

Centre for Teaching Innovation and Quality (CTIQ)

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2021 Midyear Report

Prepared by
Centre for Teaching Innovation and
Quality Team

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Centre for Teaching Innovation and Quality (CTIQ) Reporting

This report describes projects, outputs and achievements of the Centre for Teaching Innovation and Quality (CTIQ) portfolio, (**pronounced: C-TICK**) during Semester 1, 2021.

CTIQ 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. **CTIQ** 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

CTIQ consists of three pivotal teams:

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

1. CTIQ Portfolio Engagement with University-Wide Initiatives

The CTIQ portfolio plays a significant role in learning, teaching, academic professional development (PD) and leadership associated initiatives. Each initiative is developed collaboratively and implemented in consultation with key stakeholders. Numerous CTIQ staff have contributed to the following initiatives during Semester 1, 2021.

1.1 Sector Quality Assurance Measures

1.1.1 Australian Comparative Peer External Benchmarking

In February 2021, the university joined the '[Australian Sector Comparative Course Review](#)' as part of the [Peer Review Portal](#) sector initiative.

- This major institutional project has nominated two programs for external benchmarking and 23 courses across six schools. Over 30 academic staff have been involved with the preparation phase for submission (April 2021).
- In addition to submitting courses and programs for external benchmarking, ten Federation University staff have also self-nominated to participate as reviewers and subsequently joined the Peer Review Portal Community.
- The Australian Sector Comparative Course Review (2021) project has over 470 courses and programs submitted for review from over 40 higher education institutions. More recently, independent national and international reviewers have also dedicated their time to external benchmarking initiatives.
- Involvement in this project provides clear evidence of external benchmarking as outlined in the Higher Education Standards Framework.

1.1.2 Performance Based Funding – Government response

In 2020, Federation University was asked to submit Performance-Based Funding (PBF) aligned to (1) Graduate Employment Outcomes; (2) Student Experience and (3) Student Success. In 2021, the Dean, Learning and Teaching was requested to provide a response to the government regarding the impact of one of the initiatives described in 2020, using quantitative and qualitative evidence.

The four main initiatives from CTIQ lead work over the past 12 months aligned to [BOLD Learning and Teaching Practices \(BLTP\)](#) and their role in enhancing teaching quality and the student experience.

1. Course Enhancement Project (CEP) Pilot – 6-week project (June – July 2020)
2. Incorporate the Bold Learning and Teaching Practice with university Business Intelligence dashboard access (February 2021 – ongoing)
3. Use of Bold Learning and Teaching Practice as part of preparing submissions for the Australian Comparative Benchmarking Review – External Peer Project (March – December 2021)
4. Course Enhancement Projects (CEP) (10-week project) (March – June 2021)

Thank you to all the staff who continue to be part of these important discussions and projects.

1.2 Institutional Quality Assurance Measures

CTIQ staff take an active role in leading university wide initiatives to ensure quality learning and teaching through the ongoing review and enhancement of quality assurance tools and reporting.

1.2.1 BOLD Learning and Teaching Practices

The [BOLD Learning and Teaching Practices \(BLTP\)](#) document has been a pivotal part of guiding the quality assurance and minimum practice standards within the online and blended learning and teaching domains of the university since 2018.

The BLTP document is currently undergoing its third transformation to meet the continually changing educational and technological environs and it is planned to be integrated into the university's Business Intelligence (BI) dashboards. Once updated and integration has been completed, an array of information can

be easily captured to enable a range of reports to be produced for various leadership levels of the university. This data will become a significant and crucial part of the ongoing evolution of high-quality learning, teaching and course content. This project commenced March 2021 with plans for the above release in February 2022.

1.3 Assessment practices

1.3.1 TESQA reporting around academic integrity and contract cheating

In May 2021, TEQSA provided 78 higher education institutions with individual identified data aligned to contract cheating. The Dean, Learning and Teaching was provided access to this data and promptly disseminated this feedback to the Deans and Associate Deans (Teaching Quality) as a learning exercise. The majority of the cases at Federation University (25 out of 26 cases) occurred over 12 months ago. This learning and reflection exercise highlighted the importance of assessment integrity, assessment design and innovation assessment that demonstrates learning outcome attainment.

1.3.2 Semester 1 – End of semester assessment practices

Members of CTIQ team, central stakeholders and school Associate Deans (Teaching Quality) all worked tirelessly to explore alternative end of semester assessment practices, that meet both changing learning environments and considered enhancements from previous online exam offerings. This body of work re-imagines online test situations that could be completed within a shorter test window thus improving academic integrity. Unfortunately, due to lockdown 4.0, the arrangement did revert to previous delivery plans. Although this was not the desired outcome, it demonstrated agility and effective cross-collaboration between several stakeholders in a short, condensed period of time.

1.3.3 Academic Integrity – Remote Exam invigilation Using Respondus Monitor

Academic integrity is a major concern when delivering assessment online. Lack of invigilation makes it difficult to ensure that it is actually the student taking an exam, and whether they are receiving assistance either directly or via connected services. The Remote Exam Invigilation project looks to overcome these concerns using remote invigilation software. The chosen product, [Respondus Monitor](#), is due for release to the University in 2022.

1.4 Teaching Practices

1.4.1 Updating Semester 2 course outline and course description documents

As part of planning for Semester 2 2021 teaching, it was recognised that it was essential that all Course Outlines and Course Descriptions are accurate and align with university expectations. A communication for all staff was distributed in May 2021 with the purpose of clarifying the processes to ensure university learning and teaching documents are updated and endorsed through the appropriate process.

The memo was developed by the Dean, Learning and Teaching in consultation with the Associate Deans (Teaching Quality) (ADTQs) and the Chair, Higher Education Curriculum Committee (HECC).

Recommendations for Semester 2, 2021 made:

- **Recommendation 1:** Given the current COVID situation, there will not be any large face-to-face examinations in external or internal organised venues. Exams will be redesigned to online tests where feasible unless in exceptional circumstances. Exceptional circumstances include small scale examinations that can abide by university Risk, Health and Safety guidelines and are described within an approved COVID Safe Transition to Campus (TCC) Plan (online form).
- **Recommendation 2:** Where a Course Outline lists 'Exams' as the assessment task, there are two pathways to seek changes for Semester 2 (2021). Either a temporary pathway or a permanent pathway. The Course Coordinator is responsible for choosing the most appropriate pathway.

For all information, please access this [Fednews article](#)

1.4.2 Engagement with Teaching Quality and Innovation Committee

Up to now, the Teaching Quality and Innovation Committee has met five times. The committee is focused on a number of key learning and teaching bodies of work, primarily the development of the 2021-2024 Learning and Teaching Plan. The draft plan was recently distributed (Friday 18 June 2021) to Deans, Directors and key central and school stakeholders for consultation and feedback. This plan has been in development since February 2020 however was delayed due to changing learning environments and university leadership changes over the past 18 months. It is envisaged that the plan will be endorsed by the university formal committee in the next few months.

1.5 Learning Practices

1.5.1 Re-release of snapshot guide: importance of student feedback

Federation University students participate in the annual [Student Experience Survey](#) within national [Quality Indicators of Learning and Teaching \(QILT\)](#) reporting. Students are asked a range of questions aligned to several domains including 'Teaching Quality'. One sub-criterion within 'Teaching Quality' is focused on student feedback. Students are asked to consider whether "**Teaching staff provided constructive feedback**" as part of their Student Experience Survey.

Providing students with timely, constructive, meaningful and accessible feedback is an essential component of student learning and a successful journey.

To support Federation University staff with a quick reference guide to the provision of student feedback, the [Snapshot guide: The provision of constructive feedback to students: The Why? What? and How?](#) was updated and rereleased in May 2021

1.6 Learning and Teaching Technologies

1.6.1 Development of guidelines for learning and teaching technology

The Learning and Teaching Support and Production (LTSP) team, combined with representatives from Information Technology Services (ITS), Library, the VET Practice Unit (VPU), and schools, to document the guidelines for learning and teaching technologies at Federation University. The [guidelines document](#) specifies which systems are supported by the University and for what purpose each is intended. This document will then be backed up by a procedure to ensure staff remain compliant with University policy, privacy and copyright obligations.

After releasing the guideline document for teaching technology usage, the LTSP team became policy sponsor for the Learning Content Management Procedure. The procedure has now been released for university-wide review and will be available for comment from 23 July - 6 August 2021. The procedure mandates the use of appropriate technology and provides clarity on IT requirements, support, and storage of teaching and learning materials.

2. Learning and Teaching Professional Development

2.1 Professional Development Portal

The CTIQ Professional Development Portal (PD) provides teaching staff with single portal to access learning and teaching information and support...

via TYPE

Access via the type of PD delivery

- Webinars
- Workshops – Central and School based
- Learning and Teaching Website
- Learning Technologies Hub
- Professional Learning Modules

via TECHNOLOGY

Access via the Learning & Teaching technology used

- Moodle
- Mahara
- Adobe Connect
- Kaltura
- Turnitin

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 1,456-page views to the Professional Development home page within Semester 1. All members of the CTIQ team contribute to the design, development and/or facilitation of learning and teaching professional development.

2.2 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 program within their probation period (see **Table 1**). Prior to the COVID-19 lockdown, the program was offered as a blend of face-to-face workshops and online lessons. During COVID-19 restrictions the program was offered fully online utilising both synchronous and asynchronous learning opportunities. The online program format continued in 2021 and was offered over a week with various sessions for participants to choose. Fully online programs were run in February and March. While this was not the ideal learning environment to meet the goals of the program, it afforded suitable alternatives given the situation. Key topics included introduction to:

- general and specific Federation University learning and teaching practices

Figure 1 – Learning & Teaching Professional Development website



- 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 1, 2021 (February and March programs)

Campus	School							Total		
	FBS	SoA	SoE	SoEITPS	SoH	SoSciPS	Other	Sessional	Fixed/Ongoing	Total
Ballarat*	0	3	2	7	2	5	0	9	10	19
Berwick	0	0	0	0	3	0	0	0	3	3
Brisbane	1	0	0	0	0	0	0	0	1	1
Churchill	0	2	0	4	2	0	0	6	2	8
Horsham	0	0	0	0	0	0	0	0	0	0
Total	1	5	2	11	7	5	0	15	16	31

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

A total of 31 participants completed all requirements across the two programs offered. Participants continue to show the value of the topics covered to support learning and teaching practices and promote engagement with supports and services. Plans to return to the blended version of the program are underway for delivery in Semester 2, 2021 with the online version as back up in the event of further restrictions.

2.3 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 CTIQ website is structured under two main sections; **Teaching Practice** and **Curriculum Design** – and is supported by CTIQ lecturers and the CTIQ 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** for details on pages viewed.

Table 2: The top 10-page views of the Learning and Teaching website within the Teaching Practice section between 01 Jan – 16 Jun 2021

Teaching Practice section Top 10-page views	Page views
Teaching Practice / Feedback / Types of feedback	82,209
Teaching Practice / Assessment / Self and peer assessment	9,364
Teaching Practice / Learning / Delivery modes for learning	5,634
Teaching Practice / Assessment / Types of assessment	4,724
Teaching Practice / Feedback / Principles of feedback	3,402
Teaching Practice / Learning / Principles of learning	2,192
Teaching Practice / Feedback	1,809
Teaching Practice / Facilitation / Collaborative team teaching	1,757
Teaching Practice / Development / Principles of learning environments	1,579
Teaching Practice / Feedback / Language of feedback	1,369

The above information is used to guide and support the development of central webinars and workshops offered in Semester 2, along with the prioritisation of Professional Learning Module upgrades and new releases.

Table 3: The top 5-page views of the Learning and Teaching website within the Curriculum Quality section between 01 Jan – 16 Jun 2021

Curriculum Quality section Top 5-page views	Page views
Curriculum Quality / Institutional standards frameworks / BOLD Learning and Teaching Practices	1,001
Curriculum Quality / Internationalisation of the curriculum	901
Curriculum Quality	597
Curriculum Quality / Tertiary education standards / Curriculum design mapping	532
Curriculum Quality / Tertiary education standards / Australian university teaching criteria and standards framework	473

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

NOTE: While the **Copyright** website sits within the Library portfolio, CTIQ staff have worked closely with the Copyright team over the past semester on various projects, including the Curriculum Enhancement Projects – Intense Course Round #1/2021. The website statistics for this area between 1 January 2021 – 16 June 2021 are 44,689 page views.

2.4 Learning and Teaching Webinars

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 practice experiences that are aligned to current and innovative learning practices and technologies.

Central webinars are scheduled twice a month on Tuesday's and Thursday's and focus on supporting staff to develop their teaching and learning skills, coinciding with key practices within the teaching semester. Adobe Connect is used to record all webinars for later viewing. Presenters include members of CTIQ, the Library, Learning Skills Advisors, and school academic teaching staff. **Table 4** and **Table 5** detail the number of sessions each month and the number of attendees.

