Centre for

Academic Development (CAD)

2022 End of Year Report

Prepared by

Centre for Academic Development

Team Members

FINAL - Version 4 – 02 February 2022

Contents

Centre for Academic Development (CAD) Reporting

This report describes projects, outputs and achievements of the Centre for Academic Development (CAD) portfolio, during Semester 2, (July and December) 2022.

The Centre for Academic Development sits within the academic portfolio and work supports the University's Strategic Plan 2021 – 2025.

The Centre for Academic Development is inclusive of learning and teaching practice, innovation in pedagogy, design and delivery and essential policy and quality assurance services aligned to learning and teaching and broader institutional practice. **CAD** leads in the following domains:

- academic learning and teaching professional development, innovative practice, reward and recognition and course enhancements
- expertise in learning and teaching technology platform professional development, innovative practice and support
- collaborative development of digital production services, project and resources
- policy writing, revision and review and
- quality assurance aligned to national and international stakeholders

CAD consists of three pivotal teams:

- Learning Design and Teaching Quality
- Learning and Teaching Support and Production
- Policy and Quality Assurance Services

Centre for Academic Development | Contact details

Centre for Academic Development Organisational Chart: 2023 . <u>View the Organisational chart</u>	
Centre for Academic Development	**Professor Nina Fotinatos** Dean, Learning and Teaching Phone: 03 5327 9145 Email: <u>n.fotinatos@federation.edu.au</u>
Learning Design and Teaching Quality Team	**Ms Tulsa Andrews** Director (Lecturer), Teaching Quality and Learning Design Phone: 03 5327 9654 Email: <u>t.andrews@federation.edu.au</u>
Learning and Teaching Support and Production Team	**Mr Adam Barbary** Manager, Learning and Teaching Technology Support Phone: 03 5327 9783 Email: <u>at.barbary@federation.edu.au</u>
Policy, Quality Assurance, and International Services (PQA&IS)	**Ms Rebecca Johnson** Manager, Policy and Quality Services Phone: 03 5327 8259 Email: <u>r.johnson@federation.edu.au</u>

For information

Please access the <u>Centre for Academic Development (CAD) website</u>

For all Ad hoc, just-in-time support and project requests

<u>Please log a job via the CAD portal</u> for the following services:

1. Just-in-time support with learning technology or learning design issues.
2. Request CAD expertise with course/program design, development or enhancement needs.
3. Request CAD expertise to develop or renew digital learning resources.
4. Discuss a project idea

To log your request details, complete the fields in the form via the link above. CAD will endeavour to address requests in a timely manner with the appropriate expertise.

For **urgent learning & teaching technology support**, please contact the team on **(03) 5327 6151.**

Self-help and online learning resources can be found on the <u>Learning Technologies Hub.</u>

For Institute Learning &Teaching Support Teams

The Centre for Academic Development (CAD) continues to work cross-departmentally with the Learning and Academic Support Services (LASS) and Library teams to provide each Institute with a learning and teaching support team. Staff in each support team will work collaboratively with academic staff and leadership teams in the design and development of new programs and courses, and the review, redesign, renewal and redevelopment of existing programs and courses.

- <u>Institute of Education, Arts and Community</u>
- <u>Institute of Health and Wellbeing</u>
- <u>Institute of Innovation, Science and Sustainability</u>

CAD Organisational chart

FEBRUARY 2023

Dean, Learning and Teaching

Associate Professor Nina Fotinatos
Dean, Learning and Teaching

- Transformational leadership and strategic management in enhancing teaching innovation and quality
- Strategic leadership in best practice online learning and successful student experiences and outcomes
- Strategic and operational support to schools with continuous improvement that informs student retention and success
- Development and implementation of the University's online teaching delivery strategy

Administration

Felicity Counsel
Operations Officer

- Project and Centre Coordination
- EA to Dean, Learning and Teaching
- Events and Operations
- Finance and HR support
- Student Assistance

Teaching Quality and Learning Design

Focus on advancing teacher capacity to design, develop, facilitate and evaluate quality learning and teaching practices within courses and curriculum.

* Reports to Dean, Learning and Teaching

- **Teaching Academic Development** - Webinars, Workshops, Academic Induction Program (AIP), Graduate Certificate in Education (Tertiary Education), Professional Learning Modules (PLMs)
- **Learning Design** - Institute and Central
- **Teaching Reward and Recognition** - VC L&T Awards, AAUT Awards, Awards Mentor Program
- **Research** - SoLT inquiry

Tulsa Andrews
Director (Lecturer)
Teaching Quality &
Learning Design

Kellie Macneil
Senior Learning Designer
Central

Jess Robertson
Senior Learning Designer
Central

Charlie Duddridge
Senior Learning Designer
Central

Jim Carolan
Senior Learning Designer
Embedded - IISS

Sara Warren
Senior Learning Designer
Embedded - IISS

Anthea Groessler
Senior Learning Designer
Embedded - IISS

Loretta Garvey *
Associate Professor
Assessment
Transformation
(Project Lead)

Nicole Mercer *
Senior Lecturer,
Aboriginal and Torres
Strait Islander Cultural
Capabilities

Karalee Dwyer
Senior Learning Designer
Embedded - IHW

Dr Tiffany Winchester
Senior Learning Designer
Embedded - IHW

Cameron Nichol
Learning Designer
Embedded - IHW

Navi Sadoughi
Learning Designer
Embedded - IHW

Emma Gould
Senior Learning Designer
Embedded - IEAC

Aimee Turner
Learning Designer
Embedded - IEAC

Lovisa Lindstrand
Learning Designer
Embedded - IEAC

Kate Roberts
Lecturer,
Learning and Teaching

Dr Emma Price
Scholarly Teaching Fellow

Learning and Teaching Support and Production

Technology Support & Innovation

Focus on Federation University's capacity to lead and maintain quality learning environments using digital technologies that enhance learning and teaching practices.
Assistance in learning and teaching technology: Learning Management System (Moodle), Preventing Plagiarism (Turnitin), ePortfolios (Mahara), Video platform (Kaltura), Virtual Classrooms (Adobe Connect). Trial and test new technologies.

Digital Production

Renew & enhance course material, create resources, produce high-end diagrams & shoot / edit various video material.

- Video, Animation, Audio Production, Digital Narratives and scenario based videos
- Graphic Design - Diagrams, Instructional books, Infographics, webgraphics and custom designed H5P graphics
- Resource Development - 3D models, Augmented Reality, 360oC tours, Interactive online activities and Moodle/H5P activities

Adam Barbary
Manager, L&T
Support and Production

Cameron Maher
Senior Learning and
Teaching Support Officer

Naomi Cunningham
BOLD Learning and
Teaching Support Officer

Huong Trinh
BOLD Learning and
Teaching Support Officer

Aengus Bowers
BOLD Learning and
Teaching Support Officer

Jaimee Westin
Senior Digital Designer

Eammon Jones
Senior Digital Designer

Brendan Dent
Digital Learning
Resource Developer

Heath Diwell
Digital Learning
Resource Developer

Policy and Quality Assurance Services

Focus on Federation University's capacity to exceed the learning and teaching standards set by the tertiary education sector.

- Higher Ed: TEQSA, QILT, AUTCSF, HESF / VET: ASQA / International: ESOS / Institutional: University L&T policies / Teaching expectations / L&T Standards

Rebecca Johnson
Manager, Policy and
Quality Assurance Services

Jessica Frost-Camilleri
Policy Writer

April Rowsell
Policy Administration

Alex Kelly
Policy Officer

Vivian Meade
Quality Officer

Alesha Britton
Quality Officer

Tim Bowler
Quality Officer

International Quality

Karen Robinson
Manager, International &
Strategic Compliance

Lydia Cloke
Quality Officer
(International)

TEQSA Re-registration

Coming soon
Project Manager
TEQSA Re-registration

Barb Robillard
Quality Officer

Peter Witherspoon
Quality Officer

1. CAD Engagement with University-Wide Initiatives

The Centre for Academic Development (CAD) team play a significant role in contributing to key learning, teaching, academic professional development (PD) university-wide initiatives. CAD staff collaborated with key stakeholders across various departments and portfolios to progress the following initiatives during Semester 2 2022.

1.1 Academic Integrity Education Project

CAD took a leadership role in the Academic Integrity Education Project, coordinating staff from across organisational units within the University to develop resources to support staff and students in maintaining academic integrity. Over the course of nine months (September 2021 – May 2022), eight working groups reviewed, revised, and developed 21 information websites and interactive modules. With the wrapping up of this project mid-year, CAD continued to take a supporting role in the development of the Academic Integrity Community of Practice and the Academic Integrity website – https://federation.edu.au/academic-integrity

1.2 Program Review and Renewal Process

In the early stages of researching current and proposed practices for the Curriculum Design Methodology, it was evident that success of the renewal projects also lies heavily in having a clear and concise process, supported by a cross-departmental approach. It also highlighted two current but separate procedures, duplicated several processes.

CAD has led the early work on streamlining this into a single process with two phases (see **Figure 1**):
- PHASE ONE | Program Review
- PHASE TWO | Program Renewal

The focus for 2022 has been designing, testing and refining Phase Two.
Tools and resources continue to be developed for full roll-out of the process in 2023.

The designing, testing and refining of Phase One will commence mid-2023.

Figure 1: Proposed combined review and renewal process
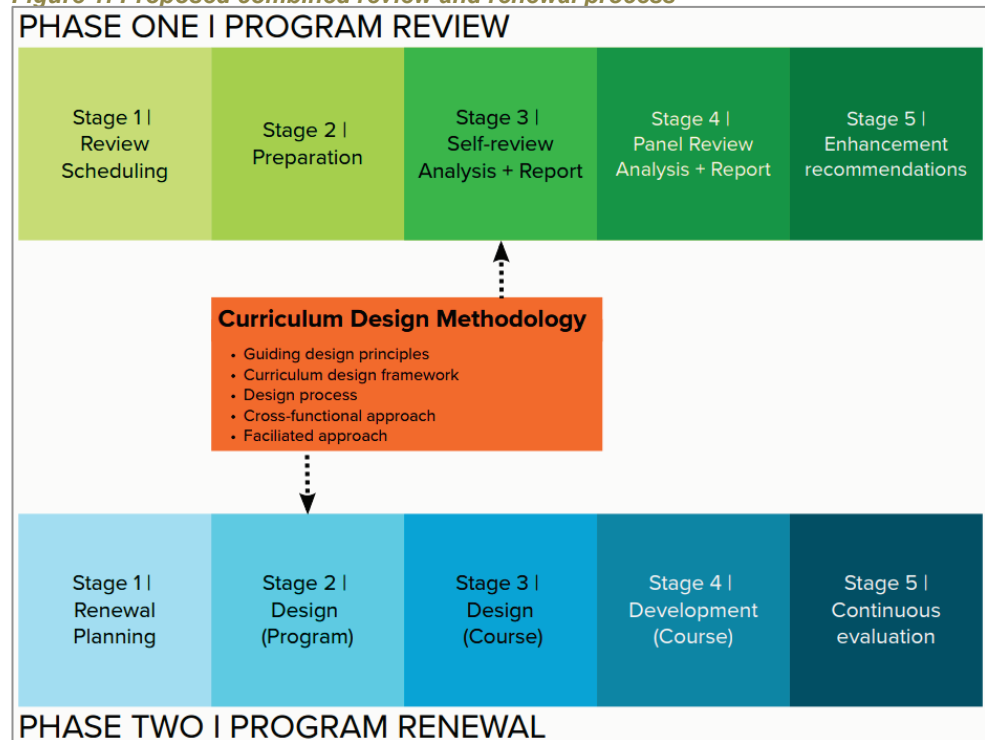
1.3 Program Renewal Pilots

Four programs were chosen to undertake a pilot project to trial processes and tools envisioned to roll-out a co-op transformation renewal process. Below is a summary of those pilots.

1.3.1 Bachelor of Information Technology and Bachelor of Information Technology (Professional Practice)

The Bachelor of Information Technology and Bachelor of Information Technology (Professional Practice) were combined due to the overlap of common and core courses. Conducted over 12 weeks these two pilots coincided with accreditation and program review timelines that restricted the trialing of some elements of the process and/or methodology.

Whilst this project was led by Helen Weadon, CAD learning designers and Curriculum Design Methodology (CDM) leads were involved in discussions around presentations. Four 2-hour presentations were conducted across September, with an average of 42 teaching staff in attendance. Presentation topics included introducing the Co-Operative Model (known as Co-Op Model) and the Minimum Co-Op Standards (MiCS) authentic assessment and replacing current graduate attributes with the newly approved FedTASKs (*Transferable Attributes, Skills and Knowledge)*. CAD staff then worked with individual teaching staff over October to reviewing course learning outcomes and assessment types with the purpose of guiding improved course outlines. Program and Course modifications forms were submitted to committee approvals throughout November.

The Bachelor of Information Technology and Bachelor of Information Technology (Professional Practice) programs both **met the minimum co-op standards** for all areas, and for some criteria exceeded. In addition to mapping the current practices to the MiCS, enhancements to program structure and course outlines enable a 'refresh' outcome for the renewal. A full report on this project was submitted to the DVC Academic on 19 December 2022.

1.3.2 Bachelor of Business

The Bachelor of Business pilot was co-led by Tulsa Andrews (CAD) and Lara Wakeling (Director Learning and Teaching, Institute of Innovation Science and Sustainability) over eight weeks across October and November 2022. Unfortunately, this timeline coincided with many of the business staff restructure that included staff reapplying for limited positions. Despite the increased anxiety of teaching staff and non-attendance by some, engagement in the workshops conducted was excellent, enhanced by the inclusion of cross-departmental expertise.

Five 2-hour workshops were delivered, with an average of 16 staff in attendance – a combination of presenting the new concepts of co-op, authentic learning/assessment and FedTASKs, and small group breakout discussions on embedding these concepts into the program. Due the late start of the project, but still having to meet the same committee approval timelines in November, review of course learning outcomes and assessment was limited, and enhancements paused to enable more time for discussion in 2023. **Figure 2** is an example of the outcomes of reviewing the types of assessments as part of determining 'authenticity' and identifying opportunities for enhancement in 2023.

Figure 2: Program spread of assessment types
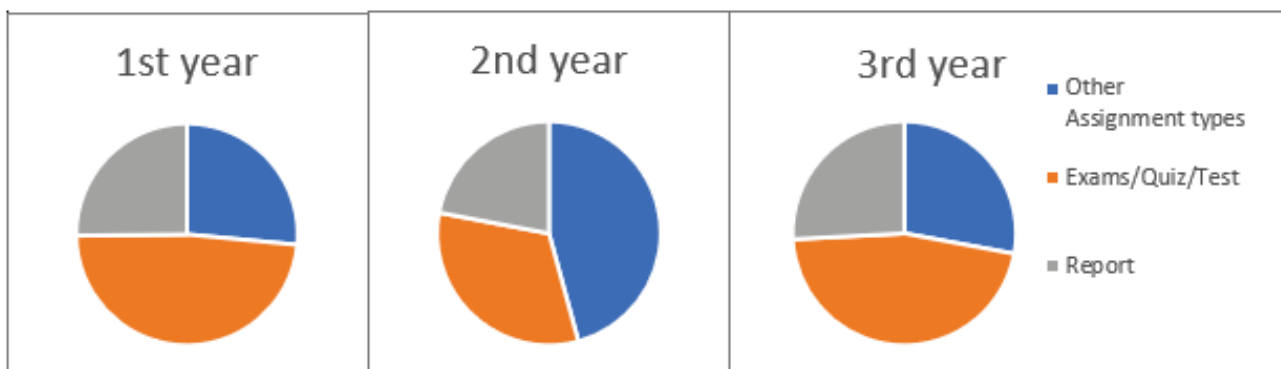
The Bachelor of Business **meets the minimum co-op standards (MiCS) for each criterion**. Due to the limited timelines above, only current practices mapped to the MiCS, was achieved. A full report on this project was submitted to the DVC Academic on 19 December 2022.

1.3.3 Bachelor of Visual Arts

The Bachelor of Visual Arts pilot was led by Kellie Macneil (CAD) with the support of Anitra Goriss-Hunter (Director Learning and Teaching, Institute of Education Arts and Community) over five weeks across late-October and early November 2022.

Four 2-hour workshops were delivered – a combination of presenting the new concepts of co-op, authentic learning/assessment and FedTASKs, and small group breakouts storyboarding on embedding these concepts into the program – using 'Mural' as on online collaboration tool (see **Figure 3**).

Due the late start of the project, but still having to meet the same committee approval timelines in November, review of course learning outcomes and assessment was limited, and enhancements paused to enable more time for discussion in 2023.

The Bachelor of Visual Arts **meets the minimum co-op standards for each criterion.** Due to the limited timelines above, only current practices mapped to the MiCS, was achieved. A full report on this project was submitted to the DVC Academic on 19 December 2022.

1.4 Connected Classrooms: Enhancing flexible delivery

CAD involvement in the Connected Classrooms initiative has been primarily concerned with training and support of academic staff for quality learning and teaching in the connected space. The initiative has involved the installation of several classrooms across campuses with audio visual and internet technologies to enable online and on-campus learning. These updated learning environments have the possibility to simultaneously connect teachers, on-line and on-campus students, and facilitators in a learning experience, also known as blended synchronous learning (BSL).

