

## TNE GOOD PRACTICE WORKSHEET

Spend 10-15mins reading through the document then locate the five most desirable good practice statements that you would want to see as features of your TNE arrangement(s).

After you've done this, if you've done this exercise alone perhaps talk with colleagues to see what they think. If you're working through this sheet as part of a group, talk with other groups about what you and they thought was important.

For each criterion below, ask "Is this important for me or my institution? How could it be changed? Who would have to be involved to effect the changes? What are the main challenges for change in this area?" Write your recommendations/observations in the column "Notes".

Candidates for good practice identified by the project		
Criteria	Explanation and questions	Notes
Clear guidelines around processes, responsibilities and expectations	How are key guidelines made known to your staff?	
Induction and ongoing professional development	Does your institution have its own induction and ongoing professional development program for staff who work in TNE? Does the degree-granting institution have a role to play?	
Development of strong relationships	What is required to build strong relationships? Is it up to institutions to provide support for this or should it be left to individuals?	
The importance of a team approach	Are people working together as teams or is it simply a 'necessary work arrangement'? What are the benefits of the former approach?	
Clear and regular communication	What media are mainly used for communication between the degree-granting institution and your institution?	
Provision of feedback (to partner institution staff)	Do staff from degree-granting institutions provide feedback to staff at your institution about how courses and their assessment have gone? Is there any debriefing?	
Courses being run synchronously in degree-granting institution and at the TNE site	What is the situation in your TNE arrangement? Are courses run synchronously or not?	

Use of marking schemes / guides / keys / rubrics	Do staff from the degree-granting institution provide these assessment marking tools?	
Onsite visits where possible (staff go both ways)	Do staff from your institution have the opportunity to travel to the degree-granting institution(s)?	
Collaborative setting of assignments and marking	Are your staff involved in helping to set assignments and mark work?	
Provision of sample work to partner institution staff	Do your staff ever see sample work or 'model answers' to assignment questions? What is the benefit of this?	
Supply of materials to facilitate processes	Do you staff receive course-related materials for students (e.g. study guides, web info, readings) from degree-granting institutions (1) at all and if 'yes', (2) in sufficient time?	
Swapping texts (e.g. sending examples of marked work of Australian students to partner institution staff)	Do your staff ever have a chance to see work marked by staff from degree-granting institutions to help them get a sense of expectations?	
Co-publication (an indication of close collaboration)	Do you know if your staff and the staff from degree-granting institutions ever publish work together?	