Summary of 2021 Semester 1 webinars delivered:

- Quarter 1: **11 webinars** - February (n = 6), March (n=5),
- Quarter 2: **11 webinars** - April (n=4), May (n=6), June (n= 1)

Feedback from staff on webinars conducted in Semester 1 2021:

"First session I have been able to attend having only started at Fed Uni about 6 months ago. The session helped solidify my own learning and gave me added knowledge on how to use the Turnitin reports when marking papers."

"I know it is REALLY hard but making the sessions half an hour would help people fit them in the calendars (I think)"

"Was really good, love the document put together to give me a better understanding of H5P activity features - it will save me time going through them all the time!"

Table 4: Learning and Teaching webinars Semester 1, 2021 – Participant registrations vs attendance

	January	February	March	April	May & June	TOTAL
	0 sessions	6 sessions	5 sessions	4 sessions	7 sessions	
Total individual registered participants	0	224	183	39	100	546
Participants in the sessions	0	114	73	15	54	256
	0%	51%	40%	38%	54%	47%
NOTE:						
1. BOLD Learning and Teaching Practices professional development webinars are recorded for later access.						
2. Some staff register and do not attend.						
3. Some staff do not register but log on to attend.						
4. Some staff attend multiple webinars.						

Table 5: Learning and Teaching webinars Semester 1, 2021 – Participants by School

Total Individual Participants by School		Participants by month by school				
		February	March	April	May	June
FBS	18	6	6	2	3	1
SoA	7	1	2	1	3	0
SoE	24	16	5	2	1	0
SoEITPS	18	8	5	1	1	3
SoH	39	14	13	4	7	1
SoSciPS	18	8	5	1	2	2
TAFE	0	0	0	0	0	0
Partner/Associate	0	0	0	0	0	0
Other	11	2	6	0	3	0
Total	135	55	42	11	20	7

2.5 Learning and Teaching Workshops

2.5.1 Central based

The only central learning and teaching workshops offered are the 'Learning and Teaching Technology Bootcamp' delivered face-to-face the day after delivery of the Academic Induction Program (AIP). As the AIP continued to be delivered wholly online, the traditional 'bootcamps' were incorporated into the learning and teaching webinar offerings.

2.5.2 School based

CTIQ offers a range of 'on request' face-to-face, blended, and virtual workshops tailored to address specific school/program learning and teaching needs. CTIQ Learning Designers work closely with their School Deans, Deputy Deans, Associate Dean Teaching Quality (ADTQ) and other key staff, to develop targeted professional development opportunities aligned to staff and school priorities.

Workshops delivered during Semester 1 were predominantly delivered online using Adobe Connect or MS Teams. **Table 6** lists the sessions delivered in each School. NOTE: Sessions offered were dependant on prioritisation from School leadership teams and allocation of Learning Designer EFT per School.

Table 6: Professional Development (PD) workshops delivered per School

SCHOOL	PD WORKSHOPS	ATTENDEES
Federation Business School	Teaching in a combined shell	26
	Commerce final assessment setup	14
	Moodle shell changes 2021	15
School of Arts	Course Coordinator induction	3
School of Education	Assessment, Turnitin and new Moodle features	29
	Managing master shells, effective use of activity tracking and gradebook	24
School of Engineering, Information Technology & Physical Sciences	MRE Online testing tips and advice	6
	Moodle training for MRE staff	8
	fdlGrades training for CCs	14
	Work integrated learning	26
	End of semester PC roles and responsibilities	24
	Student retention and success	22
	Accreditation	26
	Study Link	24
	Marketing and analytics	26
	Quality assurance - evaluation procedures = promotions.	26
	Partnerships, CUP and Copyright	26
	Student support and quality in course descriptions	30
School of Health	Program Administration tasks and rules	29
	Rolling over & creating a Course Readings Widget	12
	Setting up Gradebook to = 100	13
	How to access student support systems, including FDL	11
	Setting up and using Workflow for assessment marking	13
	Creating Online Moodle Tests – Session 1	4
	Creating Online Moodle Tests – Session 2	4
	Creating Formative Moodle Quizzes	10
	Using Turnitin for Assignments	13
Setting up Groups and Groupings	13	
School of Science, Psychology & Sport	Understanding Copyright when using images in Moodle	15
	Adobe Connect 'breakout rooms'	16

2.6 Learning Technologies Hub

The previously known 'Staff eLearning Hub' housed on the university website underwent a transformation this semester. This just-in-time support for how to set up and use learning technologies and create (DIY and advanced) videos, within learning and teaching, has been redeveloped, refreshed and rebranded as the [Learning Technologies Hub](#).

Now located within Moodle, it is easy for staff to locate instructional guides to support development within their courses and view examples. This project was led by the Learning and Teaching Support and Production team, in collaboration with a sub-group of Learning Designers and Learning Skills Advisors.

Table 7 details data on the top three guides accessed with their statistics listed in brackets. The data from the corporate website and Moodle Hub have been combined to reflect full Semester 1 access.

Table 7: Top 3 pages viewed for each Learning and Teaching technology within the Learning Technologies Hub

Moodle	Mahara	H5P	Connect	Turnitin	Kaltura	Video	Audio
Add an assignment (921)	Login to Mahara (2,242)	Virtual Tour (1025)	Create a course meeting room (625)	What is Turnitin (557)	Video Assessment (581)	Planning your video (367)	Import and play audio file (111)
Access Assignment submissions for feedback (774)	Edit profile page (91)	Interactive Video (495)	Mobile App guide (478)	Info Sheet (36)	Planning your video (571)	Production (107)	Record your voice (73)
Create a lesson (549)	Navigate Mahara (87)	Multiple Choice (443)	Setting up audio (379)		Adding video to Moodle (554)	Branded slides (9)	Edit sounds (23)

2.7 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 been identified within the scope of the project planning with 21 currently completed and open for completion. Unfortunately, a decrease in Lecturer and Learning Designer staff in CTIQ, in addition to the increased demand to support immediate online design needs of academic staff, has meant no new PLMs were released in Semester 1, 2021.

Modules can be viewed multiple times by a participant, with or without full completion and issue of certificate. Despite the development of this project being on hold, a number of staff accessed this resource for micro-learning needs. See **Table 8** for participant views, users and certificates issued for the top 10 PLMs

Table 8: Number of views and users for top 10 PLMs available – with or without completion certificate

PLM	Views	Users	Certificate issued
PLM206: Importance of effective marking criteria	462	8	
PLM201: Assessment and learning	423	12	
PLM202: Designing quality assessment	412	13	2
PLM002: Blended Online & Digital (BOLD) learning	372	13	5
PLM101: Student-centred learning	324	14	
PLM212: Effective assessment question types	241	8	2
PLM103: Learning behaviours of the online student	200	9	4
PLM207: Creating a simple rubric	200	9	2
PLM102: Contemporary tertiary learning environments	168	7	
PLM911: Applying for an institutional learning and teaching award	131	8	

2.8 Graduate Certificate of Education (Tertiary Education)

The 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 is approved by the School of Education. 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 a winter and summer semester. All courses are delivered at an AQF Level 8. Participants are primarily Federation University teaching staff and teaching support staff, with representation also from the TAFE sector and full fee-paying external students. There has been a dramatic increase in external enrolments in 2021 due to the Government re-classification of the Student Contribution fee bands significantly reducing the price for external students. A staff study scholarship is available to cover course fees for eligible university teaching employees.

The program currently has **71 participants actively studying** (see **Table 9**). There continues to be an ongoing challenge voiced by participants that they have insufficient time (10 hours per week) to study given their staff workload.

Feedback from students in Summer 2020:

- *EDGCT 5009 | “I enjoyed the collaboration with other students, particularly with exchanging ideas and discussing student and teaching dilemmas. The group assignment was interesting! ... I liked the chance to think about my teaching and what I believed, and to confront and change some of my ideas.”*
- *EDGCT 5007 | “I found the content really useful and can see how I can apply it immediately.”*
- *EDGCT 5010 | “This course gave me the opportunity to explore why it is we teach the way we do. Some methods have been taken for granted without consideration to theory or reasons behind it.”*

Table 9: Participants engaged with GCETE between January - June 2021

School	FBS	SoA	SoE	SoEITPS	SoH	SoSCiPS	TAFE	Other FedUni	External	Total
EDGCT5007 Tertiary Teaching and Learning										
Summer 2020 (completed Feb 2021)	5	2	0	6	3	7	0	1	1	25
Winter 2021	0	1	2	2	4	1	0	0	9	19
EDGCT5008 Professional Practice in Tertiary Teaching										
Summer 2020 (completed Feb, 2021)	0	7	0	9	9	7	1	1	1	35
EDGCT5009 Contemporary Issues in Tertiary Teaching										
Winter 2021	5	2	0	10	7	9	1	2	3	39
EDGCT5010 Tertiary Teacher as Researcher and Practitioner										
Summer 2020 (completed Feb 2021)	0	2	1	5	3	8	3	0	6	28
Winter 2021	1	3	1	4	0	2	0	1	1	13

3. Learning Design 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 School Learning and Teaching Quality committees, provide School 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:

- Curriculum Enhancement Projects (lead or co-lead with ADTQ)
 - Program level
 - Course level – Intensive round #01/2021
 - Course level
- Staff capability projects
- Adhoc, just-in-time support

Learning Designers advise on all aspects of learning and teaching (except content) within courses and programs and encompass the five (5) focus areas of the [BOLD Learning and Teaching Practices](#):

1. Course organisation, information and learner supports
2. Teacher presence, communication, facilitation, and interaction
3. Learning activities
4. Learning resources
5. Student progress, assessment, student feedback, streamlining staff workflow, copyright, and academic integrity

3.1 Curriculum Enhancement Projects – Program level

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. See **Table 10** for list of programs currently utilising learning designer expertise across whole program design or re-design. NOTE: The number of Program – Curriculum Enhancement Projects undertaken will depend on the allocated EFT of Learning Designers per School

Table 10: Programs currently utilising learning designer expertise across whole program design or re-design

School	Program	Pedagogical and design involvement
Federation Business School	Bachelor of Applied Management MBA (EL)	Revision of program design and delivery. Assessment Review including sequencing and alignment with ILOs. Course design and curriculum review.
School of Arts	Master of Social Work (Qualifying)	Re-design of blended delivery to promote online engagement prior to seminars, and further alignment of activities between online, face-to-face and assessments. Supporting program staff in the development/redevelopment of courses/Moodle shells for external accreditation audit in July.
	Bachelor of Visual Arts	Program mapping of new Bachelor of Visual Arts program. Development of workshop to support staff in the transition from the old programs into the new program. Ongoing assistance with course planning, assessment development, pedagogical and technical advice around delivery options.
School of Education	English for Academic Purposes (EAP)	Assessment processes and sequencing. Development of online layout and navigation.
	Professional Experience (Placement)	Extensive redesign and reconceptualisation of the Professional Moodle Shell structure and organisation to enhance ease of navigation, provide additional student information and track student usage.

		Groups and groupings configuration and communication strategy to accommodate 19 Programs, 6 campus locations and 35 individual course codes.
School of Engineering, Information Technology & Physical Sciences	Master of Engineering Project Management	Course planning, content revision, assessment tasks developed and linked to the learning outcomes, industry standards and competencies, media collection, interactive course design, program content mapping, program assessment mapping, pedagogical advice, technological advice, timing advice and modelling best practices and workflow strategies.
	Master of Cognitive Enterprise	
	Master of Data Science	
School of Health	Bachelor of Physiotherapy	Course planning and introduction of BOLD Learning and Teaching Practices. Development of resources, activities, and assessment tasks. Induction and support for new staff; integration and support of Articulate Storyline resources.
	Occupational Therapy (2 nd year)	Support staff to apply adaptive learning and branching using Articulate Storyline for course resources, set up of new course shells, support to use integrated technologies and development of learning activities.
	Master of Health (child and family)	Support new staff with course design, introduce BOLD Learning and Teaching Practices, design and develop weekly content, support use of technologies, implement PebblePad ePortfolio.
	Master of Health (Perinatal & Infant Health)	Course planning, re-visit BOLD Learning and Teaching Practices, development of new resources and assessment tasks.
	Master of Health (perinatal and infant mental health)	Course planning, support with technology to enhance learning activities, support with designing assessments (constructive alignment).
	Master of Health (Neonatal care)	Course planning, re-introduction of BOLD Learning and Teaching Practices; design and development of 25 videos to support case study narrative, support in the development of activities and assessment tasks.
	Master of Health (Mental Health)	Support to develop course resources, introduce BOLD Learning and Teaching Practices; plan and scaffold activities, constructively align assessment tasks.
School of Science, Psychology & Sport	Bachelor of Sustainable Food Systems	New Program - course planning, learning and assessment design.
	Master of Professional Psychology	Ongoing learning design support of revised program rollout.
	Master Psychology (Clinical)	Ongoing learning design support of revised program rollout.

