

Centre for Academic Development (CAD)

2023 End of Year Report

Prepared by
Centre for Academic Development
Team Members

FINAL Version 2.1– 31 January 2024

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In November 2023, this centre unit was affected by a university restructure. The team's leadership, reporting line and name were impacted. Given the time that these changes occurred, it was decided to write this report using the Centre for Academic Development (CAD) portfolio references. As of the Monday 27 November, the unit is now called the 'Centre for Academic Innovation' and is currently rethinking its mission and operational focus within a resource-constraint environment.

This report was hence completed by the CAD team and is signed off by its previous leadership with high-level consultation of the new leadership structure.

This report describes projects, outputs and achievements during Semester 2, (July - December) 2023.

The Centre for Academic Development sat within the academic portfolio and worked to support the University's Strategic Plan 2021 – 2025.

CAD has been pursuing objectives in the following domains:

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

CAD consisted of three pivotal teams:

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

Contact details:

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Learning and Teaching Support and Production Team	Mr Adam Barbary	Manager, Learning and Teaching Technology Support Phone: 03 5327 9783 Email: at.barbary@federation.edu.au
Policy, Quality Assurance, & International Services (PQA&IS)	Ms Rebecca Johnson	Senior Manager, Policy and Quality Assurance Services Phone: 03 5327 8259 Email: r.johnson@federation.edu.au

Information:

Institute Learning and Teaching Support Teams	<p>The team continues to work cross-departmentally with the Learning and Academic Support Services (LASS) and Library teams to provide each Institute with a learning and teaching support team. Staff in each support team will work collaboratively with academic staff and leadership teams in the design and development of new courses (formally programs) and units (formally courses), and the review, redesign, renewal and redevelopment of existing programs and courses.</p> <ul style="list-style-type: none"> • Institute of Education, Arts and Community (IEAC) • Institute of Innovation Science and Sustainability (IISS) • Institute of Health and Wellbeing (IHW)
Website	Please access the Centre for Academic Innovation (CAD) website
Support Requests	<p>For all Ad Hoc, just-in-time support and project requests, please log a job via the Learning Systems Support portal</p> <p>For all urgent learning and teaching technology support please contact the team on: (03) 5327 6151.</p> <p>Learning Technology online resources can be found on the Learning Technologies Hub.</p>

University-Wide Initiatives

The CAD portfolio plays a significant role in leading key learning, teaching, academic professional development (PD) associated initiatives. Each initiative is developed collaboratively and implemented in consultation with key stakeholders. Numerous CAD staff have led the following initiatives during Semester 2, 2023.

1.1 CAD-led initiatives

1.1.1 BOLD Learning and Teaching Practices (BLTP) 3.0

The third version of the BOLD (Blended Online and Digital) Learning and Teaching Practices was released for university-wide use in April 2023. With practices and standards refined and the tool now built within fdIGrades, the BLTP can guide unit design, showcase high-quality work, and provide evidence of quality assurance, in addition to demonstrating longitudinal improvement across units, courses and disciplines over time. Reporting functions enable the delivery of evidence to internal departments, external agencies and government departments. Online resources are accessible via the [Learning and Teaching SharePoint site | BOLD Learning and Teaching Practices](#).

Implementation of the BLTP 3.0 in 2023 has focused on use with the newly revised university Course Review Process. Using the digital checklist, teaching staff were required to complete a self-review on their current learning and teaching practices, to identify areas for enhancement and showcase areas of exceptional practice. Results are displayed as a course-wide heatmap that Course Coordinators then analysis with the support of CAD staff, for inclusion in the Self-Review Report, and discussion at the Panel Review meeting. Extended roll-out across 2024 will include setting of organisational targets, and CAD staff working with Institute leadership teams to provide professional development on their chosen priority areas for implementation.

1.2 CAD-supported initiatives

The CAD department plays a significant role in supporting other departments achieve key learning, teaching, academic professional development (PD) associated initiatives. Each initiative is developed collaboratively and implemented in consultation with key stakeholders. Numerous CAD staff have supported the following initiatives during Semester 2, 2023.

