School Level

Good Practice Descriptor:

The ADU provides information, supports interpretation, and provides strategic advice in the definition and application of standards for assessing faculty/school level performance in learning and teaching. The ADU assists the faculty/school to ensure that the development and maintenance of standards for learning and teaching is informed by institutional, national and international approaches to establishing and using standards in learning and teaching.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 2:	Quality of Learning and Teaching
SCOPE:	The ADU actively contributes to assuring and enhancing the quality of L&T. This may include contributing to the evaluation and improvement of teaching through student feedback, peer review and curriculum review.

SUB-DOMAIN 2.1: STANDARDS

Level of Practice: Program/Course Level

Good Practice Descriptor:

The ADU provides information, supports interpretation, and provides strategic advice in the definition and application of standards for assessing program/course level performance in learning and teaching. The ADU assists program/course coordinators to ensure that the development and maintenance of standards for learning and teaching at the program/course level is informed by faculty/school, institutional, national and international approaches to establishing and using standards in learning and teaching.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 2:	Quality of Learning and Teaching
SCOPE:	The ADU actively contributes to assuring and enhancing the quality of L&T. This may include contributing to the evaluation and improvement of teaching through student feedback, peer review and curriculum review.

SUB-DOMAIN 2.2:   EVALUATION AND IMPROVEMENT
Level of Practice: Institutional Level

Good Practice Descriptor:

The ADU supports the institution to develop, implement and evaluate strategies, policies and procedures for the evaluation and improvement of learning and teaching (including curricula, teaching, learning, and organisational infrastructure for learning and teaching from the perspective of a variety of stakeholders including students, staff, and employers). It may do so through (a) the provision of advice to key policy makers at the institutional level on the evaluation and improvement of learning and teaching; (b) the development of proposed policies and procedures for evaluating and improving learning and teaching; (c) the development and maintenance of instruments and infrastructure to support the collection of data relative to learning and teaching performance; and/or (d) the provision of support to interpret and respond to learning and teaching performance data.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 2:	Quality of Learning and Teaching
SCOPE:	The ADU actively contributes to assuring and enhancing the quality of L&T. This may include contributing to the evaluation and improvement of teaching through student feedback, peer review and curriculum review.

SUB-DOMAIN 2.2: EVALUATION AND IMPROVEMENT

Level of Practice: Faculty/School Level

Good Practice Descriptor:

The ADU supports faculties/schools to develop, implement and evaluate strategies, policies and procedures for the evaluation and improvement of learning and teaching. It may do so through (a) the provision of advice to policy makers at the faculty/school level on the evaluation and improvement of learning and teaching (e.g., Deans, Heads of School, Associate Deans Learning and Teaching); (b) the development of proposed faculty/school level approaches to the evaluation and improvement of learning and teaching; (c) the development and maintenance of instruments that may be used by faculties/schools to support the collection of data relative to learning and teaching performance; and/or (d) the provision of support to assist faculties/schools to interpret and respond to learning and teaching performance data.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 2:	Quality of Learning and Teaching
SCOPE:	The ADU actively contributes to assuring and enhancing the quality of L&T. This may include contributing to the evaluation and improvement of teaching through student feedback, peer review and curriculum review.

SUB-DOMAIN 2.2: EVALUATION AND IMPROVEMENT

Level of Practice: Program/Course Level

Good Practice Descriptor:

The ADU supports staff associated with programs/courses to develop, implement and review strategies for evaluating and improving learning and teaching within a program/course. It may do so through (a) the provision of advice on how to effectively use the institution's or faculty's infrastructure and strategies for evaluation and improvement; (b) the development of tailored instruments and processes to support the collection of performance data relative to the particular needs of the program/course; and/or (d) the provision of support to assist program/course staff to interpret such data and to develop strategies to address areas found to be in need of improvement.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 2:	Quality of Learning and Teaching
SCOPE:	The ADU actively contributes to assuring and enhancing the quality of L&T. This may include contributing to the evaluation and improvement of teaching through student feedback, peer review and curriculum review.