Pilot 2 of the initiative has seen CAD's continuing involvement to support teaching staff in pedagogical approaches for blended synchronous learning, now with cross-campus connections in place. In addition, interviews have been conducted pre- and post- semester with a number of the Pilot 2 teaching staff to explore their experiences in this learning space - *Exploring changes to teaching practices in the Connected Classroom* [Federation University Ethics No: 2022-070]

Pilot 2 (Semester 2, 2022)
- 11 courses involved.
- Facilitation of two training workshops before semester to introduce room technology and pedagogy recommendations and discuss strategies and planning.
- Additional 1:1 session with academic staff for room orientation and discuss session approaches.
- In-class review by CAD during preliminary teaching weeks to provide feedback to enhance learning sessions.
- Catch-up meeting during semester with academic staff to discuss any issues and indicate progress or support needs.
- Informal student and staff survey tools provided for mid and end of semester feedback.

2. CAD Leadership of University-Wide Initiatives

The CAD portfolio plays a significant role in **leading** key learning, teaching, academic professional development (PD) associated initiatives. Each initiative is developed collaboratively and implemented in consultation with key stakeholders. Numerous CAD staff have contributed to leading the following initiatives during Semester 2 2022.

2.1 BOLD Learning Teaching Practices

The BOLD Learning and Teaching Practices (BOLD LTP) are part of an ongoing enhancement of the original teacher self-review checklist, plus an extension to include a second checklist for use by independent reviewers, mapping against key university and sector criteria, and a built-in user guide to support use on a digital platform. The checklists have been developed into a digital platform to document, monitor and report on quality assurance of courses with online presence, and to reflect the structural changes within the academic portfolio implemented in April 2022. This version has been tested by key teaching staff across three Institutes and the Global Professional School in Semester 2, 2022, along with feedback from key professional staff from the Centre for Academic Development, Library, Student Experience and Academic Services, Centre for Learner Excellence (TAFE) and New Business Accelerator Unit.

The [BOLD Learning and Practice](#) are divided into five key focus areas: Course organisation, Course communication, learning resources, Learning activities, and, Course assessment. The checklists can be used to review a single focus area, or all five focus areas across a course. A heat map is generated to reflect checklists (see **Figure 3**).

These checklists have been developed to provide staff with:

- Clear guidelines about expectation for evidence-based best practice online learning and teaching practices for different delivery and study modes.
- The opportunity to self-assess and reflect about their current online teaching practices, and address identified needs.
- Opportunities for collaborative discussions with colleagues and learning and teaching professional staff (i.e.: Learning designers, learning skills advisors, library liaisons) to enhance online teaching practices.
- Opportunities to engage in individual and teaching team peer review and enhancement practices.
- Enable individual course, year level or program level 'heat map' reporting to identified areas for enhancement.
- Support with course and program review and renewal projects.

This initiative will be completed and ready for university-wide release in early 2023.

Figure 3: Potential heat map generated from example BOLD learning and teaching practices data over a semester.

2.2 Moderation of Assessment

CAD have led the review and enhancement of the Moderation of Assessment process and resources over the past two years. Delayed a number of times due to competing priorities during the COVID pandemic, the updated Moderation of Assessment Manual was approved by Academic Board in December 2022 and is now available to all staff for use via the recently updated Higher Education Assessment Procedure [LT1254] – forms sections.

The Moderation of Assessment learning resources SharePoint site supports academic staff with additional information to support each type of assessment moderation, and how to document practice on fdlGrades. A video and quick guide are under development and will be used in university communications (FedNews) across February and March 2023. CAD and Institute Directors' Learning and Teachings will collaborate to commence integration of this quality assurance tool into practice.

2.3 Curriculum Design Methodology

CAD were tasked to lead the development of a Curriculum Design Methodology (CDM) to support the University's strategic transformation project to become a Co-Op University by 2025. The CDM provides underlying principles, frameworks, structures, processes, and tools to support the review and renewal stages of curriculum development. See **Figure 4**.

Figure 4: Curriculum design guiding principles

Piloting the CDM

As part of the Co-Op transformation project, four programs underwent a pilot program renewal process in Semester 2, 2022. Working with the Co-Op Education Unit and Institute leadership teams, members from CAD trialed several CDM elements as part of this project and developed a number of supporting tools including a mapping spreadsheet.

Mapping spreadsheet

An interactive spreadsheet enabled staff to enter engagement with industry in co-design/co-development/co-delivery at a course level, along with authenticity of assessment and number of current industry-facing experiences. Then (through linking & formula) calculates and maps this at the program level. The mapping spreadsheet guides teaching staff in assessing their courses against the minimum co-op standards (MiCS).

See **Figures 5,6 & 7**
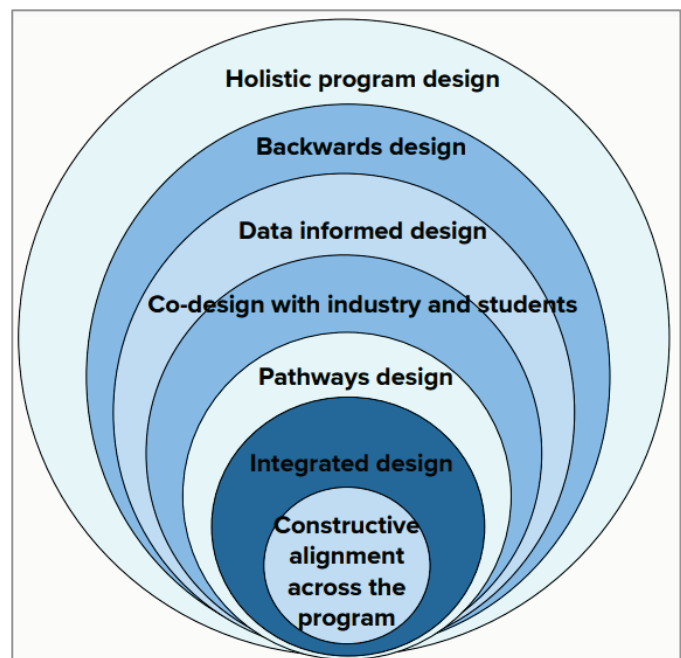
Figure 5: Example of mapping per course

	Third Year							
	VASAP3015 Visual Art: Studio Arts Practice 5	VACAP3001 Arts Internship	VACAP3002 Collaborative Workshop 2	VAPAP3005 Visual Arts: Professional Arts Practice	VASAP3016 Visual Art: Studio Arts Practice 6 (30cp)	VACAP3003 Connections	VCHAT3006 Writing about the Arts	third year totals
Co-Design*	1	2	2	1	1	1	1	1.3
Co-Develop*	1	2	2	2	1	2	1	1.6
Co-Deliver*	1	3	2	2	1	2	1	12
Hours of Industry facing experience	2	72	10	6	4	40	2	136
Contains some 'authentic' assessment	4	8	6	8	4	8	4	6

Figure 6: Example of mapping per year level

Total picture across Program					Assessment of alignment to the MiCs
	1st year	2nd year	3rd Year	Whole Program	
Co-Design Rating*	0.7	1.0	1.3	1.0	✓
Co-Develop Rating*	0.7	0.9	1.6	1.0	✓
Co-Deliver Rating*	0.2	0.4	12.0	4.2	✓
Hours of Industry facing experience	2.0	15.0	136.0	153.0	✓
Authentic assessmentrating	1.3	2.3	6.0	3.2	✓

Figure 7: Example of mapping the program against version of the MiCS

MiCs	Minimal (Tier 1) Industry partner (s) reviews the program developed by academics in a discipline and provides feedback.	Moderate (Tier 2) Industry Reviews each course in a program and engages in consultation with the academics who developed the program.	Full (Tier 3) Industry Reviews each course in a program and engages in consultation with the academics who developed the program. Industry partner (s)s are actively engaged in the whole process of Program design, refresh, develop, deliver and assess and if	Tier identified *(enter either 1, 2 or 3 against each criteria to identify to which Tier you feel your course most closely aligns)*
1. Co-design with industry and students - Co-designing curriculum involves Cooperation with industry partner(s) in developing the architecture of programs and courses (Including designing learning outcomes and assessment tasks	Example 1: Shared discussions toward curriculum design. Example 2: The course was developed by academics in the discipline and the provided to Industry Advisory Group/Industry partner(s) for review and feedback	Example 1: Industry partner(s) review the course whilst it is being developed and provide opportunities for consultation and feedback.	Example 1: industry partner(s) work collaboratively at all stages of the development of the program and is active in the writing of the courses and the assessments.	1
2. Co-develop with industry and students - Co-developing is operationalising the elements of the program design. The extent of the Co-development with partner(s) is dependent on the requirements of the discipline	Example 1: Shared discussions toward curriculum development Example 2: Industry partner(s) provide case studies, real-world examples, reference material etc	Example 1: The Program and courses are co-developed in consultation with Industry partner(s) feedback and/or materials are provided	Example 1: Courses are fully co-developed with the Industry partner(s) working alongside the academic.	2
3. Co-delivery with industry - Co-delivery with Industry partner(s) can take place in a variety of modes and locations (the extent of the co-development with partners is dependant on the requirements of the discipline) (Examples can include Co-assessing with industry which should be planned for and included during the Co-design and co-development phase.)	Example 1: Industry expert delivers or co-delivers some lectures Example 2: Advisory Group provides feedback on specific assessment practices /	Example 1: Industry partner(s) are active in working alongside the academic and providing support or resources when asked Example 2: Industry facilitate simulated or on-site experiences Example 3: Industry partner(s) provide some assistance with co-assessing some tasks and/or may providing feedback to students	Example 1: Industry partner(s) are actively involved in planning the co-delivery and work alongside the academics in each of the courses in the program. Example 2: facilitate simulated or on-site experiences Example 3: Industry partner(s) not only co-assess tasks with the academic but are also active in reviewing the assessments and providing feedback to students /	2

Tools and resources continue to be developed for full roll-out of the methodology in 2023.

2.4 Assessment Transformation

In November 2022, Associate Professor Loretta Garvey has been appointed in the role of Assessment Transformation Project Lead, the following are three initiatives have commenced:

1. The Bachelor of Nursing and Bachelor of Psychology have been identified as the first two programs to undergo assessment transformation in 2023. Planning for the Bachelor of Nursing has commenced and will occur with Psychology in the first half of 2023. The focus of this work is improving student retention and engagement through evidence-based improvements to curriculum and assessment.

2. Work has commenced on upskilling on two key initiatives undertaken in 2022 – Academic Integrity (see section 1.1) and Moderation of Assessment (see section 2.2) to support Institute/School leadership teams embed these assessment practices and quality assurance measures in 2023 and beyond.

3. In 2023, working with the team coordinating the Graduate Certificate in Education Tertiary Education we will be relaunching the scholarship of learning and teaching (SoLT) community of practice (CoP) to enhance inter and intra disciplinary SoLT at Federation University.

2.5 Embedding First Nations perspectives in curricula

In October 2022, Ms Nicole Mercer commenced as Senior Lecturer, Aboriginal and Torres Strait Islander Cultural Capabilities. Work will commence on initiatives to embed first nations voice in curricula in Semester 1 2023. Given staff leave, this work is currently on hold.

2.6 NEW Combined Learning and Teaching Website

Traditionally, the university learning and teaching website housed CAD only resources. Acknowledging the numerous other departments that contribute learning and teaching resources, CAD led an initiative to work with the TAFE Centre for Learner Excellence, Library, Academic Support Service Directorate and Learning Skills Advisor team to create a single learning and teaching website.

In October 2022, CAD led the review, re-design and rebuild of the Learning and Teaching homepage as a one stop shop with improved accessibility and functionality

https://federation.edu.au/staff/learning-and-teaching *See Figure 8*

This was a collaborative project to display all Learning and Teaching departments and teams as well as promoting cross team contacts working together to service learning and teaching design, technology, student supports, library services and learning and teaching administration needs

This was a collaborative project to display all Learning and Teaching departments and teams as well as promoting cross team contacts working together to service learning and teaching design, technology, student supports, library services and learning and teaching administration needs.

Figure 8: CAD Learning & Teaching Website landing page
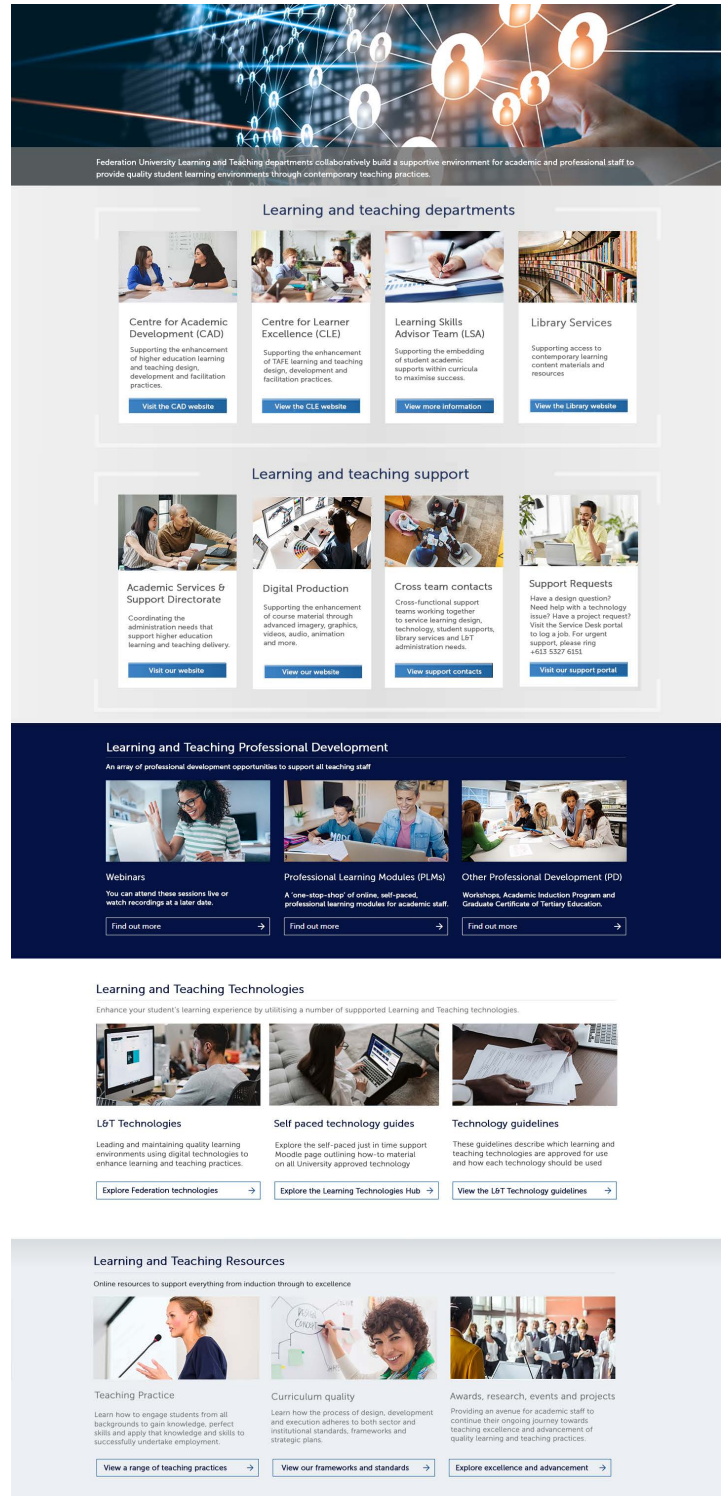
2.7 National Priority Industry Linkage Fund (NPILF)

The Dean, Learning and Teaching is leading the National Priority Industry Linkage Fund (NPILF) Federation University project annual submission in collaboration with a number of internal stakeholders.

This project includes metrics and case study to three key project areas:

- Work Integrated Learning (WIL)
- STEM Skill Graduates
- Industry Partnerships (Aligned with Co-Op Model and mapping Co-Design, Co-Develop and Co-Deliver criteria)

This project engages numerous institute staff and programs aligned to meeting the NPILF requirements. In December 2022, an annual report was provided to the government based on Federation University's commitment to this initiative. This was also shared in January 2022 via FedNews.

2.8 Peer Review and Benchmarking Manual

The Dean, Learning and Teaching lead the development of the Peer Review and Benchmarking Manual. This manual provides support and guidance towards continuous quality assurance measures and the scholarship of learning and teaching opportunities. The development of the manual has occurred over 8 months and involved a targeted academic working group, focused consultation with the Directors (Learning and Teaching) and endorsement by the Learning and Teaching Quality Committee (December 2022). The manual highlights thirteen (n=13) options aligned to the academic, course and/or program level. The manual is referenced in the 2023 Learning and Teaching Plan (Focused) and provides case studies and easy-to-read work instructions as part of the implementation process.

The manual has a Part A (Framework) and Part B (Work Instructions) that outline the underpinning components and benefits of engaging with systematic peer review and benchmarking opportunities towards excellence. All documents are located within the Centre for Academic Development (CAD) SharePoint Site: Peer Review and Benchmarking (sharepoint.com)

Where do I start?

