

Teaching within the Faculty of Business and Economics: Aligning practice with *The Melbourne Way*



This guide assists academics within the Faculty of Business and Economics (FBE) to consider their teaching. In doing so they may document successful practices or identify areas for further development. The intention is to establish common aspirations which align to [The Melbourne Way](#). Defining pedagogy at the University, *The Melbourne Way* lists five core educational objectives: *Challenge, Inquiry, Application, Collaboration* and *Self-direction*. Each objective includes three or four teaching approaches. These approaches have been contextualised to reflect expectations of the Faculty.

This document outlines minimum expectations in teaching and suggests ways in which academics can expand upon those expectations in both minor (good practice) and more ambitious ways (exemplary). By aligning to university policies and frameworks, it is hoped this will provide a holistic reference for FBE academics. Basic requirements such as adherence to the [Assessment and Results Policy](#) have been noted. In addition to this, recommendations have been taken from University initiatives including the [Flexible Academic Programming Project](#) (FlexAP), the [Enhancing Student Mental Wellbeing Green Paper](#) (ESMW), the [Technology Enhanced Learning Framework](#) (TEL) and [The Scholarly & Digital Capabilities Framework](#) (SDC)

It is not expected that any one subject offers exemplary experiences for each educational objective as some approaches are more appropriate than others. For example, self-direction may occur at a higher standard within post-graduate subjects, while collaboration may be more apparent in undergraduate study. With this in mind, academics should be conscious of these experiences and take full advantage of the learning opportunities our students have. This includes leveraging technology and employing blended teaching strategies when possible.

Find out more: [Assessment and Results Policy \(A&RP\)](#), [Enhancing Student Mental Wellbeing \(ESMW\)](#), [Flexible Academic Programming \(FlexAP\)](#), [Technology Enhanced Learning Framework \(TEL\)](#), [Scholarly & Digital Capabilities Framework \(SDC\)](#)

Challenge

Graduates who embrace and engage deeply with complex ideas, issues and problems.

Students within the FBE are provided challenging opportunities in the following ways.

Clear expectations of learning goals and outcomes		
Minimal requirement	Good practice	Exemplary
<ul style="list-style-type: none"> The subject guide is prepared using the current Faculty template (available from WCLA Resources page) The subject guide provides information consistent with the Handbook (A&RP) Assessment and grading is criterion-referenced (see Notes section) (A&RP) Details of each assessment task is presented in the subject guide (A&RP) Assessment standards are explicit, and provide an explanation or example of the quality of work required to achieve particular grades (A&RP) Where a hurdle requirement is part of the assessment for a subject, the particular nature of the requirement, and the consequences for failing to meet it, are published in the subject guide (A&RP). If developing a new subject, ensure learning goals are appropriate to the level of study as described by the Australian Qualifications Framework(AQF) (see Notes section) 	<p>May include:</p> <ul style="list-style-type: none"> The lecturer speaks about the subject aims, learning goals, outcomes and assessment tasks with the students during the first lecture. Where applicable, this is recorded and shared on the LMS (SDC, TEL). The lecturer describes the link between subject content and skill development/digital capabilities necessary for completion of the subject. (e.g. LMS, library and faculty databases, digital library resources) (TEL, SDC) Expectations are regularly reinforced using the LMS (e.g. announcements) (TEL) <i>Other:</i> 	<p>May include:</p> <ul style="list-style-type: none"> The lecturer creates a ‘welcome’ video explaining the goals and outcomes for students to access before the start of semester via the LMS (TEL) The subject guide is provided to students at least one week prior to start of semester using the LMS Students are supported to develop learning goals in line with their intrinsic values and emerging interests. For example, students are given choice regarding research topics, or choice regarding a business to investigate (ESMW). <i>Other:</i>

Find out more: [Assessment and Results Policy \(A&RP\)](#), [Enhancing Student Mental Wellbeing \(ESMW\)](#), [Flexible Academic Programming \(FlexAP\)](#), [Technology Enhanced Learning Framework \(TEL\)](#), [Scholarly & Digital Capabilities Framework \(SDC\)](#)

Challenge (cont.)

