

Academic Board Induction

6 February 2025



Acknowledgement of Country

Federation University Australia acknowledges the Custodians of the lands and waters where our campuses are located and recognise their continuing responsibilities to care for country at these sites of teaching and learning.

We pay our respects to Elders past and present and extend our respects to all Aboriginal and Torres Strait Islander First Nations Peoples.

The Aboriginal Traditional Custodians of the lands and waters where our campuses, centres and field stations are located include:

Wimmera:	Wotjobaluk, Jaadwa, Jadawadjali, Wergaia, Jupagulk
Ballarat:	Wadawurrung
Berwick:	Boon Wurrung
Gippsland:	Gunaikurnai Nations
Nanya Station:	Mutthi Mutthi and Barkindji



Welcome to Academic Board Induction

TOPIC	SPEAKER
Welcome & Introduction to Principles of Academic Governance	Professor Bernadine Van Gramberg, Chair Academic Board
Generative AI	Dr Emma Price Scholarly Teaching Fellow, Learning & Teaching (IEAC)
Introduction to the Governance & Policy Team	Rebekah Foster, Manager Governance & Policy
Student Partnerships	Thomas Burningham-Glover, Student Clubs & Senate Executive Officer, CLXO
Accessing Curriculum Centre papers	Associate Professor Linda Wight, Chair Curriculum Committee
Co-Operative Learning	Helen Ryan, Director Co-Operative Placements
Global Strategy Introduction	Barbara Jones, Executive Director Global
Q&A, closing comments	

Principles of Academic Governance:

Induction for Academic Board

Professor Bernadine Van Gramberg
Chair, Academic Board

February 2025

Regulatory Environment

Victorian Government

Funding

- Victorian Training Guarantee (VTG)
- VET Funding Contract

Federation University Act 2022

Audit

- Higher Education Skills Group
- Victorian Training Guarantee

VE Standards and Regulator

National VE & Training Regulator Act

- ASQA standards for VET accredited courses 2021
- Standards for RTOs 2015
- Standards for VET Regulators 2015

Regulators

- Australian Skills Quality Agency (ASQA)
- National Regulation & Accreditation
- Victorian Registration & Qualifications Authority (VRQA)
- State Regulation & Accreditation

Federation University

Corporate Governance

- Council and Vice-Chancellor
- Strategic planning
- Regulatory framework
- Delegations
- Monitoring systems, controls, Finance
- Management structures

Academic Governance

- Academic Board
- Academic regulations and policies
- Accreditation
- Quality assurance
- HE Standards

Quality Framework

- Procedures and processes
- Roles and responsibilities
- Continuous improvement
- Student charter
- Student support

Professional
Bodies and
Registration
Authorities

Australian
Qualification
Framework

Commonwealth Government

Funding

- Compacts
- Higher Education Support Acts
- Commonwealth Grants Scheme

ESOS Act

- CRICOS

Industry Skills Council

Data

- Surveys and MyUniversity website

Reporting

- Institutional Performance Portfolio

HE Standards and Regulator

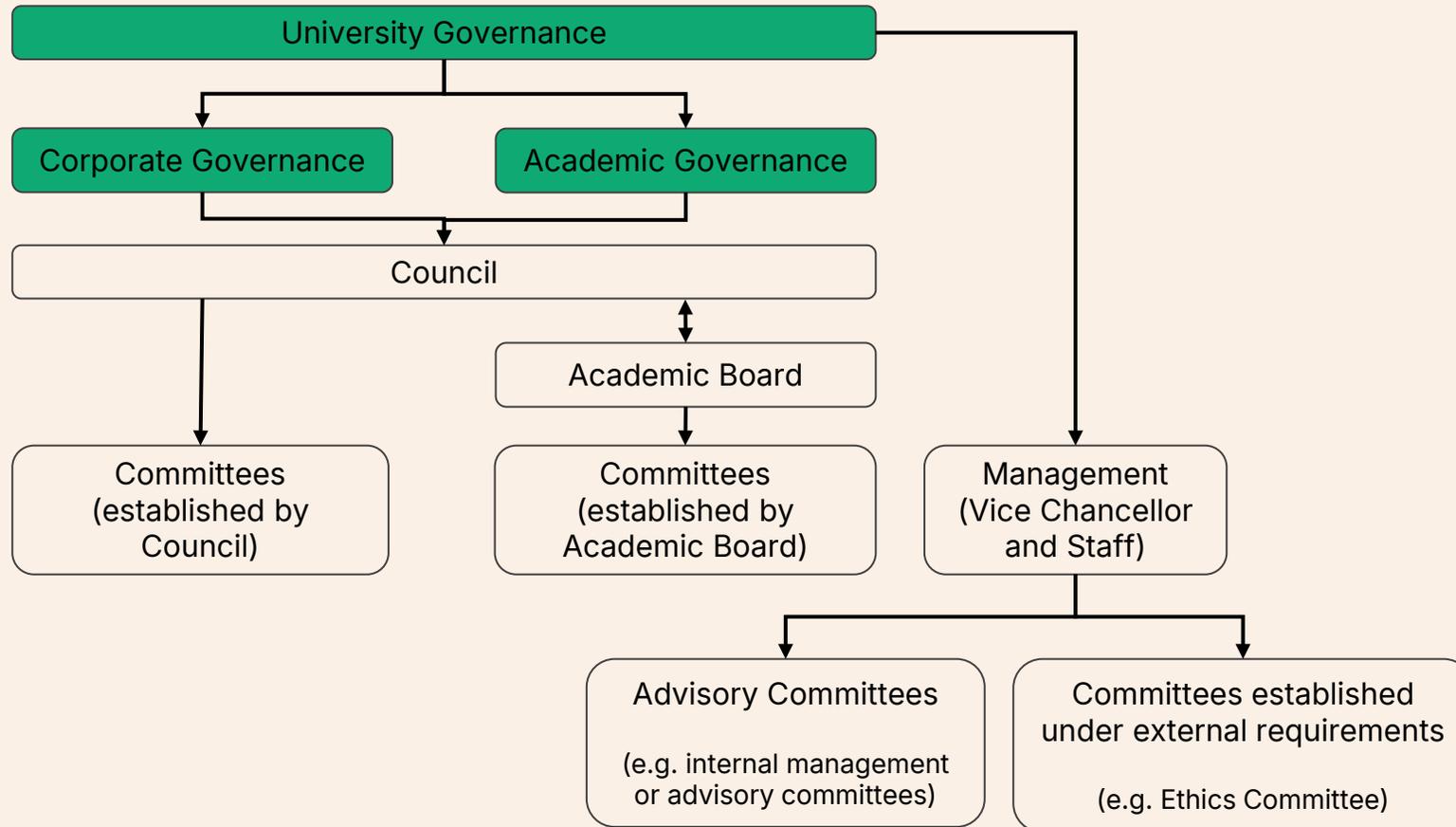
Tertiary Education Quality and Standards Agency Act

- HE Standards Threshold Framework 2021

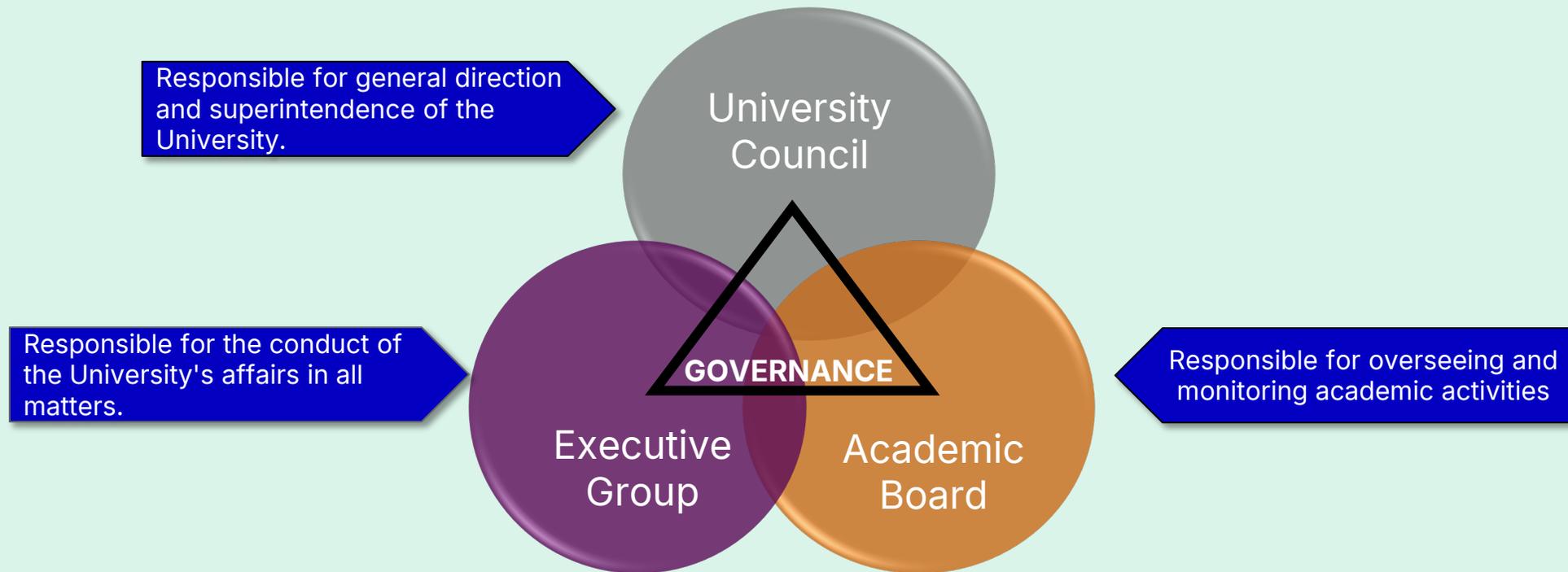
Regulators

- Tertiary Education Quality and Standards Agency (TEQSA)
- National Regulation & Accreditation