1. Read Part A and decide what type of peer review and/or benchmarking activity suits your context and your career stage
2. Refer to Part B to further understand the process and templates available to you
3. Download the relevant documents/templates
4. Factor these activities as part of your 2023 Performance Review Development Program (PRDP) plans
5. Discuss your suggestions with your line manager and/or Director (Learning and Teaching) (if appropriate)
6. Embrace a new opportunity to engage with peer review and benchmarking towards a successful experience for you, your learners, your teaching team, your program, your discipline, and your institute

2.9 2023 Learning and Teaching Plan (Focused)

As the university embarks on the year of TEQSA reregistration submission (November 2023), I would like to release the NEW 2023 2023 Learning and Teaching Plan (Focused).
This new plan is focused in 2 domains as 2023 is a year of consolidation towards curriculum and delivery enhancement and continuous quality assurance.

The development of this plan occurred over the past 3 months with a wide variety of stakeholders. The plan aligns with the current strategic plan and sector expectations in learning and teaching. The plan was informed by a target academic working group, the Directors (Learning and Teaching) and academic staff through a university-wide consultation period. The plan was recently endorsement by the Learning and Teaching Quality Committee (December 2022).

The plan highlights two (n=2) key domains and ten (n=10) sub-domain areas (See below). It is summarized in two (n=2) pages and interlinks with the Quality Indicators of Learning and Teaching student questionnaire and elements of the Higher Education Standards Framework (2021).

Domain 1 - Curriculum and Delivery Enhancement
1. Learning and Teaching Delivery Principles
2. Co-Operative Learning
3. Assessment Transformation
4. Curriculum Design Methodology
5. Inclusive and Diverse Practices

Domain 2 - Continuous Quality Assurance
1. Peer Review and Benchmarking
2. Blended Online and Digital (BOLD) Learning and Teaching Practices (BLTP)
3. Moderation of Assessment
4. Scholarship of Leaning and Teaching
5. Quality Renewal Schedule

Where do I start?
1. Access the 2023 Learning and Teaching Plan (Focused).
2. Familiarization with new innovations coming and the focus in each sub-domain
3. Focus your curriculum and delivery enhancement and quality assurance practices within the ten (10) sub-domain areas and plan on how to embed them within your practice

   This plan will also play a significant presence towards Institute Learning and Teaching Plans. Regular reporting of Key Performance Indicators (KPIs) progression to both the university Learning and Teaching Quality Committee and Academic Board, are an essential component of accountability across the institution.

3. Learning and Teaching Professional Development

3.1 Professional Development Portal

The CAD Professional Development Portal (PD) provides teaching staff with single portal to access learning and teaching information and support (**Figure 9**) via the following strategies:

via TYPE

Access via the type of PD delivery

- Webinars
- Workshops – Central/institute based
- Teaching Practice Website
- Learning Technologies Hub
- Professional Learning Modules

via TECHNOLOGY

Access via the Learning & Teaching technology used

- Moodle
- Mahara
- Adobe Connect
- Kaltura
- Turnitin

Figure 9– Learning & Teaching Professional website

via TOPIC

See what is available on any given Learning & Teaching topic:

- Learning – Understanding your learners and their needs
- Assessment – Creating effective assessment tasks
- Design – Designing an inclusive learning journey
- Development – Building your online learning space
- Facilitation – Engaging face-to-face, blended, and online teaching practices
- Feedback – Quality feedback for learning and assessment
- Monitoring – Monitoring engagement and learning
- Evaluation – Reviewing for future enhancements

via PROGRAM

Access via the formal programs offered:

- Academic Induction Program (AIP)
- Graduate Certificate in Education (Tertiary Education)

There were **1313 page views** to the Professional Development home page within Semester 1 (I January – 13 July 2022). A large portion of the CAD team contribute to the design, development and/or facilitation of learning and teaching professional development.

3.2 Resource Flyers

One-page flyers on individual teaching topics have been developed previously to assist teaching staff navigate a range of information presented in a number of different platforms. No new flyers have been developed in the first half of 2022 due to competing priorities in the university restructure. However, the development of new resource flyers is proposed as part of the PD strategies in 2023 to align with university strategic priorities and new initiatives.

3.3 Academic Induction Program

The [Academic Induction Program (AIP)](#) is a formalised support program for higher education teaching staff, both new and returning to Federation University. All staff, whether sessional, contract or ongoing, are expected to complete this 15-hour mixed delivery program within their probation period (see **Table 1**).

Key topics included introduction to:

- general and specific Federation University learning and teaching practices
- learning technologies to support BOLD Learning and Teaching Practices initiatives
- support networks available for academic wellbeing and enhancing learning and teaching practices
- support networks available to aid student retention and success

Table 1: Attendance figures Semester 2, 2022 (July and August programs)

Campus	Institute				Total		
	Education, Arts & Community	Health & Wellbeing	Innovation, Science & Sustainability	Other	Sessional	Fixed/ Ongoing	Total
Ballarat*	4	4	1	1	8	2	10
Berwick	1	3	0	0	4	0	4
Brisbane	0	0	0	1	1	0	1
Churchill	4	6	0	3	3	10	13
Horsham	0	0	0	0	0	0	0
Total	**9**	**13**	**1**	**5**	**16**	**12**	**28**

Note: Ballarat includes Mt Helen, SMB and Camp St campuses

A total of 28 participants completed all requirements across the two times the program was offered in the second semester. This semester the AIP utilised the new Connected Classroom environment to be able to offer both face-to-face and online synchronous interactive workshops, in addition to the online learning packages.

Participants continue to show the value of the topics covered to support learning and teaching practices, promote engagement with supports and services, and foster connection with other colleagues.

3.4 Learning and Teaching Website

The **[Learning and Teaching website](#)** holds over 105 pages of learning and teaching information and resources readily available to support teaching staff with just-in-time needs.

The CAD owned elements of the website are structured under two main sections; **Teaching Practice** and **Curriculum Design** – and is supported by CAD Lecturers, Learning Designers, Digital Learning Resource Officers, BOLD Support Officers, and Digital Production team. A sub- group of staff from the Learning Design and Teaching Quality and Learning Skills Adviser teams strategically review the content of the website page by page for currency and clarity, starting with the most viewed pages. See **Table 2** and **Table 3** on the following page for details on pages viewed.

From 1 July 2022 to 13 December 2022 the following analytical data was listed from our website:

- Total visitors: 39,903
- Page views: 134,243
- Unique page views: 56,391

Table 2: The top 10-page views of the Learning and Teaching website within the Teaching Practice section between 01 July 2022 and 13 December 2022.

Teaching Practice section | Top 10-page views	Page views
/staff/learning-and-teaching/teaching-practice/feedback/types-of-feedback	5,974
/staff/learning-and-teaching/teaching-practice/learning/principles-of-learning	5,676
/staff/learning-and-teaching/teaching-practice/assessment/self-and-peer-assessment	3,863
/staff/learning-and-teaching/teaching-practice/learning/delivery-modes-for-learning	3,270
/staff/learning-and-teaching/teaching-practice/feedback/principles-of-feedback	2,940
/staff/learning-and-teaching/teaching-practice/assessment/types-of-assessment	2,758
/staff/learning-and-teaching/teaching-practice/development/principles-of-learning-environment	1,582
/staff/learning-and-teaching/teaching-practice/assessment/marking-criteria	1,401
/staff/learning-and-teaching/teaching-practice/assessment	1,224
/staff/learning-and-teaching/teaching-practice/feedback/language-of-feedback	1,115

Table 3: The top 5-page views of the Learning and Teaching website within the Curriculum Quality Section between 01 July 2022 and 13 December 2022

Curriculum Quality section | Top 5 Pageviews	Page views
/staff/learning-and-teaching/curriculum-quality/tertiary-education-standards/constructive-alignment	4,047
/staff/learning-and-teaching/curriculum-quality/work-integrated-learning	1,126
/staff/learning-and-teaching/curriculum-quality/internationalisation-of-the-curriculum	898
/staff/learning-and-teaching/curriculum-quality/work-integrated-learning/definitions-of-work-integrated-learning	804
/staff/learning-and-teaching/curriculum-quality/work-integrated-learning/wil-medical-and-legal-requirements/legal-agreements/student-placement-agreements	726

The above information supports the ongoing work undertaken to evolve the University's learning and teaching quality assurance measures.

3.5 Learning and Teaching Webinars

3.5.1 Central based

The learning and teaching webinars are an online presentation medium, targeted at building staff pedagogical and digital capability through peer discussion and collaboration. The focus of these central webinars is sharing BOLD Learning and Teaching Practices experiences that are aligned to current and innovative learning practices and technologies.

Central webinars are scheduled at targeted times before and during semester to focus on supporting staff to develop their teaching and learning skills, coinciding with key practices within the teaching semester. Six sessions were offered in late June and early July 2022 (Quarter 3) which were included in the Mid-Year reporting.

No central webinars were offered in Quarter 4 due to competing priorities with university initiatives and evaluation from previous delivery that registration and attendances are minimal in the latter part of the year. In its place, focus was directed to Institute-based workshops to be reactive to targeted needs within disciplines. With the overall review of CAD PD offerings, it is proposed that the learning and teaching webinars adjust their approach in 2023 with regular sessions across the year to focus on practice-sharing and promotion of learning and teaching initiatives across the university.

3.5.2 Institute based

Learning and teaching webinars are also delivered by CAD staff as part of Institute-based professional development sessions. This may be part of a half or full day workshops, regular fortnightly snapshots or Institute forums. This information has been combined with the Learning and Teaching workshops section 2.6.2 below

3.6 Learning and Teaching Workshops

3.6.1 Institute based

CAD offers a range of 'on request' face-to-face, blended, and virtual workshops tailored to address specific institute/program learning and teaching needs. CAD Learning Designers work closely with their Executive Deans, Directors' Academic Operations, Directors' Learning and Teaching and other key staff, to develop targeted professional development opportunities aligned to staff and institute priorities.

Workshops delivered during Semester 2 were predominantly delivered online using Adobe Connect or MS Teams. **Table 4** lists the sessions delivered in each Institute. NOTE: Sessions offered were dependent on prioritisation from Institute leadership teams and allocation of Learning Designer EFT per institute.

Table 4: Professional Development (PD) workshops delivered per Institute

Institute	PD WORKSHOPS	ATTENDEES
Institute for Education, Arts & Community	Providing quality feedback in Visual Arts	5
	Learning and Teaching Sharing Practices 1: Academic Integrity (presented by Learning Skills Advisor (LSA), Copyright Librarian and Learning Designers)	23 (+19 viewers of recording)
	Learning and Teaching Sharing Practices 2: Academic Integrity (presented by Learning Designers)	8 (+19 viewers of recording)
	Learning and Teaching Sharing Practices 3: Online engagement and Open textbooks (presented by David Waldron and Peggy Hsu)	14 (+3 viewers of recording)
	Learning and Teaching Sharing Practices 4: Professional Experience Moodle shell and Master and delivery shells (presented by Sharon Davis and Learning Designers)	11 (+7 viewers of recording)
	Learning and Teaching Sharing Practices 5: Digital Narratives and Moodle Forums (presented by Cameron Van der Smee and Learning Designers)	13 (+1 viewers of recording)
	Is your Moodle Gradebook ready for fdlGrades?	6 (+3 viewers of recording)
Institute for Health & Wellbeing	Moodle quiz analytics	36
	Respondus	34
	Writing marking criteria	35
Institute for Innovation, Science & Sustainability	Online Moodle Test Review Drop-in Session	24
	Online Moodle Test Review Drop-in Session	12
	1st: Bachelor of Professional Accounting and Master of Professional Accounting - Exam options to meet Certified Practising Accountant and Tax Practitioner Board accreditation requirements	21
	2nd: Bachelor of Professional Accounting, Master of Professional Accounting -Exam options to meet Certified Practising Accountant and Tax Practitioner Board accreditation requirements	18
	Business: Better Question Design – writing conceptual questions	19
	IT Discipline Group: Constructive alignment |Effective learning outcomes	19
	IISS Learning and teaching committee	Knowledge sharing block	20
	Engineering Discipline Group: Moodle 4 update	Knowledge sharing block	17

3.7 Learning Technologies Hub

The Learning Technologies Hub is a repository of tools, resources, guides, advice, and links relevant to learning and teaching technologies. **Table 5** details data on the top three pages viewed for each of the Learning and Teaching technologies guides available. Page views listed in brackets.

Table 5: Top three pages viewed for each Learning and Teaching technology within the Learning Technologies Hub

Moodle	Mahara	H5P	Connect	Turnitin	Kaltura	Video	Audio
Add an assignment (527)	Logging in & navigating Mahara (112)	What is H5P & the Content Bank (526)	Understanding Pods (148)	What is Turnitin? (487)	Kaltura Support & Instruction book V2.4 (1280)	Stage 1: Planning your video: Tips & Pre-production (56)	Import and play an existing audio file (27)
Create a quiz (495)	Create a journal (88)	Agamotto (Image Blender) (353)	Create a course meeting room (133)	Moodle assignment with Turnitin vs Turnitin Tool 2 (34)	Planning your Kaltura video (468)	Stage 2&3: Production (Filming) and Editing (29)	Record your voice (14)
The Moodle Editor (406)	Create a collection (79)	Drag and Drop (263)	Mobile App guide (60)	Moodle assignment with TII Integration V2 (30)	Creating welcome videos (448)	Branded Video Slides 2020 (4)	

3.8 Professional Learning Modules

The Professional Learning Modules (PLMs) are an integrated suite of online micro-learning packages with the aim of supplying flexible, targeted, accessible, just-in-time knowledge and skills growth opportunities for both academic and professional staff, in all aspects of learning and teaching practice development. The modules are organised to align with the eight key domains of Teaching Practice (listed on the Learning and Teaching website), with an added focus area that supplies guidance and support for staff nominating for institutional or national learning and teaching awards to create a 'one-stop-shop'. Content development is provided through strategic collaborations between expert learning and teaching academic and professional staff across Federation University.

More than 100 modules have previously been identified within the scope of the project planning with 25 open for completion during 2022. During the second half of 2022, the PLM suite has been reviewed with plans to condense to approximately 25 modules. The new modules are proposed to be housed in ELMO for greater staff access and aligned with university strategic priorities and new initiatives.

Modules can be viewed multiple times by a participant, with or without full completion and issue of certificate. See **Table 6** for participants who completed a PLM.

Table 6: Number of views and users for top 10 PLMs available – with completion certificate

PLM	Completed
PLM 201: Assessment and Learning	**41**
PLM 101: Student-Centred Learning	**41**
PLM 202: Designing quality assessment	**5**
PLM104: Learning beyond the classroom walls	**3**
PLM106: Learning considerations for international students	**3**
PLM 002: Blended Online & Digital (BOLD) learning	**3**
PLM102: Contemporary tertiary learning environments	**3**
PLM103: Learning behaviours of the online student	**3**
PLM 206: Importance of effective marking criteria	**2**
PLM 207: Creating a simple marking guide	**2**

3.9 Graduate Certificate of Education (Tertiary Education)

The Graduate Certificate of Education (Tertiary Education) (**GCETE)** is a postgraduate award program that explores the foundations of supplying innovative and contemporary learning and teaching practices in the tertiary setting. This program curriculum is approved by the Institute of Education, Arts and Community. It aims to supply both a theoretical underpinning and practical application of new knowledge, skills, and ideas. It also supports the Scholarship of Learning and Teaching (SoLT) through development of professional practice. Current University policy stipulates a 50% completion for new ongoing teaching staff without formal education qualifications, within the probation period.

To accommodate the teaching workloads of participants, the program is offered part-time, wholly online, and facilitated across 15 weeks (12 weeks teaching and 3 weeks self-study) in the winter and summer semesters. All courses are delivered at an AQF Level 8. Participants are primarily Federation University teaching staff and teaching support staff, with eligible staff members supported with a staff study scholarship to cover course fees. There is continued strong representation in the participant cohort from full paying external students – representing 20% of the current students.

The program currently has **77 participants** studying across three courses in this summer semester, with 42 students completing the winter semester courses (see **Table 7)**. There continues to be an ongoing challenge shared by participants that they have insufficient time (10 hours per week) to study given their teaching and research workloads.

Feedback from students:

Winter 2022:

EDGCT 5007 | "The Moodle content was laid out excellently, easy to follow. The assessment tasks were relevant to practice and really well presented. It was nice to have the assessment tasks spread out throughout the semester (fits perfect with busy lifestyle). Fully enjoyed the course and I can see myself becoming a more effective teacher in the future"

EDGCT 5008 | "I liked how relatable it was to my job, it was information that I could apply in my real life"

Summer 2021:

EDGCT 5009 | "I found all aspects of this course really useful. I think because it challenged some of my ideas and gave me an opportunity to reflect."

EDGCT 5009 | "I really liked the assessments as they helped me to think deeply and then arrange my thought process to develop a structured outcome."

EDGCT 5010 | "This course helped me strengthen my knowledge of the subject I teach but also make me an expert on the teaching process itself"

EDGCT 5010 | "I enjoyed the reflection on my progress through the course. It was interesting to see how I have evolved over the period of time."