3.2 Curriculum Enhancement Projects – Course level (Intensive Round #1/2021)

The following short-term curriculum enhancement projects were co-lead between the School ADTQs, CTIQ staff, and School Learning Designers in collaboration with key stakeholders from the teaching staff and expertise across the University. Work was conducted over an intense 10-week period between March – May to address one or two short term enhancements based on student feedback or challenges noted from previous delivery.

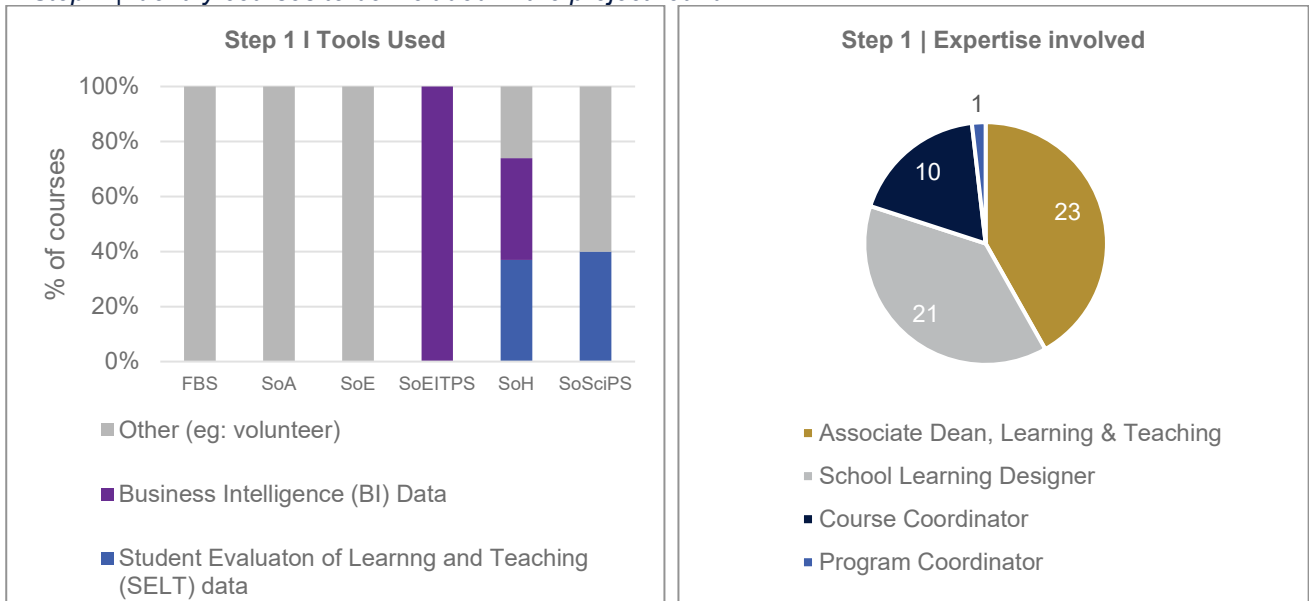
The total number of courses included in this project round was 26 – which was pro-rata as per the allocated EFT of School Learning Designers.

- Federation Business School x 6
- School of Arts x 2
- School of Education x 3
- School of Engineering, IT and Phys. Sci x 6
- School of Health x 6
- School of Science, Psychology & Sport x 6

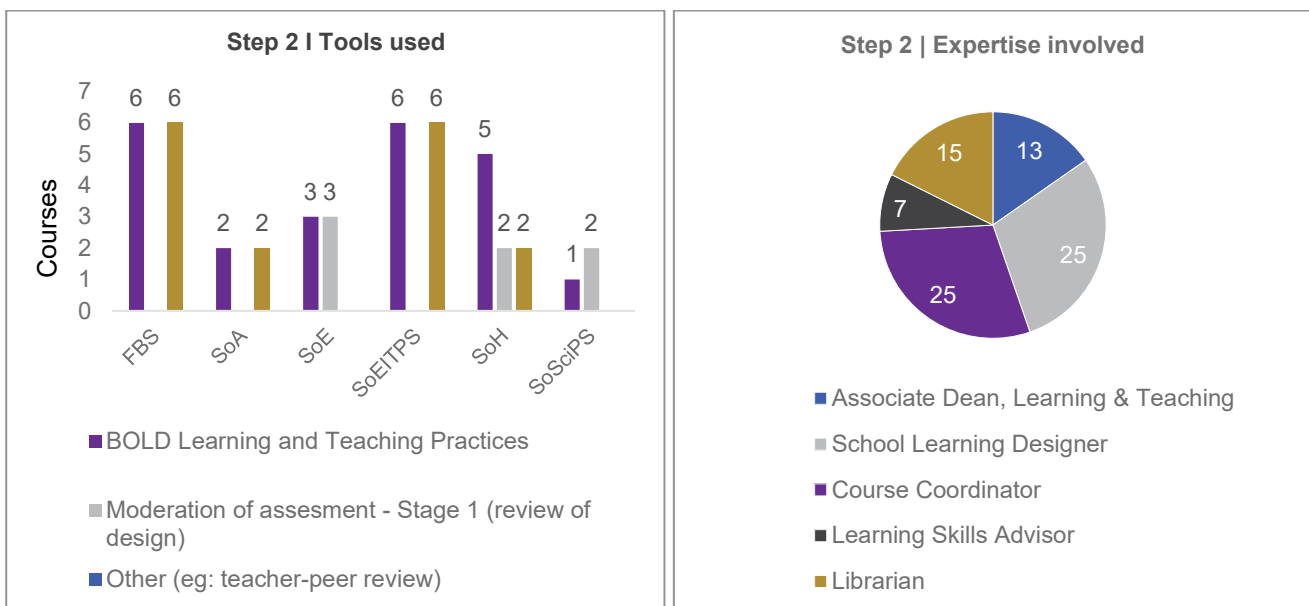
Reports to School Deans, Dean Learning and Teaching and DVCA were provided in Week 4 (*Planning Report*), Week 7 (*Progress Report*) and Week 10 (*Final Report*). An *Impact Report* will be conducted at the end of the year to explore the impact of these enhancements on student experience and/or learning outcomes.

The project round involved 8 key steps:

***Step 1 | Identify courses to be included in the project round**



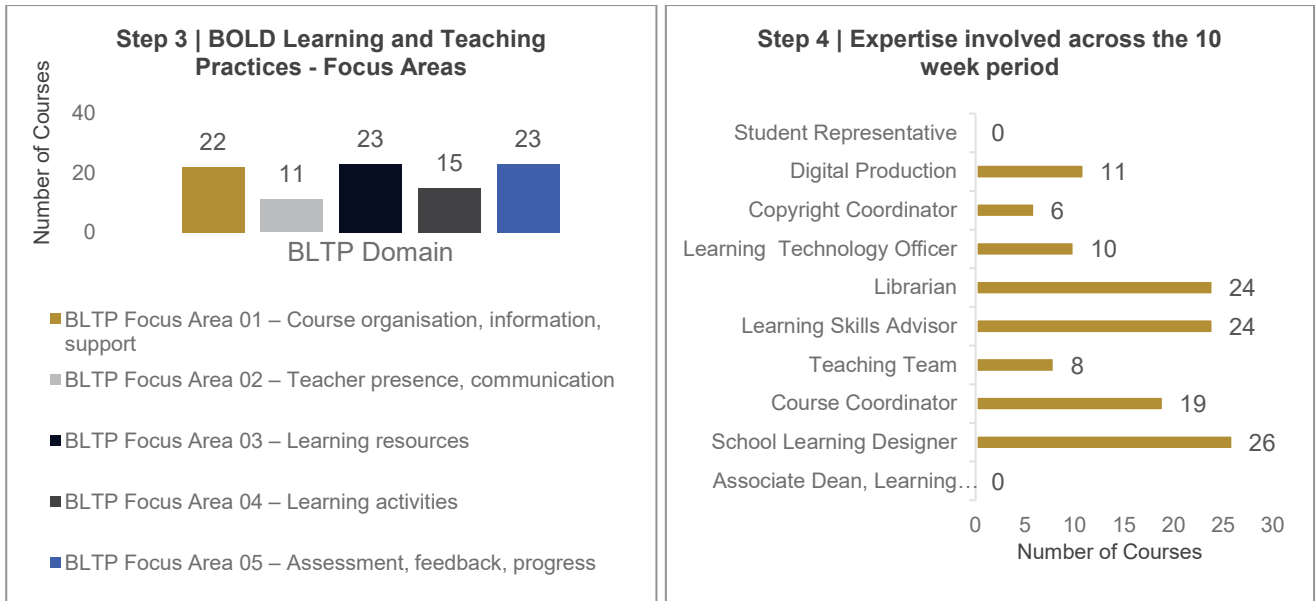
***Step 2 | Review of current design, development and delivery practices**



***Step 3 | Identify required elements for enhancement**





***Step 4 | Identify and allocate expertise required to undertake enhancements & determine timelines**

***Step 5 | Signed agreement on resources, deliverables and timelines of each stakeholder**



***Step 6 | Implementation + progress report**

***Step 7 | Final report + process evaluation**

	Progress key	Course progress
	COMPLETED – Enhancements prioritised and completed within the 10-week scope of the CEP #01/2021 round.	23/26 courses had some enhancements completed in full within the timeframe set.
	IN PROGRESS – Incomplete enhancements to be completed within the next 6 weeks (prior to commencement of Semester 2, 2021).	13/26 courses had outstanding enhancements scheduled for completion prior to Semester 2.
	IN PROGRESS – Outstanding enhancements planned to be completed with next 7 – 12 weeks (by Week 4 of Semester 2, 2021).	11/26 courses had outstanding enhancements scheduled for completion early Semester 2.
	EXTENSION PROJECTS – Recommendations or additional mid- to long-term projects identified beyond the timeline of this CEP #01/2021 round.	19/26 courses identified ongoing enhancements required.

***Step 8 | Impact of enhancements on student learning**

This project round will conclude at the end of Semester 2 once all courses involved have been evaluated to determine the impact of enhancements undertaken on student learning, engagement, success and/or retention.

3.3 Curriculum Enhancement Projects – Course level

The following curriculum enhancement projects are led or co-lead by CTIQ Learning Designers in collaboration with key stakeholders from the School and/or expertise across the University. Work can include blended, online, and digital enhancements for existing courses, or development of new courses. Project can be short, medium or long-term depending upon the timeframes available or the enhancements require. See **Tables 11 – 16** for details by School. **NOTE:** The number of Course level – Curriculum Enhancement Projects undertaken will depend on the allocated EFT of Learning Designers per School.

Figure 2: Curriculum enhancement project key for project progress and project length






Key: Project progress									
	<i>Just Commenced</i>		<i>In progress – On schedule</i>		<i>In progress – Behind schedule</i>		<i>In progress – Beyond schedule</i>		<i>Completed</i>
Key: Project length									
S	<i>Short-term (3-6 months)</i>	M	<i>Medium-term (6-9 months)</i>	L	<i>Long-term (9-12 months)</i>				

Table 11: Federation Business School | Curriculum Enhancement Projects – Course level

















Course	Term	Progress	Key stakeholders	Prioritised enhancements
BSMAN3193	M		CC (Course Coordinators), ADTQ, LDs	Revision of curriculum and resources; assessment review, study skills (Rolling over from the CEP Semester 1 Project)
BUMGT1502	M		CC, LDs	Curriculum design, Moodle shell build, assessment crafting, study skills
BSMAN3005	M		CC, LDs, ADTQ, LSA, CR	Curriculum design, Moodle shell build, assessment crafting, study skills (Rolling over from the CEP Semester 1 Project)
BUHRM3706	M		CC, LDs, ADTQ, LSA, CR	Revision of curriculum and resources, Moodle shell re-design, assessment crafting/updating, study skills, Course Readings and Copyright compliance
BUECO1508	L		CC, ADTQ, LDs, LSA, LS, CR	Revision of curriculum and resources, Moodle shell re-design, assessment crafting/updating, study skills, Course Readings and Copyright compliance
BUECO1509	L		CC, ADTQ, LDs, LSA, LS, CR	Revision of curriculum and resources, Moodle shell re-design, assessment crafting/updating, study skills, Course Readings and Copyright compliance
BUECO2617	L		CC, ADTQ, LDs, LSA, LS, CR	Revision of curriculum and resources, Moodle shell re-design, assessment crafting/updating, study skills, Course Readings and Copyright compliance
BUECO2622	L		CC, ADTQ, LDs, LSA, LS, CR	Revision of curriculum and resources, Moodle shell re-design, assessment crafting/updating, study skills, Course Readings and Copyright compliance
BUECO3703	L		CC, ADTQ, LDs, LSA, LS, CR	Revision of curriculum and resources, Moodle shell re-design, assessment crafting/updating, study skills, Course Readings and Copyright compliance
BUECO3722	L		CC, ADTQ, LDs, LSA, LS, CR	Revision of curriculum and resources, Moodle shell re-design, assessment crafting/updating, study skills, Course Readings and Copyright compliance

Table 12: School of Arts | Curriculum Enhancement Projects – Course level

Course	Term	Progress	Key stakeholders	Prioritised enhancements
ACACW1001	S		CC, LD	Gradebook configuration, course readings, Moodle shell setup, ongoing assessment/marking support.
CAXDC1000	S		CC, LD	Gradebook configuration, course readings, Moodle shell setup.
PAATC2003	S		CC, LD	Development of quiz, copyright compliance, gradebook configuration, course readings, Moodle shell setup.
VATHR2013	S		CC, LD, LSA	Development of quiz, copyright compliance, gradebook configuration.
CAXDC1002 (2020)	S		CC, LD	Support for changes to assessment, mapping student progress and providing feedback needed in offering practical class/assessment make-up opportunities due to Covid19.
MSWPG7210	M		CC, LD	Moodle course development, book creation, advice on assessment and activity design, gradebook configuration.