University Framework



Governance triangle

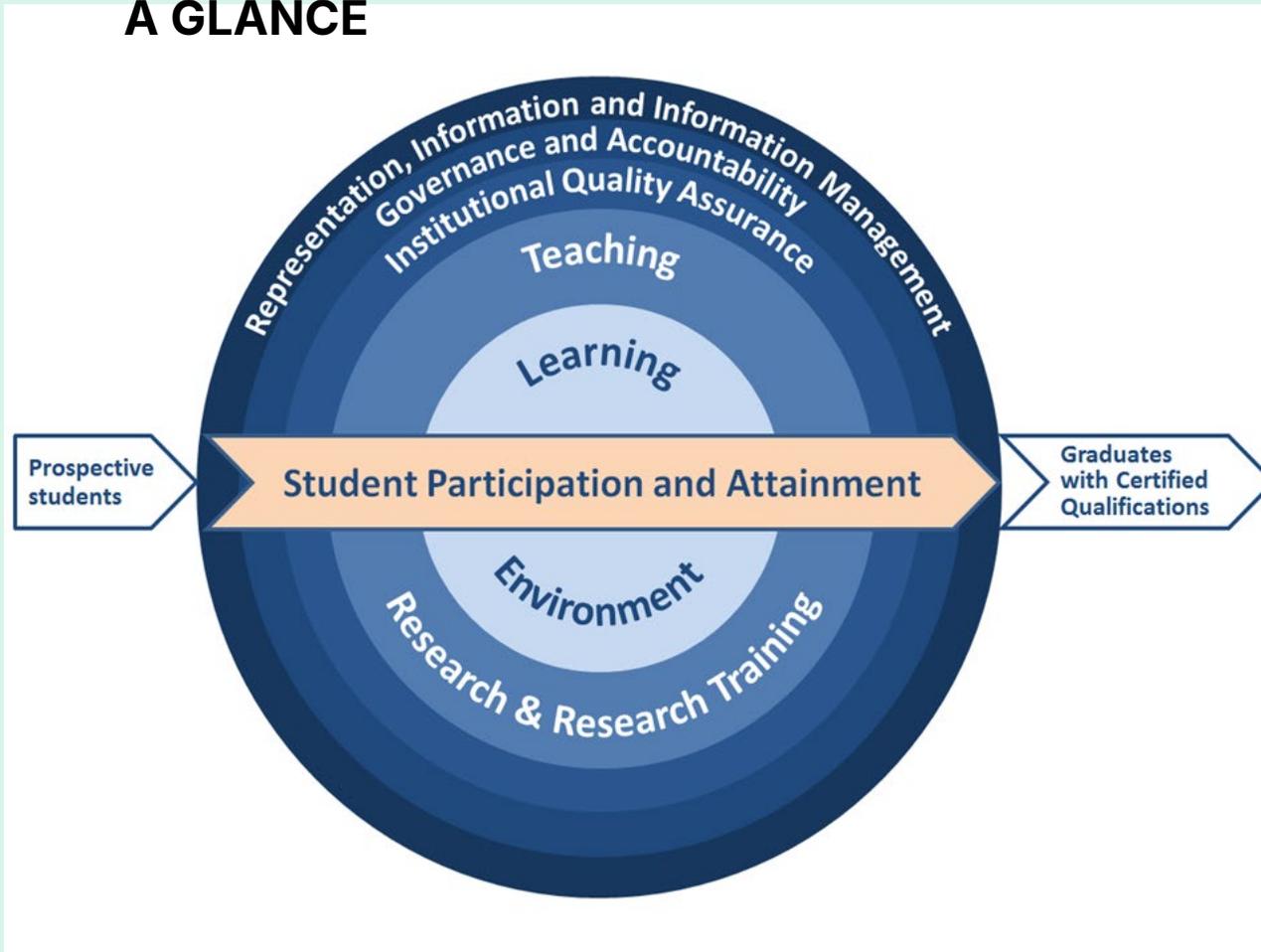


Federation University Australia Statute 2021

6.0 Objective and functions of the Academic Board

- 1) The objective of the Academic Board is to establish and maintain academic leadership at an institutional level.
- 2) The functions of the Academic Board are to—
 - a. achieve effective academic oversight of the quality of teaching, learning, research and research training;
 - b. Assess and approved proposed new academic and other proposed new programs leading to an award;
 - c. set and monitor institutional benchmarks for academic quality and outcomes;
 - d. provide advice to management and the Council on academic matters, including advice on academic outcomes, policy and practices;
 - e. monitor and report to the Council on academic and research quality and standards;
 - f. consider issues referred to it by the Council for consideration.

TEQSA HIGHER EDUCATION STANDARDS AT A GLANCE



TEQSA STANDARDS

- 1 Student Participation and Attainment**
 - 1.1..... Admission
 - 1.2..... Credit and Recognition of Prior Learning
 - 1.3..... Orientation and Progression
 - 1.4..... Learning Outcomes and Assessment
 - 1.5..... Qualifications and Certification
- 2 Learning Environment**
 - 2.1..... Facilities and Infrastructure
 - 2.2..... Diversity and Equity
 - 2.3..... Wellbeing and Safety
 - 2.4..... Student Grievances and Complaints
- 3 Teaching**
 - 3.1..... Course Design
 - 3.2..... Staffing
 - 3.3..... Learning Resources and Educational Support
- 4 Research and Research Training**
 - 4.1..... Research
 - 4.2..... Research Training
- 5 Institutional Quality Assurance**
 - 5.1..... Course Approval and Accreditation
 - 5.2..... Academic and Research Integrity
 - 5.3..... Monitoring, Review and Improvement
 - 5.4..... Delivery with Other Parties
- 6 Governance and Accountability**
 - 6.1..... Corporate Governance
 - 6.2..... Corporate Monitoring and Accountability
 - 6.3..... Academic Governance
- 7 Representation, Information and Information Management**
 - 7.1..... Representation
 - 7.2..... Information for Prospective and Current Students
 - 7.3..... Information Management

Generative Artificial Intelligence (GenAI)