Table7: Participants engaged with GCETE between April 2022 – December 2022

INSTITUTE	IEAC	IHW	IISS	TAFE	Other FedUni	External	Total
EDGCT5007 Tertiary Teaching and Learning							
Summer 2022 (complete February 2023)	4	6	3	0	1	1	**15**
Winter 2022	4	4	4	0	1	7	**20**
EDGCT5008 Professional Practice in Tertiary Teaching							
Summer 2022 (complete February 2023)	6	4	6	0	4	7	**27**
EDGCT5009 Contemporary Issues in Tertiary Teaching							
Winter 2022	4	6	3	0	1	8	**22**
EDGCT5010 Tertiary Teacher as Researcher and Practitioner							
Summer 2022 (complete February 2023)	3	10	12	0	0	8	**35**

4. Learning Design and Development Projects and Support

Learning Designers play an integral role in **leading and supporting university staff to enhance their teaching practices through program and course learning design projects and support**. Each of the learning designers are active members of Institute Learning and Teaching Quality committees, provide institute staff with professional development opportunities, aid in the planning and reviewing of courses and programs and develop and implement tailored learning journeys to address student needs. Their role includes learning design expertise for:

- New Programs (and courses within)
- Existing Program Renewal Projects (and course within)
- Institute requested curriculum enhancement and maintenance projects
- Staff capability projects

4.1 New Programs (and courses within)

Learning Designers play a pivotal role in providing pedagogical expertise on the design of learning across a whole program, in any delivery mode or domain, to ensure a well scaffolded and supported learning journey and to maximise student success. Programs may be stand-alone, cross-programs, cross-institutes, cross-sector (i.e.: TAFE), or a combination of new and revised courses. See **Table 8, 9, 10 & 11,** for list of programs currently utilising learning designer expertise across whole program design, and the new courses within.

Table 8: Institute of Education, Arts and Community new programs

Program	Courses	Pedagogical expertise, design and/or development involvement
Bachelor of Visual Arts (only first year delivered thus far)	General	Development of common rubric for Folio and Journal assessments across courses. Changes implemented in first year, first semester courses, with second semester course to follow.
	All first-year courses	Re-design of Moodle template for the new program
	VCHAT1011	Re-designed assessment to better scaffold student learning and skills development, design and development of some visual/interactive elements in Moodle. Advice around more effective techniques for online delivery.
	VCHAT1012	Assisted with the implementation of re-designed assessment to scaffold student learning and skills development. Developed interactive visual elements in Moodle. Further advice around effective online delivery.
	Co-op redesign (see 1.4.3)	Worked with staff to map FedTASKs across the program. Assisted with the articulation and quantification of industry facing experiences to meet coop model requirements. Review and revision of learning outcomes for first- and second-year courses to reflect FedTASKs and coop opportunities.

Table 9: Institute of Innovation, Science and Sustainability new programs

Program	Courses	Pedagogical expertise, design and/or development involvement
Bachelor of Sustainable Food Systems	General	Development of Moodle templates, curriculum mapping, assessment mapping and planning, template implementation (learning design), rubric design, instruction development. NB: Program terminated mid-year
Master of Engineering (Project Management)	ENGIN5208 ENGIN5209 ENGIN5205	Design and development of new course design and layout, assessment activities, content, interactive materials, and activities.
Master of Engineering Technology (Civil Engineering)	ENGIN4203	Design and development of new course with learning outcomes, FedTASKs and industry competency mapping, new course design and layout, assessment tasks and interactive digital elements build planned for the start of 2023 with implementation to be Semester 2 2023.

Table 10: Institute of Health and Wellbeing new programs

Program	Courses	Pedagogical expertise, design and/or development involvement
Bachelor and Master of Speech Pathology	HEASP 1015/5015	Review and evaluation of Problem Based Learning (PBL) delivery, identifying issues for improvement and potential. Outcome – new PBL Moodle shell template planned for development. Design and development of enhanced PBL delivery planned with a staged implementation scheduled for Semester 2 2022 course HEASP5024 and for 2023 PBL courses planned.
	HEASP 1022/ 5022	Content import and curation Combined course cohort management strategies implemented. Assessment instructions review, consolidation, design and delivery support Teaching delivery (during-semester) JIT support.
	HEASP 1021	Content import. Develop and support first delivery of the course.
	HEASP 5024	Initiate and support a newly designed PBL teaching and learning approach (from the review of HEASP1015 / 5015). PBL group-based activities redeveloped using H5P documentation tool (2x activities per week of course). PBL end of module case-based consolidation activities proposed, prototyped, written and designed in collaboration with academic teaching staff. End of module consolidation activities feedback pre-written for student self-assessment configured for post-submission release. Develop and support the first delivery of the course.
	HEASP 5013	Design, develop and support the first delivery of the Clinical Practices 1 course (first professional placement course in the program). Assessments' task design and development.
	ST8 & ST9 Speech Pathology course templates	Design, development, and implementation of four Speech Pathology program teaching templates for 2023 implementation. Template designs intended to support the four identified course teaching and learning approaches/scenarios: Speech Pathology (single cohort) courses template Speech Pathology (combined Undergraduate & Masters cohort) courses template Speech Pathology Problem Based Learning (combined Undergraduate & Masters cohort) courses template Speech Pathology Clinical Practices courses template Implemented for 2023 delivery.
	Speech Pathology Clinical Practices Hub	Currently being designed and developed for Semester 1, 2023 launch. Placement ePortfolio strategy advice and consultation.
	Speech Pathology First Year Program Delivery Review report	Learning Designers compiled a Speech Pathology programs (new programs first year, first delivery) review. Learning Designer perspectives and recommendations report provided to the Discipline Lead, Chyrisse Heine.
Bachelor of Occupational Therapy	NHPOT 2016 / 2401	Course review and renewal. Course renewal is focusing on scaffolding and structure of content, assessment design and marking criteria.
	NHPHS 1003	Course Assessment review and recommendations
	NHPHS 2402	Assessment design and marking criteria review.
	NHPOT 3019	Marking criteria review
	Professional Development (PD)	Whole of discipline PD session on Writing Marking Criteria delivered and recorded in collaboration with Leigh Albon.

Table 10: Institute of Health and Wellbeing new programs cont'd

Program	Course	Pedagogical expertise, design and/or development involvement
Graduate Certificate in Health (Gerontology)	HEALA 6401	Development of new course design and layout, content, materials, interactive materials, and activities for delivery in Semester 2, 2022. Learning design advice and development and review of assessment marking criteria.
Master of Public Health / Master of Public Health and Business Administration	HEALT 6002	Meetings to discuss course and program learning objectives and identify diverse cohort needs. Development of new course design and layout to accommodate students studying in on-campus blocks, while allowing other cohorts to complete the course in a self-paced mode. Creation of new content, resources and interactive materials and activities for delivery in Semester 2 2022. Learning design advice and development around, specifically focusing on the use of various discussion forum approaches and variety in online activities.
	HEAPH 6004	Meetings to discuss course and program learning objectives. Development of new course design and layout. Creation of new content, resources and interactive materials and activities for delivery in Semester 2 2022. Learning design advice and development and review of assessment marking criteria. Upskilling of new academic in the use of Moodle and Adobe connect.
	HEALT7001	Review of course outline. Learning design advice and development. Assessment task support; Analysis of proposed learning outcomes and assessments, re-development of assessment tasks, marking criteria creation.
	HEALT7003	Meeting to discuss the course outline focusing on learning outcomes and assessments and review the details of the potential assessment tasks. Learning design advice modification in the Learning Task and Assessment section in the course outline.
Bachelor of International Sport Management	ISMAN2005	Assessment task support; marking criteria review.
	ISMAN2008	Course planning consultation; learning activities support, Moodle development.
	ISMAN3004	Assessment task support; constructive alignment.
	ISMAN3009	Assessment task support; Analysis of proposed learning outcomes and assessments, re-development of assessment tasks, marking criteria creation.
	ISMAN3010	Assessment task support; Analysis of proposed learning outcomes and assessments, re-development of assessment tasks, marking criteria creation.
Master of Nursing: Clinical Practice	HEAPH6007	Provided weekly support to Dean Whitehead to plan and design course materials to enhance HEAPH6007. Using BOLD L&T practices, designed exemplar examples for ongoing modules, designed and developed activities, reviewed and developed assessment instructions.
Master of Nursing: Nurse Practitioner	HEANP6003	Program and Course planning consultation, course structure, course mapping, content sequencing, blended learning approaches, learner analysis, assessment designs and re-development, rubric designs, constructive alignment, learning activities support, Moodle content and activities development, accreditation panel

Table 11: Other Schools/Departments – i.e.: Graduate Research School, Global Professional School

Program	Courses	Pedagogical expertise, design and/or development involvement
Graduate Certificate in Research		Program analysis and advice for program shell structure. Review Honours programs and curate relevant student support materials. Map learning pathways for cross disciplinary electives and identify potential gaps. Manage resource design and development for program shell. Design and develop RESPRJ4001 Moodle shell.

4.2 Existing Program Renewal Projects (and courses within)

Learning Designers play a pivotal role in providing pedagogical expertise on the redesign and/or renewal of learning across programs and courses as part of ongoing enhancements, or as part of re-accreditation processes. See **Table 12, 13 & 14,** for list of programs currently utilising learning designer expertise across program and course re-design and re-development, and the new courses within.

Table 12: Institute of Education, Arts and Community renewal and maintenance*

Program	Course	Pedagogical expertise, design and/or development involvement
Education Programs	EDECE 2019	Redesign of topic layout and implementation of Moodle Books and H5P to structure content and online activities. Development of content provided by sessional academic.
Social Work Programs	CHSUG1002	Assisted with the set-up of assessment tasks and Grade book in Moodle.
	MSWPG7102	Backed up and restored content to the Master shell and assisted with development of Moodle content.

* IEAC Learning Designers worked extensively in support of the IHW Learning Design team to manage the extensive number of new courses requiring development in 2022.

Table 13: Institute of Innovation, Science and Sustainability renewal and maintenance

Program	Course	Pedagogical expertise, design and/or development involvement
Engineering discipline	All course outlines for accreditation	Reviewing the course modifications proposed, Learning Designer provided advice for constructive alignment with course learning outcomes, assessment, industry competencies, rewording and restructuring content of course descriptions.
Information Technology discipline-Accreditation	Accreditation Conducted review	IT Accreditation: Reviewed over 60 Course Outlines: Suggested restructuring, wording learning outcomes and alignment constructive of learning outcomes with emphasis on professional/ industry competencies: • ASC (Accreditation standard for ICT higher education) • CBOK (Core body of knowledge for ICT professionals) • SFIA (Skills framework for the information age))
Information Technology discipline CT5 (see 1.3.1)	Program Renewal	Curriculum Enhancement Implementation Plan to scope work for each course; meetings with first identified course coordinators for Semester 1, 2023; Review course descriptions and Moodle shells; Bold Learning and Teaching Practices 2.0 review in fdlGrades
Information Technology discipline CI5 (see 1.3.1)	Program Renewal	Curriculum Enhancement Implementation Plan to scope work for each course; meetings with first identified course coordinators for Semester 1, 2023; Review course descriptions and Moodle shells; Bold Learning and Teaching Practices 2.0 review in fdlGrades
Bachelor of Business BI5 (see 1.3.2)	Program Renewal	Curriculum Enhancement Implementation Plan to scope work for each course; meetings with first identified course coordinators for Semester 1, 2023.
Cross-Science programs	SCENV2600 SCENV3800 SCENV2804 SCENV2400	Assessment design, assessment differentiation, rubric redesign
	SCMOL2010 SCCOR3000 SCBCH2002	Template implementation (learning design), Learning & Teaching review, Assessment design
	SCMOL3010	Template implementation (learning design), Learning & Teaching review, Assessment design, Digital narratives
Cross-Business programs	BUENT1502 BUENT2635 BUENT3736 BUENT3737 UGEN 3705 BUEXC3504 BUENT1501 BUENT2640	Course description feedback. Identifying appropriate resources & organising via Course Readings widget

Table 14: Institute of Health and Wellbeing existing renewal and maintenance

Program	Course	Pedagogical expertise, design and/or development involvement
Bachelor of Nursing	General	Review of assessment landscape in Nursing and CAD role in supporting Assessment.
	NURBN2024	Advising on conversion of the text document used to prepare flexible students for their pre-semester placement residential workshop into a series of module based standalone pre-placement activities (video and H5P multiple choice questions). They now form the preplacement activities for all students.
	NURBN2025	Changes to clinical placements occurring across multiple blocks necessitated redesign and development of course content and assessment processes. Meetings to discuss course learning objectives and the impact of class timetabling on student engagement and assessments. Development of new course design and layout. Creation of new content, resources and interactive materials and activities for delivery in Semester 2 2022. Learning design advice and development and review of assessment marking criteria.
	NURBN2027	Content and assessment review and advice. Ongoing into 2023
	NURBN1016	Review, and advise on video assessments.
Bachelor of Exercise and Sports Science	EXSCI1704	Review of end-of-semester exam, Moodle development support.
	EXSCI2171	Review of assessments, advice on authentic assessment.
Bachelor of Psychological Science (Honours)	PSYCP6014	Review of course content, advice on course structure and design needs, redesign of Moodle shell resources/sections.
	PSYCM7126	Review of selected learning materials, interactive materials support. Review of assessment and advice on marking criteria.

4.3 Institute requested curriculum enhancement and maintenance projects

Existing courses require ongoing maintenance and enhancement to uphold contemporary online pedagogies and practices. Projects maybe short, medium or long term, within a single course, a whole program or an entire discipline. Projects may also see cross-course or discipline-wide learning design needs. See **Table 15, 16 & 17.** It may require the input of a single learning designer, or expertise across a team of stakeholders.

Table 15: Institute of Education, Arts and Community curriculum enhancement projects

Project	Pedagogical expertise, design and/or development involvement
Professional Experience Education	Reviewed and updated Placement Roadmap. Developed a new approach to student self-enrolment in required groups. Reviewed and updated the Readiness activities. Investigated and recommended a new approach to the Placement schedule for students. Investigated and recommended new approaches to student queries and for students to book appointments with their University Mentor. Updated Program placement schedules and implemented new downloadable calendars for students. Set up groups required for 2023. Provided information to FedOnline about uses of the Moodle shell and Readiness activities. Worked with FedOnline and ITS to ensure students were appropriately enrolled in Moodle shell. Incorporated changes across all areas of the Moodle shell required to accommodate the needs of FedOnline students, including providing information on the placement requirements of other states in Australia. Developed improved appearance and navigation of the Moodle shell.
LANTITE	Student self-enrol LANTITE Resource Moodle Shell launched, with links placed in Core Semester 1 and Semester 2 Moodle Courses. Awaiting numeracy content review to complete.
English for Academic Purposes (EAP) Assessment Repository	Assessment repository completed with instructions and guidelines created for staff. Handover of content and setup provided to Global Professional School.

Table 16: Institute of Innovation, Science and Sustainability curriculum enhancement projects

Project	Pedagogical expertise, design and/or development involvement
	Nil due to focus on three program renewal pilots

Table 17: Institute of Health and Wellbeing curriculum enhancement projects

Project	Pedagogical expertise, design and/or development involvement
Indigenous Curriculum Project	Identified 18 academic stakeholders across 6 disciplines within IHW and (1xGPS). Project agreement to collect and curate Indigenous Curriculum in a single Moodle shell to facilitate content sharing. Project on-hold for planned handover to Senior Lecturer, Nicole Mercer (Aboriginal and Torres Strait Islander Cultural Capabilities)
Probationary Accreditation Support | Speech Pathology	Written task to outline the planned support for student reflective practice across the curriculum for Masters of Speech Pathology Program for the probationary accreditation documentation for submission. Learning Design advice provided where relevant for accreditation documentation preparation. Learning Design support for accreditors site visit.
Midwifery, Child and Family Healthcare	Applying a gender equality lens to Midwifery & Child and Family Health Courses | Midwifery, Child and Family Healthcare Involvement in 'Baby Makes 3' workshops, ongoing learning design advice and support for implementation.
Interprofessional Practice Education Working Party pilot	Pilot project constructive alignment and implementation of IPE ILOs into HEALT1113 course curriculum and assessment tasks.

There are three project requests that had to be declined based on insufficient learning designer resources available in the timeframe of the request.

4.4 Staff Capability Support

In addition to curriculum enhancement projects and institute/school based professional development, CAD Learning Designers are involved in a range of committees and working parties to provide pedagogical advice around blended and online learning and teaching initiatives, development of resources and liaise with other key stakeholders within the University to enhance student learning outcomes. See **Table 18** for details of staff capability support provided by Institute.