1.2.1 Moderation of Assessment

In collaboration with the DVCA office, the Dean of Learning and Teaching as Chair of Learning and Teaching committee worked with senior leadership teams and committee members to set and monitor university set targets to maintain TESQA compliance.

Under the direction of the DVCA office and Institute Directors of Learning and Teaching, CAD learning designers and lecturers continue to support academic staff with the use of the moderation of assessment tools through delivery of professional development sessions and maintain contemporary online resources. These resources can be found on the [Learning and Teaching SharePoint site | Moderation of Assessment](#).

CAD Learning Designers worked in Semester 2 to support the deliver the following targets. (see Table 0)

Table 0: Proposed targets | Q3 & Q4, 2023 Moderation of Assessment

Institute	Moderation type	% of assessments/units engaged over Q3-4
IEAC	MoA – Type II (Assessment Marking)	Increase by 30%
	MoA – Type III (Assessment Practice)	Increase by 5%
IISS	MoA – Type II (Assessment Marking)	Increase by 40%
	MoA – Type III (Assessment Practice)	Increase by 5%
IHW	MoA – Type II (Assessment Marking)	Increase by 15%
	MoA – Type III (Assessment Practice)	Increase by 5%

1.2.2 Curriculum Design Methodology

Under the direction of the DVCA office, CAD learning designers completed the online resources to support academic staff with curriculum renewal. These resources include a curriculum design methodology and staged procedure to support staff navigate the key stakeholders required for a robust and efficient curriculum renewal process. These resources can be found on the [Learning and Teaching SharePoint site | Co-op Resources for Academics, Teaching and Learning staff.](#)

1.2.3 Assessment Transformation – PD series

Under the direction of the DVCA office, CAD learning designers and lecturers collaborated with the Assessment Transformation Lead and Institute Directors of Learning and Teaching to design, develop and deliver a suite of bespoke professional development sessions to address each Institutes objectives for improving staff capabilities in the areas of assessment. Collaborations included the updating of online resources, design/development and delivery of targeted workshops and seminar presentations, and administrative planning. A list of workshops delivered can be viewed in section 2.4.2.

1.3 CAD operations

As a department, CAD continues to explore new ways to improve work efficiencies to improve service provision across the university. During the second half of 2023, the following two initiatives progressed:

1.3.1 Service Now

CAD have always used the ServiceNow platform to log, manage, monitor and report on support requests for learning and teaching technologies. In late 2022, the Learning Design team initiated the extension of this tool to also capture learning design and professional development requests. Throughout 2023 new categories and fields were trialled, reviewed and evaluated. Further enhancements, refinement and testing was undertaken in late 2023, and a new customised tool for CAD use is due for implementation in January 2024. These enhancements hope to more accurately capture our range of service requests, resource allocation, and workload.

1.3.2 Curriculum Project Prioritisation

CAD is committed to supporting quality curriculum design and development and providing academic professional learning opportunities in contemporary learning and teaching practices. Throughout the past year, the project requests for learning design and resource development at both course and unit level have increased considerably. This includes:

- Scheduled projects | Institute driven – such as Course Reviews, Course Renewals, Co-op Transformation
- Unscheduled projects | Institute driven – such as Unit enhancements identified from poor Student Evaluation of Learning and Teaching (SELT) data and/or student feedback and/or ratification processes.
- Unscheduled projects | Teacher driven – such as assessment transformation, improving interactivity of learning content or activities, alternative pedagogical approaches and enhancement opportunities identified as part of peer, unit or course reviews.

This increase in project requests, coupled with resource constraints, require CAD to consider a more strategic and planned approach to resource allocation, to maximise staff expertise and availability, with impactful project outcomes. CAD has drafted two key processes to pilot in 2024 to support future project allocation management:

- a. *Project Prioritisation Matrix* – To assist with the process of determining which projects warrant CAD resource allocation and which may not, a 'Prioritisation Matrix' has been devised to support the decision-making process. This matrix considers factors such as project sponsorship, student impact, staff capacity, sustainability, governance, integration, scope and innovation to ensure a balanced evaluation of the proposed project outcomes. It is noted that some of these factors may have a more important weighting than others and thus 'score' higher. The Project Prioritisation Matrix aims to support Institute leadership teams, academics and CAD staff in prioritising where to best allocate CAD resources.