Coherent curricula with clear connections among different elements of subjects and courses		
<i>Minimal requirement</i>	<i>Good practice</i>	<i>Exemplary</i>
<ul style="list-style-type: none"> Assessment tasks are clearly linked to teaching objectives, content, learning and teaching activities and learning outcomes at the subject level (A&RP) 	<p>May include:</p> <ul style="list-style-type: none"> There are clear links between each assessment task within the subject Where possible, there are clear links between the assessment tasks in this subject and other subjects within the course. This may be particularly relevant in capstone subjects. There are clear connections between weekly learning activities, such as case studies and practice questions, as they relate to skill development/digital capabilities and learning outcomes at a subject level (SDC) <i>Other:</i> 	<p>May include:</p> <ul style="list-style-type: none"> Multi-disciplinary perspectives are considered, allowing students from breadth subjects to contextualise learning Students are supported in skill development/digital capabilities relating to learning goals through direct access to online guides, digital objects and activities accessible and searchable through the LMS Commons space (TEL, SDC) Ongoing assessment gives students an understanding of their progress. For example students complete low-stake assessments on a weekly basis, <i>Other:</i>

Find out more: [Assessment and Results Policy \(A&RP\)](#), [Enhancing Student Mental Wellbeing \(ESMW\)](#), [Flexible Academic Programming \(FlexAP\)](#), [Technology Enhanced Learning Framework \(TEL\)](#), [Scholarly & Digital Capabilities Framework \(SDC\)](#)

Challenge (cont.)

Curriculum and learning experiences that are intellectually stimulating and relevant to students' future goals		
<i>Minimal requirement</i>	<i>Good practice</i>	<i>Exemplary</i>
<ul style="list-style-type: none"> On-campus classes have incorporated strategies to involve the students. For example: dialogue between the lecturer and students or small group activities (FlexAP) 	<p>May include:</p> <ul style="list-style-type: none"> Learning is based on realistic experiences and/or demonstrations. For example; case studies are fictitious but represent the types of situations a business graduate may find him/herself in are used regularly within teaching Students use face-to-face class time to solve complex problems which reflect current professional practice (FlexAP) Students have the opportunity to consider complex real-world problems from different perspectives Students have the opportunity to evidence learning in creative, digital presentation formats (SDC) <i>Other:</i> 	<p>May include:</p> <ul style="list-style-type: none"> Learning experiences are based on actual events within business disciplines. Students draw on their own lived experiences Problems presented to students allow them to work across disciplines <i>Other:</i>

Find out more: [Assessment and Results Policy \(A&RP\)](#), [Enhancing Student Mental Wellbeing \(ESMW\)](#), [Flexible Academic Programming \(FlexAP\)](#), [Technology Enhanced Learning Framework \(TEL\)](#), [Scholarly & Digital Capabilities Framework \(SDC\)](#)

Challenge (cont.)

Expert guidance and feedback to facilitate development of in-depth knowledge		
<i>Minimal requirement</i>	<i>Good practice</i>	<i>Exemplary</i>
<ul style="list-style-type: none"> • Students are provided with diagnostic, timely and meaningful feedback on formative assessment tasks, as well as summative feedback about their academic performance (A&RP) • In first-year undergraduate subjects, at least one assessment component must be set so that it is submitted, marked and returned to students within 6 weeks to allow for students to act upon the feedback received in preparation of final assessment (A&RP) 	<p>May include:</p> <ul style="list-style-type: none"> • Students are given opportunities for regular consultations • Additional features of Turnitin (Peermark & Grademark) are used to provide quality feedback to students (FlexAP) • LMS content and learning activities are purposefully designed to capture analytics so the lecturer can respond accordingly • Students have the opportunity to demonstrate knowledge in a variety of ways, such as through the creation of digital objects (e.g. video presentations) (LMS, SDC) • <i>Other:</i> 	<p>May include:</p> <ul style="list-style-type: none"> • Detailed assessment rubrics are provided to students within the subject guide • Consultation with students may occur on campus or online using technology such as Zoom (ESMW) • Students receive feedback from external parties (e.g. experts in the field or 'clients') • The lecturer uses LMS analytics to guide students throughout the semester (e.g. alerting those who have not participated in an activity or accessed a given resource) • The lecturer presents a rationale for required tasks, knowledge, skills/digital capabilities and teaching and assessment methods (ESMW) • Students receive both written and where possible, verbal feedback via detailed rubrics or LMS assessment tools (TEL) • <i>Other:</i>

