Federation University

Learning and Teaching Plan 2022 - 2024

Version 8.5 - Updated 11.10.21

2022-2024 Learning and Teaching Plan

Version 8.5 – Updated 11.10.21

Note 1: Version 1 – Version 3 was drafted in 2020
Note 2: Version 4 – Version 6 was drafted in 2021 with feedback from the Teaching Quality and Innovation (TQI) Committee
Note 3: Version 7 – Based on further discussions with DVCA (12.5.21) focused on stronger targets clearer objectives
Note 4: **Version 8.1**– Based on feedback from SoA, SoSciPS, Andrew Evans, Chris Noonan (TAFE Educational Manager), Geoff Lord (Horsham Campus Head); Updated with new Pillar information; **Version 8.2** – Remove commentary information
Note 5: Format of the Current Plan

- Part A: Abbreviations, Definitions, Forward (Aligned to External Indicators)
- Part B: Content summary of the 5 Pillars
- Part C: Description of each Pillars, Objectives, Strategies and Proposed Targets

Current Additional Comments to Consider:

- The number of objectives, strategies and milestone need to stream-lined and/or prioritised over the 3-year period.
- The evaluation methodology aligned to successful outcomes should be further discussed with the school stakeholders
- An investment plan needs to be aligned with proposed activities; how will the investment support us to meet these goals
- Current areas of responsibility is pitched at a high level and DRAFT. Key stakeholders from each school/directorate also need to be involved to meet dynamic targets. Evaluation strategies need further discussion.
- CTIQ Executive Officer has also undertaken a process of mapping current objectives to Higher Education Standards Framework
- Teaching spaces are a uni-wide discussion and need to reflect current and future practice including shift to flexible and digital learning environments

Part A: Abbreviations

ADTQ =	Associate Dean (Teaching Quality)
APC =	Academic Programs Committee? (TBC)
ASSD =	Academic Support and Services Directorate
BI =	Business Intelligence
CC =	Cooperative Curriculum
CTIQ=	Centre for Teaching Innovation and Quality
Dean (L&T) =	Dean, Learning and Teaching
Dean (S&R) =	Dean, Students and Registrar
Dean (GPS) =	Dean, Global Professional School
Dean (BA) =	Dean, Business Accelerator
Dean (Schools) =	Dean, Schools (Leading 6 schools)
DVCGE =	Deputy Vice Chancellor, Global and Engagement
DL =	Discipline Leaders
Fed L&TP =	Federation Learning and Teaching Practices
Fed LD =	Federation University Learning Designers
HE =	Higher Education
L&T =	Learning and Teaching
LASS =	Learning and Academic Skills Success
LTQAC =	Learning and Teaching Quality Assurance Committee
Manager (LD&TQ) =	Manager, Learning Design and Teaching Quality
Manager (LTSP) =	Manager (Learning and Teaching Support and Production)
OPM =	Online Program Management
PC =	Program Coordinators
PP =	Partner Provider
PRDP =	Performance Review Development Program
QILT =	Quality Indicators of Learning and Teaching
SELT =	Student Evaluation of Learning and Teaching
SES =	Student Experience Survey
SPP =	Strategic Priority Projects

Definitions

Cooperative Curriculum = *"Federation will be known as a Co-operative University that builds structured and integrated learning in the workplace into the curriculum of all degrees, not only those with mandated placements. This will mean a move towards a universal, compulsory provision of high-quality industry placement for all students."* – As referenced in the Program Review and Renewal Program Specification – May 2021

Foreword to the plan

The DRAFT **2022-2024 Learning and Teaching Plan** describes high-level objectives, strategies and targets that align with the **2021-2025 University Strategic Plan.** This plan aligns with the 2022-2024 Student Retention and Success Plan currently in its early stage of development.it would have been advantageous to see both plans together for an overall perspective.