SUB-DOMAIN 2.2.1: STUDENT FEEDBACK (WITHIN EVALUATION AND IMPROVEMENT)

Level of Practice: Institutional Level

Good Practice Descriptor:

The ADU provides advice and support for the collection and use of students' feedback on teaching and courses. The ADU contributes to policy and system development, the interpretation of feedback data, the use of data in making improvements, and reporting same to students. The ADU ensures the institution remains abreast of national and international developments, and sector-wide expectations, and is able to meet reporting obligations. The ADU provides a range of professional development activities and individual staff consultations to assist staff in making effective use of the student feedback system.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 2:	Quality of Learning and Teaching
SCOPE:	The ADU actively contributes to assuring and enhancing the quality of L&T. This may include contributing to the evaluation and improvement of teaching through student feedback, peer review and curriculum review.

SUB-DOMAIN 2.2.1: STUDENT FEEDBACK (WITHIN EVALUATION AND IMPROVEMENT)
Level of Practice: Faculty/School Level

Good Practice Descriptor:
The ADU provides advice and support to faculties/schools in effective use of the student feedback system.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 2:	Quality of Learning and Teaching
SCOPE:	The ADU actively contributes to assuring and enhancing the quality of L&T. This may include contributing to the evaluation and improvement of teaching through student feedback, peer review and curriculum review.

SUB-DOMAIN 2.2.1: STUDENT FEEDBACK (WITHIN EVALUATION AND IMPROVEMENT)
Level of Practice: Program/Course Level

Good Practice Descriptor:
The ADU provides advice and support for policy implementation at program/course level, particularly in relation to the coherence with faculty/school and institutional policy.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 2:	Quality of Learning and Teaching
SCOPE:	The ADU actively contributes to assuring and enhancing the quality of L&T. This may include contributing to the evaluation and improvement of teaching through student feedback, peer review and curriculum review.

SUB-DOMAIN 2.2.2: PEER REVIEW (WITHIN EVALUATION AND IMPROVEMENT)
Level of Practice: Institutional Level

Good Practice Descriptor:

The ADU supports policy development and the implementation of peer review of teaching for the purposes of (a) personal development and/or (b) to inform promotion and performance review. The ADU provides professional development for peer reviewers and reviewees, develops information and tools to support peer review, and advises on strategies to implement systematic peer review of teaching. The ADU remains abreast of national and international trends and practices for peer review and advises relevant leadership committees/bodies/people.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 2:	Quality of Learning and Teaching
SCOPE:	The ADU actively contributes to assuring and enhancing the quality of L&T. This may include contributing to the evaluation and improvement of teaching through student feedback, peer review and curriculum review.

SUB-DOMAIN 2.2.2: PEER REVIEW (WITHIN EVALUATION AND IMPROVEMENT)

Level of Practice:　　　　Faculty/School Level

Good Practice Descriptor:

The ADU supports policy implementation of peer review of teaching for the purposes of (a) personal development and/or (b) to inform promotion and performance review within the faculty/school. The ADU provides professional development for peer reviewers and reviewees, develops information and tools to support peer review, and advises on strategies to implement the systematic peer review of teaching.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		**Functional – Proficient**		**Accomplished – Exemplary**
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 2:	Quality of Learning and Teaching
SCOPE:	The ADU actively contributes to assuring and enhancing the quality of L&T. This may include contributing to the evaluation and improvement of teaching through student feedback, peer review and curriculum review.

SUB-DOMAIN 2.2.2: PEER REVIEW (WITHIN EVALUATION AND IMPROVEMENT)

Level of Practice: Program/Course Level

Good Practice Descriptor:

The ADU supports staff to undertake peer review of teaching for the purposes of (a) personal development and (b) informing promotion and performance review within the faculty/school/program. The ADU provides professional development for peer reviewers and reviewees, develops information and tools to support peer review, and advises on strategies to implement the systematic peer review of teaching for staff operating within the program.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 2:	Quality of Learning and Teaching
SCOPE:	The ADU actively contributes to assuring and enhancing the quality of L&T. This may include contributing to the evaluation and improvement of teaching through student feedback, peer review and curriculum review.

SUB-DOMAIN 2.2.3: CURRICULUM REVIEW (WITHIN EVALUATION AND IMPROVEMENT)

Level of Practice: Institutional Level

Good Practice Descriptor:

The ADU supports policy development and the implementation of curriculum review, development and evaluation. The ADU provides professional development for curriculum development and evaluation, generates information and tools to support curriculum review and development, and advises on strategies to implement systematic curriculum review, development and evaluation. The ADU remains abreast of national and international trends and practices for curriculum review, development and evaluation and provides advice to the relevant leadership committees/bodies/people.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 2:	Quality of Learning and Teaching
SCOPE:	The ADU actively contributes to assuring and enhancing the quality of L&T. This may include contributing to the evaluation and improvement of teaching through student feedback, peer review and curriculum review.