Find out more: [Assessment and Results Policy \(A&RP\)](#), [Enhancing Student Mental Wellbeing \(ESMW\)](#), [Flexible Academic Programming \(FlexAP\)](#), [Technology Enhanced Learning Framework \(TEL\)](#), [Scholarly & Digital Capabilities Framework \(SDC\)](#)

Inquiry

Graduates skilled in reasoning, research and discovery.

FBE students are provided opportunities for inquiry in the following ways.

A learning environment that encourages questioning and exploration		
Minimal requirement	Good practice	Exemplary
<ul style="list-style-type: none"> • If teaching undergraduates, the proportion of student contact time allocated to traditional lectures is less than 45% (FlexAP) • The online environment (LMS subject site) does not infringe upon copyright standards (See UoM Copyright & Teaching) (TEL) • Lectures are recorded and available to students via the 'Lecture Capture' function within the LMS (UoM Opt-Out policy). • In subjects with more than 500 students, the strategic use of video has been used to replace lectures that cover fundamental concepts (FlexAP) 	<p>May include:</p> <ul style="list-style-type: none"> • Students are provided the opportunity to ask questions during class and tutorial times using both traditional and technology supported methods such as online polling (FlexAP). • Students have the opportunity to ask questions outside of class/tutorial time using asynchronous tools (e.g. discussion board) • There are clear channels for student queries about subject content, learning activities and assessment (TEL) • When producing videos for students, they are 'chunked' into short segments so they may watch specific topics at their convenience, as often as they wish • <i>Other:</i> 	<p>May include:</p> <ul style="list-style-type: none"> • Students have the opportunity to answer questions raised by other students at any time using asynchronous tools (e.g. discussion board) • The lecturer makes it clear that he/she values students' learning and understands their perspective (ESMW). This may be done through small or large group discussions, in class or online • <i>Other:</i>

Find out more: [Assessment and Results Policy \(A&RP\)](#), [Enhancing Student Mental Wellbeing \(ESMW\)](#), [Flexible Academic Programming \(FlexAP\)](#), [Technology Enhanced Learning Framework \(TEL\)](#), [Scholarly & Digital Capabilities Framework \(SDC\)](#)

Inquiry (cont.)

Curriculum and teaching approaches that emphasis active student involvement and practical application		
<i>Minimal requirement</i>	<i>Good practice</i>	<i>Exemplary</i>
<ul style="list-style-type: none"> • Within subjects which have more than 300 students, particular emphasis is placed on active learning strategies employed either within class or tutorial time (e.g. small group discussions, paired problem solving, online polling/responses) (FlexAP) 	<p>May include:</p> <ul style="list-style-type: none"> • Students are given the opportunity to actively participate in online discussions with their peers and/or the lecturer • Students are graded for active participation. This could include tutorial or class time as well as online activities. • <i>Other:</i> 	<p>May include:</p> <ul style="list-style-type: none"> • Problems presented to students allow them to develop skills, so they may in turn offer practical, professional solutions to others. • <i>Other:</i>

Curriculum and teaching approaches that foster experimentation and discovery		
<i>Minimal requirement</i>	<i>Good practice</i>	<i>Exemplary (4 points each)</i>
<ul style="list-style-type: none"> • At least 55% of undergraduate student contact time is used to encourage active learning. (e.g. group discussions, small group activities, problem-solving, both F2F and through LMS) (FlexAP) 	<p>May include:</p> <ul style="list-style-type: none"> • Students are provided with open-ended problems • Students are directed to resources beyond those required by the syllabus/subject guide (e.g. 'additional readings', digital tools and platforms) (SDC) • <i>Other:</i> 	<p>May include:</p> <ul style="list-style-type: none"> • Students are given opportunities to share subject-specific resources F2F or via the LMS, in accordance with copyright laws and without committing plagiarism. • <i>Other:</i>

Find out more: [Assessment and Results Policy \(A&RP\)](#), [Enhancing Student Mental Wellbeing \(ESMW\)](#), [Flexible Academic Programming \(FlexAP\)](#), [Technology Enhanced Learning Framework \(TEL\)](#), [Scholarly & Digital Capabilities Framework \(SDC\)](#)

Application

Graduates skilled in using knowledge and information to solve practical problems.