Part of Academic Board Induction

Date: February 6 2025

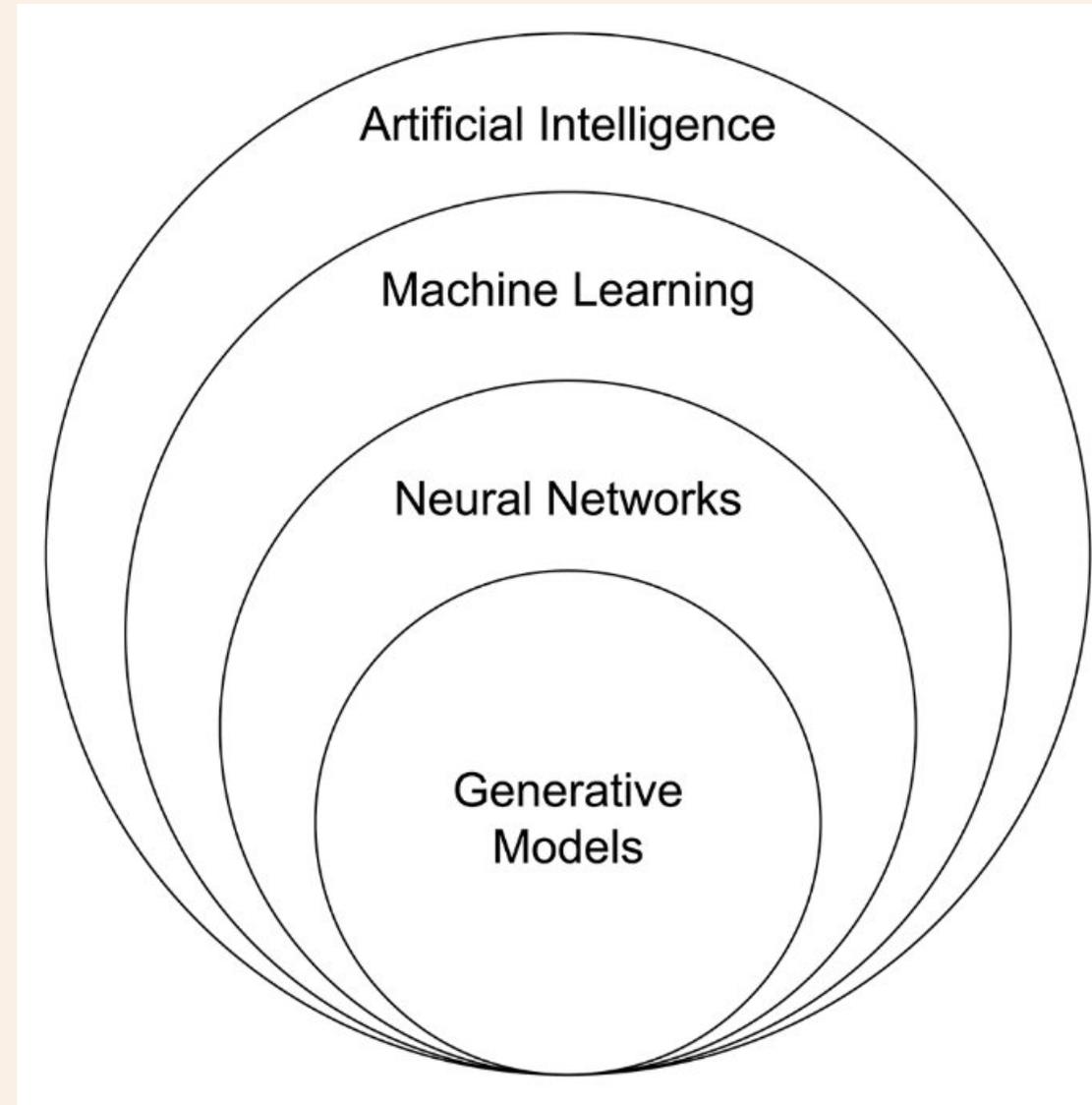
Dr Emma Price

Scholarly Teaching Fellow, Learning & Teaching (IEAC)

Agenda

Importance of GenAI in the current education landscape

1. Federation University resources - GenAI
2. Challenges and opportunities
3. Training and integration of GenAI in learning and teaching
4. Questions



1. Federation University resources – GenAI

- **Federation University AI Guidelines (evolving document):**
 - Ensure transparency and ethical use.
 - Protecting privacy and intellectual property.
 - Building AI literacy and integrating AI in curriculum.
 - Addressing challenges and opportunities in AI implementation.
- **[Student Misconduct Procedure](#) [AG2062]**
- **[TEQSA GenAI Request for Information](#) (RFI)**



2. Challenges and opportunities

GenAI poses potential issues and risks:

- Academic integrity
- Privacy and data security
- Equity and access
- Ethical considerations
- Sustainable and adaptable responses

Integration possibilities:

- Automation of tasks
- Enhancing content and critical skills
- Support in learning and research
- Responsible use for lifelong learning and work



3. Training and integration

GenAI in L&T: getting started

- [Workday module](#) available for staff to complete.
- To be complemented with staff workshops on key areas such as assessment design, and integration in learning and teaching.
- Community of Practice (GenAI) commenced in November 2024 (Chris Bridge)

Copilot training

- As the main AI platform, Training and Content have [collated resources](#) and provide training on its use.

Student Academic Integrity Module

- Online module now contains key information on responsible use of generative AI.
- To be complemented with workshops run by Learning & Academic Support Services (LASS) in 2025.

Focus on
responsible,
transparent and
ethical use

4. Questions

Welcome to Governance & Policy

Rebekah Foster, Manager Governance & Policy

What is Corporate Governance?

Corporate governance refers to the framework of policies and guidelines that inform a company's conduct, decision-making and practice built upon four key principles.

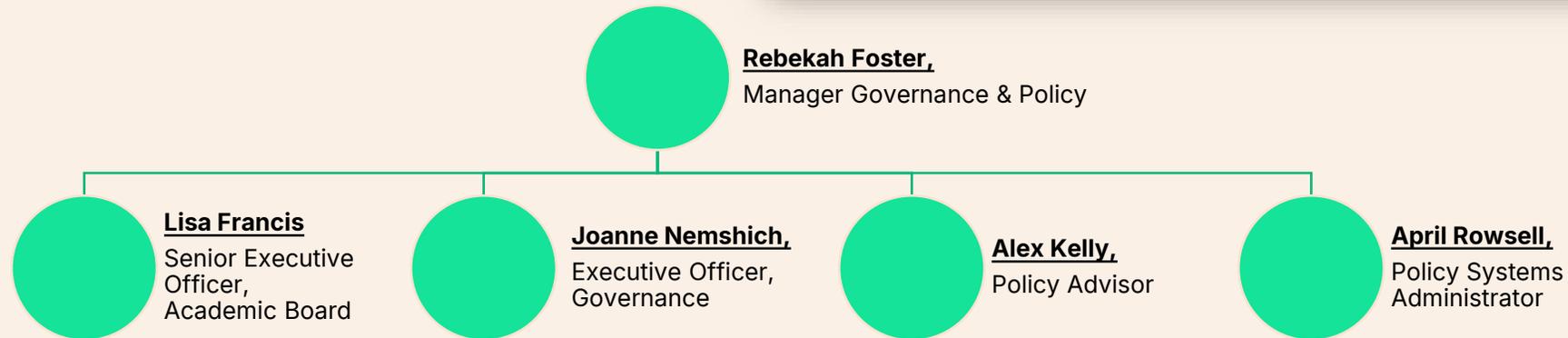
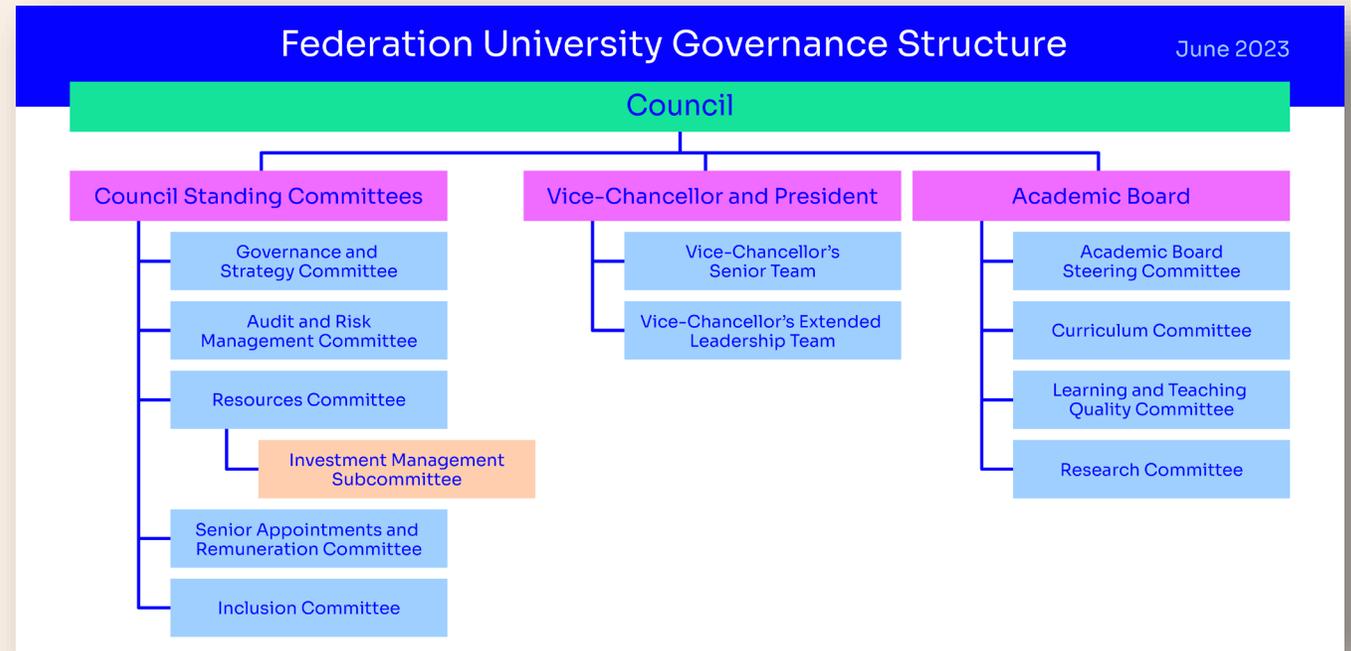
These principles provide a framework for effective governance by ensuring all stakeholders are treated equitably, information is readily available, and decision-making processes are ethical and accountable.