MSWPG7108	S L		CC, LD	Development of method to capture peer assessment for group work projects. Short-term solution developed using MS forms. Longer term more effective solution being discussed with the Learning tech team to be implemented university wide.
MSWPG7202	M		CC, LD	Moodle course development, book creation, advice on assessment and activity design, gradebook configuration.

Table 13: School of Education | Curriculum Enhancement Projects – Course level















Course	Term	Progress	Key stakeholders	Prioritised enhancements
EDBED1018	M		CC, LD, Digital Production	Digital Storytelling linked to assessment tasks and online activities Curriculum design and mapping continuing from CEP; Moodle Shell setup; assessment scaffolding, marking, workflow and gradebook configuration
EDBED3111	M		CC, LD	Conversion of resources to Moodle Books, with embedded activities continuing as extension of CEP Professional Development for new Course Coordinator taking over in Semester 2 Implementation of recommendations from copyright review
EDBED2114	M		CC, LD	Curriculum and assessment review Enhancements to student engagement approaches and online delivery
EDECE2020	L		CC, LD, PC, Library, LSA	Moodle Shell review and restructure Updating of resources and designing of activities
EDECE2019	L		CC, LD, PC, Library, LSA	Moodle Shell review and restructure Updating of resources and designing of activities

Table 14: School of Engineering, Information Technology & Physical Sciences | Curriculum Enhancement Projects – Course level







Course	Term	Progress	Key stakeholders	Prioritised enhancements
MATHS 7 courses	M		LD, CC, DL, ADTQ	Tasks 'completed' include: <ul style="list-style-type: none"> Completed pre-project BOLD Learning and Teaching Practices Implemented Master Template Installed Course Readings widget Welcome book updated Course content realigned Labels and headings checked and updated Assessment submission points created Activity completion settings made and linked to progress bar Deleted old blocks and outdated materials Installed new blocks & ordered them appropriately
ENGIN 11 courses	M		LD, CC, DL, ADTQ	
ITECH 1 course	M		LD, CC, DL, ADTQ	
STATS 1 course	M		LD, CC, DL, ADTQ	
SCGEO 1 course	M		LD, CC, DL, ADTQ	
MREGC 6 courses	M		LD, CC, DL, ADTQ	
MATHS 2 courses	L		LD, CC, DL, ADTQ	Tasks to be completed include: <ul style="list-style-type: none"> Implement Master Template Install Course Readings widget Update welcome book Realign course content Check and update labels and headings
STATS 1 course	L		LD, CC, DL, ADTQ	
ENGIN 18 courses	L		LD, CC, DL, ADTQ	

SCGEO 6 courses	L	●	LD, CC, DL, ADTQ	<ul style="list-style-type: none"> • Create assessment submission points • Allocate activity completion settings and link to progress bar • Delete old blocks and outdated materials • Install new blocks ordered them appropriately • Conduct BOLD Learning and Teaching Practices Review
SCMET 2 courses	L	●	LD, CC, DL, ADTQ	
MGGGC 1 course	L	●	LD, CC, DL, ADTQ	

Table 15: School of Health | Curriculum Enhancement Projects – Course level

Course	Term	Progress	Key stakeholders	Prioritised enhancements
NURBN1015	M	●	LD, Library liaison, CC, LSA	Course and assessment review and re design.
MIDGD 6004	M	●	LD, Library liaison, CC, Lecturer	Course review, copyright audit, course re-design and development of video resources and activities, new course reading widget and replacement of images to meet copyright compliance.
NURBN 1017	M	●	LD, Library liaison, CC	Course review, copyright audit, re-design and development of weekly course content using Moodle Lessons and H5P, proper referencing and attribution of all imagery.
NURBN 2027	M	●	LD, Library liaison, copyright officer, CC	Course review, copyright audit, updating of resources and Moodle banners. Development of readings widget, proper referencing and attributing of all images and diagrams. Development of weekly formative H5P activities in every learning module.
NURBN 2025	M	●	LD, Library liaison, CC	Course review – As this was a late inclusion, the unavailability of CC made this project impossible.
NURBN 3035	M	●	LD, Library liaison, CC	Course review and assessment re design, inclusive of constructive alignment, explicit instructions, re design of marking rubric. Creation and Implementation of interactive resource using Articulate Rise.

Table 16: School of Science, Psychology & Sport | Curriculum Enhancement Projects – Course level

Course	Term	Progress	Key stakeholders	Prioritised enhancements
PSYCB 3110	M		CC, LD, LSA, Library and Copyright Officer	Assessment feedback design for improved grading efficiency. Course Readings and Copyright compliance.
SCCOR 1200	M		CC, LD, LSA, Library and Copyright Officer	Revision and development of curriculum and resources, Course Readings and Copyright compliance.
EXSCI 3174	M		CC, LD, LSA, Library and Copyright Officer	Revision and development of curriculum and resources, Course Readings and Copyright compliance.
PSYCB 3110	L		CC, LD	Review of assessment feedback changes for efficiency
SCCOR 1200	L		CC, LD, LSA	Updating of resources and designing of activities
EXSCI 3174	L		CC, LD, LSA	Updating of resources and designing of activities

3.4 Staff Capability Support

In addition to curriculum enhancement projects and school based professional development, CTIQ/ 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 20** for details of staff capability support provided by School.

Table 17: Staff capability support by School

School	Activity	Pedagogical advice / leadership / development / consultation
Federation Business School	<ul style="list-style-type: none"> Learning & Teaching Committee Bachelor of Applied Management Program Re-design. Hybrid Degree Working Party School concept design Building T, SMB extended workgroup. 	<ul style="list-style-type: none"> Pedagogical and learning technology advice/consultation. Design and maintain School Moodle page, provide advice and direction, materials and content related to all Learning & Teaching topics, provide professional development to academics, leadership and professional support staff in relation to using and maintaining the site. Advice for teaching technologies in new School building design.
School of Arts	<ul style="list-style-type: none"> School of Arts Learning, Teaching and Student Success committee. Master of Social Work (Qualifying) program accreditation sub-group Bachelor of Visual Arts development workshop working group. 	<ul style="list-style-type: none"> Strategic advice on all of school enhancements for online delivery (e.g., new template rollout, gradebook setup) Advice and support for program mapping, progress of development of new and redeveloped courses. Development of workshop activities, program mapping advice and consultation around structure and delivery options for program.

School of Education	<ul style="list-style-type: none"> • Education Teaching Quality (ETQ) Committee • Snapshot Sharing Teaching Practices Organising Committee • Staff Resources and Sharing Practices Moodle Shell 	<ul style="list-style-type: none"> • CITQ representative at ETQ meetings • Coordination of Sharing Practices internal Professional Development sessions • Development and maintenance of School Staff Resources and Sharing Practices Moodle Shell, launched at the beginning of 2021
School of Engineering, Information Technology & Physical Sciences	<ul style="list-style-type: none"> • Reconciliation Action Plan School Project • Teaching Quality Committee meetings • Discipline group meetings • Staff Resources Moodle shell • Induction for new staff and staff new to roles. • Learning and teaching planning strategic group • Professional development assessment mapping project • Professional learning website 	<ul style="list-style-type: none"> • Development of school acknowledgement, development of school's reconciliation action plan within Learning & Teaching. Development of professional development plan for academic staff. Mapping current and future Indigenous content and materials within programs. • Providing professional development, updates, advice and suggestions for the Teaching Quality Committee and Discipline groups. • Design and build staff resources Moodle page, provide advice and direction, materials and content related to all Learning & Teaching topics, provide professional development to academics, leadership and professional support staff in relation to using and maintaining the site. • Long term and ongoing professional development for new staff and staff that are taking up new roles within the school such as program coordinators and course coordinators. • Providing detailed learning and teaching objectives, projects and long-term plans for the school in relation to all aspects of learning and teaching.
School of Health	<ul style="list-style-type: none"> • Teaching Quality & Student Retention meetings • School of Health Learning and Teaching Moodle site • Online Moodle test working group • Professional Development working group 	<ul style="list-style-type: none"> • In consultation with ADTQ, provide strategic Learning & Teaching advice and support to SoH staff. Provide information and advice about Learning & Teaching opportunities, best practices and university initiatives that may impact staff teaching. • Ongoing development and maintenance of the Learning & Teaching Moodle site for staff, inclusive of teaching resources, best practice examples, policies, professional development opportunities and staff announcements. • Coordinate and facilitate fortnightly Digital Sprints, offering staff just-in-time professional development to enhance digital skills. • Provide advice to staff around designing and developing online Moodle tests, updating resources and providing Professional development in best practices. • CTIQ representation on Professional Development working group –contribution to designing a framework that will build staff capability in digital and online teaching.
School of Science, Psychology & Sport	<ul style="list-style-type: none"> • Teaching Quality & Student Retention meetings • Online learning (including student focus) committee • SoSciPS Online Delivery Professional Development (PD) Resources Moodle shell 	<ul style="list-style-type: none"> • Pedagogical and learning technology advice/consultation. • Development and maintenance of SoSciPS Online Delivery PD Resources Moodle shell and support for SoSciPS Staff Resources Moodle Shell.

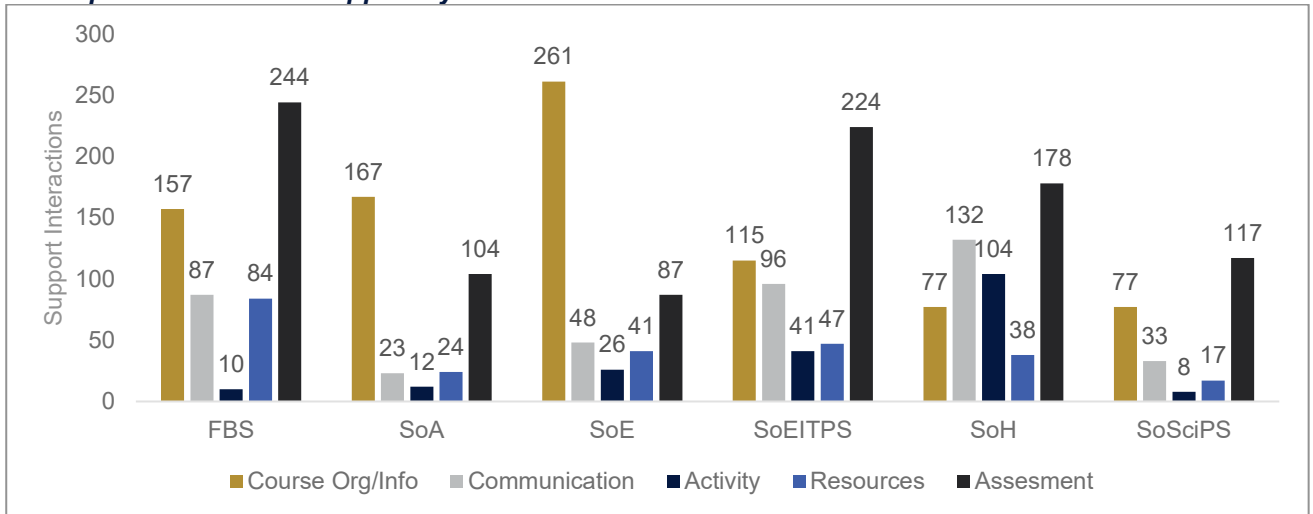
3.5 Adhoc Learning Designer Support

Just-in-time support is delivered to individuals or in small group settings and often focuses on one or more key areas aligned with the BOLD Learning and Teaching Practices. The following data represents the depth and breadth of just-in-time support that CTIQ Learning Designers provided from 1 January to 30 June 2021. This data highlights the importance of embedded Learning Designers and the adhoc work undertaken to support staff and enhance learning and teaching across the university. (See **Table 18**, **Graph 1**, **Graph 2** and **Graph 3**)