The goal of the plan is to provide direction to central directorates and schools aligned to key pillars that *'transform lives'* (Strategic Objective 1), *'enhance communities'* (Strategic Objective 2) and position the university in a *'strong and sustainable'* (Strategic Objective 3) stance underpinned by innovation practice, impactful outcomes and strong partnerships for our communities and learners. Schools should align their learning and teaching plans with the current objectives and targets described in each Pillar. Throughout the duration of the 3 years, each school will focus on various pillars (1 or more at a time) and work collaboratively to meet university requirements.

A key goal of the plan is to increase teaching quality, capability and skills and student outcomes, in order to **improve our rankings** as reported in the national Quality Indicators of Learning and Teaching (QILT) measures **(see Table 1 and 2)** and **increasing our ratings** in the nationally compared Good University Guide **(Table 3).**

Table 1: Student Experience Survey (SES): See Federation University's poisition compared to Victoria Universities and Regional University Network (RUN).

Student Experience Survey (SES) - 2020 DATA				
SES Key Criteria (6)	Federation (%)	Total Universities (%)	Ranking in Vic (out of 8)	Ranking out of RUN (out of 7)
Overall Quality of Education Experience (1 question also within '*Teaching Quality*')	69.2	68.3	4th	7th
Teaching Quality (11 questions)	77.9	77.6	4th	6th
Skills Development (8 questions)	80.6	77.8	2nd	1st
Learner Engagement (7 questions)	47.9	43.2	2nd	1st
Student Support (6 questions)	79.1	73	2nd	4th
Learning Resources (7 questions)	75.6	76.5	2nd	6th

Note: Red font = Below national average; Green font = above national average

Table 2: Employer Statisfaction Survey (ESS): See Federation University's poisition compared Victoria Universities and Regional University Network (RUN).

Employer Experience Survey (ESS) - 2020 DATA				
ESS Key Criteria (5)	Federation (%)	Total Universities (%)	Ranking in Vic (out of 8)	Ranking out of RUN (out of 7)
Overall Satisfaction (1 question)	81	85	7th/7th	6th
Foundation (8 questions)	94	93	4th	3rd

Adaptive **(6 questions)**	87	90	**8th**	7th
Collaborative **(5 questions)**	88	89	**5th**	3rd
Technical **(6 questions)**	89	94	**8th**	7th
Employment **(8 questions)**	88	86	**equal 2nd**	2nd

Note: Red font = Below national average; Green font = above national average

Table 3: **Good University Guide:** See Federation University's rating (2021).
5 STARS are awarded for results that fall amongst the top 20% of results in the country.

Key Criteria	Description of criteria	Current Status	Federation Ratings
Social Equity	This rating shows what proportion of domestic students enrolling at each university come from low socioeconomic or disadvantaged backgrounds. *This rating is not field of study specific but for the institution as a whole.	**28%** of Federation University Australia students were from low socioeconomic or disadvantaged backgrounds	★★★★☆
First Generation	The proportion of domestic students commencing a bachelor degree whose parents' education is known and did not exceed Year 12.	**55%** of Federation University Australia students came from families where their parents' education is known and did not exceed Year 12.	★★★★★
Skill Development	This rating looks at the proportion of students who were satisfied with the skill development they experienced through their studies. It is based on the extent to which students felt their course developed their critical-thinking skills, ability to solve complex problems, ability to work with others, confidence to work independently, written communication skills, verbal communication skills, knowledge of the field they are studying, and work-related knowledge and skills	**82%** of Federation University Australia students were satisfied with the skill development they experienced through their studies.	★★★★☆
Student Support	This rating looks at the proportion of students who were satisfied with the support they received from their institution. It is based on the extent to which students felt they received support to settle into study; experienced efficient enrolment and admissions processes; felt orientation activities were helpful; and found administrative staff and services, career advisers, academic or learning advisers, counsellors, financial advisers and health services to be available and helpful.	**79.6%** of Federation University Australia students were satisfied with the support they received from their institution.	★★★★★
Student: Teacher Ratio	This rating looks at the number of students per teaching staff member. A five-star rating indicates that for every teacher at the university there are relatively few students — a potential sign of small class sizes and more one-on-one interaction. *This rating is not field of study specific but for the institution as a whole.	At Federation University Australia, there are 21 students per 1 teaching staff member.	
Learner Engagement	This rating looks at the proportion of students who felt they were engaged with learning at their institution. It is based on the extent to which students felt prepared for study, had a sense of belonging at their institution, participated in discussions online or face to face, worked with other students, interacted with students outside of study and interacted with students different to them (including local students for international respondents).	**54.1%** of Federation University Australia students felt they were engaged with learning at their institution.	
Learning Resources	This rating looks at the proportion of students who were satisfied with the learning resources provided by their institution. It is based on students' average ratings of teaching spaces (including lecture theatres, laboratories and tutorial rooms), student spaces and common areas, online learning materials,	**82.1%** of Federation University Australia students were satisfied with the learning resources provided by their institution.	

