



MONASH
University

EDUCATION PERFORMANCE STANDARDS FRAMEWORK

19 August 2026

**TEACHING AND RESEARCH EXPECTATIONS
FOR EDUCATIONAL EXCELLENCE**

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**EDUCATION-FOCUSED EXPECTATIONS
FOR EDUCATIONAL EXCELLENCE**

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EDUCATION PERFORMANCE STANDARDS – TEACHING AND RESEARCH

AREAS OF IMPACT	PRACTICE ELEMENTS	BY THIS WE MEAN	ELEMENTS TO ADDRESS (T&R AND EF)
IMPACT ON STUDENT LEARNING 	Effective teaching and learning	Demonstrated ability to use engaging, authentic and active approaches to teaching and learning	Yes
	Responsive program design	Demonstrated contributions to development of activities, units and courses in line with current best practices	Yes
	Student-centred orientation	Demonstrated contributions to support positive student learning experiences in practice	Yes
	Professional learning engagement	Demonstrated participation in and impact of professional learning as a participant and/or facilitator	Yes
IMPACT ON EDUCATIONAL KNOWLEDGE 	Pedagogical content expertise	Demonstrated expertise in effective teaching and learning of discipline content	One of two
	Education research performance	Demonstrated conduct, presentation and/or publication of high-quality research into educational approaches and innovations	
IMPACT ON EDUCATIONAL ENVIRONMENT 	Education innovation	Demonstrated ability to create or adapt teaching and learning approaches in line with new thinking and understanding	One of two
	Education leadership	Demonstrated initiation of Faculty, institutional, local and/or international programs to strengthen learning and teaching	

For T&R and EF roles			
Band	SETU Before October 13th 2025	SETU – Unit Evaluation From October 13th 2025	SETU – Teaching Evaluation From October 13th 2025
Low	≤ 3.0	≤ 57	≤ 34
Medium	3.01 - 3.79	58 - 70	35 - 64
High	3.80 - 4.69	71 - 88	65 - 84
Very High	≥ 4.70	≥ 89	≥ 85

IMPACT ON STUDENT LEARNING



1.	LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E	Previous Criteria
WORKLOAD EXPECTATIONS	Workload allocation across all education-related expectations areas in line with Faculty and school level norms	Workload allocation across all education-related expectations areas in line with Faculty and school level norms	Workload allocation across all education-related expectations areas in line with Faculty and school level norms	Workload allocation across all education-related expectations areas in line with Faculty and school level norms	Workload allocation across all education-related expectations areas in line with Faculty and school level norms	Teaching and supporting student learning Assessment and giving feedback to students on their learning
A. EFFECTIVE TEACHING AND LEARNING	Demonstrated ability to effectively teach program content	As per Level A requirements and	As per Level B requirements and	As per Level C requirements and	As per Level D requirements	
	Demonstrated ability to provide formative and summative assessment to develop students' learning	Effective unit (or equivalent) coordination	Demonstrated innovative teaching approaches that support students' learning and engagement	Effective co-ordination and management of courses/internal or external programs		
	Demonstrated responsiveness to individual student learning needs	Use of evidence-informed approaches to enhance student learning	Demonstrated skills, experience and creativity with a range of pedagogies and technologies			
	Evidence of contribution to unit coordination	Demonstrated use of active and experiential learning approaches and appropriate learning technologies				
	Demonstrated use of appropriate learning technologies					
	Meets minimum requirements on student and teaching survey results	Meets minimum requirements on student and teaching survey results	Meets or exceeds requirements on student and teaching survey results	Meets or exceeds requirements on student and teaching survey results		
B. RESPONSIVE PROGRAM/ UNIT DESIGN	Effective design and development of unit materials, in teams or with supervision	As per level A requirements and	As per level B requirements and	As per level C requirements and	As per level D requirements	Design and planning of learning activities
	Proactive monitoring of the student learning experience across the unit	Demonstrated enhancements in delivery models (online or blended)	Evidence-based and/or innovative approaches in unit design or delivery			
	Demonstrated alignment of unit teaching and learning activities with professional standards and accreditation	Self-initiated development of teaching material (may include work done in teams)	Demonstrated contribution to the development of curriculum for courses/units/internal or external programs			