Table 18: Staff capability support by Institute

Institute/School	Committee/Group/Working Party
Institute of Education, Arts and Community	IEAC Learning and Teaching Committee
	Bachelor of Visual Arts Program development meetings
Institute of Innovation, Science and Sustainability	Learning and Teaching Committee | IISS
	Discipline group meetings | Engineering
	Discipline group meetings | Information Technology
	Discipline group meetings | Business
	Discipline group meetings | Maths/Science
	IT Accreditation Taskforce
	Engineering Accreditation Working Party

Table 18: Staff capability support by Institute cont'd

| Institute/School	Committee/Group/Working Party
Institute of Health and Wellbeing	Teaching & Learning Committee
	Student Retention working group
	Assessment working group
	First Nations Advisory Committee
	Baby Makes 3 | Midwifery
	Discipline Group Meetings | Exercise Sports Science
	Interprofessional Practice Education Working Party
	Community of Practice | Creation and communication of Communities of Practice sessions within Institute, liaison with discipline stakeholders.
Other Schools	Nil

5. Learning and Teaching and Support

5.1 Learning Technology Applications

5.1.1 Moodle

Moodle access trends reveal a small drop in overall numbers or around 4%, (see **Graph 1**) however this is expected and consistent with the reduction in enrolments for this year. Overall, the system has been performing well. This year also saw wide scale adoption of the Respondus online assessment tools which heavily depends on Moodle for the provisioning of quiz-based examination. Moodle itself performed remarkably well, given that the testing required hundreds of students to take the assessment simultaneously. For 2023, Moodle will be migrated into the Amazon Cloud (AWS) and this will provide ITS with the ability to ramp up processing power in times of heavy use, whilst also scaling down during off-peak periods.

Much work has been done on the Moodle 4 upcoming release (Jan 2023) including incorporating Federation University's customisations, theming, and performing user acceptance testing on over 1000 items within the system. Moodle 4 represents a shift towards usability with a heavy focus on User Experience (UX). The most visible changes to the new system include clearly indicated completion requirements, as well as more logical, contextual management tabs for course activities and settings. User documentation, system tours, promotional material and training sessions have all been created and updated to support the implementation.
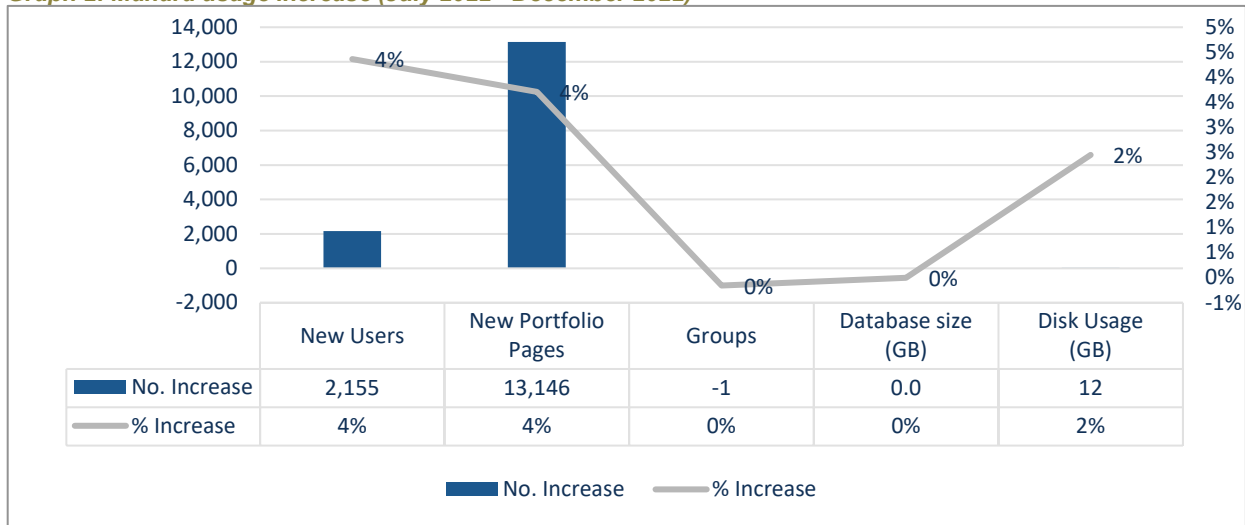
Graph 1: Moodle activity
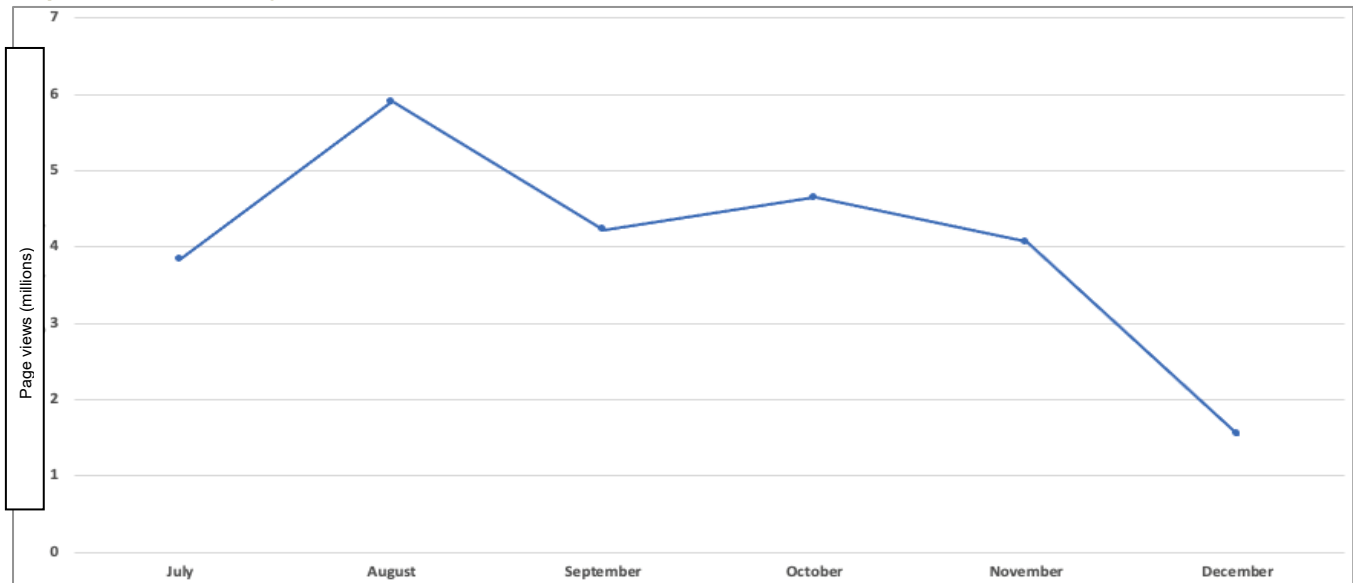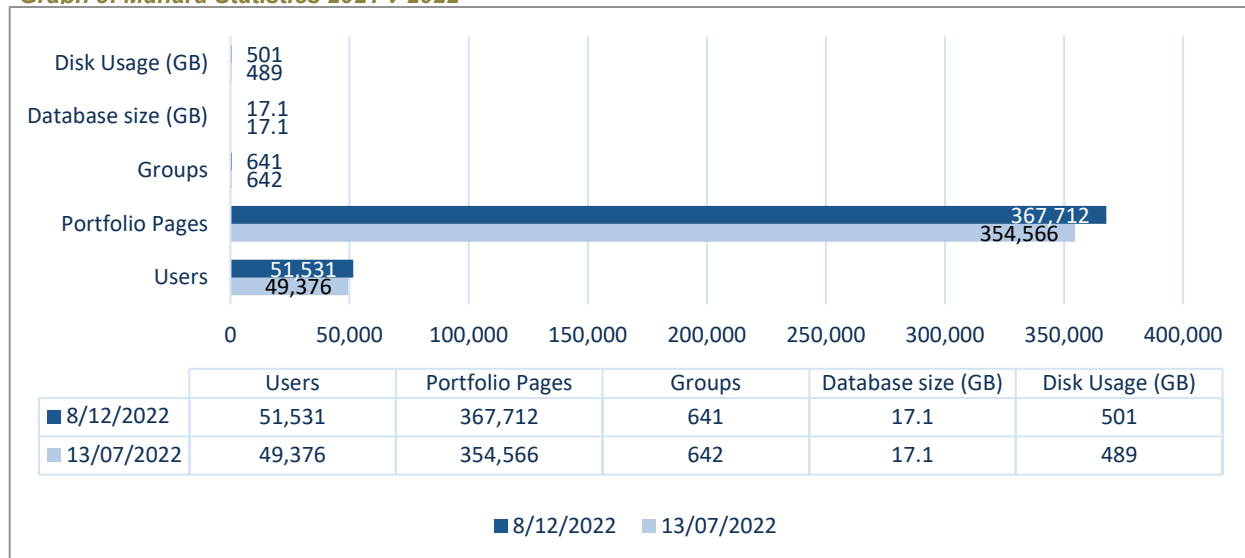
5.1.2 Mahara (ePortfolios)

Over the past six months Mahara has seen a moderate increase in most areas. In particular, the new users increased by an additional 2,155 bringing the total number of Federation University Mahara users to 51,531 and new portfolio pages increased by a total of 13,146 (see **Graph 2 & 3**)

The Learning and Teaching Support team have seen a decrease in requests from students for support with ePortfolios, indicating that the comprehensive support resources based in Mahara are providing students with a clear understanding of how to use the system.

Graph 2: Mahara usage increase (July 2022 - December 2022)

	New Users	New Portfolio Pages	Groups	Database size (GB)	Disk Usage (GB)
No. Increase	2,155	13,146	-1	0.0	12
% Increase	4%	4%	0%	0%	2%

Graph 3: Mahara Statistics 2021 v 2022

|	Users	Portfolio Pages	Groups	Database size (GB)	Disk Usage (GB)
8/12/2022	51,531	367,712	641	17.1	501
13/07/2022	49,376	354,566	642	17.1	489

Like Moodle, the ePortfolio system Mahara has a planned major upgrade in early 2023. The current install of Mahara 20.10 (October 2020) is showing signs of age. The pandemic placed a significant load on the Learning Support team, and unfortunately this meant abandoning updates for Mahara during that period. This year, with some easing of support demands and some additional staffing, Mahara is finally getting the attention it sorely needs. Mahara will be updated to the very latest 22.10 version, skipping three updates in the process, and will be migrated to the Amazon Cloud along with Moodle. This will bring a swag of new features to Mahara, opening more possibilities for its integration into various areas of the University.

5.1.3 Kaltura

Graph 4 indicates a decrease in the Kaltura multimedia content contributions in 2022 compared to 2021. This is consistent with the trend between 2020 and 2021. It is believed the cause of this consistent reduction is due to the increase in staff and students returning to campus, where content delivery and course communications via the form of video has diminished comparative to the previous reporting period. Despite the stated reduction, Kaltura remains a widely used and effective tool as demonstrated by the number of content interaction in **Graph 5**.

Graph 4: Multimedia content contributions to Kaltura
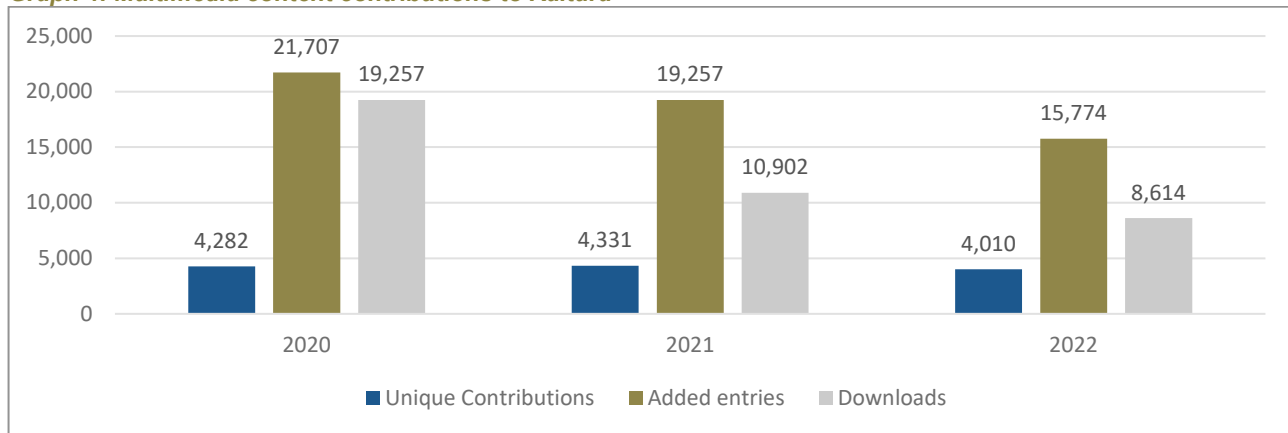
Content interaction shows a similar trend to the second half of 2021, with high numbers focused in the period between July and October.
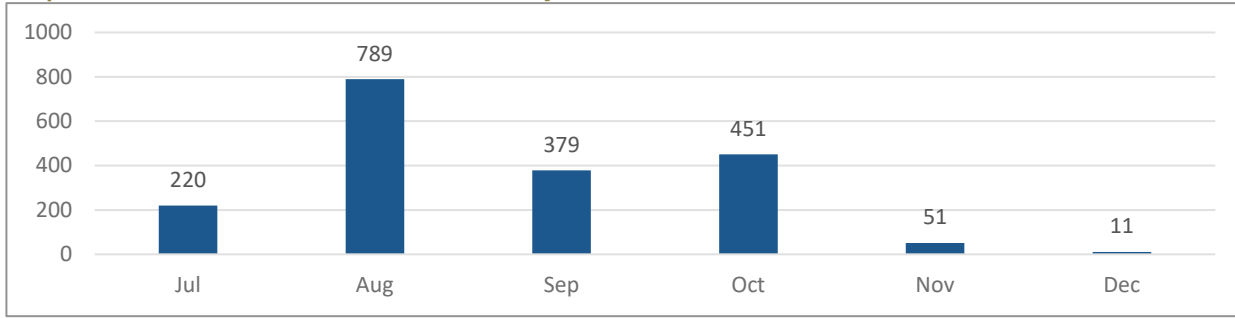
Graph 5: Multimedia content interaction via Kaltura and Moodle
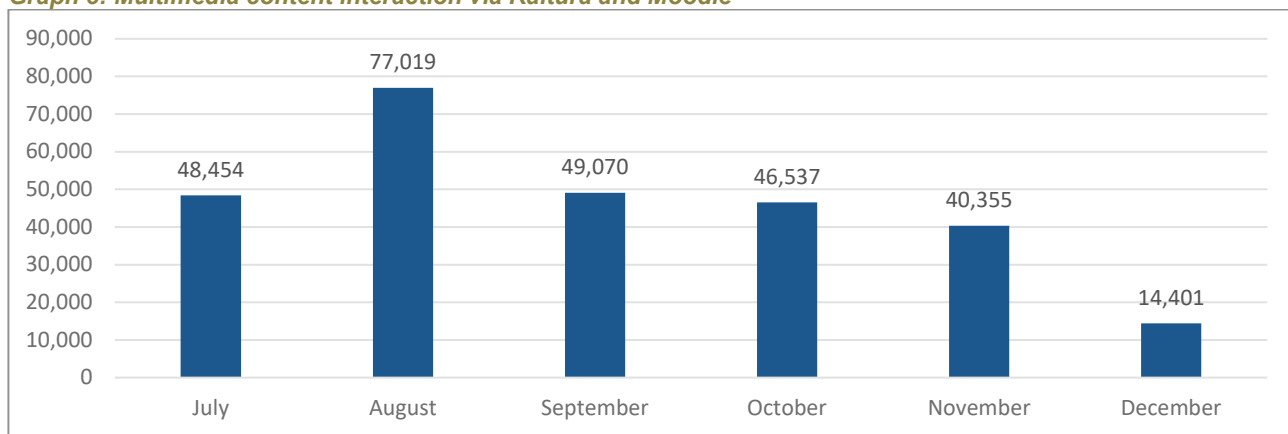
5.1.4 Adobe Connect

Adobe Connect has seen a significant drop during the last 6 months (see **Graph 6 & 7**). From July 2022, sessions fell to approximately one third of the previous year's levels. This can be attributed to both the return to campus of larger cohorts, such as the Institute of Health and Wellbeing, as well as the shift to alternative synchronous delivery platforms like Teams. As this trend is likely to continue, CAD and ITS have been working together to enhance the experience of those teaching staff who have opted to use Microsoft TEAMs. This has involved the testing of an integration between Moodle and Microsoft TEAMs that handles Microsoft TEAMs creation and both enrolment and role assignment for all Moodle participants. From Semester 1 2023, staff and students will be able to access their Moodle linked Microsoft TEAMs directly via the Microsoft TEAMs interface, or via a block within the Moodle course.