- b. *Project Prioritisation Process* – The process of deciding which curriculum projects receive CAD resourcing and which do not, will be at the discretion of the Institute/School Leadership Teams, based on Institute goals, objectives, KPIs and strategic direction, using a ranking system to determine the level of CAD support allocated. CAD managers are currently working with Institute Directors of Learning and Teaching to trial this process. CAD staff are also exploring digital processes – using Microsoft 365 applications and Service Now – to support easy capture of project requests, provide transparent prioritisation rationale, view CAD allocation, check project progress and monitor outcomes ongoing via a live dashboard.

1.4 Strategic Planning and Reporting

1.4.1 Tertiary Education Quality and Standards Agency (TEQSA) Registration Project

The Dean, Learning and Teaching led the TEQSA submission process from March-October 2023. This submission meant performing a baseline audit of all practices aligned to the Higher Education Standards Framework, improving areas of challenge and developing 2 narratives as prescribed by the TEQSA case work for Federation University. The Domain 6 Accountability and Governance Narrative (10 pages) and the Part B Research Narrative (5 pages), Index Summary and a summary of evidence files were uploaded in the TEQSA portal on Thursday 10 October.

The government response is expected in June 2024. As a continuation of this work, the Higher Education Standards Framework standards and sub-statements are being closely aligned with university Schedules of Business and Operations plans to ensure there is closer alignment in the future with these regulatory expectations for best practice.

2. Learning and Teaching Professional Development

2.1 Professional Development Portal

The [CAD Professional Development Portal \(PD\)](#) provides teaching staff with single portal to access learning and teaching information and support (Figure 1) via the following strategies:

via TYPE

Access via the type of PD delivery

- [Webinars](#)
- [Workshops](#) –Central/institute based
- [Teaching Practice Website](#)
- [Learning Technologies Hub](#)

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:

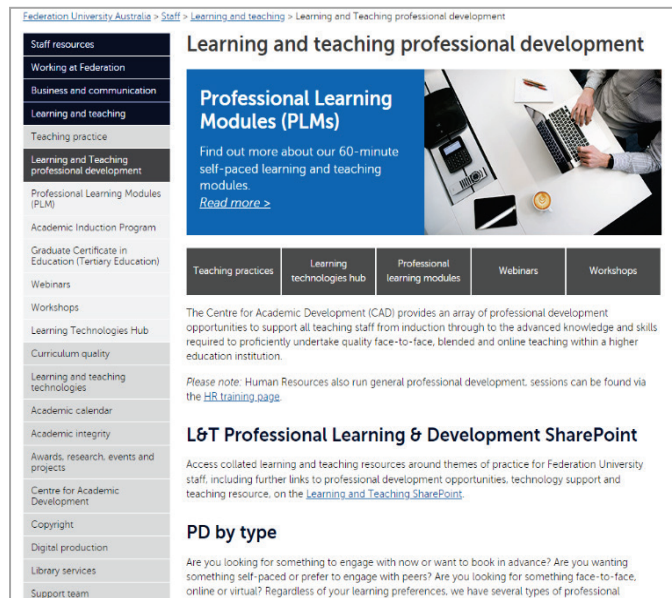
- [Academic Induction Program](#) (AIP)
- [Graduate Certificate in Education](#) (Tertiary Education)

via SHAREPOINT SITE

The L&T Professional Learning and Development [SharePoint](#) site covers information and materials on various learning and teaching practices and processes. This was further developed during the Semester 2 2023 to provide targeted resources and easier navigation for teaching staff.

There were 1147 page views to the L&T Professional Learning and Development SharePoint home page during Semester 2 (1 July – 12 December), with 143 new unique viewers (with a total of 285 unique viewers).

Figure 1– Learning and teaching professional website.