IMPACT ON STUDENT LEARNING



	LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E	Previous Criteria
C. STUDENT-CENTRED ORIENTATION	Demonstration of a student-centered approach and environment	As per Level A requirements and	As per Level B requirements and	As per Level C requirements and	As per Level D requirements	Developing effective learning environments, student support and guidance
	Evidence of timely and professional responses to students	Demonstrated intentional and systematic approaches to enhance student learning	A well defined theory of teaching to support student-centered learning	Evidence of participation in exchanges of ideas and practices with colleagues and the wider community		
	Work effectively with others to develop a consistent student experience within units	Evidence of commitment to creating learning spaces which support students' wellbeing and cultural safety	Work effectively with others to improve the student experience within units and courses	Work effectively with others to improve the student experience within units, courses and faculties		
D. PROFESSIONAL LEARNING ENGAGEMENT	Participation in learning and development around Monash priorities, policies and procedures	As per Level A requirements and	As per Level B requirements and	As per Level C requirements and	As per Level D requirements	Evaluation and development of practice leading to continual professional enhancement
	Achievement of positive formative peer review outcomes	Consistent engagement in learning to maintain current discipline knowledge	Provision of mentoring and peer review of teaching	Demonstrated contribution to educational professional learning activities in a Faculty, the University or discipline		
		Consistent engagement in professional learning to maintain currency in teaching and learning	Achievement of recognition in education (e.g. HEA Fellowship)			
		Seeks education recognition (e.g. HEA Fellowship)				
		Achievement of positive summative peer review outcomes				
EXAMPLES OF SUPPORTING EVIDENCE: ACADEMIC/ PROFESSIONAL ACTIVITIES	• Details of units taught (student numbers, nature of teaching, etc.) • Details, samples of teaching materials designed and developed • Details of contribution to unit/course review or renewal • Student support and guidance activities outside the curriculum • Participation in certification and training in teaching and learning • Details of professional development activities • Mentoring of teaching staff • Participation in programmes of educational reform or innovation • Institutional committee membership • External examiner/trainer • Membership of teaching and learning organisation • SETU data					
EXAMPLES OF SUPPORTING EVIDENCE: MEASURES OF STUDENT LEARNING	• Informal and unsolicited student feedback • Pass rates, attrition rates and student progression that can be attributed to specific units • Retrospective feedback by alumni • Assessments made by graduate recruiters and employers with respect to specific units/experiences • Student prizes/achievements that can be linked to specific unit/course • Examination/assessment results, benchmarked against other cohorts • Evaluation of student outputs, such as final year projects • Student learning journals • Examples of feedback practice • Screenshots demonstrating timely responses to support student learning					
EXAMPLES OF SUPPORTING EVIDENCE: PEER REVIEW AND RECOGNITION	• Peer review of teaching • Peer review of unit content, materials and/or teaching portfolio • Letters of reference from: students, alumni, director of studies, head of school or unit/course leaders • Letters of reference from: staff mentees, external examiners and collaborators • Authorship of widely-used text books • Pedagogical conference prese Institutional and national teaching awards/fellowships/prizes					

TEACHING AND RESEARCH EXPECTATIONS FOR EDUCATIONAL EXCELLENCE

IMPACT ON EDUCATIONAL KNOWLEDGE



2.	LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E	Previous Criteria
A. PEDAGOGICAL KNOWLEDGE		Demonstrated application of a range of pedagogies and evaluation of impact using evidence	Demonstrated knowledge of a range of pedagogies and use of evidence to inform improvements	As per Level C requirements and	As per Level D requirements Demonstrated recognition for expertise in teaching and learning within Faculty, and possibly across the University and/or within a local, international, professional or community context	Integration of scholarship, research and professional activities with teaching and in support of student learning
B. EDUCATION RESEARCH PERFORMANCE		Evidence of dissemination of educational applications and impact	Evidence of contribution made to pedagogical knowledge through theoretical/empirical/translational research within a field of expertise Evidence of high quality publications in education research as per Faculty targets Receipt of internal funding in teaching and learning research	As per level C requirements	As per level D requirements	
EXAMPLES OF SUPPORTING EVIDENCE: ACADEMIC/ PROFESSIONAL ACTIVITIES	- Leadership role in strategic institutional curriculum and/or policy development - Design and delivery of high-impact course innovation - Leadership of QA or accreditation processes - External reviewer/trainer/advisor - Participation in government consultation committees - Invited speaker at national/global events in teaching and learning - Participation in judging panels for teaching awards and prizes - Participation in faculty and university committees related to teaching and learning					
EXAMPLES OF SUPPORTING EVIDENCE: MEASURES OF STUDENT LEARNING	- Commendations received by graduate recruiters and employers - Students' self-reported learning gains, student engagement surveys (course or institutional level) - Course/institutional pass rates/progression rates in line with university procedures - Institutional surveys of student perceptions or experience					
EXAMPLES OF SUPPORTING EVIDENCE: PEER REVIEW AND RECOGNITION	- Letters of reference from senior university managers, external collaborators and those who have taken inspiration from the candidate's educational approaches - Reports from collaborators, external impact reports/case studies					