Graph 6: Number of Adobe Connect sessions by month, Semester 2 2022

Jul: 220
Aug: 789
Sep: 379
Oct: 451
Nov: 51
Dec: 11

Graph 7: Number of Adobe Connect support requests logged by month, Semester 2 2022

Jul: 14
Aug: 13
Sep: 3
Oct: 2
Nov: 0
Dec: 1
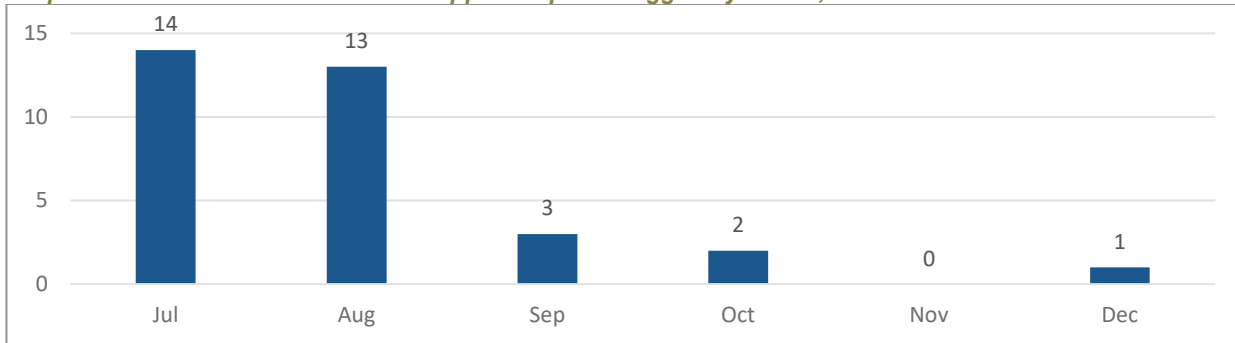
5.1.5 Turnitin

For Semester 2 2022, CAD introduced Turnitin as a supplement for online examinations. Integrations in Moodle now allow essay style quiz questions to be verified for authenticity via Turnitin. The subsequent report is then included within the quiz marking screen for easy access. This addition immediately resulted in a dramatic spike in Turnitin use, as each essay style question lodged a report request for each student attempt. At its peak, reports reached over 10,500 items in a single day, coinciding with examinations held by highly subscribed Nursing courses. This has greatly skewed results over the previous year, however, serves as a benchmark for future years as Turnitin reporting in quiz-based assessment ramps up.

Table 19: Number of Turnitin reports generated Semester 1 2022

Year	Assignment Submission requiring Turnitin	Student Requests for Reports
2020	90,336	139,311
2021	94,734	399,072
2022	148,953	921,223

**Graph 8: Turnitin submission by month**
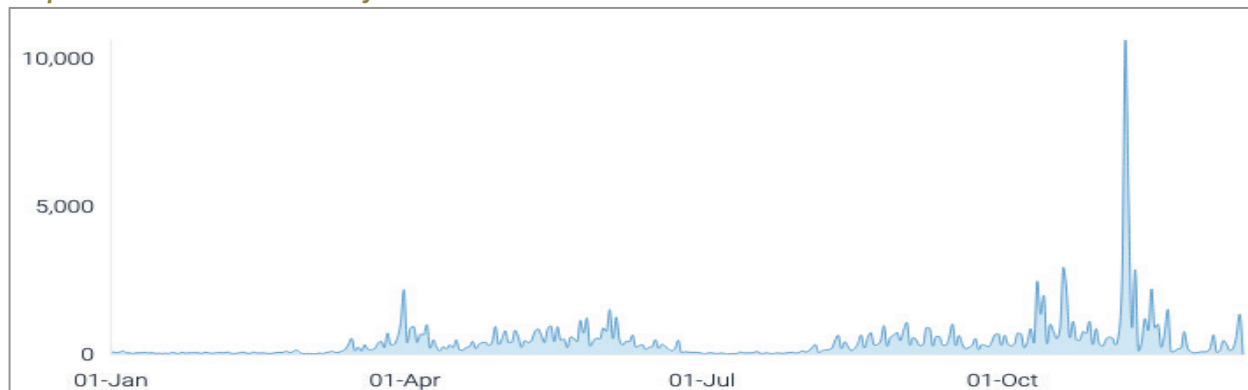
Note the peak, November 8 2022, was an online exam in Nursing.

5.2 Just in Time Support

5.2.1 Service Now

A higher number of Requests For Assistance (RFA) during July has meant we have seen a 6.5% increase in overall workload over the same period in 2021, despite **Graph 9** insinuating a balanced trend across the year. It also means we have seen the same 6.5% increase over the 2020 workload (at the height of the pandemic). A sign that online learning and "EdTech" use is here to stay, and more staff and students are reaching out for support as they navigate the universities online learning environment.

Graph 9: Service Now 2022 Semester 2 RFA's closed per month compared to Semester 2 2021 and 2020
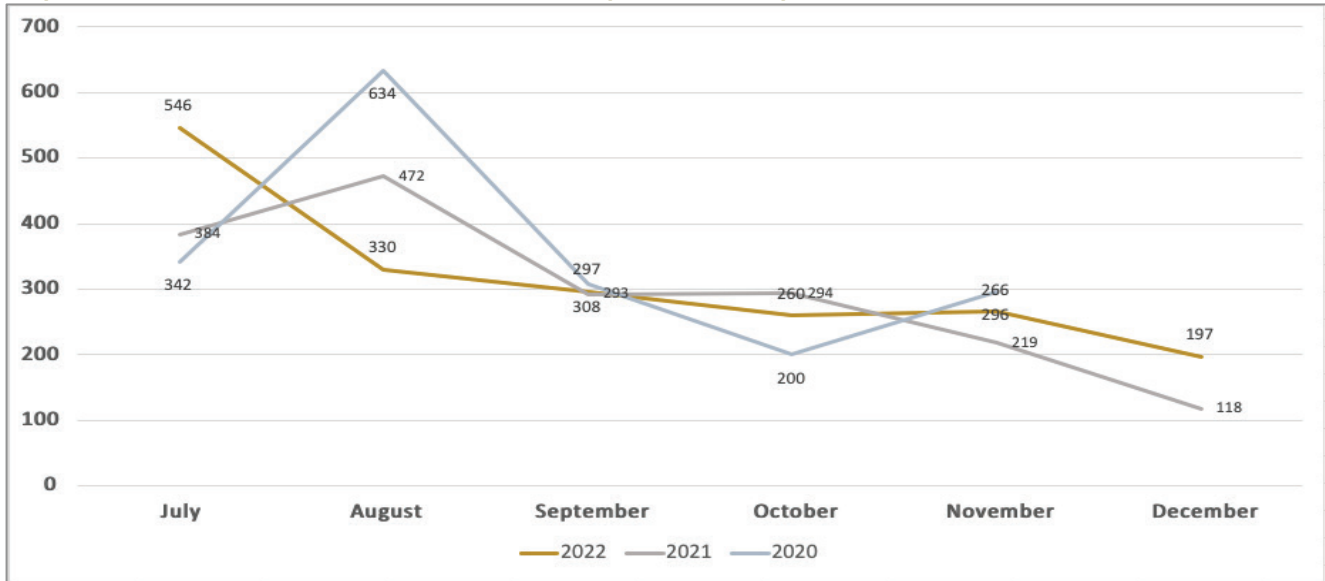
Moodle continues to be the main source of requests (see **Graph 10**), unsurprising as it is often the 'gateway' into the other online systems such as TII and Mahara. A slight increase in unclassified requests is attributable to the change in authentication utilized by the university for the Learning Management System (LMS). These issues have been resolved and we don't expect to see similar numbers over 2023.

Graph 10: Requests for Assistance (RFA) per environment in Semester 2 2022
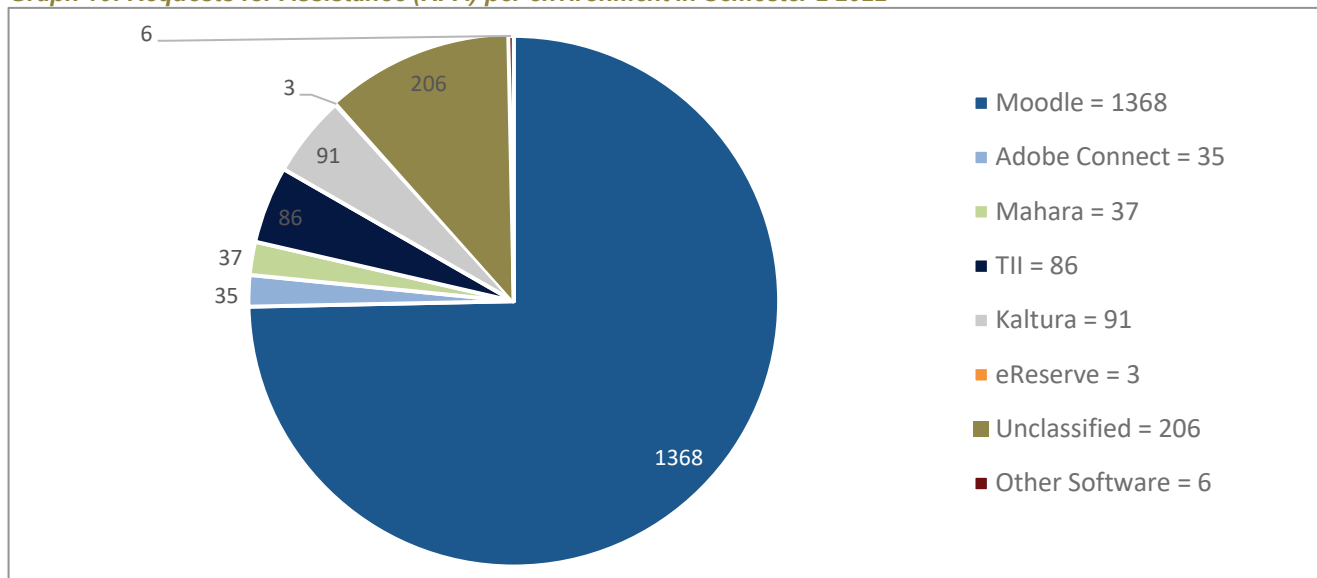
6. Digital Production

CAD's Digital Production team supplies support to Institutes in three main ways:

- Develop engaging **graphic material** to enhance course material
- Design and produce **high-end video, 3D models, narratives, animation, video, audio, and interactives**
- Design and build **interactive resources.**

Moodle 4 is coming! Promotional videos

The entire CAD Learning and Teaching Support and Production team collaborated to scope, write, shoot and produce a series of 10 promotional videos to showcase the Moodle 4 release in January 2023.

These informative and visually engaging short films highlight many exciting new features coming to the Learning Management System and showcase the abilities of Digital Production to produce high quality and engaging content in house. Based on informal feedback, they were extremely well received across academic and professional staff who watched them. **Figures 10** & **11** show examples of the video production process

Click here to watch all Moodle 4 promo episodes from our Fedflix playlist

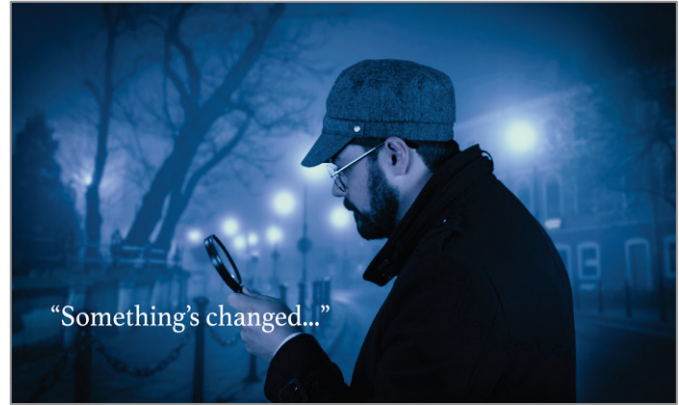*Figure 10a: Video pre-production*

Figure 10b: Video post-production

*Figure 11a: Video pre-production*

Figure 11b: Video post-production

3D production

Digital Production has also been busy expanding service offerings with 3D model production via opensource Blender 3D. While we've had limited 3D modelling and animation for some years, we've recently been utilising Blender to create Physically Based Rendering (PBR) objects (see **Figure 12**).to simulate realistic materials and lighting for display in Augmented Reality (AR) as well as our custom XR tool in Moodle. It's still early days but watch for more project collaborations in this space throughout 2023.

Figure 12: Physically Based Rendering (PBR) objects via Blender 3D
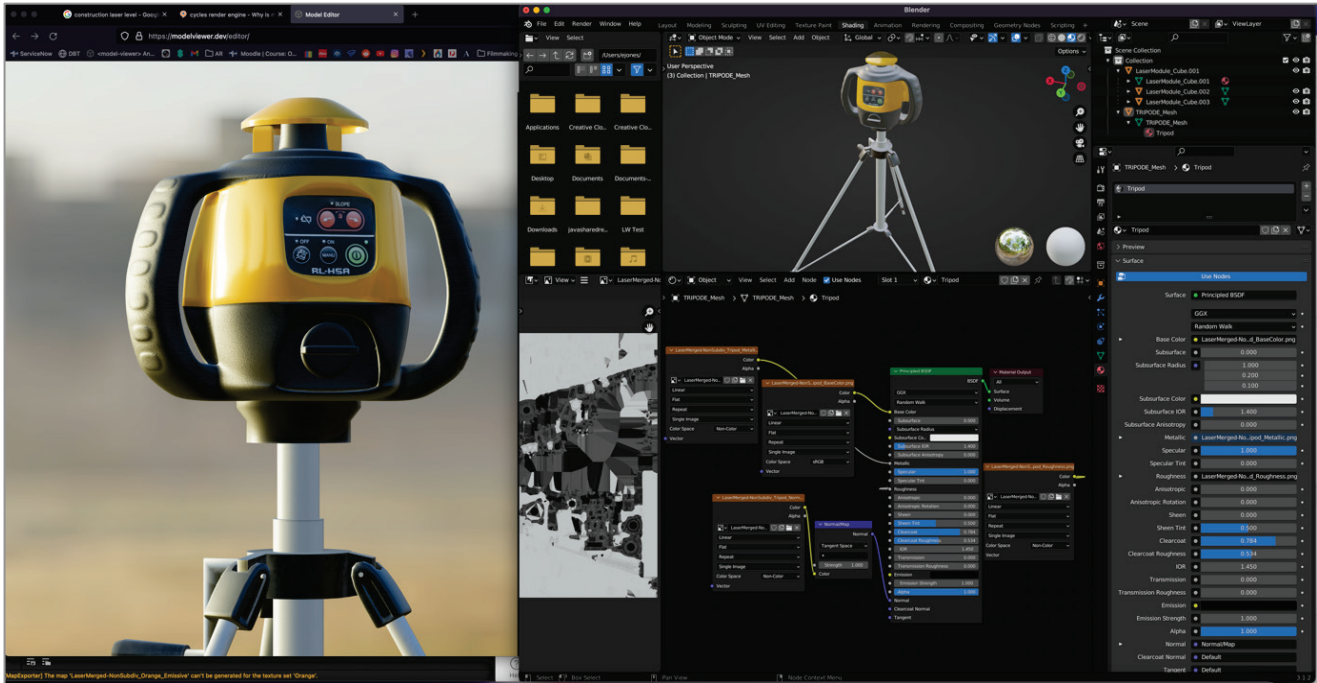
Interactive Simulation

Drawing deeply upon a range of creative and technical disciplines from scriptwriting to filmmaking, animation and graphic design, visual effects and interactive web tools, the Digital Production team have delivered an innovative gamified simulation experience for Occupational Health & Safety students.

This expansive 30-minute experience (see Figures 13a, 13b & 13c) takes students through a simulated incident investigation where the player can explore the environment, interview and question workers, find facts and discover the contributing causes to a workplace accident.

Figure 13a: Gamified simulation experience visual

Figure 13b: Gamified simulation experience visual
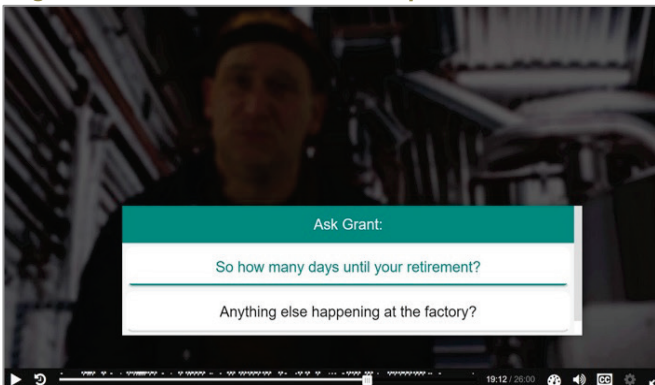
You can **view** this full simulation via the Digital Production portfolio Moodle page

Graphic Design | H5P custom graphics | Resource Development

Our CAD Graphic Designer and Resource Developers have been very busy this semester building content for courses, designing and building interactive activities for increased student engagement and interactivity.

We like to ensure engaging content, high quality graphics/images, relatable activities and accessibility are taken into consideration when scoping and developing course content.

The following H5P activities (see **Figure 14**) have been developed for our Psychology course to encourage students to learn from the interactive content and support various learning styles.

Figure 14 H5P: Custom graphic example
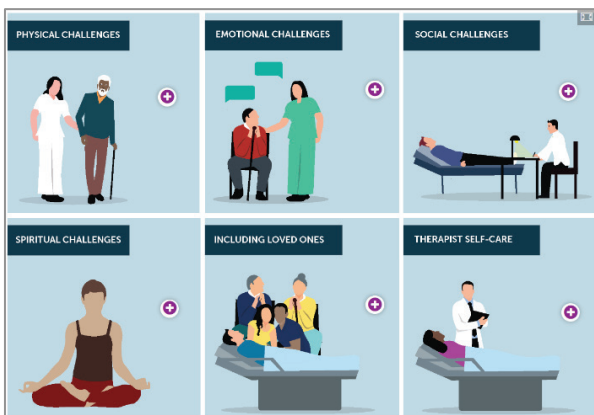
The **Problem Based Learning (PBL) Framework Agamotto H5P** activity was designed for use in the Speech Pathology program to assist students with understanding and navigating the PBL Problem Based Learning Framework. Using the control slider assists students navigating the various stages.