FBE students apply newly gained knowledge in the following ways.

Learning tasks designed to build practical experiences		
<i>Minimal requirement</i>	<i>Good practice</i>	<i>Exemplary</i>
<ul style="list-style-type: none"> • Learning materials and the use of digital tools reflect contemporary professional practices as noted by accreditation standards (AACSB, CPA or EQUIS) • Assessment in professional placements must reflect the stated placement subject learning outcomes and be based on evidence supplied by the student, the host supervisor, and the placement coordinator, as appropriate (A&RP)* <p>*professional placement subjects only</p>	<p>May include:</p> <ul style="list-style-type: none"> • Students resolve problems based on real-world specifications • Students have the opportunity to apply new knowledge and skills/digital capabilities which reflects current business practice • <i>Other:</i> 	<p>May include:</p> <ul style="list-style-type: none"> • Students are given the opportunity to assume the role of professionals through learning activities or assessments which reflect current business practice and expectations of skills/digital capabilities • Students have the opportunity to provide a solution to and receive feedback from a 'client' • <i>Other:</i>

Find out more: [Assessment and Results Policy \(A&RP\)](#), [Enhancing Student Mental Wellbeing \(ESMW\)](#), [Flexible Academic Programming \(FlexAP\)](#), [Technology Enhanced Learning Framework \(TEL\)](#), [Scholarly & Digital Capabilities Framework \(SDC\)](#)

Application (cont.)

Curriculum and learning experiences relevant to students' current and future goals		
<i>Minimal requirement</i>	<i>Good practice</i>	<i>Exemplary</i>
<ul style="list-style-type: none"> • Students are presented with realistic business examples relevant to the discipline as noted by accreditation standards (AACSB, CPA or EQUIS) • Students are given opportunities to demonstrate the generic skills listed in the Handbook (this also relates to evidencing accreditation standards such as AACSB, CPA or EQUIS) 	<p>May include:</p> <ul style="list-style-type: none"> • Student are presented with actual business examples relevant to the discipline • The lecturer inducts students into his/her discipline's values and professional standards (ESMW) • Learning activities are designed to help students think about their future as professionals (e.g. role playing, mock-events, simulations, digital creation and communication modes) (TEL, SDC) • <i>Other:</i> 	<p>May include:</p> <ul style="list-style-type: none"> • Students create artefacts to professional standards/specifications (SDC) • Clear connections are made between the skills/digital capabilities developed throughout the semester and current professional practice • <i>Other:</i>

Find out more: [Assessment and Results Policy \(A&RP\)](#), [Enhancing Student Mental Wellbeing \(ESMW\)](#), [Flexible Academic Programming \(FlexAP\)](#), [Technology Enhanced Learning Framework \(TEL\)](#), [Scholarly & Digital Capabilities Framework \(SDC\)](#)

Application (cont.)

Ongoing opportunities for practice and consolidation		
<i>Minimal requirement</i>	<i>Good practice</i>	<i>Exemplary</i>
<ul style="list-style-type: none"> • Feedback and comments to students should indicate how the student has performed against the assessment criteria. Wherever possible, comments should further indicate how a student can improve their performance (A&RP) • If using multiple choice questions (MCQs) the assessment is sufficiently challenging (FlexAP) 	<p>May include:</p> <ul style="list-style-type: none"> • Consolidation of learning occurs at the end of a topic through dialogue during face-to-face teaching time or through an online activity • If using MCQs the questions are unambiguous, use appropriate distractors, and avoid gender bias (FlexAP) or other biases such as cultural, political or social • Stress associated with high stakes assessment is anticipated and dealt with by providing students the opportunity to practice (e.g. working through sample exam questions in small groups) (ESMW) • Students have numerous opportunities to practice skills necessary to complete an assessment task (ESMW) • <i>Other:</i> 	<p>May include:</p> <ul style="list-style-type: none"> • If using MCQs, students are provided with feedback either F2F or through the LMS assessment tools which allows students to address gaps in their knowledge • Opportunities for students to practice skills/digital capabilities becomes more complex throughout the semester • <i>Other:</i>