Introducing our team

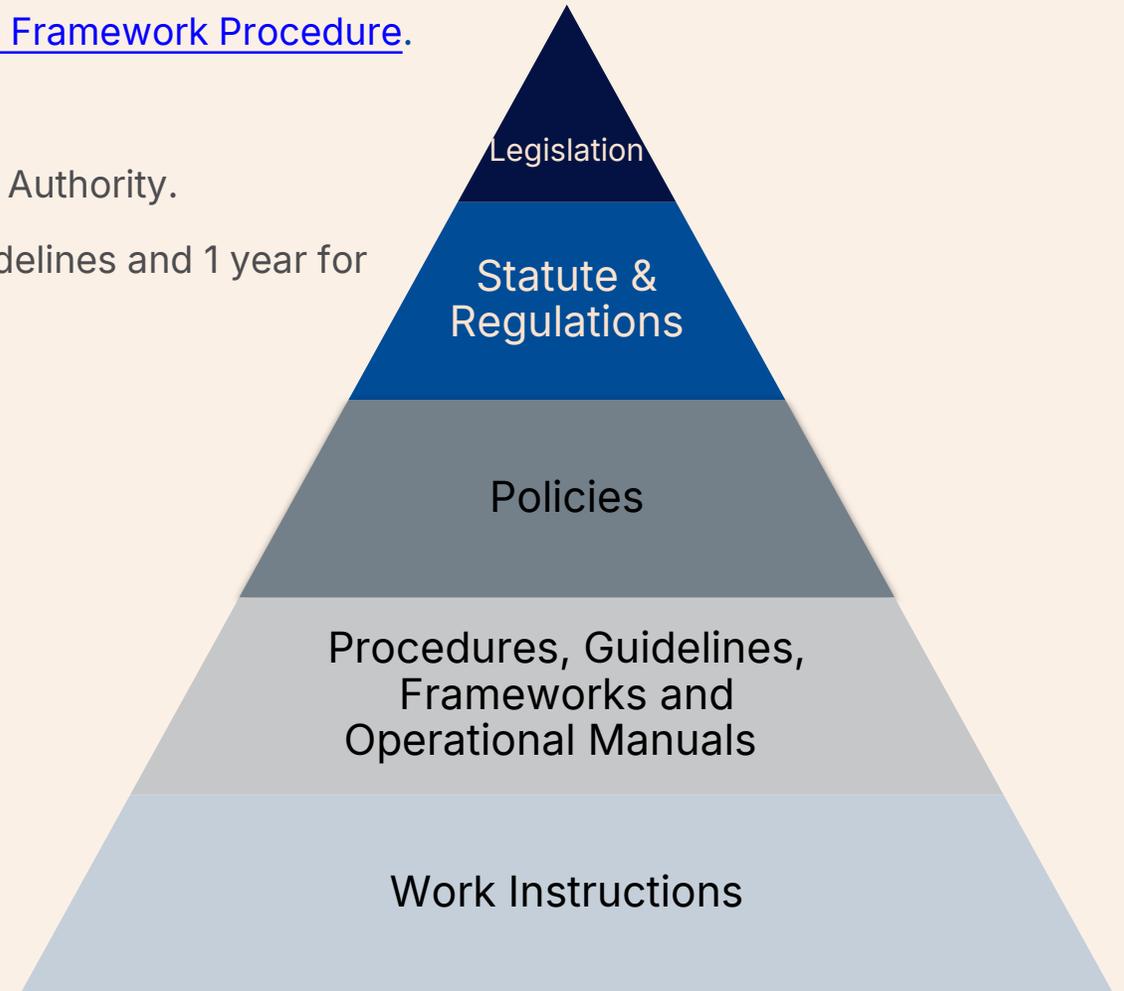
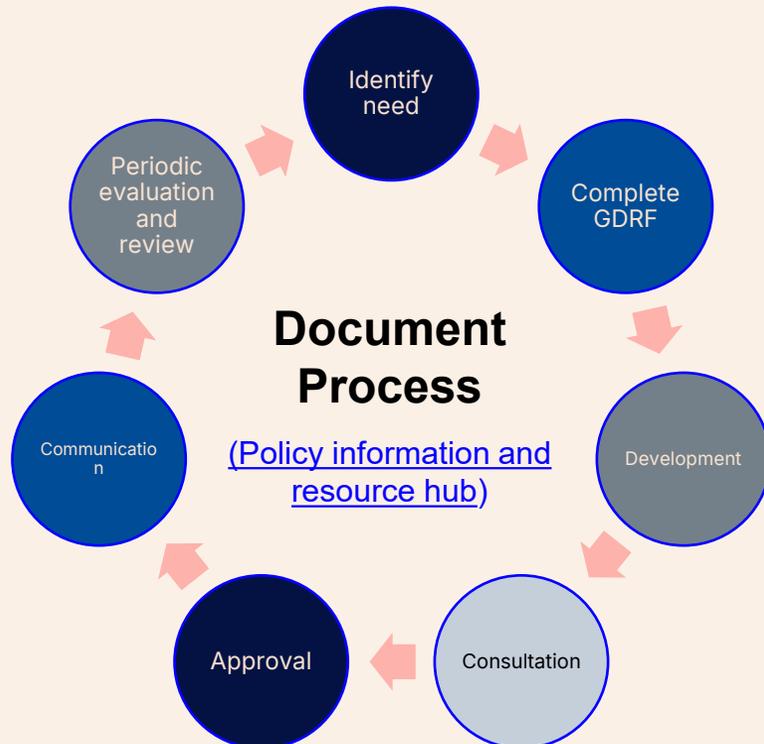
We support the following University services:

- University Council Secretariat
 - *incl. Chancellor Executive Support*
- Academic Board Secretariat
- Policy Services
- Governance Services



Policy Governance at Federation

- Governance Documents are governed by the [Policy Governance Framework Procedure](#).
- All governance documents can be found in [Policy Central](#).
- Each document is assigned a Document Owner and an Approval Authority.
- Review cycle; 5 years for policy, 3 years for procedures and guidelines and 1 year for manuals, frameworks and work instructions



Document definitions

Document	Scope	Description	Document Owner/Approver
Federation University Australia Act 2010 (Vic)	University-Wide	<ul style="list-style-type: none"> •Establishes the existence and function under law of Federation University. •Stipulates that the University must enact legislation (Statutes and Regulations) relating to the organisation and management of the University. •Any areas not covered by legislation are governed by existing policy. 	State Parliament then Minister
Statute		<ul style="list-style-type: none"> •Makes provision for those matters relating to the university that imposes rights or confer obligation. •Coordinated by Governance & Policy Team. 	Council then Minister
Regulations		<ul style="list-style-type: none"> •Makes provision for those matters relating to the university that imposes rights or confer obligation. •Coordinated by Governance & Policy Team. 	Council
Policies		<ul style="list-style-type: none"> •High level principle-based documents that give guidance to decision making and administration. •Coordinated by Governance & Policy Team. 	Member of the Vice-Chancellor Senior Team
Manuals	May apply across departments	<ul style="list-style-type: none"> •A comprehensive operational document that may contain <u>procedures and guidelines</u>. •Coordinated by the relevant Senior Manager. 	Local level
Procedures		<ul style="list-style-type: none"> •Specific "how to" document that sets out processes and actions. •Coordinated by the relevant Senior Manager. 	
Guidelines		<ul style="list-style-type: none"> •Offers detail and context to assist staff in making decisions. It informs good practice in how a task might be undertaken. •Coordinated by the relevant Senior Manager. 	
Work instructions		<ul style="list-style-type: none"> •Specific task description for a localised audience or team, often in support of a procedure. Work instructions can be either internal or external. •Coordinated by the relevant Manager. •Format and location is guided by the operational need of the localised audience. •Access is usually restricted to relevant staff only. 	

The above information has been extracted from the [Federation University's governance document hierarchy](#) webpage

The role of Policy Services

- Provides supports and assurances across all the University's portfolios.
- Status reporting to:
 - Notifications to Document Owners of upcoming reviews
 - Monthly reporting to VCST members
 - Reporting to Academic Board meetings
 - Various other teams when required.
- Assist Document Owners with stakeholder engagement for policy matters.
- Consult on practical uses of governance documents.
- Administer the University's Policy Management System (PAMS) and weblink quality assurances.



Academic Board's role in Policy Governance

- The [Higher Education Standards Framework \(Threshold Standards\) 2021](#) (HESF) *Domain 6: Governance and Accountability, Section 6.3: Academic Governance* outlines TEQSA's expectation that higher education providers must demonstrate a **high-level academic oversight (e.g. policy development and review, performance analyses, review findings and actions arising)** as part of the provider's normal business, including reports and analyses presented to the governing body.
- Federation is also required to maintain Australian Skills Quality Authority (ASQA) accreditation to operate its TAFE function as a Registered Training Organisation (RTO). ASQA regulates training providers against the [VET Quality Framework](#) of which includes [Standards for Registered Training Organisations \(RTOs\) 2015](#).
- The following standards point particular attention to **the need to have effective and relevant policies and procedures in place:**
 - Standard 5. Each learner is properly informed and protected.
 - Standard 6. Complaints and appeals are recorded, acknowledged and dealt with fairly, efficiently and effectively.
 - Standard 7. The RTO has effective governance and administration arrangements in place.
 - Standard 8. The RTO cooperates with the VET Regulator and is legally compliant at all times.