The design was fully built within **H5P's Agamotto tool** (see **Figure 15**) with the graphical image being created within Photoshop following a series of design standards and conventions set by the Resource Development team. The purpose of the design was to simplify the processes of the weekly requirements by students reducing the cognitive overload presented by excess text and images presented on one screen.

Figure 15 H5P: Custom graphic example

During the COVID period, the book was designed to be an online equivalent to a physical virtual tour. Following this the Resource Development team has enhanced this by:
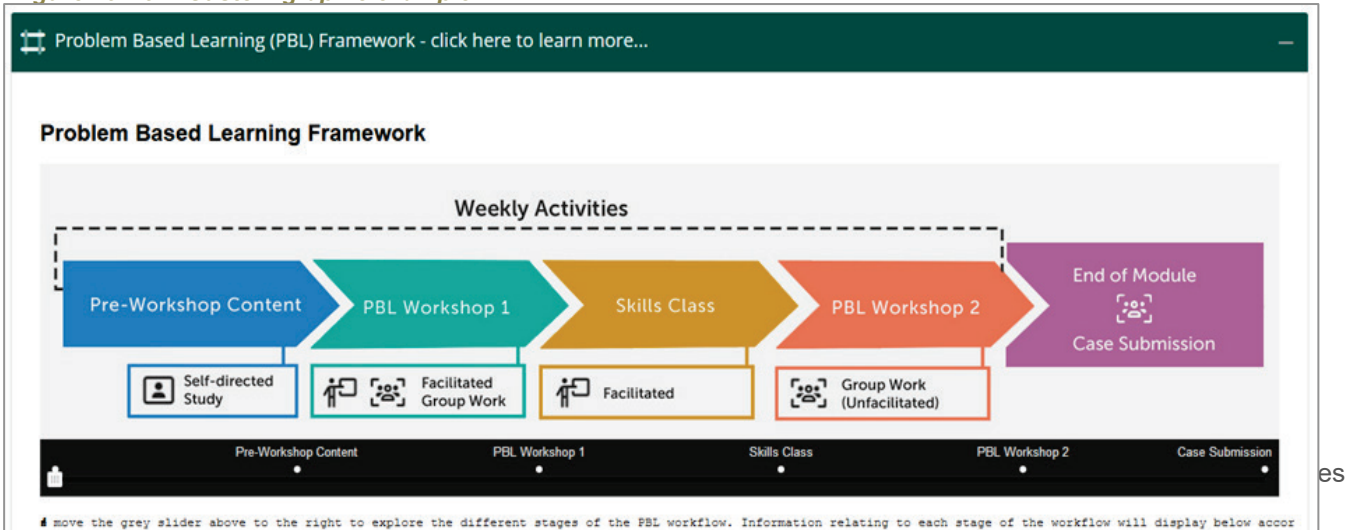
- **Accessibility**: Updating Images compressing file sizes for limited mobile access.
- **Reduced Cognitive Load**: Improved navigation reducing around 20 pages to 7 through the use of navigation accordions, tables and previous/next features through Moodle.
- **Supporting different learning styles**: Improved interactivity through a central interactive hotspot homepage for each location displayed above.
- **Blooms Taxonomy**: applying reflective engagement activities such as flip cards and multiple choice to help student reflection.

This Interactive book provides students an intuitive way of learning of invasive species and plants via a variety of different media such image, video and interactive activities. See **Figure 16a & 16b**. As the topic covered is largely visual, focusing on plants and animals, this will aim to improve student engagement.

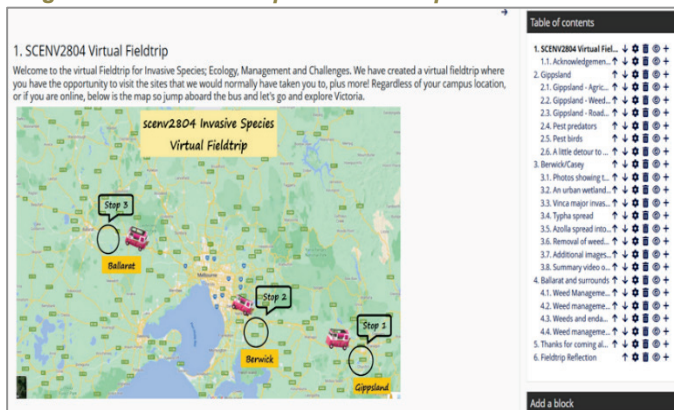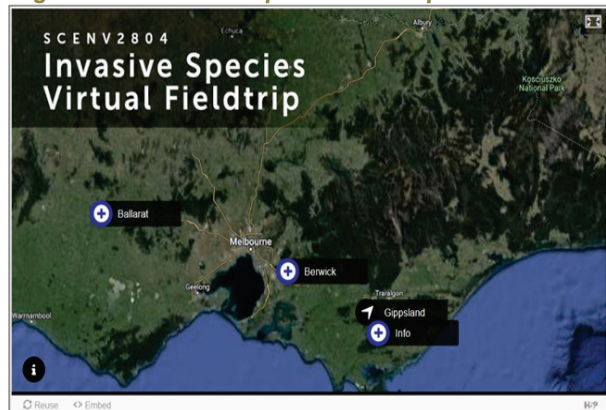*Figure 16a: Invasive Species Fieldtrip – Before*

Figure 16b: Invasive Species Fieldtrip – After

7. Learning and Teaching Reward, Recognition and Excellence

CAD staff coordinate and resource two learning and teaching award processes – one internal at a university level, and the other external at a national level.

7.1 Vice Chancellor Awards for Learning and Teaching (VCALT)

CAD continue to coordinate the Vice Chancellor Learning and Teaching Awards to celebrate innovative and exceptional learning and teaching practices across Federation University. The process is supported over a four-month period, commencing with an Expression of Interest in early May, and final submission at the end of August, with successful recipients announced in October and awarded in December. Nominees are identified by self, peers and senior management. CAD provide support through information on the website, professional learning modules, and mentors within CAD and the Academic portfolio.

A total of n=8 nominees submitted an Expression of Interest for the VCALT 2022, which is n=4 down on 2021, however only n= 5 nominees submitted a final submission.

- **Citations for Student Learning** - A maximum of seven (5) citations are available with prizemoney of $1000 per award. There was n=5 submissions and n=2 awarded
    - Dr Suryani Lim, Institute of Innovation Science and Sustainability (**Figure 17**)
    - Dr Cameron Van der Smee, Institute of Education, Arts and Community (**Figure 18**)
- **Citations for Student Services** - A maximum of three (2) citations are available with prize money of $1000 per award. There was n=0 submissions
- **Award for Teaching Excellence** - A maximum of one (1) award is available with prize money of $3000. There was n=0 submissions

Work continues improving the information and process based on nominee feedback.
Examples include:

- decline in staff seeing value in applying for these awards.
- addressing the feedback around insufficient workload allocation to devote to the writing and mentor process
- reviewing the criteria and process to ensure fit for orgnaisational purpose

Figure 17: Professor Nina Fotinatos presenting certificate on behalf of Vice-Chancellor Duncan Bentley to Dr Suryani Lim

Figure 18: Professor Nina Fotinatos presenting certificate on behalf of Vice-Chancellor Duncan Bentley to Dr Cameron Van der Smee

7.2 Australian Awards for University Teaching (AAUT)

CAD coordinates the support of academic staff nominating for the Australian Awards for University Teaching to celebrate innovative learning, and teaching practices at a national level. Successful recipients of the VCALT awards in previous years are approached to continue developing their application for submission of a national learning and teaching award. The process is supported over a four-month period, commencing with an Expression of Interest in Late May, and then a final submission mid-September. CAD provide support through information on the website, professional learning modules, and mentors within CAD and the academic portfolio.

A total of n=2 nominees submitted an Expression of Interest for the AAUT 2022, with only n =1 progressing to final submission.

- **Citations for Student Learning (n=1).** The University can nominate a maximum of six (6) citations. The AAUT award a total of 100 awards, with no prize money. There was n=1 submission.

Work continues improving the information and process based on nominee feedback.
Examples include:

- decline in staff seeing value in applying for these awards
- addressing challenges with sufficient workload allocation to engage with the writing and mentor process

7.3 2022 Learning and Teaching Showcase

The 12th annual Federation University Learning and Teaching (L&T) Showcase (see **Figure 19**) was held on Thursday 6 October 2022 and was an opportunity to disseminate best practice in learning and teaching innovation. The showcase also allowed for clear evidence of learning and teaching scholarship, opportunities for reflection and discussion among peers exploring innovative and engaging practice as part of this digital age of learning.

The 2022 showcase theme was…***How can technology enhance the learning experience? Lessons learnt from the 'Connected Classroom' and 'Adobe Creative cloud' initiatives.***

There were two sessions in the showcase:

- Connected Classroom (3 presentations)
- Adobe Connect Classroom (3 presentations)
  The event details were:
- **Date:** Thursday 6 October 2022
- **Time:** 9:30am to 12:00 noon

Watch the Learning and Teaching Showcase 2022 via FedFlix (2:10:40)

Figure 19: Learning and Teaching Showcase 2022 flyer

8. Policy and Quality Assurance Services (P&QAS)

8.1 Quality Services

Quality Assurance Services support University regulatory compliance in both higher education and Vocational Educational Training (VET) by conducting audits, undertaking gap analysis reviews, providing guidance on legislative requirements and by the administration of the VET scope of registration. Quality Services supplies training as needed to enhance skills and knowledge and supports the development and understanding of legislation and compliance requirements throughout the University community. Quality Services also aids in developing and supporting the regulatory and legislative compliance of policies and procedures, templates, and related documents.

The Quality Assurance Services team delivers:

- Development of compliant tools and templates that support registration practices
- Participation in the review and development of policies and procedures
- Participation in sector networks and monitoring of trends and practice to supply advice to the University
- Completion of annual self-assessment for the VET Funding Contract
- Completion of mandated Self-Assessment for Australian Skills Quality Authority (ASQA) against the Standards for Registered Training Organisations (RTO's)
- Completion of annual ASQA delegated internal review to support delegate status
- Completion and submission of Annual Quality Indicators
- Submission of Annual Declaration of Compliance
- Preparation of professional development training material and delivery of training
- Interpreting and disseminating regulatory compliance updates to key stakeholders
- Maintaining the University's VET scope of registration through ASQA delegate status, including independent reviews of Addition to Scope applications
- Conducting internal audits to monitor compliance with regulatory and funding bodies
- Reporting internal audit results to relevant committees and provide advice and/or support where applicable
- Participating and providing advice at relevant internal stakeholder working groups and University committees

8.1.1 Quality Services Performance Measures

Quality Services successful stakeholder engagement activities for Semester 2, 2022 included:

- Reporting of mandated Higher Education and Skills Group (HESG) process improvement activities
  - Improved regulatory understanding from VET stakeholders
  - Successful completion of a revised audit schedule
  - Support provided to ASQA Reregistration team and the TAFE Senior Executive ASQA Governance Group
- Participation in Vocational Education and Training (VET) Curriculum and Quality Committee
- Participation in Course Business Approval Committee
- Participation in ASQA Seminar on draft Registered Training Organisations (RTO) Standards
- Presentation on draft standards to TAFE Executive

8.1.2 Quality Services Audits

Audit activities completed during 2022:

- Qualification reviews – n= 36 Qualifications (113 reviews conducted)
- Policy Document review and support amendment to Policy documents
- VET Evidence of Participation Audits – n= 250 student files
- VET Evidence of Eligibility & Concession Audits – n= 125 student files
- VET Marketing Audit – n= 103 qualifications across Scope of Registration
- VET Third Party Delivery Contract Reporting n= 42 agreements
- Trainer Skills Matrix (TSM) and Staff Qualification Review – n = 30
- VET Evidence of Assessment – n = 58 student files
- TAFE Reregistration full qualification reviews – n = 6 qualifications
- VET Testamur review audit – n= 36 files
- ASQA Audit of compliance against Standards for RTO's Standard One and Two

8.1.3 Quality Services Recent Achievements/Improvements

Quality Assurance Services provided targeted support to:

- TAFE in preparation for ASQA Re-registration. This included drafting of the Re-registration Project Plan, developing reporting tools and support documents for internal use during qualification reviews and providing training to stakeholders to ensure a consistent approach was used by the ASQA project team during reporting and feedback cycles.
- Contributing to the achievement of ASQA Re-registration for 7 years.
- Achieving all critical reporting milestones for the year for ASQA and HESG

8.1.4 Quality Services Just-in-Time Support

Just-in-time support has continued to be delivered to the broader University Community with key advice provided in relation to regulatory and funding bodies to the TAFE Senior Executive, TAFE Program Managers and their staff, Academic Board, Finance and People and Culture

In particular, the Quality Assurance team have provided exceptional service to TAFE when critical qualifications have had to be added to scope quickly as mandated either by government and / or business needs and with completion of mandated ASQA self-assessment on behalf of the TAFE

8.1.5 Quality Services Current Challenges/Future Initiatives

- Increase focus on Higher Education compliance and support services
- DRAFT Standards for RTO's open for consultation and thorough review required
- Continue to monitor rectifications and ensure ongoing compliance
- Continue to conduct VET and Higher Education audits to validate internal quality processes
- Ensure audits that have been postponed during restrictions, COVID staff shortages are included ongoing audit schedule
- Review and improve Quality systems and documentation to ensure ongoing compliance
- Continue to develop and review policies and procedures
- Ongoing monitoring of contractual compliance with regulatory and funding bodies
- Ongoing monitoring and maintenance of reporting to meet registration requirements in accordance with the Standards for Registered Training Organisations and contract requirements of the Delegation Agreement
- Critical monitoring and reporting of student enrolments in superseded qualifications to assure appropriate transition and/or completions in accordance with the Standards for Registered Training Organisations

- Current staffing of 2.64FT to monitor Australian Skills Quality Authority (ASQA), Higher Education Skills Group (HESG), Victorian Registration and Quality Authority (VRQA) and Tertiary Education Quality and Standards Agency (TEQSA) (non re reg) compliance.

8.2 TEQSA Reregistration Project

The TEQSA Re-registration Project Team is reviewing University academic and corporate governance to ensure compliant practice against the Higher Education Standards Framework (HESF) in preparation for the reregistration assessment by Tertiary Education Quality and Standards Agency (TEQSA) from October 2023.

8.2.1 TEQSA Re-registration Activities

The Re-registration team has undertaken the following:

- Conduct Internal Audits to monitor and confirm compliance against regulatory requirements
- Report audit findings and project progress to relevant Committees and working groups
- Provide advice and/or support where applicable to university stakeholders to support increase compliance and support continuous improvement

8.2.2 TEQSA Re-registration Performance Measures

The Re-registration team has completed the following activities:

- Prepared for and participated in the TEQSA Implementation Group (TIG) for active oversight of audit findings and TEQSA management action plans.
- Ongoing development and enhancement of stakeholder relationships
- Provision of advice and development of compliance, education, and support documentation for stakeholders.
- Undertaking tasks aligned to the Policy Library Rejuvenation Project
- Policy Document review, transition and process management aligned to new University Governance Framework
- Successful completion of Phase 2 as identified in Table 20 below

8.2.3 TEQSA Re-registration Achievements/Improvements

The Re-registration teams recent achievements and/or improvements include:

- Successful completion of the TEQSA Re-Registration Internal Audit Schedule. Completed Audits listed in Table 20.
- Enhanced stakeholder relationships, including robust consultation with university stakeholders and critical conversations to highlight rectification and improvement requirements and positions responsible.
- Advice and support have been provided to Policy document stakeholders regarding revision, transformation and implementation of existing policy where aligned to the HESF and renewed University Governance protocols.

Table 20: Completed Audits for 2022:

ACTIVITY	START DATE	END DATE	STATUS
POLICY Rejuvenation Project - Sprint 2	Jul-22	Aug-22	Complete
PHASE 2 Audit - Standard 2	Jun-22	Jul-22	Complete
PHASE 2 Audit - Standard 1	Aug-22	Oct-22	Complete
PHASE 2 Audit - Standard 3	Jul-22	Sep-22	Complete
PHASE 2 Audit - Standard 6	Sep-22	Dec-22	Complete
PHASE 2 Audit - Standard 7	Nov-22	Dec-22	Complete
PHASE 2 Audit - Standard 4	Nov-22	Dec-22	Complete

8.2.4 TEQSA Re-registration Team Compliance /Current Challenges

The TEQSA Re-registration teams current challenges are:

- Staffing and recruitment following resignation of Project Manager (December 2022)
- Ensuring rectifications and improvement opportunities are actioned in a timely manner to enable demonstration of practical application to TEQSA
- Provision of resourcing to support Quality Assurance activities that are not aligned to the TEQSA Re-registration Project, but specifically aligned to active oversight and compliance.
- Continued monitoring of rectifications and ensuring ongoing compliance
- Revision and improvement of Quality systems and documentation to ensure ongoing compliance
- Remaining up to date with changing policy library rejuvenation documents that are specifically aligned to reregistration activities
- Ensuring new Academic Governance processes (in accordance with Federation University Regulation (Academic), are successfully embedded into practice. Academic Board, its Standing committees, Institutes, and other key departments should demonstrate active internal monitoring and oversight in accordance with University Academic Governance and in alignment with the HESF during 2023.