	computing and IT resources, assigned books and notes, laboratory or studio equipment and library facilities.	
Overall Experience	This rating looks at the proportion of students who were satisfied with the overall quality of their educational experience.	**73.4%** of Federation University Australia students were satisfied with the overall quality of their educational experience.
Teaching Quality	This rating looks at the proportion of students who were satisfied with the quality of teaching they experienced. It is based on students' ratings of their overall educational experience; the quality of teaching they received; and the extent to which they felt lecturers and tutors actively engaged them in and demonstrated concern for learning, provided clear explanations of coursework and assessment, inspired them intellectually, seemed helpful and approachable and provided useful feedback on work, among various other factors.	**80%** of Federation University Australia students were satisfied with the quality of teaching they experienced.
Staff Qualification	This rating looks at the proportion of staff who hold a masters or doctoral degree. *This rating is not field of study specific but for the institution as a whole.	**58%** of Federation University Australia staff hold a Ph.D, Doctorate by research or Doctorate by coursework.
Student Demand	This rating looks at where high-achieving domestic students choose to study by comparing the proportion of commencing students with high ATAR scores at each university.	**0.15%** of students at Federation University Australia achieved entrance scores that are in the medium to high range, requiring appropriate support.
Graduate Salary	This rating compares the median salary of graduates from different universities.	Graduates from Federation University Australia earn a median salary of $63,100
Full-time Employment	This rating compares the employment rates of graduates from different universities. It looks at the proportion of graduates who were employed full time four months after completing their course.	76% of Federation University Australia graduates are employed full-time four months after completing their course.

Part B: Summary of Pillars and Objectives

Pillar 1: Enhancing Academic Digital and Blended Capability

- Improve blended, online, and digital professional development training offerings
- Enhance academic capability awareness and skill levels in digital learning environments
- Significant increase and reputational enhancement in the Scholarship of L&T (SoLT)

Pillar 2: Measurable Curriculum Quality Assurance

- Functional and accessible digital platform that permits oversight and management of L&T curriculum quality assurance
- Develop Curriculum Enhancement Project (CEP) annual schedules that improve the quality of our course and program products
- Significant improvement in use of student feedback mechanisms
- Embedded moderation of assessment practices within standard practice
- Significant improvements in multi-pronged benchmarking evidence and impact of practice, particularly for non-accredited programs

Pillar 3: Global, Inclusive and Indigenous Curriculum Enhancement

- Improve quality, frequency and staff capability in embedding Indigenous perspectives within curriculum
- Advance quality, frequency, and staff capability in embedding culturally diverse and inclusive (CD&I) practices with the curriculum
- Enhance Scholarship of Learning and Teaching (SoLT) of Partner Provider (PP) staff and associates

Pillar 4: Cooperative Curriculum Engagement

- Develop new innovative models of Cooperative Curriculum (CC) (See definitions) that focus on our regions and communities Engagement
- Internal benchmarking and strategic planning regarding CC engagement implementation
- Innovative industry co-designed curriculum that embeds CC engagement in all programs
- Implement uni-wide continuous improvement processes on CC
- Developing central professional management approach to CC engagement in conjunction with schools