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 14-hour mixed delivery program within their probation period (see **Table 1**).

Key topics included basic introduction to:

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

Table 1: Completion figures Semester 2, 2023 (June, August, and October programs)

Campus	Institute					Total		
	IEAC	IISS	IHW	GPS	Other	Sessional	Fixed/ Ongoing	Total
Ballarat*	6	7	8	2	0	10 (includes 2 PHD)	13 (includes 1 PDH)	23
Berwick	5	1	7	0	0	6	7	13
Brisbane	0	2	0	1	2	5 (includes 1 PHD)	0	5
Churchill	2	2	6	1	2	7 (includes 2 PHD)	6	13
Horsham	0	0	0	0	0	0	0	0
Completed over Sem 1 & 2	1	0	1	0	0	1	1	2
Total	14	12	22	4	4	29	26	56

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

IEAC = Institute of Education, Arts and Community
 IISS = Institute of Innovation Science and Sustainability
 IHW = Institute of Health and Wellbeing
 GPS = Global Professional School

A total of 58 staff participated in the program and 54 staff (93%) completed all requirements across the three sessions the program was offered in Semester 2. AIP has two components which utilise online synchronous interactive workshops and online learning packages. This semester all components of the program delivered fully online.

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

Feedback:

In response to... *what participants found to be most beneficial...* from completing the workshop:

“Having the presenters from different areas to inform us about their role and how they can support us and the students. These were very good sessions.”

“Hearing from other's experiences and doing the breakout sessions.”

“The facilitators and guest speakers were all engaging and passionate about their topics!”

In response to... *what participants found to be most beneficial...* from completing the online modules:

“Basic intro to all the services, and that we can go back over it at any time - something that might not have appeared useful might become so!”

2.3 Learning and Teaching Online Resource

The Learning and Teaching website (**Figure 2**) holds over 100 pages of learning and teaching information and resources readily available to support teaching staff with just-in-time needs. The CAD owned elements of the website are structured under two main sections; Teaching Practice and Curriculum Design – and is supported by the entire CAD department. The content of the website pages is regularly reviewed for currency and clarity, and now complemented with the L&T Professional Learning and Development SharePoint site. See **Tables 2, 3 & 4** for details on pages viewed.

From 1 July 2023 to 15 December 2023 the following analytical data was listed for the website:

- Total visitors: 19,222
- Page views: 56, 659
- Unique page views: 24,676

Figure 2: Learning and teaching website



Table 2: The top ten-page views of the learning and teaching website within the teaching practice section between 01 July 2023 and 15 December 2023.

Teaching Practice section Top 10-page views	Page views
/staff/learning-and-teaching/teaching-practice/feedback/types-of-feedback	24,286
/staff/learning-and-teaching/teaching-practice	3,684
/staff/learning-and-teaching/teaching-practice/learning/principles-of-learning	1,983
/staff/learning-and-teaching/teaching-practice/assessment/self-and-peer-assessment	1,763
staff/learning-and-teaching/teaching-practice/assessment/types-of-assessment	1,239
/staff/learning-and-teaching/teaching-practice/development/principles-of-learning-environment	1,204
/staff/learning-and-teaching/teaching-practice/learning/delivery-modes-for-learning	1,063
/staff/learning-and-teaching/teaching-practice/feedback/principles-of-feedback	1,046
/staff/learning-and-teaching/teaching-practice/assessment/assessment-and-learning/late-penalties	921
/staff/learning-and-teaching/teaching-practice/facilitation/facilitation-for-learning	640

Table 3: The top five-page views of the learning and teaching website within the curriculum quality section between 01 July 2023 and 15 December 2023

Curriculum Quality section Top 5 Pageviews	Page views
staff/learning-and-teaching/curriculum-quality/curriculum-frameworks-and-processes/work-integrated-learning	368
staff/learning-and-teaching/curriculum-quality/tertiary-education-standards/australian-university-teaching-criteria-and-standards-framework	280
/staff/learning-and-teaching/curriculum-quality/curriculum-frameworks-and-processes/internationalisation-of-the-curriculum	279
staff/learning-and-teaching/curriculum-quality/curriculum-frameworks-and-processes/work-integrated-learning/student-placement-agreements	266
/staff/learning-and-teaching/curriculum-quality/curriculum-frameworks-and-processes/curriculum-design-methodology	202

