

LEARNING AND TEACHING QUALITY PROCEDURE

SCOPE

This procedure applies to:

- all staff;
- all students;
- all coursework courses and units; and
- all teaching locations.

PROCEDURE STATEMENT

This procedure outlines the mechanisms by which Monash monitors and improves the quality of its learning and teaching in units and assures alignment with the Higher Education Standards Framework (Threshold Standards) 2015. At the course level, quality is monitored annually and courses are formally reviewed every five to seven years, as outlined in the [Course Review Procedure](#).

In this procedure, references to the associate dean (education) may include roles with equivalent responsibility within the faculty, such as deputy dean (education) or associate dean (learning and teaching).

1. Learning and teaching quality cycle and standards

- 1.1 The learning and teaching quality cycle is the process of delivering, evaluating, reviewing and improving units outlined in this procedure.
 - 1.1.1 The learning and teaching quality cycle in offshore locations must abide by the requirements of local jurisdictions.
- 1.2 Academic Board has overall responsibility for educational quality standards and for determining the strategic priorities for evaluating learning and teaching. Learning and teaching standards are primarily articulated in the [Courses and Units Policy](#), [Learning and Teaching Policy](#) and [Assessment and Academic Integrity Policy](#) and their supporting procedures.
- 1.3 The Deputy Vice-Chancellor (Education) (or delegate) will recommend to Academic Board at the final meeting each year the measures that will trigger a unit review in the following year in relation to student evaluation results and other measures as determined from time to time.
 - 1.3.1 The Deputy Vice-Chancellor (Education) (or delegate) will communicate the triggers approved by Academic Board to faculties and teaching locations.
- 1.4 Academic Board will consider student feedback, relevant data and unit review outcomes in determining quality assurance activities for the continuous improvement of learning and teaching.

Induction in learning and teaching

- 1.5 Deans (or delegates) must ensure that all academic staff with teaching responsibilities in their faculty are inducted into Monash's learning and teaching approaches and requirements.
 - 1.5.1 New academic staff with teaching responsibilities must begin induction within the first 12 months of the probation period.
 - 1.5.2 Teaching associates must be inducted prior to commencing teaching at Monash.

Qualifications of teaching staff

- 1.6 Deans (or delegates) must ensure that academic staff with teaching responsibilities in their faculty have the appropriate knowledge, skills and qualifications for the units in which they teach.
 - 1.6.1 Staff must hold a [qualification](#) in a relevant discipline at least one AQF level higher than the level of the course in which the unit is studied, or equivalent relevant academic, professional or practice-based experience and expertise as determined by the dean (or delegate), which is documented in the human resource recruitment system.

- 1.6.2 Staff with teaching responsibilities must maintain currency in learning and teaching approaches by completing the equivalent of one program of professional learning each year, which is recorded in the staff development system.

2. Learning and teaching feedback and evaluation

- 2.1 The dean (or delegate) will evaluate the quality of learning and teaching in their faculty through both formal and informal feedback, including through the mechanisms outlined in this section.