IMPACT ON EDUCATIONAL ENVIRONMENT



3.	LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E	Previous Criteria
A. EDUCATION INNOVATION		Demonstrated participation in initiatives that drive innovation in units/courses, internal or external programs	Demonstrated contribution to educational innovation within and beyond units/courses	As per Level C requirements and	As per Level D requirements	Design and phasing of learning activities
B. EDUCATION LEADERSHIP			Evidence of engagement in collegial/collaborative activities to support education Demonstrated leadership in faculty/university committees and working groups related to teaching and learning	Demonstrated proactive support of colleagues to develop and improve their teaching Demonstrated engagement in internal and external program reviews Evidence of participation in institutional and/or national dialogue around teaching and learning	Evidence of influence on academic staff to cultivate a positive attitude towards teaching Evidence of contributions to institutional and/or national dialogue around teaching and learning	
EXAMPLES OF SUPPORTING EVIDENCE: ACADEMIC/ PROFESSIONAL ACTIVITIES	- Leadership role in strategic institutional curriculum and/or policy development - Design and delivery of high-impact course innovation - Leadership of QA or accreditation processes - External reviewer/trainer/advisor - Participation in government consultation committees - Invited speaker at national/global events in teaching and learning - Participation in judging panels for teaching awards and prizes - Participation in faculty and university committees related to teaching and learning					
EXAMPLES OF SUPPORTING EVIDENCE: MEASURES OF STUDENT LEARNING	- Commendations received by graduate recruiters and employers - Students' self-reported learning gains, student engagement surveys (course or institutional level) - Course/institutional pass rates/progression rates in line with university procedures - Institutional surveys of student perceptions or experience					
EXAMPLES OF SUPPORTING EVIDENCE: PEER REVIEW AND RECOGNITION	- Letters of reference from senior university managers, external collaborators and those who have taken inspiration from the candidate's educational approaches - Reports from collaborators, external impact reports/case studies					

IMPACT ON STUDENT LEARNING



1.	LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E	Previous Criteria
WORKLOAD EXPECTATIONS	Workload allocation across all education-related expectations areas in line with Faculty and school level allocations	Workload allocation across all education-related expectations areas in line with Faculty and school level norms	Workload allocation across all education-related expectations areas in line with Faculty and school level norms	Workload allocation across all education-related expectations areas in line with Faculty and school level norms	Workload allocation across all education-related expectations areas in line with Faculty and school level norms	Teaching and supporting student learning Assessment and giving feedback to students on their learning
A. EFFECTIVE TEACHING AND LEARNING	Demonstrated ability to effectively teach unit/course/program content	As per Level A requirements and	As per Level B requirements and	As per Level C requirements and	As per Level D requirements	
	Demonstrated ability to provide formative and summative assessment to develop students' learning	Effective unit (or equivalent) coordination	Demonstrated innovative teaching approaches that support students' learning and engagement	Effective co-ordination and management of courses/internal or external programs		
	Demonstrated responsiveness to individual student learning needs	Use of evidence – informed approaches to enhance student learning	Demonstrated skills, experience and creativity with a range of pedagogies and technologies			
	Evidence of contribution to coordination of units	Demonstrated use of active and experiential learning approaches				
	Demonstrated use of appropriate learning technologies					
	Demonstrated expertise and knowledge in discipline, as evidenced by authentic assessment					
Meets minimum requirements on student and teaching surveys	Meets minimum requirements on student and teaching survey results	Meets or exceeds aspirational requirements of student and teaching survey results				
B. RESPONSIVE PROGRAM/ UNIT DESIGN	Effective contribution to design and development of unit materials, in teams or with supervision	As per Level A requirements and	As per Level B requirements and	As per Level C requirements and	As per Level D requirements and	Design and planning of learning activities
	Proactive monitoring of the student learning experience across the unit	Demonstrated enhancements in delivery models (online and blended)	Evidence-based and/ or innovative approaches in unit design or delivery	Demonstrated responsibility for curriculum development for existing/new programs	Demonstrated leadership around course design at the faculty/inter faculty level and in national or international settings	
	Demonstrated alignment of unit teaching and learning activities with professional standards and accreditation	Self-initiated development of unit or teaching material (may include development work done in teams)	Demonstrated contribution to the development of curriculum for courses/units/internal or external programs			