Table 4: Top ten-page views of the learning and teaching SharePoint site between 01 January 2023 and 12 December 2023

L&T SharePoint Top 10 Pageviews	Page views
Minimum Co-operative Standards (MiCS)	1805
Moderation of Assessment	1283
Co-op Resources for Academics, Teaching and Learning Staff	901
Course (previously Program) Review Process	858
BOLD Learning & Teaching Practices	812
Academic Timeline	682
Connected Classrooms	570
Peer Review and Benchmarking	556
Indigenous Curriculum	553
Using the MiCS Calculator	468

2.4 Learning and Teaching Webinars and Workshops

2.4.1 Central based

The Learning and Teaching webinars and workshops are targeted at building staff pedagogical and digital capability through peer discussion and collaboration.

Central support was directed towards the assessment transformation project in the second half of 2023. This involved the coordination of institute-based PD around the central theme of re-imagining assessment, with the guidance of Associate Professor Loretta Garvey. Central meetings with Institute DLTs helped to focus priorities and timelines for the roll out of targeted PD sessions, with an emphasis on practice-sharing and innovation across the University (see section 1.2.3). Details of the sessions are listed below.

2.4.2 Institute based

Learning and Teaching sessions are delivered by CAD staff as part of Institute-based professional development. This may be part of supporting university initiatives or take the form of regular touchpoints or Institute forums. A large focus for the second half of this year has been working with teaching staff to enhance assessment design and practices.

CAD offers a range of 'on request' face-to-face, blended, and virtual workshops tailored to address specific institute/course (formally program) learning and teaching needs. CAD Learning Designers work closely with their Executive Deans, Directors' Academic Operations, Directors' Learning and Teaching and other key staff, to develop targeted professional development opportunities aligned to staff and institute priorities. Table 5 lists the sessions delivered in each Institute. NOTE: Sessions offered were dependent on prioritisation from Institute leadership teams and allocation of Learning Designer EFT per institute.

Table 5: Professional Development (PD) workshops delivered per Institute

Institute	PD WORKSHOPS	ATTENDEES BY SESSION	TOTAL ATTENDEES
Institute for Education, Arts & Community	Assessment Taster Workshop	48	48
	Assessment review – Performing Arts	5	5
	Assessment review – Education Spine	8	8
	Assessment review – Social Work and Community Health and Services	11	11
	Assessment review - FAST	7	7
	IEAC L&T Sharing Practices Session (Artificial Intelligence)	17	17
	IEAC L&T Sharing Practices Session (Peer marking/Workshop Tool)	9	9
	IEAC L&T Sharing Practices Session (Artificial Intelligence)	20	20
	IEAC L&T Sharing Practices Session (History & Heritage: Authentic Assessment)	10	10
	IEAC L&T Sharing Practices Session (Student co-design and authentic assessment)	11	11
Blueprint mapping Education Undergraduate	6	6	
Institute for Health & Wellbeing	Teaching Tips CoP: Using social media to improve student engagement	13	13
	Teaching Tips CoP: Tips for making your life easier with the Library and LSAs	27	27
	IHW Assessment PD #1: Quick and Quality Marking and Feedback Practice	39	39
	IHW Assessment PD #2: Clarifying Assessment Instructions	29	29
	IHW Assessment PD #3: Marking Criteria	22	22
	Teaching Tips CoP: How do we know what we're doing is working? Collecting evidence including for teaching awards	17	17
	Moodle Template for 2 nd and 3 rd year Bachelor of Nursing (HN5) units	18	18
	Teaching Tips CoP: H5P	22	29
	Teaching Tips CoP: BLTP, Academic Timeline, and the Knowledge Sharing Block	22	22
Institute for Innovation, Science & Sustainability	Rubrics for Efficient Grading and Feedback	32	32
	Quick and Quality Feedback (24 August)	28	28
	Artificial Intelligence	31	31
	IISS Authentic Assessment	49	49
	Respondus Monitor Introduction (24 Nov)	43	43
	Respondus Monitor Analysis (1 Dec)	25	25

2.5 Learning Technologies Hub

The [Learning Technologies Hub](#) is a repository of tools, resources, guides, advice, and links relevant to learning and teaching technologies. **Table 6** details data on the top three pages viewed for each of the learning and teaching technologies guides available. Page views listed in brackets.

