

LEARNING AND TEACHING STUDENT ENGAGEMENT PROCEDURE

SCOPE

This procedure applies to:

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

PROCEDURE STATEMENT

This procedure sets out Monash's requirements for supporting students in their studies and engaging them as partners in the learning process.

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

1. Student transition

- 1.1 Monash is committed to helping students make a successful transition into university and throughout their studies by providing services and activities that enhance students' experiences of learning and supports them to reach their academic potential. All students have access to support and opportunities through curricular, co-curricular and extra-curricular programs.
- 1.2 Transition services and activities will be tailored to the needs of different student cohorts with consideration of:
 - discipline of study;
 - level of study, i.e. undergraduate, graduate coursework, graduate research;
 - study location and mode, including online study; and
 - international, interstate, regional and remote students who may need support adjusting to living and studying in a new location or culture.
- 1.3 In line with the [Equal Opportunity Policy](#), transition services and activities will be accessible to and respectful of the diversity of the student population, including Indigenous students, mature age students, students with a disability or medical condition, students with a low income, and students with carer responsibilities.
- 1.4 Successful transition at Monash is achieved when students:
 - receive the information they need to commence studies in their new learning environment;
 - connect to staff, other students and their learning environments and know how and where to seek assistance for learning, administrative or personal matters;
 - begin their studies with purpose and direction;
 - are inspired and motivated to make the most of their learning experience;
 - understand their responsibilities to be respectful and ethical members of the Monash community; and
 - are proud to be members of the Monash community and engage as active partners in learning and teaching at Monash.
- 1.5 Monash will proactively support students throughout their studies by:
 - making students aware of the support services available to them at appropriate stages throughout their study;
 - providing course advice and learning-related feedback (see section 3); and
 - identifying and supporting students who are at risk of not transitioning successfully.
- 1.6 Faculties will identify students who are not adequately progressing through their course to provide support and implement measures as set out in the [Student Academic Progress Policy](#) and supporting procedures.

Orientation

- 1.7 Monash provides orientation and induction for new students to:
- become familiar with the academic, social, geographical and administrative aspects of study at Monash;
 - understand and appreciate Monash's culture of respect, integrity, diversity and inclusion;
 - undertake compliance training where required to use particular resources and facilities; and
 - connect with the people, services, facilities and activities that are available to support their learning.
- 1.8 Orientation at Monash helps students:
- prepare for academic success;
 - settle into the university environment;
 - connect with staff and students to form strong and supportive academic and social networks; and
 - understand Monash's expectations of them as described in the [Monash University Student Charter](#).
- 1.9 In every location where students receive orientation, the activities will respect the cultures of the Indigenous peoples of that location. In Australia, orientation activities introduce students to Indigenous cultures and recognise the Traditional Owners of the Lands on which Monash operates.
- 1.10 Monash's [Orientation and Transition Framework](#) sets out the model for delivering orientation and transition activities for all faculties, business units and campuses.
- 1.10.1 The Campus Community Division (CCD) is responsible for developing the Framework and supports faculties, business units and campuses to deliver transition and orientation activities.
- 1.11 Orientation programs are coordinated by CCD or the relevant faculty or campus through the orientation committees at the appropriate campuses.
- 1.11.1 **On-campus students commencing in semesters 1 and 2 at Caulfield and Clayton:** CCD, with the faculties, centrally coordinates orientation programs.
- 1.11.2 **Students at Malaysia:** The Malaysia Student Experience office, with the schools, coordinates orientation programs.
- 1.11.3 **Students at other campuses:** The orientation committees at those campuses are responsible for coordinating programs, in collaboration with CCD and faculties where appropriate.
- 1.11.4 Faculties are responsible for coordinating orientation programs for:
- all students who are not studying on-campus, including online students;
 - students at non-campus teaching locations; and
 - students commencing in teaching periods other than semester 1 or semester 2.
- 1.12 After each orientation period, the following responsible coordinators will evaluate the activities and submit a summary report to the University Education Committee.
- 1.12.1 For Australian campuses, CCD will evaluate and report on orientation and transition.
- 1.12.2 For other campuses, the organising committee or officer will evaluate and report on orientation and transition at their respective locations.

2. Student voice in improving the quality of learning and teaching

- 2.1 Monash values and seeks feedback from students about their learning experiences at Monash. This feedback will be used to improve the quality of learning and teaching, including assessment, in courses and units.
- 2.2 The University will seek students' feedback on their learning experiences by:
- actively promoting a range of methods and opportunities for students to provide feedback;
 - conducting student surveys ethically and ensuring confidentiality is upheld;
 - ensuring that the methods used to seek feedback from students are inclusive, minimising barriers to participation;
 - incorporating student feedback into the University's quality cycle of continuous improvement (see [Learning and Teaching Quality Procedure](#), section 2); and
 - engaging with recognised Monash student associations.
- 2.3 The University will communicate to students the actions taken in response to feedback received.
- 2.4 When providing feedback, students are expected to:
- recognise the importance of their feedback for the continuous improvement of learning and teaching at Monash; and
 - provide constructive, honest and respectful feedback.