SUB-DOMAIN 2.2.3: CURRICULUM REVIEW (WITHIN EVALUATION AND IMPROVEMENT)

Level of Practice: Faculty/School Level

Good Practice Descriptor:

The ADU supports policy development and the implementation of curriculum review, development and evaluation for the faculty/school. The ADU provides professional development for curriculum development and evaluation, generates information and tools to support curriculum review and development, and advises on strategies to implement systematic curriculum review, development and evaluation. The ADU remains abreast of national and international trends and practices for curriculum review, development and evaluation related to the discipline and provides advice to the relevant leadership committees/bodies/people.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 2:	Quality of Learning and Teaching
SCOPE:	The ADU actively contributes to assuring and enhancing the quality of L&T. This may include contributing to the evaluation and improvement of teaching through student feedback, peer review and curriculum review.

SUB-DOMAIN 2.2.3: CURRICULUM REVIEW (WITHIN EVALUATION AND IMPROVEMENT)

Level of Practice:　　　　Program/Course Level

Good Practice Descriptor:

The ADU supports staff to undertake curriculum review, development and evaluation within the faculty/school/program. The ADU provides professional development for curriculum development and evaluation, generates information and tools to support curriculum review and development, and advises on strategies to implement systematic curriculum review, development and evaluation of the program/course.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 3:	Scholarship of Teaching and Learning
SCOPE:	The ADU actively contributes to the scholarship of L&T. It does this through initiating and/or participating in grants and awards, research and scholarly investigation of L&T.

SUB-DOMAIN 3.1:　　**GRANTS AND AWARDS**

Level of Practice:　　Institutional Level

Good Practice Descriptor:

The ADU supports the institution to develop and maintain a range of institutional awards and grants to acknowledge and reward good teaching and to encourage innovation. It provides advice about the possibilities for external awards and grants and takes responsibility for promoting these possibilities across the university, as well as for providing support and advice for staff wishing to make applications. The ADU manages a website that provides information and resources to assist staff and leads events to acknowledge successful grant and award winners.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 3:	Scholarship of Teaching and Learning
SCOPE:	The ADU actively contributes to the scholarship of L&T. It does this through initiating and/or participating in grants and awards, research and scholarly investigation of L&T.

SUB-DOMAIN 3.1:   **GRANTS AND AWARDS**

Level of Practice: Faculty/School Level

Good Practice Descriptor:

The ADU supports faculties and schools to develop and maintain a range of faculty based awards and grants that acknowledge and reward good teaching and encourage innovation. It provides advice about the possibilities for external awards and grants and takes responsibility for promoting these possibilities across the faculty; it provides support and advice for staff wishing to make applications. The ADU organises workshops and support groups to assist in the writing process and to encourage research and innovation in teaching.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 3:	Scholarship of Teaching and Learning
SCOPE:	The ADU actively contributes to the scholarship of L&T. It does this through initiating and/or participating in grants and awards, research and scholarly investigation of L&T.

SUB-DOMAIN 3.1: **GRANTS AND AWARDS**

Level of Practice: Program/Course Level

Good Practice Descriptor:

The ADU assists staff who wish to apply for internal and external awards in teaching and learning. It provides advice about the possibilities for external awards and grants and takes responsibility for promoting these possibilities across the faculty. The ADU organises workshops and support groups to assist individuals and groups in the writing process and to encourage research and innovation in teaching. The ADU provides feedback and support to staff about their applications.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 3:	Scholarship of Teaching and Learning
SCOPE:	The ADU actively contributes to the scholarship of L&T. It does this through initiating and/or participating in grants and awards, research and scholarly investigation of L&T.

SUB-DOMAIN 3.2: SIGNIFICANT PROJECTS AND RESEARCH INTO LEARNING AND TEACHING

Level of Practice: Institutional Level

Good Practice Descriptor:

The ADU provides leadership, partnership, or advice in the development and management of significant research and development projects in learning and teaching. The ADU advises on emerging learning and teaching trends and issues internationally, nationally and in the institution, and advises on areas where undertaking projects or research would be strategically useful.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 3:	Scholarship of Teaching and Learning
SCOPE:	The ADU actively contributes to the scholarship of L&T. It does this through initiating and/or participating in grants and awards, research and scholarly investigation of L&T.