Pillar 5: Digital Education Partnership

- Choose an external Online Program Management (OPM) provider suited to our learner's specific needs
- Delivery of FedUni program through OPM partner late 2021 with new cohorts in 2022, 2023 and 2024
- Increase curriculum quality assurance through OPM partnership
- Implement Micro-credential Framework across the university

Part C: Pillar 1: Enhancing Academic Digital and Blended Capability

Ref to strategic plan	No.	Objective	No.	Strategies (N= 9)	Targets (N =18)		Responsibility	Timeline
Strategic response: *"Offer Aus best multi-sector educational pathway and experience* *"Understand and support learner diversity"*	1.1	Improve blended, online, and digital and hybrid learning professional development training offerings	1.1.1	Review and renew professional learning modules (PLM) and learning and teaching (L&T) focused professional development (PD)	(a)	Completed professional learning modules (PLM) renewal project	CTIQ Library LASS	2022 Q2
					(b)	Updated website access to varied PD offerings and provide quarterly release		
			1.1.2	Simplify access to L&T focused PD	(c)	Simplify user access, completion and tracking of the PLMs through ELMO platform	Director, HR CTIQ Director, ITS	2022 Q3
					(d)	Disseminate self-paced and group professional development offerings per quarter through ELMO	CTIQ Lib LASS	2022 Q3
			1.1.3	Schools will lead PD engagement in collaboration with central services and deliver relevant and timely PD suited to school-focused needs	(e)	Demonstrate impact of School Based PD	Dean (Schools) ADTQ	2022 Q3
					(f)	Central services will disseminate quarterly reports of academic engagement to School Leadership Teams	Director, HR Dean, L&T Director, ITS	2022 Q4
Capabilities: *"Transformational leadership"* *"Continuous development of our people"*	1.2	Enhance academic capability awareness and skills levels in digital learning environments	1.2.1	Develop the Digital Skills Self-Assessment Tool (DiSSAT) for all academic staff that provides immediate feedback aligned PD offerings. Tool also assists to identify capabilities with equipment and software.	(a)	The DiSSAT is developed with automated feedback summary aligned to PD options	CTIQ Lib LASS	2022 Q3
			1.2.2	Pilot the DiSSAT with 10 academic staff per school	(b)	10 academic staff per school complete the DiSSAT pilot	Dean (Schools)	2022 Q4
					(c)	Undertake evaluation of DiSSAT to inform next steps (if going well, progress 1.2.3)	CTIQ	2022 Q4
			1.2.3	Implementation of DiSSAT across all schools to gauge staff capability	(d)	Develop academic communication strategy	CTIQ ADTQ	2023 Q4
					(e)	Develop dashboard view, access and storage	CITQ ADTQ BI	2023 Q2
					(f)	Completion of DiSSAT with 30% staff per school on a yearly basis	Dean (Schools) ADTQ	2023 Q4
	1.3	Significant increase and reputational	1.3.1	Academic staff enhance L&T scholarship by focused capability building identified through the DiSSAT and aligned to their personalised needs	(a)	Evidence of academic engagement with a minimum of 5 relevant PD offerings annually identified via the DiSSAT feedback	Dean (Schools) Director, HR	2023 Q4

enhancement in the Scholarship of L&T (SoLT)					mechanism tool (including IoC and Indigenous PD specialisations) (See Pillar 3)		
		1.3.2	Enable uni-wide collaborative, peer learning and best practice disseminating opportunities	(b)	Submission of 10 internal/external awards demonstrating exemplary practice annually	Dean (Schools) Dean, L&T	2022, Q4 2023, Q4 2024 Q4
				(c)	Facilitate 1 university-wide showcases annually	CTIQ ADTQ Lib LASS	2022, Q4 2023, Q4 2024 Q4
		1.3.3	Develop *'Teaching Champion'* status pathway for exemplary SoLT mentoring and coaching	(d)	Create recognised PD pathway based on PLM completion	CTIQ ADTQ	2023, Q2
				(e)	Evidence of impact of school 'Teaching Champion' with supporting academic staff increase SoLT engagement at the school and discipline level (institutional and sector)	Dean (Schools) ADTQ CTIQ LASS	2023, Q4