Student Evaluation of Teaching and Units (SETU) survey

- 2.2 The Deputy Vice-Chancellor (Education) (or delegate) is responsible for recommending the Student Evaluation of Teaching and Units (SETU) survey format and questions to the University Education Committee for approval.
- 2.3 Every unit offering and all staff teaching in that offering will be evaluated in each SETU survey period.
- 2.4 University Planning and Statistics (UPS) is responsible for administering the SETU survey.
- 2.5 SETU survey responses are confidential and UPS will de-identify data before distributing the results. UPS will make SETU data available as follows:
- 2.5.1 unit evaluation quantitative data to staff and students;
- 2.5.2 unit evaluation summary reports, pivot tables and Business Intelligence (BI) reports to staff only;
- 2.5.3 teaching evaluation data to:
- the teaching staff who were evaluated;
 - the associate dean (education);
 - senior faculty staff nominated by the dean(s) (or delegate) of the unit-owning and teaching faculties;
 - the relevant campus Vice-President (Academic) or equivalent (where applicable);
 - the Deputy Vice-Chancellor (Education) or nominee; and
 - for graduate research coursework units, the Vice-Provost (Faculty and Graduate Affairs); and
- 2.5.4 qualitative data (open-ended comments) to chief examiners and other staff nominated by the associate dean (education) and to the relevant campus Vice-President (Academic) or equivalent. This data is confidential and must not be distributed widely.
- 2.6 Associate deans (education) will monitor the results and outcomes for units offered in all locations. For offshore locations this will be done in collaboration with the senior academic staff at those locations.
- 2.7 Teaching staff are required to include SETU unit and teaching evaluation data for all units they taught in their:
- **performance development portfolio**, during the annual performance development process, as outlined in the [Performance Development Process: Academic Staff Procedure](#);
 - **confirmation of appointment request**, as outlined in the [Academic Probation Procedure](#); and
 - **application for promotion**, as outlined in the [Academic Promotion](#) procedures.
- 2.8 Chief examiners, unit coordinators and individual teaching staff must consider and review the SETU unit evaluation data and their own teaching evaluation data to identify and implement improvements, where applicable, to units and the quality of learning and teaching.
- 2.9 Associate deans (education) and nominated senior staff members, will review SETU unit and teaching evaluation data across the faculty to:
- identify strengths and weaknesses;
 - implement improvements, where applicable;
 - monitor and evaluate improvement plans in progress; and
 - recognise and reward teaching that receives excellent evaluation results.
- 2.10 The relevant campus Vice-President (Academic) or equivalent will review SETU results to monitor student satisfaction, and actions taken in response, at their campus/location and report outcomes to the relevant campus education committee.
- 2.11 The chief examiner or nominee will advise students in the learning management system of an intended area of teaching practice on which they will request student feedback.
- 2.12 At least once a year, the Deputy Vice-Chancellor (Education) (or delegate) will report SETU summary data, including longitudinal analysis across faculties and locations, to the University Education Committee (for coursework units) and the Graduate Research Committee (for graduate research coursework units). The committees will consider the results, determine any follow up actions and make recommendations to Academic Board.
- 2.13 Academic Board will consider the reports and recommendations of the University Education Committee and the Graduate Research Committee and may direct deans (or delegates) to undertake actions to improve learning and teaching, including the direction to review a unit (see section 4).

- 2.13.1 Faculties must implement actions as directed by Academic Board and report the outcomes with an analysis of survey results in the subsequent reporting period.

Peer review of teaching

- 2.14 Peer review of teaching is offered to all staff with teaching responsibilities to enhance their teaching through self-reflection and collegial feedback, and is conducted through the [online system](#) provided.
- 2.15 Associate deans (education) nominate academic staff in their faculty to be reviewers. Reviewers must complete peer-review training with the Monash Education Academy before reviewing a colleague.
- 2.16 Peer reviews can be used for two purposes:
- 2.16.1 Formative peer reviews, for the purpose of supporting professional growth and enhancing teaching practice; and
- 2.16.2 Summative peer reviews, for the purpose of documenting practice at a point in time to provide peer perspective in applications for promotion.
- 2.17 The Deputy Vice-Chancellor (Education) (or delegate) will provide faculty-level analysis of de-identified peer review data, comprising thematic analysis of feedback and a quantitative summary, to the associate dean (education) or nominee.
- 2.18 At least once a year, the Deputy Vice-Chancellor (Education) (or delegate) will report a summary and analysis of peer review outcomes to the University Education Committee. The committee may direct deans (or delegates) to undertake actions to improve learning and teaching in response to issues raised in the report.
- 2.18.1 Faculties must implement actions as directed by the University Education Committee and report the outcomes within 12 months.