Attachment 1: Academic Board Policy Report

Prepared by Policy Office, 28 October 2024

Review Status	Policy Title	Scheduled Review Date	Document Owner	Approval Authority	Doc No
Review not required	Academic Freedom and Freedom of Speech Policy and Procedure	4/12/2026	Director, Strategy, Governance and Office of the Vice-Chancellor	Vice-Chancellor and President	AG2037
Review not required	Academic Governance Policy	6/12/2027	Director, Strategy, Governance and Office of the Vice-Chancellor	Vice-Chancellor and President	AG2069
Review not required	Academic Integrity Procedure	30/09/2025	Deputy Pro Vice-Chancellor, Learning and Teaching	Pro Vice-Chancellor, Learning and Teaching	AG1944
Review not required	Student Misconduct Procedure	27/06/2026	Director of Student Services and Registrar	Chief Learner Experience Officer	AG2062
Review not required	Affiliate Institutes Guidelines	9/06/2026	Deputy Vice-Chancellor (Global, Engagement and Quality)	Vice-Chancellor and President	CG1308
Review in progress	Agent Appointment, Monitoring and Termination Procedure	23/03/2024	Dean, Quality and Accreditation	Deputy Vice-Chancellor (Global, Engagement and Quality)	CG1440
Reviewed not required	Study Adjustment and Course Flexibility Guidelines	30/08/2026	Director, Student Services and Registrar	Chief Learner Experience Officer	ST2092
Review in progress	Partner Provider Agent Appointment, Monitoring and Termination Procedure	23/03/2024	Dean, Quality and Accreditation	Deputy Vice-Chancellor (Global, Engagement and Quality)	CG888
Review not required	Ambassador of the University Procedure	9/06/2026	Director, Strategy, Governance and Office of the Vice-Chancellor	Vice-Chancellor and President	CG1521
Review not required	Application to Enrolment Guidelines	8/01/2027	Director, Student Services and Registrar	Chief Learner Experience Officer	AG1945
To be rescinded	Applying for Research Funding Procedure (Pre-Award)	16/08/2023	Director, Research and Innovation	DVC (Research & Innovation)	RS1925
Review not required	Appointment and Assessment of Partner Teaching Staff Procedure	2/06/2025	Director, People and Culture	Deputy Vice-Chancellor (Global, Engagement and Quality)	CG1541
Review not required	Approval and Maintenance of Award Courses (Higher Education) Procedure	27/05/2025	Chair, Curriculum Committee	Pro Vice-Chancellor, Learning and Teaching	AG1252
Review not required	Artificial Intelligence Guidelines	8/03/2027	Chief Operating Officer	Vice-Chancellor and President	CG2102
Review not required	Australian Apprenticeship Traineeship Delivery (VET) Procedure	22/07/2027	Director of Learner Experience and Excellence	Pro Vice-Chancellor, VET and Pathways	AG1340
Review not required	Authorship Procedure	7/03/2025	Director, Research and Innovation	Chief Operating Officer	RS1957

Academic Board Meeting: 12 November 2024
CRICOS 00103D | RTO Code 4909 | TEQSA PR12151 (Aust Uni)

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Instrument & Register of Delegations

In 2023, Council approved the [Instrument and Register of Delegations](#) which consolidated all delegations formerly made by Council including the former Delegation Band Value Limit Table and the Academic Delegations Register.

The Register of Delegations comprises four parts:

- Part 1: Financial and Commercial
- Part 2: Legal and Contractual
- Part 3: Human Resources
- Part 4: Academic, Students and Awards.

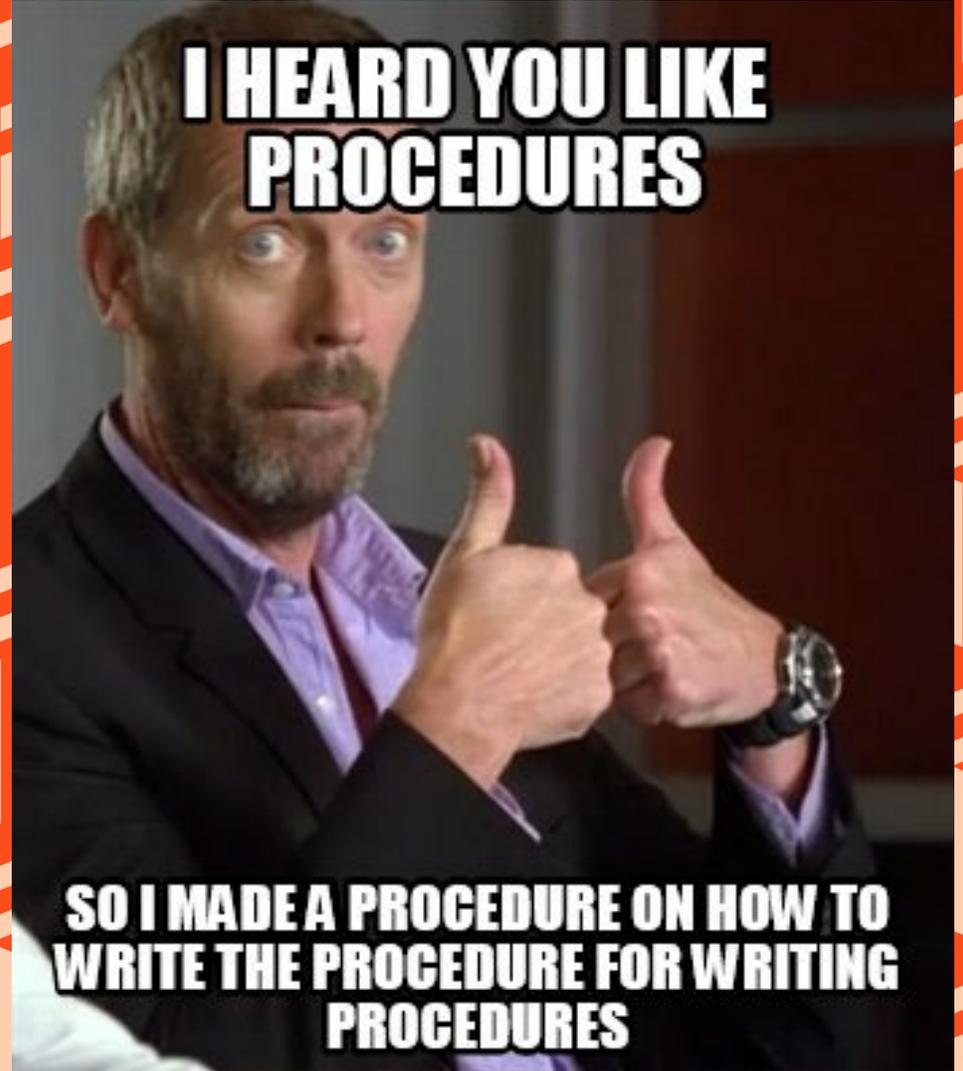
4.48. Recommend to Council the conferral of PhD, Master, HE and VET awards	48.	Academic Board.	See Academic Board Charter
4.49. Authorise a reissue a testamur where there has been an administrative error	49.	Chair, Academic Board.	The Chair, Academic Board must confer with the Chancellor before authorising
SECTION 5 – COURSES (HIGHER EDUCATION)			
4.50. Approve or reject a business case for proposed new HE courses	50.	Academic Course Portfolio Committee (formally Higher Education Business Approval Committee).	See Academic Course Portfolio Committee Charter
4.51. Recommend new courses for approval by the Academic Board	51.	Curriculum Committee.	See Curriculum Committee Charter
4.52. Approved proposed new courses leading to an award	52.	Academic Board.	See Academic Board Charter

Column 1 Item: Description of power, function or duty	No.	Column 2 Delegate	Column 3 Conditions/ Additional Information
4.53. Approve modifications to courses	53.	Curriculum Committee.	See Curriculum Committee Charter
4.54. Approve stacking of short courses for a credit-bearing award	54.	Curriculum Committee.	See Curriculum Committee Charter
4.55. Develop schedules of exemptions and credits for prior learning	55.	Curriculum Committee.	See Curriculum Committee Charter

The screenshot shows the Federation University website. The navigation path is: Home > Staff > Governance > Plans, publications and policies > Instrument and Register of Delegations. The page title is "Instrument and Register of Delegations". The main content area states: "In 2023, the University approved the [Instrument and Register of Delegations](#). The Register modernises and consolidates all delegations formerly made by the Council of the University. It supersedes the former Delegation Band Value Limit Table and the Academic Delegations Register." Below this, it says: "The Register of Delegations comprises four parts:" followed by a bulleted list: "Part 1: Financial and Commercial", "Part 2: Legal and Contractual", "Part 3: Human Resources", and "Part 4: Academic, Students and Awards." Further down, it explains: "The content of Parts 1, 2 and 3 is drawn largely from the former Delegations Table and includes several minor updates. The content of Part 4 has been drawn from the former Academic Register and Student Misconduct Instrument of Delegation." It then states: "This comprehensive and cohesive Register of Delegations is available to all staff members of the University and to the general public. Staff members are urged to review and become familiar with the Instrument and Register of Delegations as soon as possible." The page also features a sidebar menu with categories like "Our university", "Governance", "Council", "Academic Board", "Legal", "Plans, publications and policies", "Strategic plan", "Planning", "Annual Reports", "Policies and procedures", "Instrument and Register of Delegations", "Quality Assurance Services", and "Government submissions".