Pillar 2: Measurable Curriculum Quality Assurance

Ref to strategic plan	No.	Objective	No.	Strategies (N = 7)	Targets (N = 16)		Responsibility	Timeline
Strategic response: *"Offer Aus best multi-sector educational pathway and experience*	2.1	Functional and accessible digital platform that permits oversight and management of L&T curriculum quality assurance	2.1.1	Create *Curriculum Quality Dashboard* that provides overview of L&T practice of all HE courses for key stakeholders linked to key quality assurance measures: *Fed L&T Practices; Fed Indigenous Guidance Checklist; IoC Guidance Checklist; Peer Review engagement; Student Evaluation of L&T (SELT), QILT feedback etc*	(a)	Create the *Curriculum Quality Dashboard* that collates multiple key quality assurance measures and provides an overview of course and program quality on a regular basis	CITQ ADTQ BI Dean, BA Dean, GPS	2022, Q3
					(b)	Successful implementation and stakeholder use of the *Curriculum Quality Dashboard* towards increased awareness of curriculum quality assurance at the school and institutional level	CITQ ADTQ	2022, Q4
"Understand and support learner diversity" **Capabilities:** *"Transform. Leadership"* *"Digital-first approach"* *"Rapid course development and renewal"*	2.2	Develop Curriculum Enhancement Project (CEP) annual schedules that improve the quality of our courses and programs products	2.2.1	Creation of multi-skilled teams that foster engagement and drive L&T innovation between school and central stakeholders through CEPs, that are aligned to university priorities and key curriculum quality assurance measures. Engage with co-design industry partners as part of curriculum renewal and redesign	(a)	Completed 6-monthly school plans regarding Curriculum Enhancement Projects (CEP)	CITQ ADTQ LASS Lib Dean (Schools)	2022, 2023, 2024, Q2/Q4
					(b)	Completed CEP progress and impact reports including follow-up actions in accordance with key quality assurance measures and school priorities	CITQ ADTQ Lib LASS Dean (School)	2022, 2023, 2024, Q2/Q4
					(c)	Completion of Fed L&T Practices reviews with 30% courses per school annually	ADTQ Dean (School) CTIQ Lib LASS	2022, Q3-Q4
					(d)	Evidence of student feedback, retention and engagement aligned to CEP related activities	ADTQ Dean (School)	2022 2023 2024 Q2, Q4

"Continuous development of our people"	2.3	Significant improvement in the use of student feedback mechanisms	2.3.1	Improve staff understanding of student feedback mechanism tools available at the course and program level as part of continuous improvement	(a)	Delivery of PD aligned to types of student feedback useful in ongoing quality assurance	CTIQ Lib LASS	2022 Q3-Q4
					(b)	Develop new strategy addressing how we utilise student feedback: ie location, communication and engagement	Dean, Students & Registrar ADTQ	2022 Q3-Q4
			2.3.2	Build student confidence, awareness and engagement with feedback mechanisms tools	(c)	Cyclic delivery of student communication campaign aligned to the importance of engagement with student feedback mechanisms	Dean, Students & Registrar ADTQ	2022 Q3-Q4
	2.4	Embedded moderation of assessment practices within standard practice	2.4.1	Roll out Moderation Resource FDL and dashboard system that positively influences quality review of assessment design that supports learners	(a)	Completed rollout of Moderation Resource practice and system configurations	CTIQ Dean (Schools) ADTQ	2022 Q2
					(b)	Annual uptake per school - 20% of all courses using the FDL tool for at least 1 significant assessment task		
	2.5	Significant improvements in multi-pronged benchmarking evidence and impact of practice, particularly for non-accredited programs	2.5.1	Advance Scholarship of Learning and Teaching (SoLT) aligned to internal peer review practices	(a)	Implemented Peer Enhancement of Teaching Procedure	Dean, L&T	2022 Q2
					(b)	Evidence of Peer Review engagement activities within the *Curriculum Quality Dashboard*	ADTQ Dean (Schools)	2023 Q2
			2.5.2	Demonstrate strong engagement with external peer benchmarking SoLT opportunities and cross-sector/discipline activities	(c)	Implemented HE External Benchmarking Procedure	Dean, L&T	2023 Q1
					(d)	Continual engagement and with the *Australian Comparative External Benchmarking with 20 plus courses, 2 programs (minimum per year)*	Dean, L&T Dean (Schools) Course Coordinators	2022-2024 Q4
					(e)	Encourage staff participation as peer reviews and engagement with calibration review experiences within the Peer Review Portal community	Program Coordinators	2022-2024 Q4