Learning and teaching related feedback from system-generated data

- 2.19 Monash collects and analyses system-generated data for the following purposes:
- 2.19.1 **Individual student support:** where data on an individual student's activities is used to support targeted and tailored opportunities for that student (see [Learning and Teaching Student Engagement Procedure](#), section 3.2).
- 2.19.2 **Understanding and improving the quality of students' learning experience:** where de-identified data is used to provide feedback to staff and students on the effectiveness of particular learning, teaching and support activities for either self-reflection or future delivery of units.
- 2.19.3 **Research activities:** where data is used to explore the relationship between variables such as particular learning activities and student success (subject to the [Ethical Research and Approvals Policy](#)).
- 2.20 The Deputy Vice-Chancellor (Education) (or delegate) is responsible for overseeing the use of system-generated data to ensure it aligns with ethical principles and Monash's strategies and policies. All initiatives to use system-generated data must:
- be approved by the Deputy Vice-Chancellor (Education) (or delegate), or the Vice-Provost (Faculty and Graduate Affairs) (or delegate) for graduate research coursework units;
 - have a data protection impact assessment;
 - comply with the [Data Protection and Privacy Procedure](#), the relevant [Data Protection and Privacy Collection Statements](#) and the [Privacy of Student Records Policy](#); and
 - report the outcomes to the Deputy Vice-Chancellor (Education) (or delegate), or the Vice-Provost (Faculty and Graduate Affairs) (or delegate) for graduate research coursework units.
- 2.21 When analysing and using system-generated data, Monash will:
- always apply human judgement when using data to inform actions directed to individual students, and will not use data alone to predict students' capacities or likelihood of success;
 - recognise and minimise the effects of bias perpetuated in the data or algorithms;
 - be ethical and transparent about how and when data is collected and used; and
 - provide development activities for staff and students to build institutional capacity in using data validly and effectively.
- 2.22 Student data will be drawn from existing sources of data held by the University, including data about:
- admissions;
 - course and unit enrolment;
 - student engagement, progression and achievement in assessments, units and courses;
 - student engagement with virtual learning environments, assessment services and media platforms;
 - student use of library systems and services;
 - student use of other University services and facilities related to learning and teaching;
 - student ID card access; and
 - student survey responses.

2.23 At least once a year, the Deputy Vice-Chancellor (Education) (or delegate) will report on findings, initiatives and outcomes from the use of system-generated data to the University Education Committee. The committee may direct deans (or delegates) to undertake actions to improve learning and teaching in response to issues raised in the report.

2.23.1 Faculties must implement actions as directed by the University Education Committee and report the outcomes, such as improved student evaluation results, within 12 months.

External referencing

2.24 Monash regularly evaluates its quality and performance in learning and teaching through the following external referencing mechanisms.

2.24.1 Group of Eight Quality Verification System (Go8 QVS) is undertaken annually to compare the unit assessment practices and quality of a sample of units with other Go8 universities.

2.24.2 National data across the higher education sector is compared, e.g. Quality Indicators of Learning and Teaching surveys measuring student experience and outcome.

2.24.3 Professional courses and units are reviewed and accredited by external accrediting bodies, ensuring Monash learning and teaching uphold professional requirements and standards in preparing students for regulated professions.

2.24.4 Faculties are required to benchmark within the University and against appropriate external institutions in the course review process, which includes comparison of student outcomes (progression, retention, success and completion) across a course, and assessment methods and student achievement in selected core units (see [Course Review Procedure](#)).

2.25 The Deputy Vice-Chancellor (Education) (or delegate) will report to the University Education Committee any issues arising from external referencing activities as appropriate. The committee may direct deans (or delegates) to undertake actions to improve learning and teaching in response to issues raised in the report.

2.25.1 Faculties must implement actions as directed by the University Education Committee and report the outcomes within 12 months.

3. Recognising excellence

3.1 Monash recognises excellence in learning and teaching through:

- letters of commendation sent by the Deputy Vice-Chancellor (Education) (or delegate) to staff who achieve excellent results in student evaluations or other measures (see 1.2 and 1.3);
- the annual Vice-Chancellor's Awards in several categories of learning and teaching;
- nominations by the Deputy Vice-Chancellor (Education) (or delegate) of staff who apply for the Australian Awards for University Teaching; and
- faculty-based, campus-based and student association awards for learning and teaching.

