

LEARNING AND TEACHING POLICY

SCOPE

This policy applies to:

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

POLICY STATEMENT

This policy describes the principles of learning and teaching at Monash University that support and promote excellent student experience and outcomes.

This policy, together with the [Courses and Units Policy](#) and the [Assessment and Academic Integrity Policy](#), sets out the framework for education at Monash.

1. Learning and teaching at Monash

1.1 Monash is committed to:

- 1.1.1 delivering an excellent and relevant educational experience that places students at the centre of the learning process, and enables them to develop the [Monash graduate attributes](#) and become highly knowledgeable, skilled, flexible and globally engaged graduates.
- 1.1.2 developing research-led, purposeful and innovative curricula that inspire and challenge students and are supported by multifaceted modes of delivery, purposeful learning spaces and appropriate technologies and resources.
- 1.1.3 engaging students and staff as partners in the acquisition of skills and knowledge and their application in society.

1.2 Monash recognises and values the diverse backgrounds, knowledge and experiences that students bring to their university study, and uses inclusive teaching practices.

1.3 Monash makes reasonable adjustments, where appropriate, to ensure all students have opportunities to succeed.

1.4 Learning and teaching at Monash is undertaken according to best practice academic governance and oversight.

- 1.4.1 Deans and campus Pro Vice-Chancellors have overarching responsibility for the standards, quality, strategic leadership and resource allocation to achieve learning and teaching excellence within faculties and campuses under the broad oversight of the Academic Board.
- 1.4.2 Monash will clearly outline the functions and responsibilities of learning and teaching governance roles as identified in the policies, regulations and statute.

2. Engaging students in their learning

2.1 Monash is committed to providing education that challenges and engages students at the appropriate level of study.

2.2 Students are considered to be active participants in the learning process and are expected to assume responsibility for their own learning during their course.

2.3 Communication between staff and students about students' learning is expected to be transparent, timely, relevant and mutually respectful.

2.4 The development and delivery of education are informed by research, scholarship and evidence to better understand students' views and experiences and to identify and systematically address impediments to effective learning.

2.5 Learning and teaching at Monash facilitates appropriate collaboration and interaction among students and staff.

3. Designing and delivering purposeful curriculum

3.1 Monash courses and units are designed with clear, measurable and achievable learning outcomes and relevant, research-informed content to develop the knowledge, skills and attributes that reflect professional and industry requirements.

3.2 Courses and units are structured coherently with appropriate student workloads to enable progressive attainment of the learning outcomes.

3.3 Learning and teaching activities, assessment and feedback will:

- align clearly with the stated learning outcomes of the units and courses in which they are delivered and the [Monash graduate attributes](#);
- be designed to contribute to the overall course and to the student's educational development;
- provide, as far as possible, authentic and appropriate opportunities for students to prepare to make a positive contribution to society and their chosen profession;
- uphold and demonstrate ethical values including academic integrity, ethical use of resources and inclusive practices;
- be developed and reviewed with the involvement of students and with reference to evidence of student learning outcomes; and
- be delivered with educational expertise using appropriate physical and digital learning environments.

3.4 A Monash education is global in perspective and develops intercultural aptitude by providing opportunities for students to:

- understand their discipline within a global context;
- gain historical and contemporary perspectives of Indigenous knowledges and cultures;
- work and learn with other students and educators from diverse cultures and across different locations worldwide;
- engage effectively in international contexts and exhibit cross-cultural competence; and
- develop and demonstrate ethical values.

3.5 To support a global perspective, Monash will:

- design curriculum with a global perspective;
- build multi-campus and international connectivity into the curriculum; and
- use technology to bring students together across international locations.

3.6 A Monash education develops research and work-related skills by providing opportunities for students to:

- explore current research and research methods in their discipline;
- engage with researchers and industry experts;
- undertake work-integrated learning; and
- develop skills and attributes through co-curricular and extra-curricular activities.

3.7 To ensure relevant skill development in students, Monash will:

- embed academic, research and work-related knowledge, skills and attributes in the curriculum and, where appropriate, formally assess them;
- cultivate students' creativity and imagination in learning activities that require problem-solving for real-world scenarios using interdisciplinary perspectives and collaboration; and
- actively engage with and seek feedback from the research community and industry in curriculum design, learning outcomes development and learning delivery.

English language

3.8 Learning and teaching activities, assessment and feedback are delivered in English at all Monash University teaching locations and online, with the following exceptions:

3.8.1 Units that are accredited to develop proficiency in a language other than English will include learning and teaching activities, assessment and feedback in that language.

3.8.2 Non-credit-bearing units that are required to meet government regulations at overseas teaching locations may include learning and teaching activities, assessment and feedback in the language required by these regulations.

3.9 Monash provides resources for students to develop their academic and professional English during their course of study to improve their potential for academic success and effective and perceptive communication as Monash graduates.

4. Evaluating and improving learning and teaching

4.1 Learning and teaching at Monash are continually evaluated and improved through a cyclical process of feedback, reflection and revision that includes:

- student feedback on the learning experience through the evaluation of teaching and units;
- peer review of teaching;
- reviews of units that are not meeting expectations for quality education and action plans for improvement;
- cyclical course reviews;
- analysis of learning data to highlight, support and reinforce teaching practices that improve student outcomes; and
- benchmarking activities across the University and with other institutions, as appropriate.

5. Enhancing and recognising teaching

5.1 Monash aims to foster exemplary educators who:

- are outwardly engaged in industry, community and global society; and
- implement challenging, innovative, inclusive and learner-centred approaches to curriculum design and delivery, including the effective use of appropriate technologies.

5.2 Academic staff with teaching responsibilities will have the appropriate discipline knowledge, skills and qualification level.

5.3 The responsibilities and expectations of academic roles will be clear and communicated to academic staff members.

5.4 Monash aims to inspire and promote teaching excellence through:

- recognising, promoting and celebrating teaching excellence;
- supporting and sharing excellent, innovative and inclusive learning and teaching practices;
- providing appropriate professional and educational development and practical resources; and
- supporting critical inquiry into learning and teaching that embeds scholarship into educational activities.

DEFINITIONS

Academic integrity	The moral code of academia that involves using, generating and communicating information in an ethical, honest and responsible manner.
Course	A coherent sequence of units, usually leading to a degree or other award.
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.
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.
Work-integrated learning	Structured and purposefully designed learning and assessment activities that integrate theory with the practice of work.

GOVERNANCE

Supporting procedures	Industry Experience Procedure Learning and Teaching Quality Procedure Learning and Teaching Student Engagement Procedure Unit Delivery Procedure
Supporting schedules	
Associated policies	Copyright Compliance Policy Assessment and Academic Integrity Policy Courses and Units Policy Industry-based Experiences for Students Policy Student International Travel for Study Policy

Policy owner	Deputy Vice-Chancellor (Education)
Legislation mandating compliance	Tertiary Education Quality and Standards Agency (TEQSA) Act 2011 (Com) – Higher Education Standards Framework (Threshold Standards) 2021 Monash University Act 2009 (Vic) Monash University (Council) Regulations Monash University (Vice Chancellor) Regulations Monash University (Academic Board) Regulations
Category	Academic
Approval	Academic Board 11 September 2019 MEETING NUMBER 6/2019 / AGENDA ITEM 12.1
Endorsement	Learning and Teaching Committee 5 August 2019 MEETING NUMBER 6/2019 / AGENDA ITEM 7.1
Date effective	1 November 2019
Review date	1 November 2022
Version	1.3 (<i>Minor amendment effective on 15 September 2022</i>)
Content enquiries	policy-education@monash.edu