8.2.5 TEQSA Re-registration Team – Future Initiatives

The TEQSA Re-registration teams future initiatives include:

- Confirm successful implementation and documentation of University's new Governance Framework and supporting documentation
- Collation of Core Assessment Evidence for TEQSA Re-registration submission
- Application of intent to submit provided to the Regulator
- Additional Evidence as prescribed by TEQSA prepared for submission
- A complete evidence submission within prescribed timelines

8.2.6 TEQSA Re-registration Team – Just in time support

The Re-registration Team has provided just-in-time support to a range of university stakeholders via audit and process reviews conducted to identify and enhance compliant practice. This work has put the university in good stead to acknowledge and action gaps and or improvement opportunities prior to TEQSA Re-registration.

8.3 Policy Office

The purpose of the Policy Office is to support and update the Policy Library ensuring correct processes are followed by supporting appointed Policy Sponsors.

The Policy Office team delivers:

- Maintaining and updating the Policy Library which consist of n=300+ policy documents and n=800+ forms
- Advising Policy Sponsors when their documents are due for review
- Providing advice and guidance to policy owners on correct processes when creating, amending, and rescinding policies
- Issuing documents for university wide comment and collating feedback for policy sponsors
- Creating and updating/deleting policy documents in the Policy Administration Management System (PAMS)
- Providing policy writing support to policy sponsors, particularly on documents aimed at addressing legislative and or regulatory gaps
- Contributing to working parties reviewing policy documents
- Providing status reports to the Academic Board and its standing committees
- Maintaining the University's Policy Central website
- Maintaining the University's Quality Diagram

8.3.1 Policy Office Performance Measures

During Semester 2, 2022 to date, the Policy Office assisted Policy Sponsors to complete the following:

- n= 8 documents have completed a full review process
- n= 37 documents have undergone a minor review
- n= 2 new documents have been created and published
- n= 13 documents have been rescinded
- n= 114 forms have been amended and uploaded

The status on the Policy Library Documents is detailed in **Table 21.**

Table 21: Policy Library documents

Policy Library Documents	Number
Current – No review required	204
Current – Review in Progress	7
Overdue - Review Required	46
Overdue – Review in Progress *	42
Draft – Under Construction (New documents)	8

8.3.2 Policy Office Recent Achievements/Improvements

- Recruitment of Policy Officer for a 15-month contract. This position supports the Policy Library Rejuvenation Project.
- Publication of the revised Policy Governance Framework Procedure
- Ongoing communication/follow-ups with Document Owners regarding reviewing overdue documents.
- Implementation of the Policy Library Rejuvenation Project to support the modernisation and simplification of the policy library
- Providing policy writing assistance to university stakeholders to enhance the clarity and usability/readability of documents.
- Identifying documents that could be incorporated into other governance documents and rescinded.

Policy Library Rejuvenation Project (PLRP):

The Policy Library Rejuvenation Project (PLRP) commenced in April 2023 and continued in Semester 2 (2023). During Semester 2, members of the Policy and Quality Assurance Services Team, continued key discussions in the following areas:

- policy and procedure rationalization
- implementation of seven new policy domains
- new software enhancements to the existing Policy Administration Management Systems (PAM) (in collaboration with CeRDI
- enhanced procedures
- revision to the policy library documents in accordance with TEQSA preparation
- creation of new manuals and work instructions aligned to need

The PLRP continues in 2023 with further focus on rescinding policies (where required), revising and/or merging procedures, developing new flexible manuals and work instructions that meet university need. These changes are significant and require careful consideration towards the enhancement and simplification of the policy library.

8.3.3 Policy Office Current Challenges

- Documents Owners (formerly Policy Sponsors) are responsible for keeping policies and procedures up-to-date and reviewing them every 3-5 years but do not have formal reporting lines to Policy. This, along with the volume of documents in the Policy Library, manual systems and under-resourcing makes reducing the number of overdue policy documents challenging.
- The Policy Administration Management System (PAMs) runs on Internet Explorer, the technical support for which is being withdrawn. Policy has developed a detailed user requirements document and is working with CeRDI and ITS to identify solutions. CAD continues to work with ITS and CeRDI regarding enhancements going forward.
- The restructure and changes to senior management reporting has created additional work in updating policy documents to align with new nomenclature/positions.
- Currently implementing the ServiceNow Portal for Policy requests. This has provided the opportunity for stakeholders to raise jobs and track the progress with Policy through. The Policy Team are currently actively encouraging and reminding stakeholders to report Policy jobs through ServiceNow.
- New policy domain documents given permission to publish in 2022.

8.3.4 Policy Office Future Initiatives

- Continue to monitor and track the status of documents within the Policy Library and communicate with Document Owners regarding documents that require updating.
- Continue to provide advice and support to Document Owners regarding the process for creating, amending, and rescinding documents across the Policy Library.
- Continue to provide policy writing assistance to key stakeholders on priority documents.
- Continue to identify opportunities to amalgamate policy documents and reduce the number of documents in the Policy Library.

8.3.5 Policy Office Just in time support

Just-in-time support continues to be delivered to the Federation University community by updating forms, procedures, and other support documents within PAMS. Professional support is provided to assist stakeholders with governance document development from drafting to publishing. Policy Services will continue to provide the required support to the University community in a timely fashion ensuring that governance documents are reviewed and/or are developed to reflect current business and education needs and in accordance with regulatory and funding bodies' requirements.

8.4 International and Strategic Compliance (ISC)

International and Strategic Compliance (ISC) oversees regulatory compliance and supports registration specific to International Education both onshore and offshore. ISC works closely with university stakeholders including operational management, senior leadership, and partner education providers to ensure compliance is supported against registration and legislative requirements. ISC also provides advice and training as needed, along with assisting University stakeholders in the development and review of regulatory and legislatively compliant policies and procedures, templates, and related documents.

Following the submission of all Voluntary Undertaking reports to TEQSA regarding the University's CRICOS registration, ISC's key focus of ISC has been the ongoing review and implementation of an enhanced Audit and review process. Additionally, ISC continues to develop stakeholder relationships whilst ensuring there is clear delineation between operational tasks and audit/risk and compliance activity to ensure an independent review process is conducted and reported.

8.4.1 International and Strategic Compliance Activities

International and Strategic Compliance coordinates and delivers the following activities:

- Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) registration for all programs delivered to onshore international students
- Development of audit tools and templates that support registration practices
- Development of Internal and Partner Provider Audit Schedule
- Systems development and enhancement
- Participation in the review and development of policies and procedures
- Participation in sector networks and monitoring of trends and practice to supply advice to the University
- Completion of quarterly reporting to TEQSA in relation to the University's CRICOS registration
- Preparation of professional development training material and delivery of training
- Interpreting and disseminating regulatory compliance updates to key stakeholders
- Maintenance and management of the University's CRICOS register
- Conducting internal audits to monitor compliance with regulatory and funding bodies
- Undertaking onshore and offshore partner audits to maintain compliance with regulatory and funding bodies
- Reporting internal audit results to relevant committees and provide advice and/or support where applicable
- Participating and providing advice at relevant internal stakeholder working groups and University committees

8.4.2 International and Strategic Compliance Performance Measures

The International and Strategic Compliance stakeholder engagement activities for Semester 2 2022 included:

- Membership and participation in committees and working groups
- Ongoing development and enhancement of stakeholder relationships
- Provision of advice and development of compliance, education, and support documentation for stakeholders.
- Undertaking of policy and procedure reviews and process management
- Completion of student life cycle Audits for partner providers and internal University audits
- Working with key stakeholders to ensure compliance with regards to the University's obligations under the Foreign Arrangements Reporting Scheme
- Working with University stakeholders with regards to the University's Modern Slavery reporting obligations

8.4.3 International and Strategic Compliance Recent Achievements / Improvements

The International and Strategic Compliance recent achievements and or improvements are:

- Confirmation from TEQSA that the Voluntary Undertaking submissions had demonstrated that the University had achieved the requirements of CRICOS registration
- 13 Audits completed aligned with National Code and Higher Education Standards Framework
- 113 obsolete programs removed from Government CRICOS register
- Successful recruitment of new Quality Officer (International)
- Re-development and creation of evidence-based audit templates aligned with the student life cycle for offshore partners
- Provision of resourcing and support to ensure submission of all notifiable University contracts under the Foreign Relations Act 2020
- Ongoing participation in Partner Provider Joint Operating Committees
- Working with key stakeholders to achieve compliance with the University's Modern Slavery obligations

8.4.4 International and Strategic Compliance Current challenges

The International and Strategic Compliance current challenges are:

- Ensuring that the area is appropriately resourced to achieve all compliance activities including offshore and onshore partner audit requirements including site visits
- Supporting new partner organisations with regards to their compliance obligations as they commence working with the University
- Managing the International compliance requirements of the University and 6 onshore partners and 7 offshore partners
- Completing comprehensive audits for all partner providers and internal Institutes/Schools and Departments to ensure a clear baseline is documented prior to TEQSA Re-Registration
- Providing support to partners and University departments to monitor rectifications and ensure ongoing compliance
- Review and improve Quality systems and documentation to ensure ongoing compliance
- Contribute to the review of all relevant policies and procedures
- Ongoing monitoring of contractual compliance with regulatory and funding bodies

8.4.5 International and Strategic Compliance Future Initiatives

International and Strategic Compliance future initiatives include:

- Increased stakeholder relationships to enhance compliance focus across operational areas
- Enhancement and further development of evidence-based audit processes and operational work instructions

8.4.6 International and Strategic Compliance Just in time support

International and Strategic Compliance (ISC) have provided just-in-time support to a range of stakeholders via educative sessions and process review meetings to enhance compliant practice and achievement of regulatory requirements. Additionally, ISC provides just-in-time approvals for all marketing requests and increased capacity requests from partner providers

End of body of report

Abbreviation Index

ABBREVIATION	DESCRIPTION
AAUT	Australian Awards for University Teaching
AIM	Academic Integrity Module
AIP	Academic Induction Program
AR	Augmented reality
ASC	Accreditation standard for ICT higher education
ASQA	Australian Skills Quality Authority
AQF	Australian Qualification Framework
AWS	Amazon Cloud
BLS	Blended synchronous learning
BOLD	Blended On-Line and Digital
BLTP	BOLD learning and teaching practices
CAD	Centre for Academic Development
CBOK	Core Body of Knowledge for ICT professionals
CC	Course Coordinator
CDM	Curriculum Design Methodology
CoP	Community of Practice
CRICOS	Commonwealth Register of Institutions and Courses for Overseas Students
DL	Discipline Leader
DL&T	Director of Learning and Teaching
DVCA	Deputy Vice-Chancellor (Academic)
EAP	English for Academic Purposes
EFT	Equivalent full time
ELICOS	English Language Intensive Courses for Overseas Students.
ESOS	Education Services for Overseas Students
fdlGrades	Secured information system containing official University records
FTE	Fulltime Equivalent
GCETE	Graduate Certificate of Education (Tertiary Education)
GPS	Global Professional School
H5P	Open-source content collaboration program
HESF	Higher Education Skills Framework
HESG	Higher Education and Skills Group
HUST	Hebei University of Science and Technology courses
IEAC	Institute of Education Arts and Community
IISS	Institute of Innovation, Science and Sustainability
IHW	Institute of Health and Wellbeing
ITS	Information Technology Services
ISC	International and Strategic Compliance

Abbreviation Index (continued)

ABBREVIATION	DESCRIPTION
LASS	Learning & Academic Support Services
LD	Learning Design
LDTQ	Learning Design and Teaching Quality Team
LTSP	Learning and Teaching Support and Production
LSA	Learning Skills Advisor
L&T	Learning & Teaching
MCQs	Multiple choice questions
MiCS	Minimum Co-Op Standards
MoA	Moderation of Assessment
OES	Online Education Services
PBL	Problem based Learning
PBR	Physically Blended Rendering
PDM	Project Design Methodology
PLRP	Policy Library rejuvenation project
PQA&S	Policy, Quality Assurance Services
PAMS	Policy Administration Management System
PD	Professional Development
PLM	Professional Learning Modules
PRDP	Performance Review and Development Program
RFA	Request for assistance
RTO	Registered Training Organisation
SEAS	Student Experience and Administration Services
SELT	Student Evaluations of Learning and Teaching
SFIA	Skills Framework for the Information Age
SoLT	Scholarship of learning and teaching
SRS	Student Retention and Success
TAFE	Technical and further education
TEQSA	Tertiary Education Quality and Standards Agency
TIG	TEQSA Implementation Group
TSM	Trainer Skills Matrix
VCALT	Vice-Chancellor Academic Learning and Teaching Awards
VCCA	Victorian Curriculum and Assessment Authority
VET	Vocational Education and Training
VPU	Vet Practice Unit
VRQA	Victorian Registration and Qualifications Authority

Tables, Figures and Graphs Index

Tables

REPORT SECTION	TABLES	DESCRIPTION
3.3 Academic Induction Program	Table 1	Attendance figures Semester 2, 2022 (July and August programs)
3.4 Learning and Teaching Website	Table 2	The top 10-page views of the Learning and Teaching website within the Teaching Practice section between 01 July 2022 and 13 December 2022.
3.4 Learning and Teaching Website	Table 3	The top 5-page views of the Learning and Teaching website within the Curriculum Quality Section between 01 July 2022 and 13 December 2022
3.6 Learning and Teaching Workshops	Table 4	Professional Development (PD) workshops delivered per institute
3.7 Learning Technologies Hub	Table 5	Top three pages viewed for each Learning and Teaching technology with the Learning Technologies Hub
3.8 Professional Learning Modules	Table 6	Number of views and users for top 10 PLMs available – with completion certificate
3.9 Graduate Certificate of Education (Tertiary Education)	Table 7	Participants engaged with GCETE between April 2022 – December 2022
4.1 New Programs (and courses within)	Table 8	Institute of Education, Arts and Community new programs
4.1 New Programs (and courses within)	Table 9	Institute of Innovation, Science and Sustainability new programs
4.1 New Programs (and courses within)	Table 10	Institute of Health and Wellbeing new programs
4.1 New Programs (and courses within)	Table 11	Other Schools/Departments – i.e.: Graduate Research School, Global Professional School
4.2 Existing Program Renewal Projects (and courses within)	Table 12	Institute of Education, Arts and Community renewal and maintenance
4.2 existing Program Renewal Projects (and courses within)	Table 13	Institute of Innovation, Science and Sustainability renewal and maintenance
4.2 Existing Program Renewal Projects (and courses within)	Table 14	Institute of Health and Wellbeing existing renewal and maintenance
4.3 Institute requested curriculum enhancement and maintenance projects	Table 15	Institute of Education, Arts and Community curriculum enhancement projects
4.3 Institute requested curriculum enhancement and maintenance projects	Table 16	Institute of Innovation, Science and Sustainability *curriculum enhancement projects*
4.3 Institute requested curriculum enhancement and maintenance projects	Table 17	*Institute of Health and Wellbeing curriculum enhancement projects*
4.4 Staff Capability Support	Table 18	Staff capability support by Institute

Tables (cont'd)

Figures

Figures (cont'd)

REPORT SECTION	FIGURES	DESCRIPTION
6. Digital Production	Figure 16a & 16b	Invasive Species Fieldtrip – Before and after
7.1 Vice-Chancellor Awards for Learning and Teaching (VCALT)	Figure 17	Professor Nina Fotinatos presenting certificate on behalf of Vice-Chancellor Duncan Bentley to Dr Suryani Lim
7.1 Vice-Chancellor Awards for Learning and Teaching (VCALT)	Figure 18	Professor Nina Fotinatos presenting certificate on behalf of Vice-Chancellor Duncan Bentley to Dr Cameron Van der Smee
7.3 2022 Learning and Teaching showcase	Figure 19	Figure 20: Learning and Teaching Showcase 2022 flyer

Graphs

REPORT SECTION	GRAPHS	DESCRIPTION
5.1 Learning Technology Applications	Graph 1	Moodle Activity
5.1 Learning Technology Applications	Graph 2	Mahara usage increase (July 2022 – December 2022
5.1 Learning Technology Applications	Graph 3	Mahara Statistics 2021 v 2022
5.1 Learning Technology Applications	Graph 4	Multimedia content contributions to Kaltura
5.1 Learning Technology Applications	Graph 5	Multimedia content interaction via Kaltura and Moodle
5.1 Learning Technology Applications	Graph 6	Number of Adobe Connect sessions by month, Semester 2 2022
5.1 Learning Technology Applications	Graph 7	Number of Adobe Connect support requests logged by month, Semester 2 2022
5.1 Learning Technology Applications	Graph 8	Turnitin submission by month
5.2 Just in Time Support	Graph 9	Service Now 2022 Semester 2 RFA's closed per month compared to Semester 2 2021 and 2020
5.2 Just in Time Support	Graph 10	Requests for Assistance (RFA) per environment in Semester 2 2022

End of document