- 2.5 While students are encouraged to provide feedback, participation in surveys and other feedback activities is voluntary. Students who do not participate must not be denied access to learning resources, and must not be prejudiced in any way with respect to unit assessment or completion.
- 2.6 Feedback methods must preserve the privacy of personal and other information collected, in accordance with the requirements of the [Data Protection and Privacy Procedure](#), the [Privacy of Student Records Policy](#) and related legislation.
- 2.6.1 Students must be advised if the information collected from them is confidential but not anonymous.
- 2.6.2 When student feedback is not anonymous, Monash must take precautions to ensure students feel safe and can provide feedback without fear of reprisal.

Mechanisms for capturing the student voice in learning and teaching

- 2.7 Monash regularly collects student feedback about learning and teaching through:
- the Student Evaluation of Teaching and Units (SETU) survey;
 - national, sector-wide surveys (e.g. Student Experience Survey); and
 - institution-wide surveys approved by the appropriate senior officer.
- 2.8 Faculties, schools, departments, divisions and campuses will seek formal and informal student feedback to inform quality improvement through mechanisms including:
- formative evaluation tools (e.g. [iSETU](#)) for preliminary feedback early in the teaching period;
 - student representation on Academic Board and its committees, learning and teaching advisory groups, academic progress committees, discipline panels, appeal panels and complaints processes;
 - surveys conducted by faculties at course or unit level, approved by the associate dean (education);
 - submissions to the course review process;
 - participation in the academic area review process; and
 - participation as student partners in Monash projects for learning and teaching.

3. Learning-related feedback to students

- 3.1 Students will receive early and timely feedback on their assessment as set out in the [Assessment and Academic Integrity Policy](#) and supporting procedures.
- 3.2 Monash will offer targeted and tailored academic support to students and provide relevant and useful feedback to students about their learning activities to help students improve their academic performance (see [Learning and Teaching Quality Procedure](#), section 2).

4. Student intellectual property

- 4.1 Students who participate in a collaborative research activity, e.g. through their honours thesis or coursework master's research project, will be required to sign an assignment deed to assign any intellectual property created in the activity to the University (see [Monash University \(Vice-Chancellor\) Regulations](#), section 24). For graduate research courses, the assignment deed can be accessed from the [graduate research website](#).
- 4.2 Students must be advised to seek legal advice from their student association or preferred legal service before signing any agreement. The [pre-approved template](#) must be used, unless the [user guide](#) requires the users to seek advice from the Office of the General Counsel.
- 4.3 If a student does not sign an agreement within 14 days of being requested in writing to do so, the student must be given a reasonable opportunity to work on a different research project that is not a collaborative research activity.
- 4.4 If the University commercialises intellectual property which a student has assigned in a collaborative research activity, the student is entitled to a share of payments as set out in the [Intellectual Property: Commercialisation Revenue Sharing Provisions and Dispute Resolution Policy](#).
- 4.5 Students retain copyright in their own thesis related to the collaborative research.
- 4.6 Any intellectual property created by a student, other than by participating in a collaborative research activity, is owned by the student.

DEFINITIONS

Coursework	A method of learning and teaching that leads to the acquisition of knowledge and skills, undertaken by enrolled students through scheduled activities, directed learning and independent study. In contrast, see 'graduate research'.
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Graduate research	Systematic experimental and theoretical study, undertaken by enrolled students, characterised by the acquisition of advanced skills, techniques and knowledge, and resulting in a major research output (such as a thesis). In contrast, see 'coursework'.
Orientation	A university-led program for commencing students that fosters academic engagement, social integration and familiarisation with the university's facilities, services and opportunities.
Transition	The process of becoming familiar with and adapting to university study to become a successful student.

GOVERNANCE

Parent policy	Learning and Teaching Policy	
Supporting schedules		
Associated procedures	Enrolment Procedure Learning and Teaching Quality Procedure Unit Delivery Procedure Intellectual Property: Commercialisation Revenue Sharing Provisions and Dispute Resolution Policy	
Legislation mandating compliance	Equal Opportunity Act (Vic) Disability Discrimination Act 1992 National Code of Practice for Providers of Education and Training to Overseas Students 2018 Tertiary Education Quality and Standards Agency (TEQSA) Act 2011 (Com) – Higher Education Standards Framework (Threshold Standards) 2015 Education Services for Overseas Students (ESOS) Act 2000 Fair Work Act 2009 Higher Education Support Act 2003 (Com) – Higher Education Administrative Information for Providers Occupational Health and Safety Act 2004 Working with Children Act 2005	
Category	Academic	
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