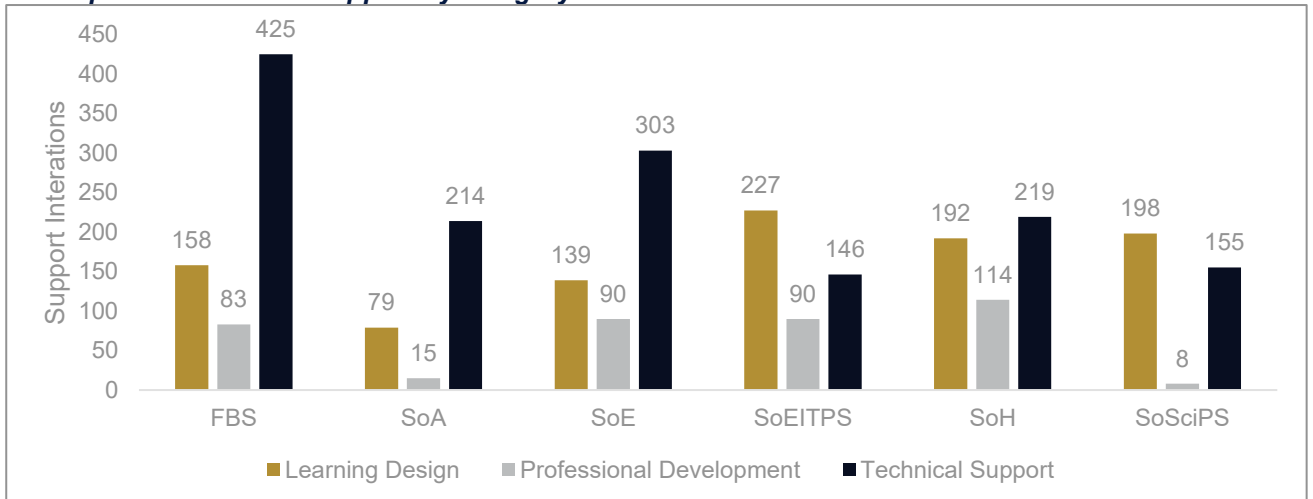
Table 18: Individual or small group just-in-time support (January 2021 – June 2021)

School	Instances of support provided
Federation Business School	560
School of Arts	236
School of Education	416
School of Engineering, Information Technology and Physical Sciences	284
School of Health	321
School of Science, Psychology and Sports	238
University Total	2055

Graph 1: Just in time support by BOLD focus area and school

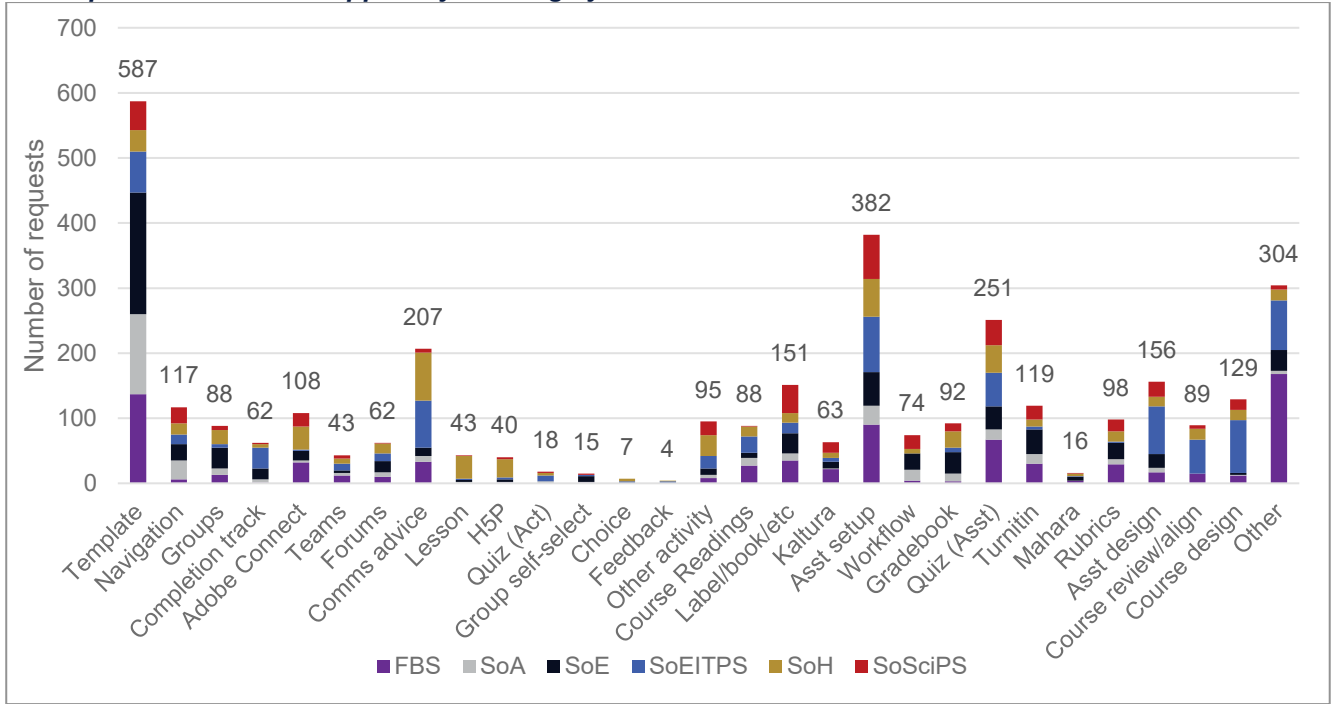


Graph 2: Just in time support by category and school



CTIQ Learning Designers provided support across a range of learning systems and areas, including Moodle, Kaltura, Adobe Connect, Course Readings, Mahara, Teams, H5P and Turnitin (see **Graph 5**). The breadth of support encompasses a mixture of learning design advice, technology support and professional development. Template, communication, assessment setup and design have noticeably high levels of support university wide.

Graph 3: Just in time support by learning system and school.



4. Learning and Teaching Technology and Support

The Learning Technology Support and Production (LTSP) team continue to work in a blended more across several states and supporting users across multiple campuses. The flexible working arrangements has increase work/life balance opportunities and highlighted the benefits of working remotely while continuing to provide a high-quality service to all our stakeholders.

The number of support requests continues to remain high and accommodated as best as possible with resourcing. At times, the need for support outweighs resourcing and this is particularly noted during peak teaching times. The impact of workload has affected documentation preparation, timing of upgrades and sufficient exploration time into enhancing learning environments.

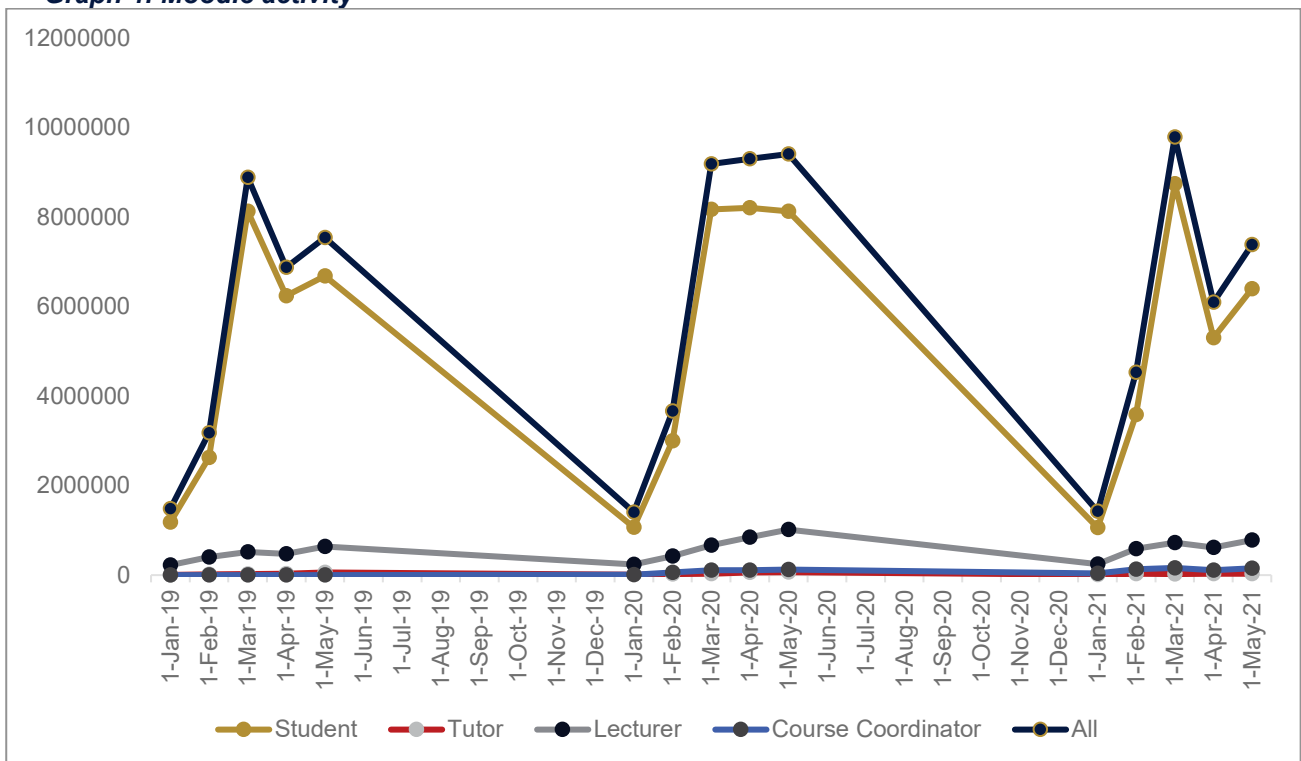
Despite challenges there have been several achievements from the team over the last six months. The team has worked collaboratively with ITS to supersede the Limesurvey and Equella systems. This body of work lowers the level of risk on the University due to outdated software and permits staff to push forward with more powerful and user-centred tools than previously available. For example, the advanced analytics of Qualtrics brings more than just a more modern interface and performs a much better data collection role than the Limesurvey system it replaces.

4.1 Learning Technology Applications

4.1.1 Moodle

Moodle continues to be the strong core of our learning technology suite for the online experience at Federation University. This semester has seen a slight decrease in overall Moodle activity, and this is likely attributed to lower overall student numbers (see **Graph 4**). However, the number of interactions per student has increased significantly and, despite the decline in student enrolments in 2021, overall activity exceeds 2019 levels.

Graph 4: Moodle activity



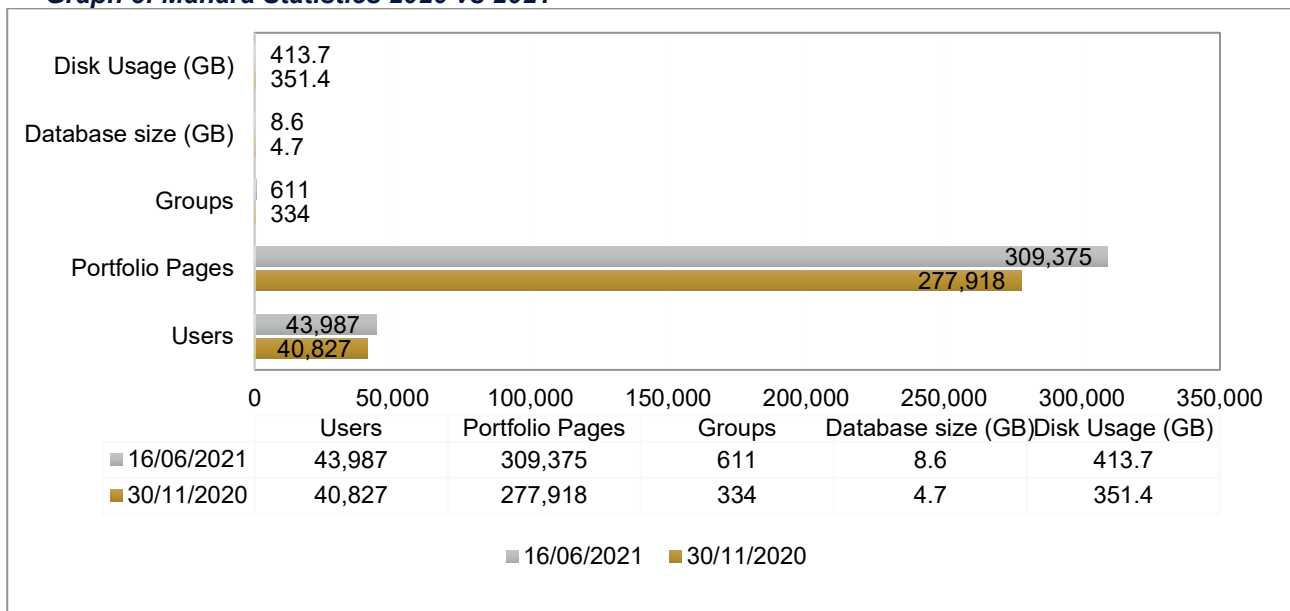
4.1.2 Mahara (ePortfolios)