Pillar 3: Global, Inclusive and Indigenous Curriculum Enhancement

Strategic plan	No.	Objective	No.	Strategies (N = 7)	Targets (N = 17)	Responsibility	Timeline
Strategic response: *"Understand and support learner diversity"* **Strategic objectives and outcomes:** 1. *Enhance lives* *"Broad access, diversity and inclusion, acknow. our Indigenous heritage"* **Capabilities:** *"Regular external stakeholder engagement"* *"Continuous development of our people"*	3.1	Improve quality, frequency and staff capability in embedding Indigenous perspectives within curriculum	3.1.1	Increased volume and quality of embedded Indigenous perspectives curriculum since 2019 audit	(a) Table Indigenous perspective curriculum audit reports (school level) at LTQAC	LTQAC, Chair	2022 Q1
					(b) Review action plans/ goal setting progress from occurring within schools at LTQAC	LTQAC, Chair	2022 Q1
			3.1.2	Identity, develop and disseminate resources that are useful in enhancing current and newly developed curriculum in Indigenous perspectives **Note 1:** Phase 1 – Existing impactful resources in the sector that already meets external Indigenous agencies endorsement Phase 2 - Create new resources with relevant Indigenous agencies (Local and National) **Note 2:** Requires additional staffing to develop resources	(c) Identify sector best practice and existing resources (including library resources) in the field of Indigenous perspectives in L&T, including localised through Land Councils	Dean, L&T Lib Manager, AEC	2022 Q2
					(d) Develop PLM and Fed Indigenous Perspective Guidance Checklist [Fed Indigenous P-GC] based on resources available	Dean, L&T Lib Manager, AEC	2023 Q1
					(e) Disseminate resources and training opportunities across all schools	Dean, L&T ADTQ Manager, AEC	2023 Q2-Q3
					(f) Completion rates of PLM (through ELMO) with 30% staff per program, per school uptake over a 3-year period reoccurring.	BI Director, HR ADTQ	2023 2024
			3.1.3	Report engagement with *Fed Indigenous Perspectives-GC*	(g) Evidence of reviews utilising the Fed Indigenous P-GC via the *Curriculum Quality Dashboard*	Deans ADTQ	2023 2024
			3.1.4	Review improvements in frequency and quality of Indigenous perspectives within curriculum across programs between 2020 and 2023	(h) Complete Indigenous Perspectives Curriculum Audit 2023 and submit through HECC to Academic Board	RAP Committee, Chair, HECC, Chair ADTQ	2023 Q2-Q4
					(i) Comparison of status progress between 2020 and 2023 audit reports		
	3.2	Advance quality, frequency, and staff capability in embedding culturally diverse and inclusive (CD&I) practices with the curriculum	3.2.1	Refresh, create new and deliver Culturally Diverse and Inclusive (CD&I) (including disability) resources and PD for professional and teaching staff (note: consider gaps in library resources)	(a) Updated website relevant to CD&I learning and teaching practices	Dean, S&R Dean, L&T	2023 Q1
					(b) Completion of PLM and *CD&I Guidance Checklist [CD&I -GC]*	Dean, S&R Dean, L&T	2023 Q1
					(c) PLM completion targets of 30% of staff per program on a yearly basis recorded (ELMO)	Dean (Schools) ADTQ Director, HR	2024 Q1-Q4
					(d) Evidence of reviews utilising *CD&I-GC* reported via *Curriculum Quality Dashboard*		
	3.3	Enhance Scholarship of	3.3.1		(a) Complete PD awareness campaign with PP staff	Dean, GPS	2023, Q4