SUB-DOMAIN 3.2:   SIGNIFICANT PROJECTS AND RESEARCH INTO LEARNING AND TEACHING

Level of Practice: Faculty/School Level

Good Practice Descriptor:

The ADU provides leadership, partnership, or advice in the development and management of significant research and development projects in learning and teaching. The ADU advises on emerging learning and teaching trends and issues internationally, nationally and in the institution, and advises on areas where undertaking projects or research would be strategically useful for the faculty/school.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 3:	Scholarship of Teaching and Learning
SCOPE:	The ADU actively contributes to the scholarship of L&T. It does this through initiating and/or participating in grants and awards, research and scholarly investigation of L&T.

SUB-DOMAIN 3.2: SIGNIFICANT PROJECTS AND RESEARCH INTO LEARNING AND TEACHING

Level of Practice: Program/Course Level

Good Practice Descriptor:

The ADU provides leadership, partnership, or advice in the development of significant research projects in learning and teaching. The ADU advises on emerging learning and teaching trends and issues internationally, nationally and in the institution, and advises on areas where undertaking projects or research would be strategically useful for the program/course.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 3: Scholarship of Teaching and Learning

SCOPE: The ADU actively contributes to the scholarship of L&T. It does this through initiating and/or participating in grants and awards, research and scholarly investigation of L&T.

SUB-DOMAIN 3.3: RESEARCH INTO ACADEMIC DEVELOPMENT

Level of Practice: Institutional Level

Good Practice Descriptor:

The ADU provides leadership, partnership, or advice in the development and management of research into academic development. The ADU advises on emerging academic development trends and issues, internationally, nationally, and in the institution, and advises on areas where undertaking research would be strategically useful.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 4:	Professional Development
SCOPE:	The ADU actively contributes to the professional development of all staff involved who contribute to learning and teaching. This includes the effective planning, management and delivery of programs and services associated with professional development.

SUB-DOMAIN 4.1:   PLANNING

Level of Practice: Institutional Level

Good Practice Descriptor:

The ADU effectively engages stakeholders from throughout the university in the identification and prioritisation of professional development needs for all university staff in relation to learning and teaching, and in the design and development of professional learning programs, activities, services and resources to address these needs.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 4:	Professional Development
SCOPE:	The ADU actively contributes to the professional development of all staff involved who contribute to learning and teaching. This includes the effective planning, management and delivery of programs and services associated with professional development.

SUB-DOMAIN 4.1: PLANNING

Level of Practice: Faculty/School Level

Good Practice Descriptor:

The ADU effectively supports faculties/schools to engage stakeholders from throughout the faculty/school in the identification and prioritisation of professional development needs in relation to learning and teaching, and in the design and development of professional learning programs, activities, services and resources to address these needs.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 4:	Professional Development
SCOPE:	The ADU actively contributes to the professional development of all staff involved who contribute to learning and teaching. This includes the effective planning, management and delivery of programs and services associated with professional development.

SUB-DOMAIN 4.1:   PLANNING

Level of Practice: Program/Course Level

Good Practice Descriptor:

The ADU effectively supports program/course teams and/or individuals to identify and prioritise professional development needs in relation to learning and teaching, and in the design and development of professional learning programs, activities, services and resources to address these needs.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 4:	Professional Development
SCOPE:	The ADU actively contributes to the professional development of all staff involved who contribute to learning and teaching. This includes the effective planning, management and delivery of programs and services associated with professional development.

SUB-DOMAIN 4.2:   MANAGEMENT

Level of Practice: Institutional Level

Good Practice Descriptor:

The ADU efficiently manages the professional development program and services within its portfolio. The unit liaises with the relevant organizational units and committees to provide the programs and support that are expected/required by the university. The professional development programs are regularly reviewed for their currency, responsiveness and effectiveness in achieving their objectives. Resources developed to support professional development (both within the programs or as stand alone resources) are monitored for effectiveness and use (eg web tracking, external review of major resources, use/links by other institutions). Feedback on the quality of management is sought, acted upon and reported. Links and relationships with other organizational units within the institution are positive and monitored.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 4:	Professional Development
SCOPE:	The ADU actively contributes to the professional development of all staff involved who contribute to learning and teaching. This includes the effective planning, management and delivery of programs and services associated with professional development.