The Mahara statistics from November 2020 to June 2021 revealed in **Graph 5** and **Graph 6** show a continual increase in overall user numbers over the past six months, with 3,160 new users. During this time there has been a total of 31,457 additional portfolio pages created. The largest growth areas in Mahara to note are:

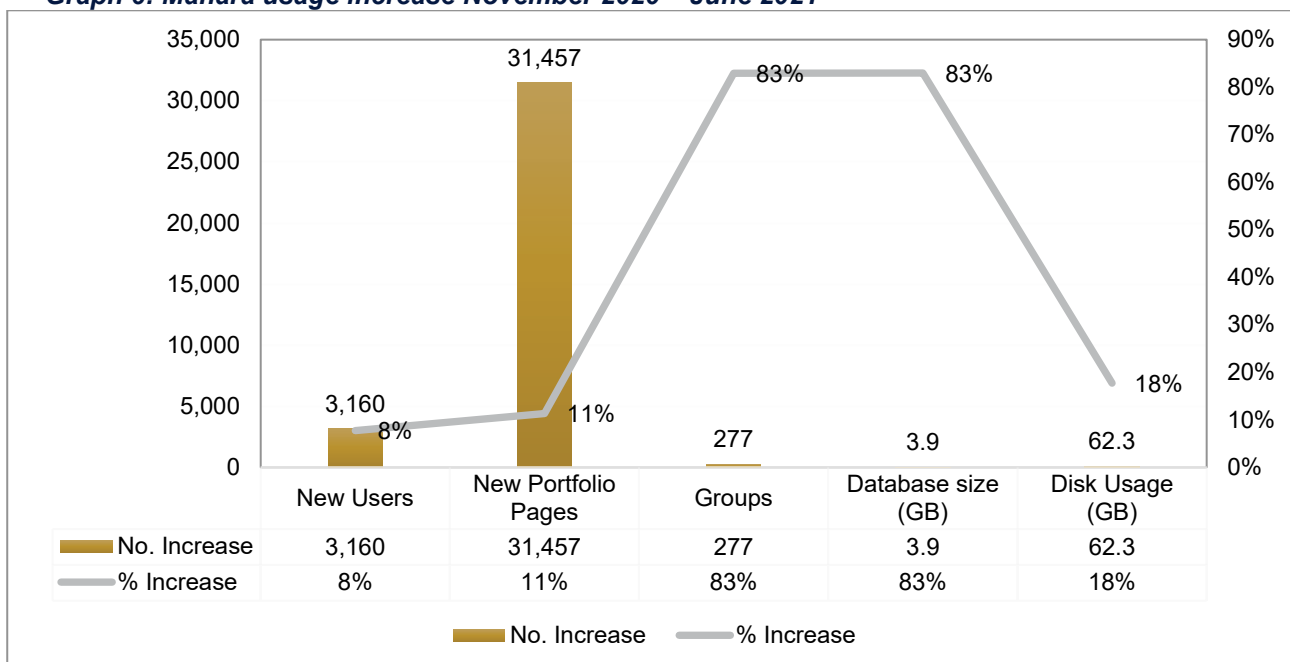
- Groups with an 83% increase
- Database size with an 83% increase

In late 2020, the Learning & Teaching Support and Production team completed user acceptance testing of the newly released 20.10 version and early this year we welcomed many new features to the Mahara platform. The new look Mahara is a significant improvement with a user-friendly interactive interface that is allowing students to create dynamic, engaging ePortfolio and assessment pieces. The team has also observed wider adoption of Mahara for assessment which has resulted in increased demand for data storage and system support for users.

Graph 5: Mahara Statistics 2020 vs 2021



Graph 6: Mahara usage increase November 2020 – June 2021



4.1.3 Kaltura

The Kaltura multimedia content contributions for the period 01 January – 31 May 2021 are down slightly as compared to the same period in 2020 (see **Table 19** and **Table 20**). The content contributions remain significantly higher for the same period in 2019. This is a good indication that both our staff and students have increased their engagement with Kaltura as a tool.

Table 19: Multimedia content contributions to Kaltura

Multimedia content contributions to Kaltura	
Year	Video
January - May 2019	6370
January - May 2020	26745
January - May 2021	23823
Change 2020 to 2021	89%

Table 20: Multimedia content interaction via Kaltura and Moodle

Multimedia content interactions via Kaltura and Moodle.			
Year	Plays	Downloads	Unique users
January - May 2019	109162	4422	9846
January - May 2020	239531	13258	5630
January - May 2021	298804	11627	4784
Change 2020 to 2021	125%	88%	85%

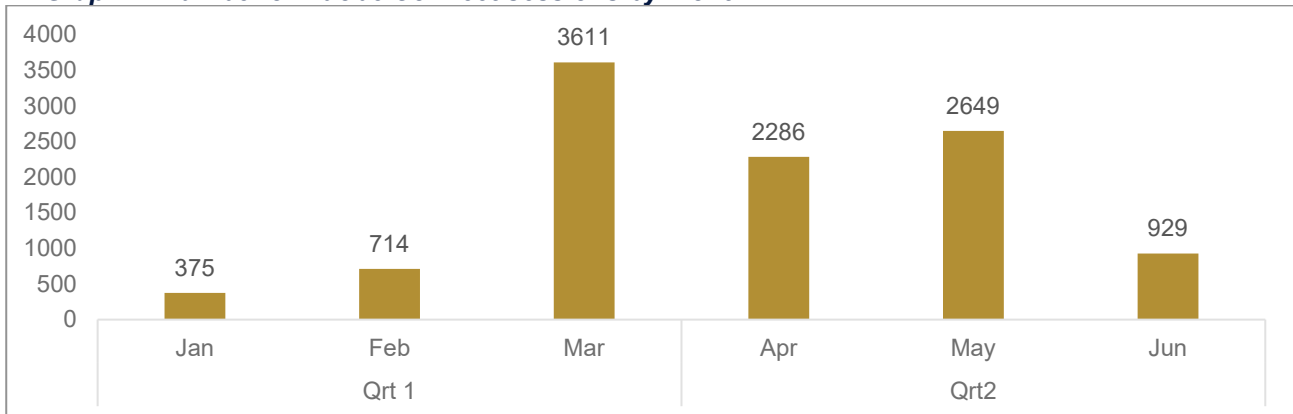
4.1.4 Adobe Connect

2021 has already shown rapid growth in the usage of Adobe Connect compared to previous years' trend. This is surprising given the difficulties faced last year, and the resultant drift to Microsoft Teams. (see **Graph 7**). However, these issues have now been fully resolved and this is backed up by a downturn in the number of support requests compared to last year (see **Graph 8**). The team has sought to extend the use of the Adobe Virtual Classroom through offering staff structured professional development around new features and introductory sessions based around online delivery technology. The Learning Technology Support and Production team also continue to provide student support for general issues such as audio and video using an Adobe Connect student test room which offers live support at key times in the semester to reduce stress on both staff and students when using the technology.

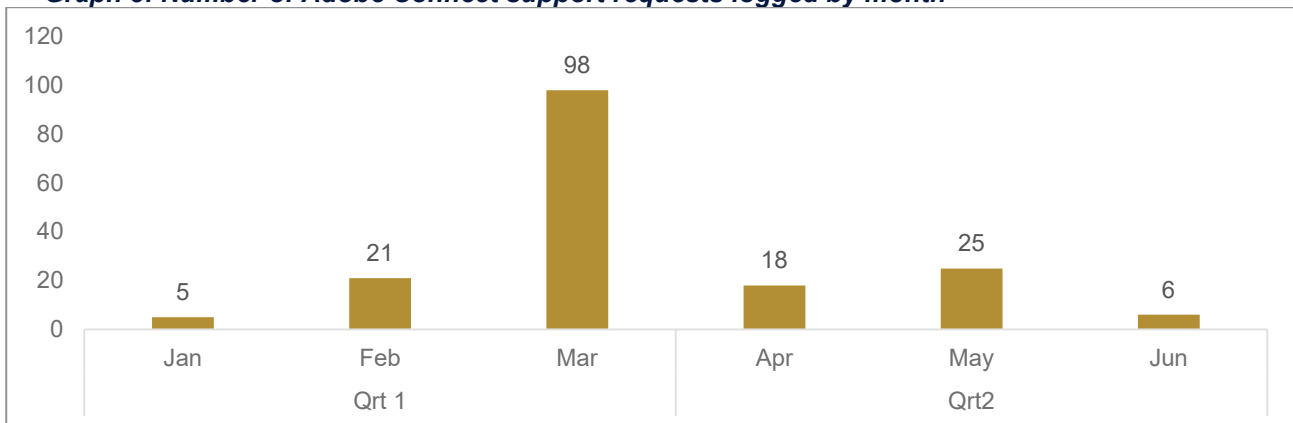
The Learning Technology Support and Production team continue to test and implement the latest and most stable releases of Connect to ensure quality virtual session for our staff and students. At the beginning of the year Flash was completely removed from Adobe Connect and was replaced by HTML5 which allows Connect to run independently through any modern web browser. A further update in July will bring a full virtual classroom experience straight from the browser with no reliance on installed application on the host computer. Adobe stands apart from most video and screensharing platforms in this regard, whilst also providing desktop and mobile applications.

New features added include HD webcams, enhanced audio, the ability to easily rotate students through breakout rooms with the click of a button, as well as naming breakout rooms.

Graph 7: Number of Adobe Connect sessions by month



Graph 8: Number of Adobe Connect support requests logged by month



4.1.5 Turnitin

Turnitin continues to underpin the Academic Integrity goals of Federation University. Turnitin have been partnered with the University for over ten years now, and they have worked hard to develop their product suite to address emerging trends in Academic Integrity avoidance. In addition to the work that is being carried out by Turnitin, Federation University also made changes within the Learning Management System Moodle, which now allow for more flexible integrations with the Turnitin product.

The new integration enhances the standard Moodle assignment to leverage Turnitin similarity checking whilst still providing the flexibility of extensions, group work, and workflows. Combined with the newer Turnitin tool, Authorship Investigate, Turnitin continues to provide Federation University with a comprehensive set of tools with which to identify and enforce Academic Integrity breaches.

With a recent focus on Academic Integrity, and a greater push from Schools to utilise plagiarism checking services like Turnitin, for 2021 there has been a marked increase of 13% in assignment submissions requiring Turnitin, and students have requested more than two and half times as many reports as the previous year (see **Table 21**).

Table 21: Number of Turnitin support requests logged by month

Year	Assignment Submission requiring Turnitin	Student Requests for Reports
2020	36,530	54,886
2021	41,609	126,026