Contact us anytime via:

- [Service Now Portal](#)
- Policy@federation.edu.au
- GovernanceandPolicy@federation.edu.au



Student Partnerships

Thomas Burningham-Glover
CLXO Portfolio



Why partner with our students?

Student partnerships have meaningful impact and provide co creation opportunities which empower students to take an active role in their educational journey and improve the student experience.

Key Principles of Student Partnership

1: Building authentic partnerships

2: Communication

3: Strong Student Leadership

4: Training and Support

5: Every Student's Voice

6: Valuing Student Voice

Student partnership requires a university wide approach and strong leadership program

Student Senate

The Student Senate is the University's peak student representative body to provide feedback to the University on student experience and amenities.

Details

All voting members are Students,
17 elected positions (6 current vacancies),
2-year term for elected members,
8 meetings per academic year,
2 student forums per year minimum,
2 election periods per year,
Senate Advisors: Cindy Cash & Leon Kerr.

Contact details;

student.senate@federation.edu.au

Additional Positions

Ex-Officio members are elected higher education student representative to;

- The Academic Board,
- Learning and Teaching Quality Committee
- Each of the 3 institute boards

Ex-Officio members are entitled to attend Student Senate meetings and act as a link between the Senate and the board they were elected on.

Ex-officio members have full voting rights.

Student Senate 2024 highlights

**Student Senate
recommended:**

**LinkedIn Learning for
students**

Federation University:

Implemented LinkedIn
Learning launch
commencing 2025

**Student Senate
recommended:**

**Replace garbage bags with
eco-friendly compostable
bin bags**

Federation University:

Implemented compostable
bags throughout 2024

**Student Senate
recommended:**

**Enhanced maths support
for students at Berwick**

Federation University:

Hired a new Learning Skills
Advisor with STEM
specialisation

Student Leadership at Federation University

Strong student leaders represent, advocate for, and support student interests, ensuring collaboration within the University.

Focus areas of soft skill development are emotional intelligence, communication, confidence and organisational skills.

Student Leadership opportunities:

- Emerging Leaders Program
 - Training & Development
 - Service
 - Reward and recognition
- Student Leadership Symposium 25 July at Mt Helen Campus



Accessing and reviewing curriculum centre records

Associate Professor Linda Wight
Chair, Curriculum Committee

Curriculum Committee agenda item

5. REPORTS AND RECOMMENDATIONS FROM STANDING COMMITTEES

5.1	Academic Board Steering Committee (ABSC) The minutes of Academic Board Steering Committee circular meeting ABSC CM 1/24 resolved on 30 October 2024 for noting.	Chair, AB	Link 5.1
★ 5.2	Curriculum Committee (CC) Associate Professor Linda Wight will report. Items for approval: Amended MiCS Expectations 1. Recommendation That the Academic Board approves the amendments to the Minimum Co-operative Standards (MiCS) Expectations for AQF 7 and AQF 8-9 coursework levels as endorsed by Curriculum Committee. Items for reporting: 2. Course recommendations summary from meeting 6/24. 3. Minutes of meeting CC 6/24 held on 10 October 2024.	Chair, CC Approval For noting For noting	2.40 pm Link 5.2 Link 5.2.1 Link 5.2.2 Link 5.2.3

Course recommendation summary

The table lists new, amended, and discontinued courses endorsed or approved by Curriculum Committee and additions or removals from scope for TAFE qualifications.

Example:

[CC course recommendation summary AB 6/24](#)

Curriculum Committee Resolutions Summary to Academic Board on 12 November 2024				
Records for all approved courses below are available for reference in the Curriculum Centre. Follow the relevant link to the proposal and select the drop down menu titled "Endorsement at Institute/School Board, Approval at Curriculum Committee and Noting at Academic Board."				
There are no recommendations for approval by Academic Board at this meeting.				
No.	Course or Unit Code	Title	Proposal link	Resolution
Amended courses				
1	TK5	Bachelor of Education (Early Childhood Education)	Link	Approved
2	EN8	Bachelor of Engineering (Honours) - V001.1	Link	Approved
3	EN8.MIN	Bachelor of Engineering (Mining) (Honours) - V001.1	Link	Approved
4	EN8.CIV	Bachelor of Engineering (Civil) (Honours) - V001.1	Link	Approved
5	EN8.EIE	Bachelor of Engineering (Electrical) (Honours) - V001.1	Link	Approved
6	EN8.MEC	Bachelor of Engineering (Mechanical) (Honours) - V001.1	Link	Approved
7	EN8.CIV	Bachelor of Engineering (Civil) (Honours) - V002	Link	Approved
8	EZ9.CIV	Master of Engineering Technology (Civil) - V002	Link	Approved
9	IX5	Bachelor of Digital Transformation (IT) - V001.1	Link	Approved
10	BT9	Master of Digital Business Transformation - V002	Link	Approved
11	BK5.ACC	Bachelor of Business Transformation (Accounting) - V003	Link	Approved
12	BK5.MAN	Bachelor of Business Transformation (Management) - V003	Link	Approved
13	FQ9	Master of Forensic Cyber Security - V001	Link	Approved
Discontinued courses				
15	BJ5	Bachelor of Business Transformation - V002	Link	Approved
16	GM8	Bachelor of Mechatronic Systems Engineering (Honours) - V002	Link	Approved
Addition to the Scope of Registration and Current Award Courses TAFE Register				
18	BSBSS00107	Marketing and	Link	Approved
19	BSBSS00124	Workplace IT F	Link	Approved

Curriculum Centre proposals

Higher Education: one proposal for each Institute Board meeting.

TAFE: one proposal per qualification that is being added to scope or to the TAFE Non-Award and Vendor Accredited Course Register; usually one proposal for all removals from scope/register.

Higher Education proposals

New HE courses and most HE amended courses will have two items in the proposal:

- Undergraduate course record
- Course rules

Higher Education proposals are grouped according to approval level.

- Example: [IEAC Board 07/24](#)

Curriculum Centre proposals

TAFE proposals: additions to scope

Currently, only the TAS A is captured in the curriculum centre template.

Each proposal will include the VET course qualification record and a VET course cohort record for each separate cohort under the 'Documents Required' expandable field.

Complete documentation, including the TAS A, TAS B and Trainer Skills Matrix can be accessed via the PDF attachment at the bottom of the proposal.

Example: [BSBSS00107 Marking and Communication Foundations Skill Set](#)

Reviewing curriculum centre records

Curriculum centre records can be opened from the proposal.

Example: [TK5 undergraduate course record](#)

Fields that have been amended will be highlighted yellow.

Click on the yellow bar to compare the initial and updated entries.

Any corrections that were required by Curriculum Committee are listed in the Approvals field.

To view the history of the curriculum record, click on 'State'.

Curriculum Centre guides

The following guides have been created to assist academics to accurately complete the course and unit records in curriculum centre:

Guide to completing postgraduate course record

Guide to completing undergraduate course record

Guide to completing unit record.

The guides have been published on the AB [Course Approval, Reviews and Register](#) webpage.

Co-op @ Fed Uni

Helen Ryan
Director – Co-operative Placements
6th February 2025

Acknowledgement of Country

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Introduction to the Federation University Co-Operative Model