Find out more: [Assessment and Results Policy \(A&RP\)](#), [Enhancing Student Mental Wellbeing \(ESMW\)](#), [Flexible Academic Programming \(FlexAP\)](#), [Technology Enhanced Learning Framework \(TEL\)](#), [Scholarly & Digital Capabilities Framework \(SDC\)](#)

Collaboration

Graduates skilled in communicating and working cooperatively with others.

FBE students collaborate in the following ways.

A learning environment conducive to peer-interaction		
Minimal requirement	Good practice	Exemplary
<ul style="list-style-type: none"> In regard to group collaborative and syndicate work, the tasks are carefully planned to ensure that contributions from all students to a project or task are equal, or that where they are not, marks are assigned to individuals on the basis of their contribution (A&RP) In regard to group collaborative and syndicate work, the assessment marking criteria indicate how particular aspects of the group activity and the final product, relate to the learning outcomes and objectives of the subject (A&RP) in regard to group collaborative and syndicate work, where teamwork and cooperation are to be assessed as part of group work, the marking criteria clearly outlines how performance on these aspects are judged by the examiner (A&RP) 	<p>May include:</p> <ul style="list-style-type: none"> When group assessment occurs, students are given strategies to work productively and resolve conflict (ESMW) Students are given clear criteria when assessing peers (e.g. assessment rubrics) Students are provided formative feedback on the process and progress of cooperation and collaboration The lecturer provides an asynchronous space within the LMS for student groups to collaborate (e.g. discussion board, shared folders) 'Ice-breaker' activities are used to trigger peer-interaction (ESMW) <i>Other:</i> 	<p>May include:</p> <ul style="list-style-type: none"> The lecturer provides a space within the LMS for students to communicate informally, thus facilitating peer social interaction (ESMW) The LMS also includes opportunities for students to interact using synchronous tools (e.g Zoom, chat, co-creation and presentation tools - LMS) (TEL) Where appropriate, students are allowed to self-select groups based on common interests or goals <i>Other:</i>

Find out more: [Assessment and Results Policy \(A&RP\)](#), [Enhancing Student Mental Wellbeing \(ESMW\)](#), [Flexible Academic Programming \(FlexAP\)](#), [Technology Enhanced Learning Framework \(TEL\)](#), [Scholarly & Digital Capabilities Framework \(SDC\)](#)

Collaboration (cont.)

Teaching approaches that provide structured opportunities for peer-led learning and feedback		
<i>Minimal requirement</i>	<i>Good practice</i>	<i>Exemplary</i>
<ul style="list-style-type: none"> Opportunities exist for peers to lead learning activities within small groups (FlexAP) 	<p>May include:</p> <ul style="list-style-type: none"> Peer feedback is part of the summative assessment strategy Outcomes from small group activities are shared with the class on a regular basis(e.g. small groups discussing a problem and then reporting to the class or entire tutorial group) <i>Other:</i> 	<p>May include:</p> <ul style="list-style-type: none"> Students have the opportunity to act on the feedback they receive from other students Students have the opportunity to lead discussions in both face-to-face and online settings. <i>Other:</i>

Curriculum and learning experiences that emphasise shared goals among diverse students		
<i>Minimal requirement</i>	<i>Good practice</i>	<i>Exemplary</i>
<ul style="list-style-type: none"> Assessment must be fair, equitable, inclusive, objective and auditable and meet the needs of a diverse student population (A&RP) 	<p>May include:</p> <ul style="list-style-type: none"> Activities are designed to take into account the needs of a diverse cohort (ESMW) The assessment tasks provide choices for students to explore solutions relating to their own personal aspirations <i>Other:</i> 	<p>May include:</p> <ul style="list-style-type: none"> When possible, the lecturer carefully forms student groups to create diverse groups or guides students to form groups themselves The lecturer makes it clear that he/she values diversity (ESMW) For example: The lecturer includes an acknowledgement of country on his/her LMS homepage or begins lectures with an acknowledgement of country <i>Other:</i>