SUB-DOMAIN 4.2: MANAGEMENT

Level of Practice: Faculty/School Level

Good Practice Descriptor:

The ADU efficiently manages the professional development program and services within its portfolio at the faculty level. The unit liaises with the relevant faculty leadership and committees to provide the programs and support that are expected/required by the faculty. The professional development programs and resources are regularly reviewed for their currency, responsiveness and effectiveness in achieving their objectives. Feedback is sought, acted upon and reported to the relevant faculty leadership. Links and relationships with the faculty organizational units are positive and monitored.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 4:	Professional Development
SCOPE:	The ADU actively contributes to the professional development of all staff involved who contribute to learning and teaching. This includes the effective planning, management and delivery of programs and services associated with professional development.

SUB-DOMAIN 4.2: MANAGEMENT

Level of Practice: Program/Course Level

Good Practice Descriptor:

The ADU efficiently manages the professional development program and services within its portfolio at the program level. The unit liaises with the relevant program coordinator to provide the programs and support that are expected/required by the program. The professional development programs and resources are regularly reviewed for their currency, responsiveness and effectiveness in achieving their objectives. Links and relationships with the program leaders and associated staff are positive and monitored.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 4:	Professional Development
SCOPE:	The ADU actively contributes to the professional development of all staff involved who contribute to learning and teaching. This includes the effective planning, management and delivery of programs and services associated with professional development.

SUB-DOMAIN 4.3:   DELIVERY

Level of Practice: Institutional Level

Good Practice Descriptor:

The ADU delivers professional development within its portfolio or responsibility that is efficient, relevant and of good quality. The unit provides the relevant organizational units and committees with the programs and support that are expected/required by the university. The professional development programs are delivered by staff who have appropriate expertise and professional credibility in the areas to which they contribute. The engagement and involvement of staff from across the university is evident. A satisfactory range of resources is provided and a varied and relevant range of delivery methods is utilized.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 4:   Professional Development

SCOPE: The ADU actively contributes to the professional development of all staff involved who contribute to learning and teaching. This includes the effective planning, management and delivery of programs and services associated with professional development.

SUB-DOMAIN 4.3:   DELIVERY

Level of Practice: Faculty/School Level

Good Practice Descriptor:

The ADU delivers professional development within its portfolio or responsibility that is efficient, of good quality and is relevant to the faculty. The unit provides the relevant organizational units and committees with the programs and support that are expected/ required by the faculty. The professional development programs are delivered by staff who have appropriate expertise and professional credibility in the areas to which they contribute. The engagement and involvement of staff from the faculty is evident. A satisfactory range of resources is provided and a varied range of delivery methods, relevant to the disciplines being taught, is utilized.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 4:	Professional Development
SCOPE:	The ADU actively contributes to the professional development of all staff involved who contribute to learning and teaching. This includes the effective planning, management and delivery of programs and services associated with professional development.

SUB-DOMAIN 4.3:   DELIVERY

Level of Practice: Program/Course Level

Good Practice Descriptor:

The ADU delivers professional development within its portfolio or responsibility that is efficient, of good quality and is relevant to the program. The unit provides the relevant programs and support that are expected/required by staff engaged in teaching the program of study. The professional development programs are delivered by staff who have appropriate expertise and professional credibility in the areas to which they contribute. The engagement and involvement of staff from the faculty/program of study is evident. A satisfactory range of resources is provided and a varied range of delivery methods, relevant to the disciplines being taught, is utilized.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 5:	Credit-bearing Programs in Higher Education
SCOPE:	The ADU actively contributes to the effective planning, management and delivery of credit-bearing programs in higher education.

SUB-DOMAIN 5.1:   PROGRAM AND COURSE DESIGN

Level of Practice: Institutional Level

Good Practice Descriptor:
The ADU liaises with the relevant organisational units and committees to design and develop programs and courses in higher education that reflect principles of effective curriculum design.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 5:	Credit-bearing Programs in Higher Education
SCOPE:	The ADU actively contributes to the effective planning, management and delivery of credit-bearing programs in higher education.