4. Unit review and improvement

4.1 Deans (or delegates) are responsible for monitoring the quality of units against the criteria for unit re-accreditation (see [Unit Accreditation Procedure](#)).

4.2 Deans (or delegates) must ensure steps are taken to improve units that are not meeting minimum standards of educational quality.

4.3 Academic Board or the Deputy Vice-Chancellor (Education) (or delegate) may direct the dean (or delegate) of the unit-owning faculty to review a unit, or an offering for a particular mode or location, for any reason including if they are concerned that the unit:

- fails to meet the minimum standards of educational quality set by Academic Board;
- shows declining or low demand;
- fails to comply with laws, regulations, policies or procedures; or
- fails to meet other standards as determined by Academic Board from time to time.

4.4 Academic Board or the Deputy Vice-Chancellor (Education) (or delegate) will determine the focus and format for a unit review.

4.5 When directed to do so (see 4.3), the dean (or delegate) must review a unit and, if required, make a plan for its improvement. The review and improvement plan must be submitted to the Deputy Vice-Chancellor (Education) (or delegate).

4.5.1 For units offered at overseas locations, faculties must also report the unit review to the School Education Committee at that location, which will report a summary of unit review outcomes to the Campus Education Committee.

4.6 The Deputy Vice-Chancellor (Education) (or delegate) will receive and consider faculties' responses to directed unit reviews and will submit a report to the University Education Committee and Academic Board summarising review outcomes and making recommendations where relevant.

4.7 After receiving the report of the directed review outcomes, Academic Board may direct the dean (or delegate) to discontinue the unit.

- 4.7.1 A faculty may make a case for continuing a unit by providing evidence for its strategic necessity and a plan for changes to ensure improvement.
- 4.8 The faculty must report to the Deputy Vice-Chancellor (Education) (or delegate) on the progress towards achieving the improvement plan for two offerings following implementation of the improvements.

DEFINITIONS

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| Chief examiner | The academic staff member responsible for the implementation of a unit's assessment regime and for recommending the final result for each student. A dean must appoint a chief examiner for each unit taught by the faculty. |
| Staff development system | myDevelopment: the system that records staff members' professional development activities. |
| Teaching associate | Staff who are appointed on a sessional basis to undertake a single or specific number of sessions related to demonstrating, tutoring, lecturing, marking, supervision, academic research assistance, music accompanying with special educational service, undergraduate clinical nurse education or other required academic activity. |
| Teaching faculty | The faculty responsible for teaching the unit or, where teaching is shared among faculties, the faculty with the greatest percentage of teaching responsibility. |
| Unit | A component of a course represented by a unit code that is taught as a discrete entity but is not a thesis for a graduate research degree. |
| Unit coordinator | The academic staff member assigned to coordinate all unit academic and administrative activities for each mode and/or location. When the unit coordinator is not also the chief examiner, they work under the direction of the chief examiner. |
| Unit-owning faculty | The faculty that owns the unit. |

GOVERNANCE

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| Parent policy | Learning and Teaching Policy | |
| Associated procedures | Assessment Regime Procedure Marking and Feedback Procedure Coursework Course and Unit Accreditation Policy Coursework Course Review Procedures Learning and Teaching Student Engagement Procedure Unit Delivery Procedure | |
| Legislation mandating compliance | Higher Education Support Act 2003 (Com) Privacy and Data Protection Act 2014 No.60 (Vic) Privacy Act 1998 (Com) Tertiary Education Quality and Standards Agency (TEQSA) Act 2011 (Com) – Higher Education Standards Framework (Threshold Standards) 2015 Monash University Act 2009 Monash University (Academic Board) Regulations Monash University (Vice-Chancellor) Regulations | |
| Category | Academic | |
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