Find out more: [Assessment and Results Policy \(A&RP\)](#), [Enhancing Student Mental Wellbeing \(ESMW\)](#), [Flexible Academic Programming \(FlexAP\)](#), [Technology Enhanced Learning Framework \(TEL\)](#), [Scholarly & Digital Capabilities Framework \(SDC\)](#)

Self-direction

Graduates who are self-aware, reflective and able to set goals, manage tasks and evaluate progress.

FBE students experience self-directed learning in the following ways.

Curriculum and teaching approaches that encourage autonomous learning and decision-making		
Minimal requirement	Good practice	Exemplary
<ul style="list-style-type: none"> Assessable tasks are to be designed in ways that do not encourage or promote any form of academic dishonesty, including plagiarism and collusion (A&RP) 	<p>May include:</p> <ul style="list-style-type: none"> Links to UoM student services (Library, Academic Skills Unit, Student Equity and Disability Support) are provided within the LMS (TEL) Students are made aware of the estimated time commitment outside of class, while also reminded that some students need more/less time (ESMW) Students are made aware of assessment readiness resources (e.g. exam preparation workshops) (ESMW) Other: 	<p>May include:</p> <ul style="list-style-type: none"> Within the constraints of the curriculum, students are given choices relating to learning activities, skill development/digital capabilities and assessment tasks (ESMW) Learning activities are scaffolded to build independent skills/digital capabilities Other:

Find out more: [Assessment and Results Policy \(A&RP\)](#), [Enhancing Student Mental Wellbeing \(ESMW\)](#), [Flexible Academic Programming \(FlexAP\)](#), [Technology Enhanced Learning Framework \(TEL\)](#), [Scholarly & Digital Capabilities Framework \(SDC\)](#)

Self-direction (cont.)

Learning experiences that enable ongoing practice in critical reflection and self-assessment		
<i>Minimal requirement</i>	<i>Good practice</i>	<i>Exemplary</i>
<ul style="list-style-type: none"> Assessment is balanced to provide diagnostic, timely and meaningful feedback on formative assessment tasks, as well as summative judgments about academic performance (A&RP) 	<p>May include:</p> <ul style="list-style-type: none"> Student confidence is fostered by addressing 'threshold' concepts and skills/digital capabilities early in the semester and providing opportunities for self-assessment including through resources from LMS Commons (e.g. videos, quizzes, web based Guides) (ESMW) (SDC) Students are provided with rubrics for each summative assessment task which includes explicit criteria and detailed standards Students are given guidance as to what they should do with any feedback they receive Ongoing formative assessments allow Students to monitor their progress (e.g. MCQs which allow several attempts) Students are encouraged to complete the Subject Evaluation Survey (SES) <i>Other:</i> 	<p>May include:</p> <ul style="list-style-type: none"> Student have multiple opportunities to evaluate their learning and identify gaps in their knowledge (e.g. MCQs which allow several attempts) Summative assessment tasks include opportunities for students to reflect upon their performance Practice tasks are purposefully designed to foster higher level skills/digital capabilities (e.g. employability, generic skills) Students have the opportunity to provide feedback about the subject during the semester (e.g. a general Qualtrics/survey monkey survey asking the students what is working well/what isn't) <i>Other:</i>

Find out more: [Assessment and Results Policy \(A&RP\)](#), [Enhancing Student Mental Wellbeing \(ESMW\)](#), [Flexible Academic Programming \(FlexAP\)](#), [Technology Enhanced Learning Framework \(TEL\)](#), [Scholarly & Digital Capabilities Framework \(SDC\)](#)

Self-direction (cont.)