SUB-DOMAIN 5.2: MANAGEMENT

Level of Practice: Institutional Level

Good Practice Descriptor:

The ADU liaises with the relevant organisational units and committees to provide the programs. It regularly reviews the programs for currency, responsiveness and effectiveness in achieving objectives; it engages in the development of program resources, and regularly reviews standards and practices against national and/or international benchmarks.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 5:	Credit-bearing Programs in Higher Education
SCOPE:	The ADU actively contributes to the effective planning, management and delivery of credit-bearing programs in higher education.

SUB-DOMAIN 5.3: DELIVERY

Level of Practice: Institutional Level

Good Practice Descriptor:

The ADU liaises with the relevant organisational units to facilitate and deliver higher education programs and courses that demonstrate principles of effective teaching practice.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 6:	Curriculum Development
SCOPE:	The ADU actively supports curriculum planning and design and the development of educational resources.

SUB-DOMAIN 6.1:   CURRICULUM PLANNING AND DESIGN

Level of Practice: Institutional Level

Good Practice Descriptor:

The ADU supports policy development and implementation of course/program level curriculum planning and design processes in the university. The ADU advises senior university staff on strategies available to support the curriculum planning and design processes at the course/program level and provides professional development in the use of curriculum planning and design approaches. The ADU remains abreast of national and international trends and practices in curriculum planning and design approaches, development and evaluation and provides advice to relevant leadership committees/bodies/people.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 6:	Curriculum Development
SCOPE:	The ADU actively supports curriculum planning and design and the development of educational resources.

SUB-DOMAIN 6.1: CURRICULUM PLANNING AND DESIGN

Level of Practice: Faculty/School Level

Good Practice Descriptor:

The ADU supports faculties to utilise curriculum planning and design processes in their curriculum renewal and development phases. The ADU advises senior faculty staff on strategies available to support the curriculum planning and design processes at the course/ program level and provides professional development for staff in the use of curriculum planning and design approaches.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 6:	Curriculum Development
SCOPE:	The ADU actively supports curriculum planning and design and the development of educational resources.

SUB-DOMAIN 6.1: CURRICULUM PLANNING AND DESIGN

Level of Practice: Program/Course Level

Good Practice Descriptor:
The ADU supports staff and program teams to review and revise the program or unit curriculum.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 6:	Curriculum Development
SCOPE:	The ADU actively supports curriculum planning and design and the development of educational resources.

SUB-DOMAIN 6.2:   EDUCATION RESOURCE DEVELOPMENT

Level of Practice: Institutional Level

Good Practice Descriptor:

The ADU provides strategic advice to relevant leadership committees/bodies/people on national and international trends and practices in education resource development and evaluation in higher education. The ADU identifies and advises the university about the development of institutional infrastructure to support educational resource development and flags critical gaps in educational resources.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 6:	Curriculum Development
SCOPE:	The ADU actively supports curriculum planning and design and the development of educational resources.

SUB-DOMAIN 6.2:   EDUCATION RESOURCE DEVELOPMENT

Level of Practice: Faculty/School Level

Good Practice Descriptor:

The ADU provides strategic advice and direction for the development of faculty/school infrastructure to support educational resource development; identifies staff development requirements; provides 'enabling tools'; and assists the faculties/schools in developing targeted needs in educational resources.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 6:	Curriculum Development
SCOPE:	The ADU actively supports curriculum planning and design and the development of educational resources.

SUB-DOMAIN 6.2:   EDUCATION RESOURCE DEVELOPMENT

Level of Practice: Program/Course Level

Good Practice Descriptor:
The ADU supports staff and program teams to identify educational resource development needs and assists the staff in developing educational resources.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 7:	Engagement
SCOPE:	The ADU actively communicates with and engages the university's communities in the development of L&T.

SUB-DOMAIN 7.1: INTERNAL ENGAGEMENT

Level of Practice: Institutional Level

Good Practice Descriptor:
The ADU plays an active role in enabling and facilitating connections and collaborations between individuals and groups within the institution in relation to the development of learning and teaching. It provides current and timely information about teaching and learning opportunities and initiatives. It maintains regular communication with senior management and committees.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 7:	Engagement
SCOPE:	The ADU actively communicates with and engages the university's communities in the development of L&T.