IMPACT ON STUDENT LEARNING



	LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E	Previous Criteria
C. STUDENT-CENTRED ORIENTATION	Demonstration of a student-centred and inclusive approach and environment	As per Level A requirements and	As per Level B requirements and	As per Level C requirements and	As per Level D requirements	Developing effective learning environments, student support and guidance
	Evidence of timely and professional responses to students	A well defined theory of teaching to support student-centered learning	Work effectively with others to develop a consistent student experience within units and courses	Lead effectively with others to develop a consistent student experience within units, courses, and faculties/the institution		
	Evidence of a systematic approach to enhancing student learning	Evidence of engagement in collegial/ collaborative activities to support education	Participation in teaching exchanges with colleagues and the wider community			
	Work effectively with others to develop a consistent, or improved, student experience within units	Evidence of commitment to creating learning spaces which support student wellbeing and cultural safety				
D. PROFESSIONAL LEARNING ENGAGEMENT	Participation in learning and development around Monash priorities, policies and procedures	As per Level A requirements and	As per Level B requirements and	As per Level C requirements and	As per Level D requirements and	Evaluation and development of practice leading to continual professional enhancement
	Achievement of positive formative peer review outcomes	Consistent learning to maintain discipline/ teaching and learning knowledge	Provision of mentoring and peer review of teaching	Demonstrated contribution to education professional learning activities in a Faculty, the University or discipline		
		Seeks education recognition (e.g. HEA Fellowship)	Achievement of recognition in education (e.g. HEA Fellowship)			
		Achievement of positive summative peer review outcomes				
EXAMPLES OF SUPPORTING EVIDENCE: ACADEMIC/ PROFESSIONAL ACTIVITIES	• Details of units taught (student numbers, nature of teaching, etc.) • Details, samples of teaching materials designed and developed • Details of contribution to unit/course review or renewal • Student support and guidance activities outside the curriculum • Participation in certification and professional learning in teaching and learning • Details of professional development activities • Mentoring of teaching staff • Participation in programmes of educational reform or innovation • Institutional committee membership • External examiner/trainer/facilitator • Membership of teaching and learning organisation • SETU data					
EXAMPLES OF SUPPORTING EVIDENCE: MEASURES OF STUDENT LEARNING	• Informal and unsolicited student feedback • Pass rates, attrition rates and student progression that can be attributed to specific units • Retrospective assessment by alumni • Assessments made by graduate recruiters and employers with respect to specific units/experiences • Student prizes/achievements that can be linked to specific unit/course • Examination/assessment results, benchmarked against other cohorts that aligns to university policy • Evaluation of student products, such as final year projects • Student learning journals • Examples of feedback practice (with consent from students) • Screenshots demonstrating timely responses to support student learning					
EXAMPLES OF SUPPORTING EVIDENCE: PEER REVIEW AND RECOGNITION	• Peer review of teaching/Peer review of others’ teaching • Peer review of unit content, objectives and materials and/or teaching portfolio • Authorship of widely-used texts showing impact • Pedagogical conference presentations • Institutional and national teaching awards/fellowships/prizes					

EDUCATION-FOCUSED EXPECTATIONS FOR EDUCATIONAL EXCELLENCE

IMPACT ON EDUCATIONAL KNOWLEDGE



2.	LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E	Previous Criteria
A. PEDAGOGICAL CONTENT KNOWLEDGE		Demonstrated application of a range of pedagogies and evaluation of impact using evidence	Demonstrated knowledge of a range of pedagogies and use of evidence to inform improvements	As per Level C requirements and	As per Level D requirements	Integration of scholarship, research and professional activities with teaching and in support of student learning
			Demonstrated knowledge of a range of pedagogies and use of evidence of to inform improvement	Demonstrated deep knowledge of a range of pedagogies and use of evidence of to inform improvement	Evidence of recognition for expert teaching within local, international, professional and community contexts	
			Evidence of contribution made to pedagogical knowledge through theoretical/empirical and/or translational research within a field of expertise	Evidence of recognition for expert teaching in Faculty/University		
B. EDUCATION RESEARCH PERFORMANCE		Evidence of high quality publications (1 per 2 years or as per Faculty targets)	Evidence of high quality publications (1.5 per 2 years or as per Faculty targets)	Evidence of high quality publications (2 per two years or as per Faculty targets)	Evidence of high quality publications (3 per two years or as per Faculty targets)	
			Evidence of high quality publications in education research as per Faculty targets			
			Receipt of internal funding in teaching and learning research			
EXAMPLES OF SUPPORTING EVIDENCE: ACADEMIC/ PROFESSIONAL ACTIVITIES	- Invited speaker at key events in teaching and learning - Visiting/honorary position at other institutions - Peer reviewer of teaching - Active member of teaching and learning research group - Participation in government consultation committees - Invited speaker at national/global events in teaching and learning					
EXAMPLES OF SUPPORTING EVIDENCE: MEASURES OF STUDENT LEARNING	- Students' self-reported learning gains (unit level) - Student engagement surveys (unit level) - Student learning journals - Pre and post tests (unit level)					
EXAMPLES OF SUPPORTING EVIDENCE: PEER REVIEW AND RECOGNITION	- Refereed conference and journal publications showing how they advance the discipline and build reputation and recognition of research - Publications, citations, research grants and income - National and global press coverage - National/global awards and prizes					

IMPACT ON EDUCATIONAL ENVIRONMENT



3.	LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E	Previous Criteria
A. EDUCATION INNOVATION		Contribution to educational innovation within and beyond units/courses	Demonstrated initiation of innovation, within and beyond units/ courses, in response to Faculty/University strategies	Demonstrated contribution to teaching and learning innovation in faculty, institutional or external contexts	Level D requirements	Design and planning of learning activities
B. EDUCATION LEADERSHIP		Demonstrated leadership to advance an inclusive and supportive culture of excellence in teaching and learning within the Faculty	Level B requirements and	Level C requirements and	Level D requirements and	
		Participation in school/Faculty level Education committees and working groups	Leadership of school/ Faculty level Education committees and working groups	Evidence of contributions to institutional and national dialogue around teaching and learning	Evidence of external evaluation of teaching and learning processes, strategies, policies and programs in other institutions	
			Contribution to internal reviews of teaching and learning programs in the Faculty/ University.	Advancement of partnerships to inform educational practice or policy within and beyond the institution	Demonstrated leadership in initiating educational partnerships	
				Demonstrated leadership of internal and external program reviews	Evidence of contribution to or leadership of high impact local and global education programs	
				Representation of Faculty on institutional committees and working groups		
EXAMPLES OF SUPPORTING EVIDENCE: ACADEMIC/ PROFESSIONAL ACTIVITIES	• Leadership role in strategic institutional curriculum and/or policy development • Design and delivery of high-impact course innovation • Leadership of QA or accreditation processes • External reviewer/trainer/advisor • Participation in government consultation committees • Invited speaker at national/global events in teaching and learning • Participation in and leadership of high-impact national and global educational programmes • Participation in judging panels for teaching awards and prizes • Participation in Faculty and University committees or working groups related to teaching and learning					
EXAMPLES OF SUPPORTING EVIDENCE: MEASURES OF STUDENT LEARNING	• Commendations received by graduate recruiters and employers • Students' self-reported learning gains, student engagement surveys (course or institutional level) • Course/institutional pass rates/progression rates in line with university procedures • Institutional surveys of student perception or experience					
EXAMPLES OF SUPPORTING EVIDENCE: PEER REVIEW AND RECOGNITION	• Letters of reference from senior university managers, external collaborators and those who have taken inspiration from the candidate's educational approaches • Reports from collaborators, external impact reports/case studies					