Learning tasks designed to provide structured opportunities to develop metacognitive skills		
<i>Minimal requirement</i>	<i>Good practice</i>	<i>Exemplary</i>
<ul style="list-style-type: none"> Wherever possible, students should be provided with meaningful formative assessment tasks including the opportunity to build content knowledge alongside development of digital capabilities early in the teaching period, as early assessment of performance may assist in identifying students 'at risk' (A&RP) 	<p>May include:</p> <ul style="list-style-type: none"> The LMS teaching site is organised into logical modules or topics and are clearly aligned with learning outcomes (TEL) Students are given opportunities during class for spontaneous reflective activities (for example: a five-minute concluding activity in which students are asked: what did I learn today, what do I still need to know, what do I find challenging, what questions do I have?) Students discuss the strategies and technologies they use to solve problems <i>Other:</i> 	<p>May include:</p> <ul style="list-style-type: none"> A combination of peer and self-assessment activities complement the summative assessment tasks Students develop metacognitive skills through ongoing reflection such as journaling, blogging, regular discussion board postings <i>Other:</i>

Find out more: [Assessment and Results Policy \(A&RP\)](#), [Enhancing Student Mental Wellbeing \(ESMW\)](#), [Flexible Academic Programming \(FlexAP\)](#), [Technology Enhanced Learning Framework \(TEL\)](#), [Scholarly & Digital Capabilities Framework \(SDC\)](#)

Resources

AACSB 2013 Eligibility procedures and accreditation standards for business accreditation <https://www.aacsb.edu/-/media/aacsb/docs/accreditation/business/standards-and-tables/2018-business-standards.ashx?la=en&hash=B9AF18F3FA0DF19B352B605CBCE17959E32445D9>

Assessment and Results Policy (MPF1326) University of Melbourne Policy Library <https://policy.unimelb.edu.au/MPF1326>

Australian Qualifications Framework <https://www.aqf.edu.au/>

Enhancing Student Mental Wellbeing, UoM https://melbourne-cshe.unimelb.edu.au/_data/assets/pdf_file/0006/2408604/MCSHE-Student-Wellbeing-Handbook-FINAL.pdf

EQUIS Standards & Criteria 2018 https://efmdglobal.org/wp-content/uploads/2018_EQUIS_Standards_and_Criteria.pdf

Flexible Academic Programming (FlexAP) <https://staff.unimelb.edu.au/flexap/resources>

Scholarly and Digital Capabilities Framework (draft) can be found here: <https://library.unimelb.edu.au/teaching/scholarly-literacy/framework>

Technology Enhanced Learning Framework, <https://le.unimelb.edu.au/supporting-teaching-learning-assessment/technology-enhanced-learning-framework>

Notes

Australian Quality Framework (AQF) levels: AQF levels and the AQF levels criteria are an indication of the relative complexity and/or depth of achievement and the autonomy required to demonstrate that achievement (AQF, 2019). University courses reflect AQF level 7 (Undergraduate), level 8 (Honours, Graduate Certificate, Graduate Diploma), level 9 (Masters) and level 10 (Doctoral or PhD). <https://www.aqf.edu.au/>

Criteria-referenced assessment. This means students are assessed against specific criteria without reference to the achievement of others. Assessment rubrics are used to map out such criteria with performance standards detailing how students achieved within each criteria item. <https://fbe.unimelb.edu.au/wcla/resources/evaluating-student-learning>

FlexAP recommendations: A number of FlexAP recommendations are beyond the scope of this document.

Student Life at the University of Melbourne White Paper and Green Paper can be found here (UoM login required) <https://staff.unimelb.edu.au/student-life>. This paper speaks to University-wide or Faculty-wide initiatives, perhaps not applicable to this document. Although, the Green Paper mentions a 'Student Life Measurement Framework' yet to be developed. It may fit.

Find out more: [Assessment and Results Policy \(A&RP\)](#), [Enhancing Student Mental Wellbeing \(ESMW\)](#), [Flexible Academic Programming \(FlexAP\)](#), [Technology Enhanced Learning Framework \(TEL\)](#), [Scholarly & Digital Capabilities Framework \(SDC\)](#)