SUB-DOMAIN 7.1:   INTERNAL ENGAGEMENT

Level of Practice: Faculty/School Level

Good Practice Descriptor:

The ADU plays an active role in enabling and facilitating connections and collaborations between individuals and groups within faculties/schools in relation to the development of learning and teaching. It provides current and timely information about teaching and learning opportunities and initiatives. It maintains regular communication with faculty/school management and committees.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 7:	Engagement
SCOPE:	The ADU actively communicates with and engages the university's communities in the development of L&T.

SUB-DOMAIN 7.1:   INTERNAL ENGAGEMENT

Level of Practice: Program/Course Level

Good Practice Descriptor:

The ADU plays an active role in enabling and facilitating connections and collaborations between individuals and groups within programs/courses in relation to the development of learning and teaching. It provides current and timely information about teaching and learning opportunities and initiatives. It maintains regular communication with program/course leaders and committees.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 7:	Engagement
SCOPE:	The ADU actively communicates with and engages the university's communities in the development of L&T.

SUB-DOMAIN 7.2:   EXTERNAL ENGAGEMENT

Level of Practice: Organisational/Association Level

Good Practice Descriptor:

The ADU plays an active role in enabling and facilitating productive connections and collaborations with national and international organizations or associations in relation to learning and teaching (e.g., professional and disciplinary associations, other universities, national learning and teaching bodies).

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 7:	Engagement
SCOPE:	The ADU actively communicates with and engages the university's communities in the development of L&T.

SUB-DOMAIN 7.2:   EXTERNAL ENGAGEMENT

Level of Practice: Team/Individual Level

Good Practice Descriptor:

The ADU plays an active role in enabling and facilitating productive connections and collaborations with teams/individuals from institutions, organizations and/or associations for the purposes of enhancing learning and teaching.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 8:	ADU Effectiveness
SCOPE:	The ADU actively monitors the effectiveness of its operations and the domains of practice in which it engages in supporting L&T.

SUB-DOMAIN 8.1: ADU MISSION AND STRATEGY ALIGNMENT

Level of Practice: ADU Level

Good Practice Descriptor:
The ADU has a clearly articulated and accessible statement of mission and/or core business. It has clearly articulated plans that guide its work. These are articulated in terms of goals, desired outcomes and strategies, and align with the institution's overall academic goals and priorities.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 8:	ADU Effectiveness
SCOPE:	The ADU actively monitors the effectiveness of its operations and the domains of practice in which it engages in supporting L&T.

SUB-DOMAIN 8.2: ADU LEADERSHIP AND MANAGEMENT

Level of Practice: ADU Level

Good Practice Descriptor:
The ADU has developed and maintains an organizational structure that is aligned with its mission, strategy and priorities. Provision has been made within the roles and responsibilities included in the ADU's organizational structure for the core business of the unit to be realized. The ADU maintains governance arrangements that ensure effective leadership and management of the unit.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 8:	ADU Effectiveness
SCOPE:	The ADU actively monitors the effectiveness of its operations and the domains of practice in which it engages in supporting L&T.

SUB-DOMAIN 8.3:   ADU IMPACT

Level of Practice: ADU Level

Good Practice Descriptor:

The ADU has developed and maintains indicators, metrics and standards that can be used to monitor, benchmark and report its performance and impact in respect to all aspects of its mission and core business. These metrics, indicators and benchmarks are transparent, easily accessible, and widely utilized by the staff of the unit to monitor individual and collective performance and impact.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments:

Record of Benchmarking

DOMAIN 8:	ADU Effectiveness
SCOPE:	The ADU actively monitors the effectiveness of its operations and the domains of practice in which it engages in supporting L&T.

SUB-DOMAIN 8.4:   ADU QUALITY ASSURANCE AND IMPROVEMENT

Level of Practice: ADU Level

Good Practice Descriptor:

The ADU actively engages in quality assurance and improvement processes that are centred around regular cycles of planning, doing, checking, and improving the unit's policies, practices, strategies, performance and impact.

Description of ADU's current practice at this level:

Evidence of performance at this level of practice in this domain/sub-domain:

Assessment of performance at this level in this domain/sub-domain:

	1	2	3	4	5
	Beginning – Developing		Functional – Proficient		Accomplished – Exemplary
ADU Self Assessment					
ADU Benchmarking Partner's Assessment					

Comments: