The PATHe to Benchmarking Foundations

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1. Literature review incorporating
   - Tuning
   - ACODE
   - CADAD

2. Meta-analysis of Australian Foundations data identifying key practices, elements, structures, etc

3. Categorisation of developing criteria by Domains and supported with Statements of Good Practice

4. Development of indicators and associated standards

5. Pilot of the benchmarking process, the criteria and the standards (Macquarie University with University of Canberra and James Cook University)

Good Practice Statement

1. Strategy and policy governing Foundations programs
   The institution dedicates an appropriate level of resources to support of the Foundations program and embeds it in institutional policy and strategy with clearly expressed expectations about:
   - who should attend;
   - benefits of attendance;
   - links to career progression;
   - links to good teaching; and resourcing.

2: Curriculum and Content
   The program has a clearly articulated philosophy, conceptual framework and/or rationale which is based in pedagogical theory. This is consistent across aims, learning outcomes, content, assessment and delivery of the program. The program is sufficiently flexible to meet the needs of a diverse range of participants.

3: Program structure
   The program is offered in a way that meets the needs of the participants. Program length is sufficient to address key learning and teaching issues (as evidenced by a rationale that shows issue has been considered, and the decision is a response to organisational needs)

4: Quality Assurance
   The program is taught by suitably qualified staff and subject to a regular process of quality assurance and enhancement.