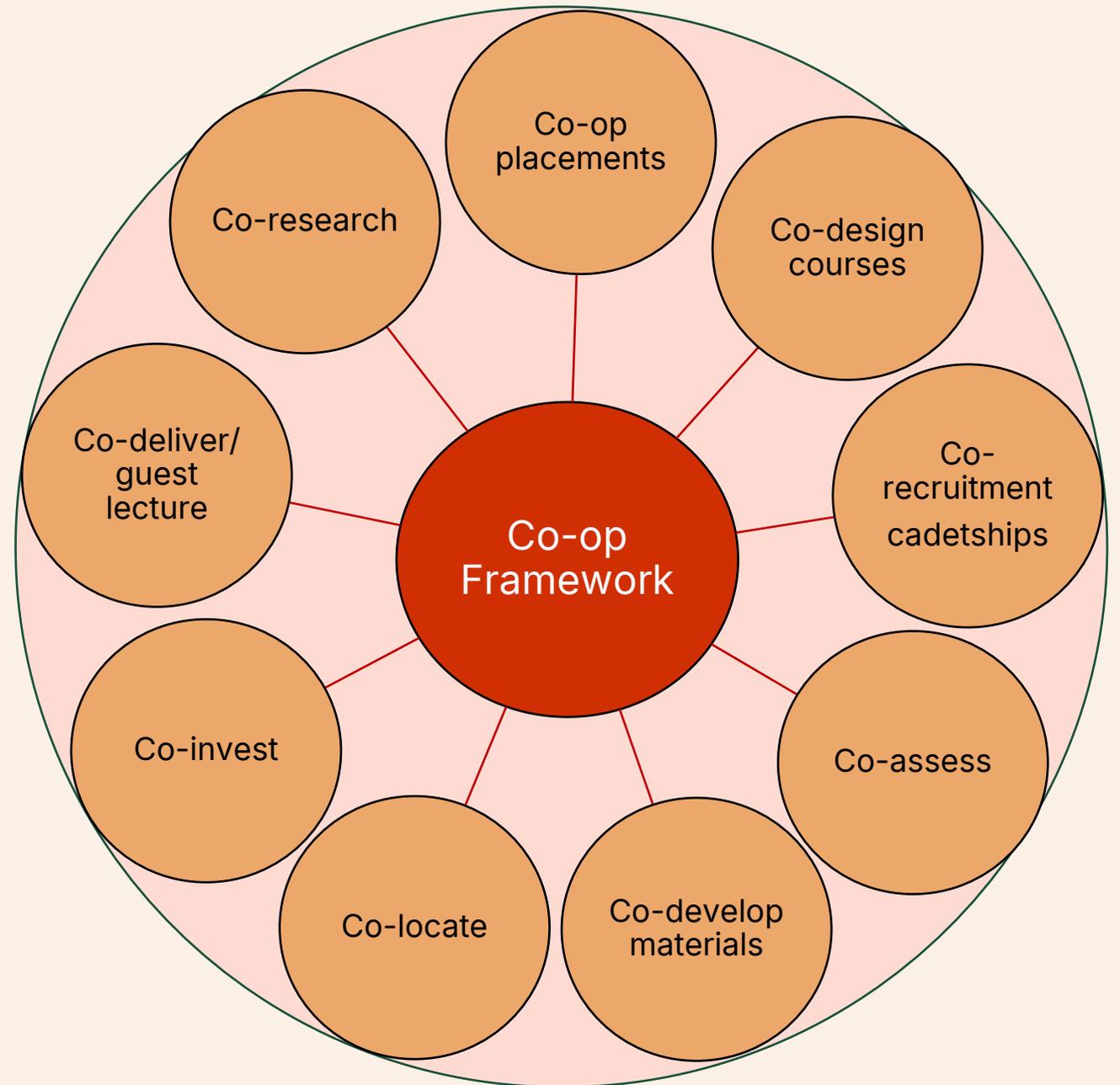
An innovative way of navigating
work/life/study where students earn as
they learn

Engagement between education,
industry and government

Getting students work and
world ready

Addressing skills shortages
and training needs

Driving regional economic
growth



Course transformation



1 Co-design with industry and students

Co-designing curriculum involves cooperation with industry partner(s) in designing the architecture of our programs and courses, beginning prior to the program development

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

3 Co-deliver with industry

Co-delivery with industry partner(s) can take place in a variety of modes and locations. The extent of the co-delivery with partner(s) is dependent on the requirements of the Discipline

4 FedTASK alignment

FedTASK stands for Federation specific 'Transferrable Attributes, Skills and Knowledge' that are embedded and assessed across the program

5 Workplace learning and career preparation

Embedded within curricula to maximise opportunities for student success

6 Authentic Assessment

Assessment for, of and as learning directly resembling professional practice

7 Industry-link/industry-facing experiences

Minimum hours of co-op learning experiences – learning with, for and in the workplace (total hrs required differ depending on AQF level of program)

Co-Operative Placement Journey - undergraduate

Year 1

Year 2

Year 3 +

Complete
Professional
Development
Unit in
Semester 2

Complete Co-operative Placements from Year 2
60 days of paid placement

Professional Identity unit of study

- Introduction to professional identity
- Self-awareness and career planning
- Connecting academic learning to professional aspirations
- Professional communication, stakeholder management, and networking
- Application documents and interviewing techniques
- Self-advocacy, workplace dynamics and culture
- Teamwork and collaboration
- Rights and responsibilities in the professional environment
- Understanding the profession, ethics and ethical decision-making, and health and safety principles

Co-operative Placements process

Placement Process

1. Sourced by Fed Uni and advertised to students
2. Organisation interview and select student
3. Employer/employee relationship with students being paid
4. Students receive credit for 4 units (1 semester)
5. Placement aligned to Fed TASKS

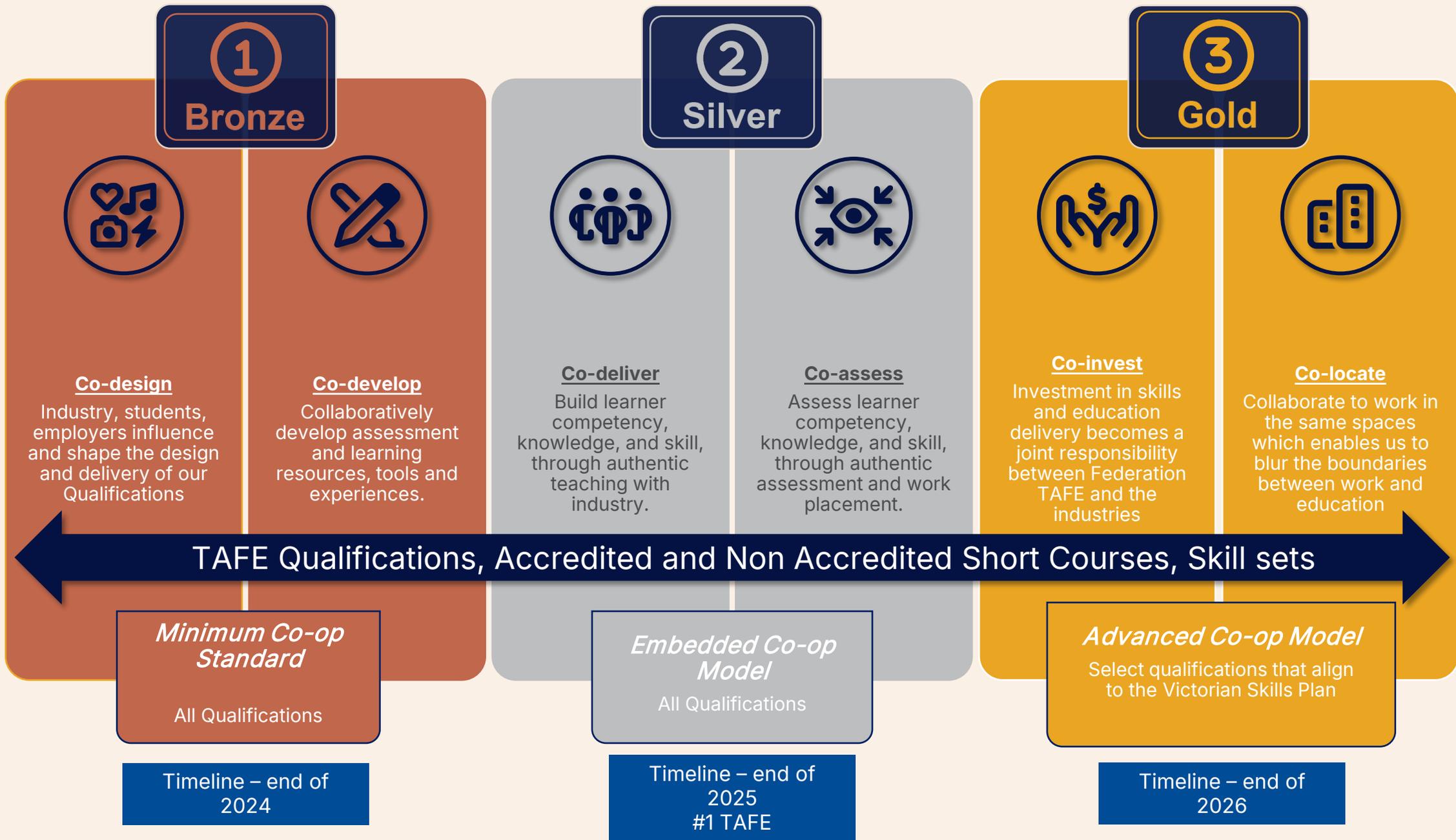
Fed TASKS

(Transferrable Attributes, Skills & Knowledge)

- Interpersonal
- Leadership
- Critical Thinking and Creativity
- Digital Literacy
- Sustainable and Ethical Mindset.

TAFE Co-Operative Standards





World Ready Skills sets & FedTASKs

Weaving the top ten world skills on the rise, through the student assessment and learner experience, using FedTASK.

Top 10 skills on the rise

- | | |
|--|--|
| 1.  Creative thinking | 6.  Systems thinking |
| 2.  Analytical thinking | 7.  AI and big data |
| 3.  Technological literacy | 8.  Motivation and self-awareness |
| 4.  Curiosity and lifelong learning | 9.  Talent management |
| 5.  Resilience, flexibility and agility | 10.  Service orientation and customer service |

Type of skill

■ Cognitive skills
 ■ Self-efficacy
 ■ Management skills
 ■ Technology skills
 ■ Working with others
 ■ Engagement skills

Source
World Economic Forum, Future of Jobs Report 2023.