	Learning and Teaching (SoLT) of Partner Provider (PP) staff and associates		Increase awareness of new digital and inclusive curriculum pedagogy and L&T innovation in practice	(b) Facilitate 1 annual Partner Provider (PP) L&T showcase event	Dean, GPS	2022-2024 Q4
		3.3.2	Encourage PP staff to engage with peer learning, showcase exemplars and engage with innovative practice	(c) Support PP staff to submit institutional L&T reward and recognition applications	CTIQ Dean, GPS	2022-2024 Q4
				(d) Engage PP staff with central and school peer-review and SoLT activities	CTIQ Dean, GPS	2022-2024 Q2-Q4

Pillar 4: Cooperative Curriculum Engagement

Strategic plan	No.	Objective	No.	Strategies (N = 6)	Targets (N = 12)		Responsibility	Timeline
Strategic response: *"Become the partner of choice for regional employers and industry and government"* *"Grow the economic and cultural opportunities of the regions and communities we serve"* **Capabilities:** *"Campus-based employment precincts"* *"Regular external stakeholder engagement"*	4.1	Develop new innovative models of Cooperative Curriculum (CC) (See definitions) that focus on our regions and communities Engagement	4.1.1	Benchmark sector practices in CC and inform Cooperative Curriculum Guidelines to support awareness of future innovative models	(a)	Completed CC benchmarking scoping exercise and report identifying sector best practice models informed by national and international networks	Director ASSD	2021 Q4
					(b)	Endorsed Federation *CC Guidelines* highlighting terminology and future innovation models and endorsed processes	Director ASSD	2021 Q4
	4.2	Internal benchmarking and strategic planning regarding CC engagement implementation	4.2.1	Undertake institution-wide evaluation of current CC practices and identify areas for improvement, growth and implementation in collaboration.	(a)	Completed review of existing CC practices at the discipline/program level linking industry, community and university pathways	Director ASSD	2021 Q3
					(b)	Endorsed strategy to increase the number and type of CC opportunities in collaboration with school stakeholders	Deans Director ASSD	2021 Q4
	4.3	Innovative industry co-designed curriculum that embeds CC engagement in all programs	4.3.1	Develop collaborative partnerships with industry experts that provides platform for program and course redesign that elevates CC engagement and innovative curriculum	(a)	Enhancement and endorsement of new and innovative CC pathways/opportunities with industry experts into existing university priority programs	DVC(A) Director ASSD	2022 Q1
					(b)	Enhancement and endorsement of new and innovative CC pathways/opportunities with industry experts into all programs with at least a 1 relevant opportunity	Deans Director ASSD	2022 Q2
	4.4	Implement uni-wide continuous improvement processes on CC	4.4.1	Undertake a systematic review into timely student feedback mechanisms linked with CC practices aligned to course/program learning outcomes	(a)	Develop automated system to collect accurate and efficient student feedback for students engaging in CC practices	Director ASSD Survey Team	2022 Q3
					(b)	Semester-based reports outlining student feedback, associated actions, including short and long improvement plans		
	4.5	Developing central professional management approach to CC engagement in conjunction with schools	4.5.1	Promote scholarly sharing of best practice CC engagement	(a)	Annual showcase opportunity with a minimum of 1 case-study example of CC engagement innovation from each school	Deans Director ASSD	2021 Q4
			4.5.2	Manage compliance and risk issues through central and school collaborations	(b)	Completed identification of high-risk areas of non-compliance and clear rectification action plans developed and implemented	Deans Director ASSD	2021 Q4
					(c)	Endorsed and clearly articulated business processes shared with both staff and students to support monitoring across entire student journey	Director ASSD	2021 Q4
					(d)	Evidence of CC engagement alignment with program accreditation requirements and expectations	Director ASSD	2021 Q4