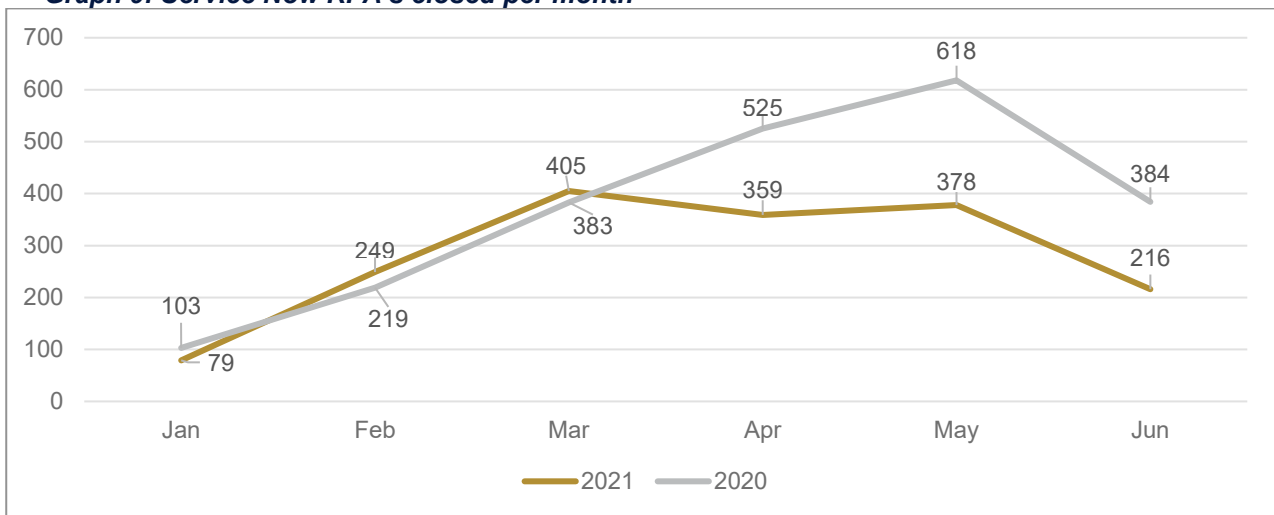
4.2 Just in Time Support

4.2.1 Service Now

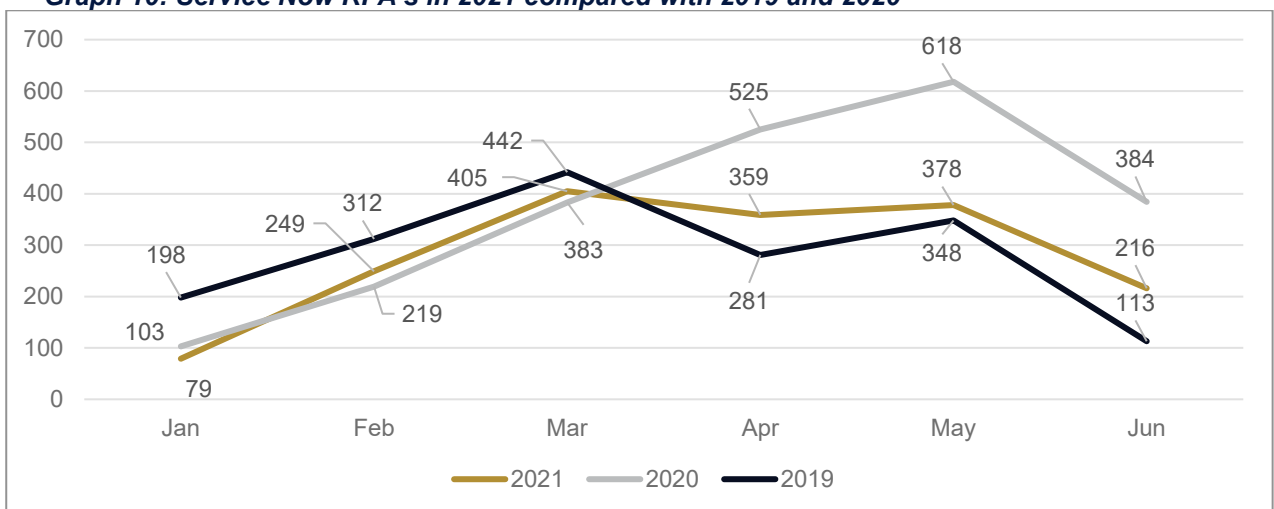
Requests for Assistance (RFA) during Semester 1 (**Graph 9**) rose sharply over the first three months of the year as the semester start drew closer. Requests peaked in March, slightly higher than what was experienced 12 months prior at the beginning of the pandemic; this was attributed to staff preparing for the start of semester, having learned a lot about teaching fully online and the need to prepare well in advance of week one of teaching.

RFAs then plateaued for the remainder of Semester 1, with request numbers averaging around 100 per week. Looking at **Graph 10** and comparing these numbers to the 2019 and 2020 RFA count for the same period, it can be seen that the numbers are in line with what would be expected pre-pandemic, albeit slightly higher now, despite fewer students. Whilst this year's numbers are lower than last year; they are still a concern. Semester 2 will see the team start with one FTE less, and should requests align with current forecasts, the high workload could impact services. This is particularly concerning given that just in time support requests form only part of the Support Officers role.

Graph 9: Service Now RFA's closed per month

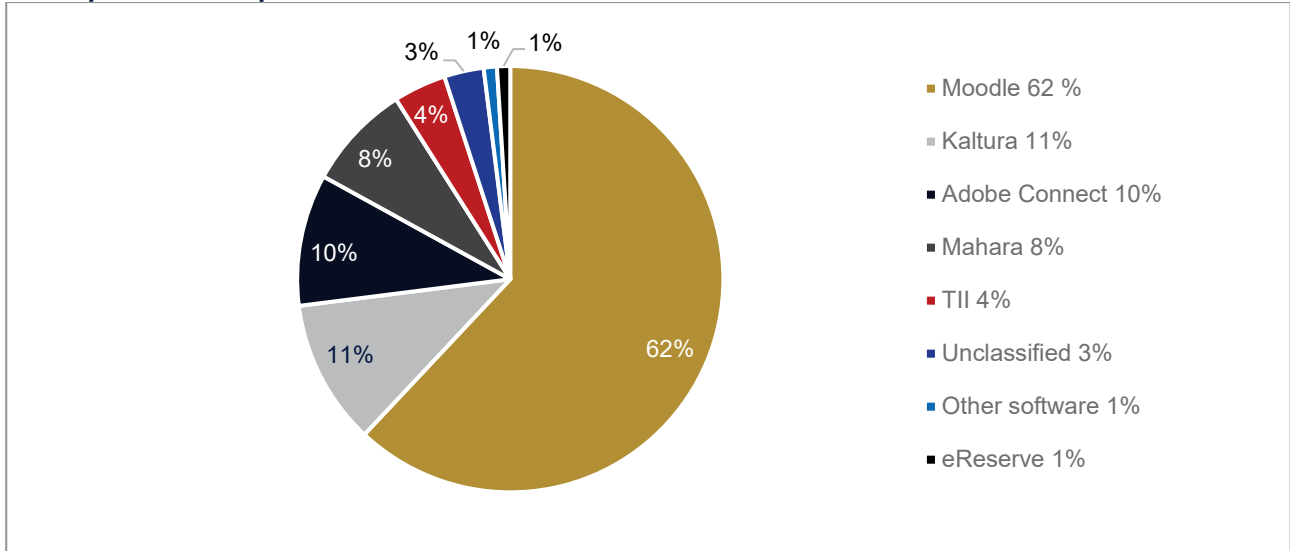


Graph 10: Service Now RFA's in 2021 compared with 2019 and 2020



RFA's by environment have seen some minor changes (**Graph 11**) as Kaltura has represented a larger percentage of overall requests in 2021. This is attributed to the high use of Kaltura for assessment. The same can be said for the increase in RFAs relating to Mahara, as staff look for more innovative ways to engage students with both assessment and course work in the fully online teaching environment.

Graph 11: RFA's per environment



5. Digital Production

CTIQ's [Digital Production team](#) supplies support to Schools in two main ways:

- Develop engaging graphic material to enhance course material
- Design and produce high-end digital media, narratives, animation, video, sound, and interactives

January – June 2021 Statistics

486 jobs have been completed by the team

Do you have an idea? Get in contact...

We are happy to discuss new resource or project ideas with staff. Our process and Service Agreement can be found on [our website](#)

Digital narratives collaboration – School of Education – Bachelor of Health and Physical Education



BACHELOR OF HEALTH & PHYSICAL EDUCATION
DIGITAL SCENARIO PROJECT DEVELOPED BY CTIQ & SCHOOL OF EDUCATION



Staff collaborated with the **School of Education** to film a series of **short narrative episodes** to enhance the Bachelor of Health and Physical Education.

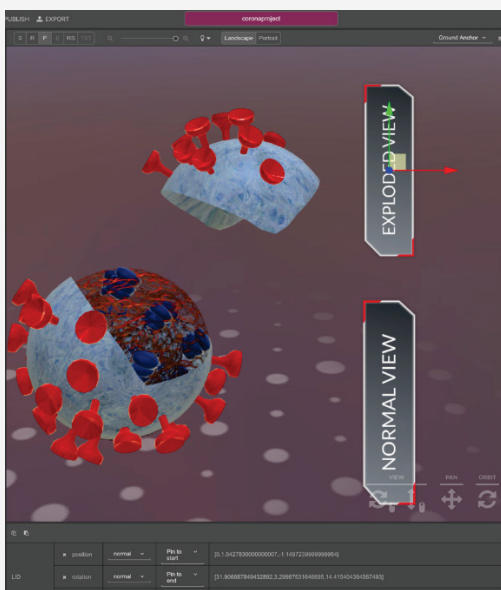
We had six amazing Fed students volunteer to work with us, from the Arts Academy and Biomed areas. These engaging videos follow the learning journey of a health educator, Mr Murray who improves classroom instruction by employing a range of effective skills and strategies.

[View our portfolio work including past Digital Narrative trailers](#)

Interested in creating your own?

The Digital Production team can now facilitate small scale digital narrative collaborations. We can work with academics on these projects in-house often for minimal cost. Contact [Jaimee Westin](#) if you are interested in collaborating on a specific digital narrative project for your course.

Creating augmented reality: an emerging technology analysis



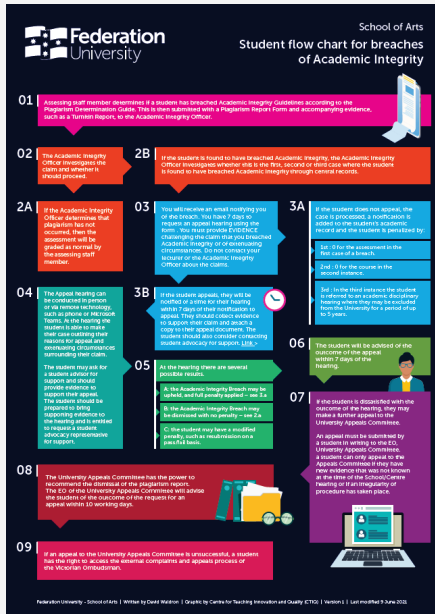
The Digital Production team recently performed a brief analysis and technology evaluation to identify the potential of expanding our service offerings to include the production of Augmented Reality (AR) and Mixed Reality (MR) learning objects, artifacts and experiences.

These next generation technologies are shown to increase engagement and learning opportunities within our classrooms and online learning environments.

Contact [Eammon Jones](#) for more information on this exciting pilot project.

Infographic - School of Arts Student breaches of Academic Integrity

CTIQ staff worked with David Waldron on a visually appealing infographic to illustrate the process for breaches of Academic Integrity within the School of Arts.



Flyers - Digital Literacy – Online Bootcamps: Advertising and Timetables

CTIQ staff continue to collaborate within the Digital Literacy workspace creating custom timetable flyers which are easy to read and link to resources supporting our students each semester.

Poster - Course Readings & Library content practices

Poster created to support academics with understanding quality assurance for readings available to their students within Moodle.

H5P Activity – Nursing - Drag and Drop

A number of custom designed images were developed to support interactive learning using Moodle H5P activities for nursing calculations on measurement units.

Feedback from Ligi Anish: "I would like to thank you for your time and effort in creating the interactive content for medication administration module for NURBN1017. I appreciate the time and enthusiasm you demonstrated in making it meaningful and valuable for enriching student LMS experience."

6. Learning and Teaching Reward and Recognition

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

6.1 Vice Chancellor Awards for Learning and Teaching (VCALT)

CTIQ 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 June, and final submission at the end of September, with successful recipients announced in early November. Nominees are identified by self, peers and senior management. CTIQ provide support through information on the website, professional learning modules, and mentors within CTIQ and the academic portfolio.

A total of **n=14 nominees submitted an Expression of Interest for the VCALT 2021**, which is on par with 2020.

- Citations for Student Learning (n=11). A maximum of seven (7) citations are available with prize money of \$1000 per award
- Citations for Student Services (n=2). A maximum of three (3) citations are available with prize money of \$1000 per award.
- Award for Teaching Excellence (n=1). A maximum of one (1) award is available with prize money of \$3000.

Work continues improving the process for nominees and access to information. Examples include:

- enhance the information available on the website
- create a user-friendly Moodle site to support the process
- enhance the relevant Professional Learning Modules to increase awareness and improve expectations
- commence an awards mentor scheme to better support mentor development

6.2 Australian Awards for University Teaching (AAUT)

CTIQ 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 are approached each year to continue developing their application for submission of a national learning and teaching award application. The process is supported over a four-month period, commencing with an Expression of Interest in early June, and then a final submission mid-September. Nominees are identified by senior management and CTIQ through previous success in learning and teaching awards at an institutional level. CTIQ provide support through information on the website, professional learning modules, and mentors within CTIQ and the academic portfolio.

A total of **n=6 nominees have submitted an Expression of Interest for the AAUT 2021**, which is on par with 2020.

- Citations for Student Learning (n=6). The University can nominate a maximum of six (6) citations. The AAUT award a total of 100 awards, with no prize money.
- A decrease in staffing in CTIQ has meant that there are insufficient resources to support any other AAUT award types this year.

Work continues improving the process for nominees and access to information. Examples include:

- enhance the information available on the website
- create a user-friendly Moodle site to support the process,
- enhance the relevant Professional Learning Modules to increase awareness and improve expectations.