Note
The skills judged to be increasing in importance most rapidly between 2023 and 2027

Future of Jobs Report 2023 Image: World Economic Forum

- FedTASK 1 - Interpersonal
- FedTASK 2 - Leadership
- FedTASK 3 - Critical Thinking and Creativity
- FedTASK 4 – Digital Literacy
- FedTASK 5 – Sustainable and Ethical Mindset.

Timeline: end of 2024 all regional skills demand profile qualifications will have World Ready Skills embedded.

Progress to date

Soft Launch – 2024

Business/Science/IT/Engineering

- 72 Industries onboarded
- 110 placements sourced
- 76 placements
- CRM deployed
- Industry portal established

2025 focus

- Rollout of mandatory placements for Business/Science/IT/Engineering – undergrad
- Launch of new courses – IISS (undergrad & graduate)
- IEAC courses launched
- Industry portal launch

Global Strategy

Introduction for Academic Board

Barbara Jones – Executive Director Global

Overview

Rebuild and grow student enrolments at our campuses, and on and offshore partnerships

- Develop new products/programs (in response to untapped source markets) *[in progress and ongoing]*
- Strengthen current education partnerships through deeper engagement and increased programs *[ongoing]*
- Establish new education partnerships within Australia and overseas for delivery and articulation arrangements *[in progress and ongoing]*
- Build international student support function across all campus locations *[completed]*

Diversify international student source countries

- Establish a Federation University presence in Asia *[completed first phase]*
- Establish and manage networks of education agents in non-traditional markets *[in progress and ongoing]*
- Develop new products/programs in response to student demand e.g. pathway programs, study abroad programs, edu-tourism programs *[in progress]*

Build Federation University's profile as a globally engaged University

- Seek and establish multi-faceted partnerships across education delivery, student mobility, research collaboration and lifelong learning opportunities *[in progress and ongoing]*
- Increase global relations through building relationships with Consular Corps and overseas governments *[in progress and ongoing]*
- Deepen relations with Austrade and Global Victoria and their offshore offices and representatives *[in progress and ongoing]*
- Establish new partnerships that facilitate student mobility and edu-tourism programs *[in progress and ongoing]*

Global Strategy remains with revisions to position the University for future growth.

Global structure changes and new approach

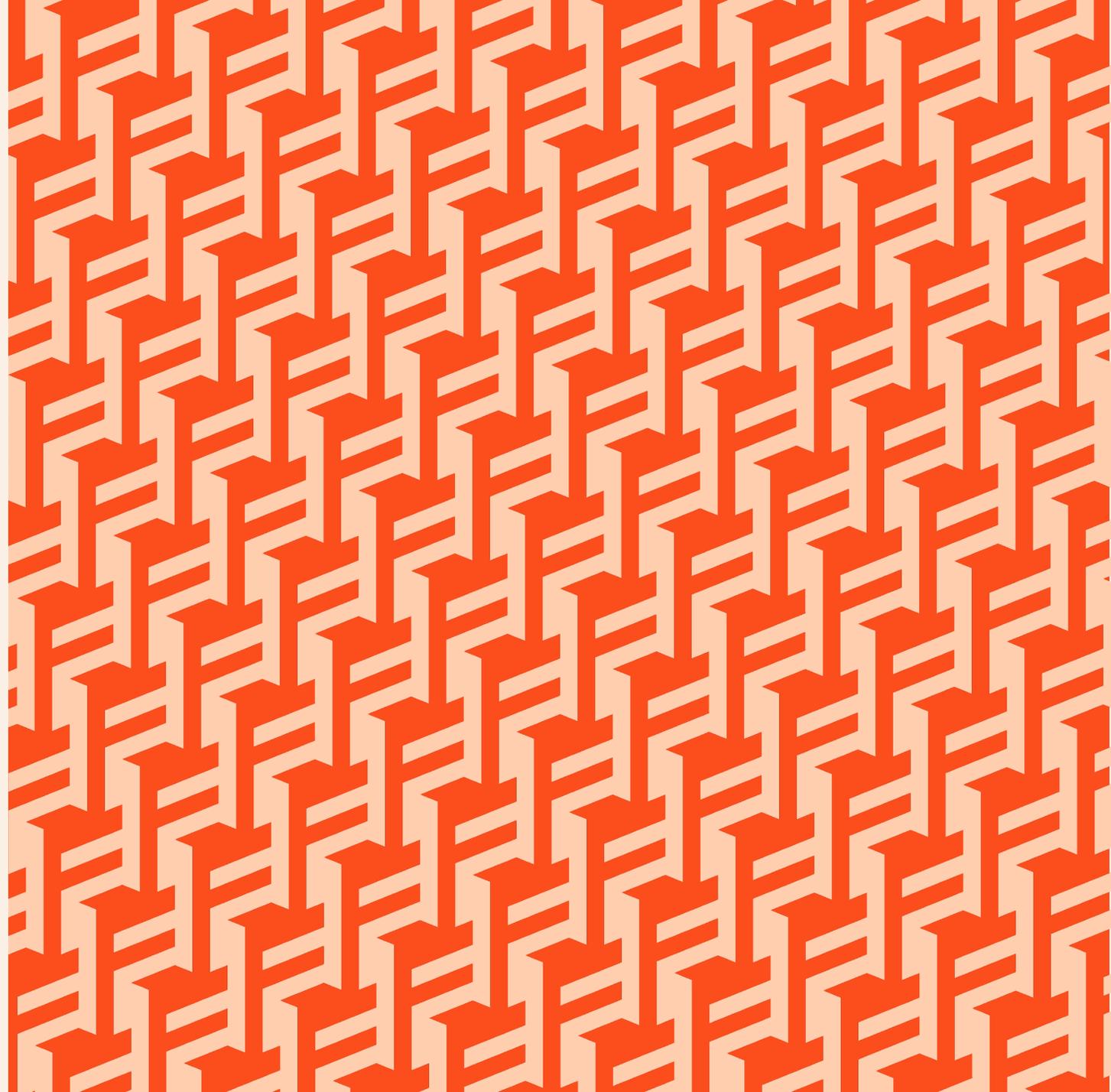
Future Fed changes

- Global Professional School academic team moves to Institutes
- International Marketing, International Admissions and International Student Support move to Learner Experience portfolio
- Student mobility paused but New Colombo Plan commitments continue
- New Quality and Accreditation team established including functions from Global Professional Services, Global Academic Services and International Compliance
- International Admissions Reference Group (IARG) established
- Cross-portfolio International Squad established

New Global Team

- Responsible for international student commencement numbers
- International Student Recruitment
- Offshore partner development and management
- Sponsored student program
- Executive education/training
- Student mobility – New Colombo Plan commitments

Federation University Future Global Direction



Federation University Repositioning

Repositioning in the market as a University with co-operative learning as a premium product model providing an outstanding experience leading to employment for international students.

- **Product repositioning** - Redesigned and new course offerings to those in close alignment with Commonwealth and State Government employment and migration settings and workforce needs of key source countries.
- **Price repositioning** - set to optimal revenue generation, through external pricing analysis. Premium price attached to co-op courses with paid placements. Strategic scholarship opportunities being developed.
- Establishing **Federation University Melbourne City Campus** delivering premium co-operative courses to attract high achieving students from Asia who preference a capital location.
- Support identified top agents in key regions - India, Bangladesh, Sri Lanka and Vietnam with redesigned brand campaign, extensive training on co-op messaging, competitive agent commission structures and incentive program, whilst ensuring strict monitoring and quality assurance to meet DHA characteristics.
- Being stringent in our market diversification strategy, avoiding active recruitment in countries deemed to be high risk.
- Partnership strategy – onshore partnerships ceased and in teach out, offshore partnerships continue to be managed and developed.

2025 Priorities

- Achieve international student targets as a minimum (On-campus/Melbourne CBD/Offshore Partners).
- Maximise international student recruitment for 2025 and beyond.
- Maintain a SSVF risk rating of EL2 and progress toward attaining EL1 status.
- Strengthen and expand our presence and activities in Southeast Asia and South Asia.
- Melbourne CBD campus – launch and new courses.
- Establish a long-term pipeline of students through Employability.Life.
- Successfully embed Employability.Life XPMCs into Federation University course curriculum.
- Implement new offshore education partnership with OCEP Mauritius and Institute of Management Technology (IMT), Ghaziabad

“Student caps” not imminent but need to progress assuming it may be introduced sometime in 2025

The background features a complex geometric design. The top half is divided into three vertical sections: a blue section with orange diagonal stripes, a purple section with a dark purple diagonal stripe, and a pink section with a dark purple diagonal stripe. The bottom half is divided into three vertical sections: a green section with olive green diagonal stripes, an orange section with a solid orange vertical stripe, and a light orange section with orange diagonal stripes. The text 'Thank you' is centered in a white horizontal band.

Thank you