Pillar 5: Digital Education Partnership

Strategic plan	No.	Objective	No.	Strategies (N= 9)	Targets (N = 19)	Responsibility	Timeline
Strategic response: *"Offer Aus best multi-sector educational pathway and experience"* *"Understand and support learner diversity"* **Capabilities:** *"Digital First Approach"* *"Rapid course development and renewal"*	5.1	Choose an external Online Program Management (OPM) provider suited to our learner's specific needs	5.1.1	Engage with consultants to scope university requirements, propose key fields of education relative to new market opportunities OPM partner market options	(a) Develop proposed timeline, meeting schedules and milestone mapping	VCST members	Completed
					(b) Scoping program priorities with school leadership teams' views	DVCA Dean (Schools)	Completed
			5.1.2	Engage in preliminary discussions with nominated OPM partner	(c) Narrow OPM options and review proposal documents	VCST members Finance	Completed
			5.1.3	Focus on financial planning and formal procurement process in accordance with university policies	(d) Completed investment request underpinning OPM proposed arrangement	VCST Members	2022, Q1
					(e) Completed tender & procurement process and selection	VCST Members	2021, Q3
	5.2	Delivery of FedUni program through OPM partner late 2021 with new cohorts in 2022, 2023 and 2024	5.2.1	Support school and central stakeholders with OPM partner preparation for delivery through project and change management methodology	(a) Develop timeline schedule for OPM and school/discipline involved with new digital delivery model	DVCGE	2022, Q1
					(b) Complete project scoping requirements for all key stakeholders through each key stage (ie from enrolment to course completion including quality assurance)	DVCGE OPM Workstreams	2022, Q2-Q4
			5.2.2	Preparation of course curriculum content sharing with OPM partner	(c) Complete preliminary reviews of courses using *Fed L&T Practices* benchmarking, identifying areas for enhancement and renewal	CTIQ OPM	2022, Q1-Q2
			5.2.3	Operationalisation of the OPM partner delivery model at each key stage.	(d) Renewed course curriculum *Content* provided to OPM partners	Dean (Schools)	2022, Q1-Q2
					(e) Complete targeted recruitment to support OPM model	DVCGE	2022-2023
					(f) Evidence of 2-way communication, impact, and success of OPM partner delivery via monitoring key stages	DVCGE	2022, Q3-Q4
	5.3	Increase curriculum quality assurance through OPM partnership	5.3.1	Develop process for external LD to assess course quality sing Fed L&T Practices and viewed within the *Curriculum Quality Dashboard*	(a) Schools develop low-high course prioritisation list for quality assurance processes using the Fed L&T Practice	Dean (Schools)	2023, Q1-Q4
					(b) Completed quality assurance benchmarking for 30% of all courses across the school annually with clear feedback to progress improvements and enhancements	Dean (Schools) OPM	2023 2024
			5.3.2	Demonstrated benchmarking, related course enhancements and improved student feedback	(c) Annual cycle of 30% of courses reviewed using Fed L&T Practices per school by external OPM Learning Designer	OPM CTIQ	2022, Q3-Q4 2023, Q3-Q4 2024, Q3-Q4
					(d) Evidence of follow-up to enhance course quality as recommended by external OPM Learning Designer (including student feedback mechanisms)	Dean (Schools) OPM	2023, Q3-Q4 2024, Q3-Q4

	5.4	Implement Micro-credential Framework across the university	5.4.1	Increase learning engagement opportunities for future leaners	(a) Endorsement of framework proposal through university committees (b) Developed Recognition of Prior Learning (RPL) Higher Education (HE) Procedure	DVCGE	2022, Q3 – Q4
					(c) Successful end-to-end business processing implementation	DVCGE	2022, Q3 – Q4
					(d) Staged development of micro-credentials building on cross-discipline educational products	DVCGE	2022-2024

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