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

7.1 Quality Services

[Quality Services](#) proactively delivers a professional service to all Federation University stakeholders, supplying solution-based outcomes, respectful communication, and professional engagement. Quality Services supports University regulatory compliance in higher education and Vocational Educational Training (VET) by conducting audits, undertaking gap analysis reviews, provision of guidance on legislative requirements and the administration of the VET scope of registration. Quality Services supplies training as needed to enhance skills and knowledge and support 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 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 annual Australian Skills Quality Authority (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
- 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

7.2 Quality Services Performance Measures

Quality Services successful stakeholder engagement activities for Semester 1, 2021 included:

- Enhanced stakeholder relationships through consultative audits and educative support sessions
- Membership and participation in committees and working groups
- Provision of advice and support documentation via the Quality webpage
- Dissemination of VET Funding Contract Notifications and recommendations for compliant implementation of requirements
- Development of compliance, education and support documentation for stakeholders.
- Undertaking of policy and procedure reviews and process management
- Successful completion of scheduled Internal Audits and ad hoc External Audits for Semester 1
- Provision of resourcing and support to Federation TAFE for ASQA reregistration activities

7.3 Quality Audits

Audit activities completed during Semester 1, 2021:

- Roll out of **2021 Quality Services Audit Schedule** – Semester 1
- Audits conducted in consultation with stakeholders with live rectification opportunities

- Scope of Registration management
- Delegate management and associated reporting:
 1. Commencement of Internal Audit - Standards for Registered Training Organisations
 2. Commencement of Delegate Agreement Internal Review
 3. External Audit - HESG Business Process Audit and Transactional Compliance Audit
 4. VET Evidence of Participation Audits – 36 Student files
 5. VET Evidence of Eligibility and Concession Audits – 50 student files
 6. VET Qualification Audits –10 Qualifications in accordance with Standard 1
 7. VET Marketing Audit – 101 training products across Scope of Registration
 8. VET Additional File Check Audits– 36 Student files
 9. VET Third Party Delivery Contract Reporting 42 Contracts
 10. VET Evidence of Assessment Audits – 36 Student files
 11. VET Request to enrol in superseded qualifications – 892 students
 12. ASQA Reregistration Audit – Standard 1 completed
 13. ASQA Reregistering Audits – Standard 4 completed
 14. ASQA Reregistration Audit – Standard 5 completed
 15. Qualification Reviews – 7 Addition to Scope Applications

7.4 Quality Services Recent Achievements/Improvements

Quality Services are conducting a comprehensive internal audit across the eight Standards for Registration of Training Organisations. This audit will provide a complete analysis of identified/known non-compliant activities against the standards within Federation TAFE which will result in targeted and specific rectification/s and continuous improvement activities. Senior TAFE Management, in consultation with Quality Services will address the non-compliances and develop and implement long term compliant business as usual practices within TAFE that will assist in eliminating future non-compliances and assure readiness for reregistration with ASQA.

7.4.1 Achievements

- Successful completion and associated reporting of HESG External audit – Business Process and Transactional Compliance Audit
- Successful reporting of Quality Indicators utilising VET Statistics from the **Department of Education and Training**.
- Successful completion of mandated Internal Audit Checklist against VET Funding **Contract**
- Educative audits enhancing relationships with VET stakeholders

7.4.2 General achievements across VET and HE

- Successful reregistration with **VCCA and the VRQA**
- Successful audits against **3 Higher Education Framework (Threshold Standards)**

7.4.3 Just-in-Time Support

Just-in-time support has been provided to Federation TAFE Education Managers via educative and participative audits to enhance compliant practice in presenting quality evidence of assessment and in meeting VET Funding Contract requirements.

A dedicated resource has been provided to Federation TAFE for 2 days a week until August 2021 to assist in the planning and implementation of a robust ASQA reregistration plan to assure readiness for ASQA reregistration scheduled for 2022.

Resourcing and implementation of a dedicated TEQSA Project team to plan, implement and action TESQA ongoing quality assurance processes in preparation for TEQSA reregistration.

7.5 Quality Services Current Challenges/Future Initiatives

7.5.1 Current Challenges

- Continue to monitor rectifications and ensure ongoing compliance
- Continue to conduct VET and Higher Education audits to validate internal quality processes
- Review level of support provided for Federation TAFE with current resourcing
- 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
- 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

7.5.2 Future Initiatives

Quality Services will commence a 3-year project to implement and assure the TEQSA reregistration process.

7.6 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 300+ policy documents and 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

7.7 Policy Office Performance Measures

During Semester 1 2021, the Policy Office assisted Policy Sponsors to complete the following:

- 32 documents have completed a full review process
- 13 documents have undergone a minor review
- 2 new documents have been published
- 5 documents have been rescinded
- 88 forms have been amended and uploaded

The current status on the Policy Library Documents is detailed in **Table 22**

Table 22: Policy Library documents

Policy Library Documents	Number
Current – No review required	149
Current – Review in Progress	12
Overdue - Review Required	65
Overdue – Review in Progress *	72
Draft – Under Construction (New documents)	12

7.8 Policy Office Recent Achievements/Improvements

- Preparing a prioritised Action Plan for addressing the number of overdue documents by identifying Domains/Policy Sponsors that need targeted communication/support.
- Increased communication/follow-ups with Policy Sponsors regarding reviewing overdue documents. This has led to an upwardly-trending number of documents completing their review cycle (32 in the first six months of 2021 compared to 48 for the whole of 2020), made possible due to increased Policy Office resourcing.
- Providing policy advice and writing assistance on a variety of policy issues/documents on behalf of and at the request of the Chair, Academic Board.
- Providing policy writing assistance to other University stakeholders to enhance the clarity and usability/readability of documents.
- Ongoing review and realignment of policy sponsorship to ensure reviews are conducted as efficiently as possible.
- Successfully maintaining the low number of broken links across the Policy Library.

7.9 Policy Office Current Challenges/Future Initiatives/Just in time support

7.9.1. Current Challenges

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 makes reducing the number of overdue policy documents challenging (see below for initiatives to address this).

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.

7.9.2 Future Initiatives

Policy has initiated discussions with the Director, Corporate Governance regarding strategies that can be adopted to increase Policy Sponsors' accountability for keeping their policy documents up to date. These strategies include more frequent reporting to Approval Authorities of overdue documents, requesting updates from Committees on action they are taking to address overdue documents and an escalation process for significantly overdue documents. In addition, Policy has reviewed Federation University's process for reviewing documents against three other universities to analyse whether the process could be simplified/streamlined thereby making it simpler for Policy Sponsors to complete their reviews.

Policy will continue to develop resources in addition to the Policy Planning Template (developed last year) to assist Policy Sponsors review their documents in the most time-effective way.

7.9.3 Just in time support

Just-in-time support continues to be delivered to the Federation University community by updating forms, policies and procedures and other support documents within PAMS. Professional support is provided to assist stakeholders with policy and procedure development from drafting to publishing. Policy Services will continue to provide the required support to the University community in a timely fashion ensuring that policies and procedures

are reviewed and/or are developed to reflect current business and education needs and in accordance with regulatory and funding bodies' requirements.

7.10 International and Strategic Compliance (ISC)

International and Strategic Compliance (ISC) handles tertiary regulatory compliance and supporting 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 following current 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.

A key focus of International and Strategic Compliance following the transition into the Quality Services team has been the review and redevelopment of existing International Audit Checklist templates into new evidence-based audit templates aligned with the student life cycle which will provide the University with a more mature, accurate and effective model for undertaking internal and partner provider audits. This critical work is transferable to other areas within Policy & Quality Assurance Services and will provide significant support to University ASQA and TEQSA re-registration projects. Additionally, ISC continues to review the functions of the role to ensure that there is clear delineation between operational tasks and audit/risk and compliance activity so as to ensure independent review can be conducted and reported.

7.10.1 International and Strategic Compliance Activities

International and Strategic Compliance coordinates and delivers the following activities:

- CRICOS registration for all programs delivered to onshore international students
- 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 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
- Creating and maintaining 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

7.10.2 International and Strategic Compliance Performance Measures

The International and Strategic Compliance stakeholder engagement activities for Semester 1 2021 included:

- Membership and participation in committees and working groups
- Preparation and submission of the University's quarterly response to TEQSA in accordance with requirements of CRICOS registration
- 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
- Successful completion of scheduled partner Audits for Semester 1

7.10.3 International and Strategic Compliance Recent Achievements/Improvements

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

- Mapping of the Federation University student life cycle against regulatory standards / legislation (i.e., HESF, ESOS, ELICOS Standards, National Code, Standards for RTO's) and all current policies and procedures.
- Re-development and creation of evidence-based audit templates aligned with the student life cycle
- Development of an internal CRICOS register that enables the University to demonstrate compliant practice at all stages of the CRICOS registration process as a Self-Accrediting Authority
- Provision of resourcing and support to ensure submission of all notifiable University contracts under the newly introduced Foreign Relations Act 2020
- Implementation of ServiceNow for partner provider marketing review requests to ensure compliance of Service Level Agreement indicators

7.10.4 International and Strategic Compliance Current challenges

The International and Strategic Compliance current challenges are:

- Ensure all reporting milestones are achieved and all data is available to TEQSA in relation to CRICOS registration requirements
- Undertake full review of all allocated responsibilities to ensure that there is clear delineation between operational tasks and audit/risk and compliance activity
- Undertake audits for all partner providers and internal Schools and Departments
- Continue to monitor rectifications and ensure ongoing compliance
- 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

7.10.5 International and Strategic Compliance Future Initiatives

International and Strategic Compliance future initiatives include:

- Development and review of all work instructions and process documentation
- Creation of International and Strategic Compliance webpage to provide resources and information to University and partner provider stakeholders
- Increased operationalisation of ServiceNow for support requests

7.10.6 International and Strategic Compliance Just in time support

International and Strategic Compliance 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.

Centre for Teaching Innovation and Quality | Contact details

Dean, Learning and Teaching

Associate Professor Nina Fotinatos
Ph: 03 5327 9145,
Email: n.fotinatos@federation.edu.au

Learning Design and Teaching Quality Team

Tulsa Andrews – Manager,
Ph: 03 5327 9654,
Email: t.andrews@federation.edu.au

Learning and Teaching Support and Production Team

Adam Barbary – Manager,
Ph: 03 5327 9783,
Email: at.barbary@federation.edu.au

Policy and Quality Assurance Services (P&QAS)

Rebecca Johnson – Manager, Policy and Quality Services Team
Maternity Leave from 24 May 2021

Associate Professor Nina Fotinatos (Acting) Manager until position filled.

For specific questions, please contact the following staff:

Policy Services: Fiona Sunderland – Policy Writer
Ph: 03 5327 9159
Email: f.sunderland@federation.edu.au

Quality Services: Vicky Hodgson – Quality Officer
Ph: 03 5327 6728
Email: v.hodgson@federation.edu.au

International and Strategic Compliance: Karen Robinson - Manager, International and Strategic Compliance
Ph: 03 5327 6582
Email: k.robinson@federation.edu.au

Abbreviation Index

ABBREVIATION	DESCRIPTION
AAUT	Australian Awards for University Teaching
ADTQ	Associate Dean (Teaching Quality)
AIM	Academic Integrity Module
AIP	Academic Induction Program
ASQA	Australian Skills Quality Authority
AQF	Australian Qualification Framework
BOLD	Blended On-Line and Digital
CCEL	Connect Classrooms Enhanced Learning
CTIQ	Centre for Learning Innovation and Professional Practice
CRICOS	Commonwealth Register of Institutions and Courses for Overseas Students
CUP	Centre for University Partnerships
DVCA	Deputy Vice-Chancellor (Academic)
EAP	English for academic purposes
ELICOS	English Language Intensive Courses for Overseas Students.
ESOS	Education Services for Overseas Students
FBS	Federation Business School
FTE	Fulltime Equivalent
GCETE	Graduate Certificate of Education (Tertiary Education)
HESF	Higher Education Skills Framework
HESG	Higher Education and Skills Group
HUST	Hebei University of Science and Technology courses
ITS	Information Technology Services
ISC	International and Strategic Compliance
LD	Learning Design
LDTQ	Learning Design and Teaching Quality Team
LTSP	Learning and Teaching Support and Production
P&QAS	Policy and Quality Assurance Services
PAMS	Policy Administration Management System

Abbreviation Index (continued)

ABBREVIATION	DESCRIPTION
PD	Professional Development
PLM	Professional Learning Modules
PRDP	Performance Review and Development Program
RFA	Request for assistance
RTO	Registered Training Organisation
SoA	School of Arts
SoE	School of Education
SoSciPS	School of Science, Psychology and Sports
SoH	School of Health
SoEITPS	School of Engineering, IT and Physical Sciences
SoLT	Scholarship of learning and teaching
TAFE	Technical and further education
TEQSA	Tertiary Education Quality and Standards Agency
CTIQ	Centre for Teaching Innovation and Quality
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

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