Table 6: Top three pages viewed for each learning and teaching technology within the Learning Technologies Hub

Moodle	Mahara	H5P	Turnitin	Kaltura	Respondus	Teams
Add an Assignment 385 views	Smart Evidence 48 views	H5P Example Book 1562 views	What is Turnitin?, 298 views by 20 users	Kaltura Support & Instruction book 189 views	Lockdown Browser and Respondus Monitor 142 views	Adding Teams to Moodle, 711 views
Moodle Design Principles and Standards	Using skins in Mahara 29 views	What is H5P & the Content bank 208 views	Moodle assignment with TII Integration V2, 27 views	Creating welcome videos 78 view	Respondus Spreadsheets 96 views	Controlling Teams for Teaching, 411 views
Create a Database 246 views	Logging in & navigating Mahara 27 views	Virtual Tour (360) 105 views	Moodle assignment with Turnitin vs Turnitin Tool 2, 18 views	Planning your Kaltura video 65 views		MS Teams ITS Support Docs 42 views

2.6 Graduate Certificate of Education (Tertiary Education)

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

In 2023, to accommodate the teaching workloads of participants, the course was offered part-time, wholly online, and facilitated across 15 weeks (12 weeks teaching and 3 weeks self-study) in the winter and summer semesters. All courses are delivered at an AQF Level 8. Participants are primarily Federation University teaching staff and teaching support staff, with eligible staff members supported with a staff study scholarship to cover course fees. There is continued strong representation in the participant cohort from full paying external students – representing 47% of the current Summer 2023 students.

The course currently has 15 participants studying in the Summer 2023 semester (see **Table 7**). Enrolment in Summer 2023 appears diminished as in 2024 delivery will revert to Semester 1 & Semester 2 delivery over a slightly varied sequence to support participant workload requirements, and the meet the need of possible future micro-credentialing. There continues to be an ongoing challenge shared by participants that they have insufficient time (10 hours per week) to study given their teaching and research workloads, which is showing in commencing numbers (EDGCT5007)

Feedback from students:
 Winter 2023:

EDGCT 5007 | *“The content of the course was enjoyable. As a teacher, there are important things to know, but we have been teaching without knowing those. Some of the content was really interesting like learning dynamics, feedback etc.”*

“I think it's making me a better teacher already and this is only the beginning.”

EDGCT 5009 | *“The variety in topic content. I liked how we looked at big picture factors, then some really practical hands on teaching techniques, then some work on ourselves as academics.”*

“Provided with diverse and different ways of engaging, learning and how to bring that into our everyday teaching. I found that the modules on academic progression have me thinking about further study.”

“All the assessment tasks were practically relevant to my teaching. I enjoyed the group work even though it was a little out of my comfort zone, it was great to get to know other students. The drawing activity and the 32 word task what can i say?, they were excellent - to really think about the task was rewarding when completed.”

EDGCT5010 | *“Course materials and content, assessment design, hurdle tasks, and discussion forums were really interesting. The teaching team is also great and experienced.”*

“Thinking about ways of approaching SoLT and considering how to start the process of funneling a broad research question into a specific focused one related to my L&T.”

Table 7: Participants engaged with GCETE between July 2023 – December 2023

INSTITUTE	IEAC	IHW	IISS	TAFE	Other FedUni	External	Total
EDGCT5007 Tertiary Teaching and Learning							
Winter 2023	0	5	1	0	3	4	13
EDGCT5009 Contemporary Issues in Tertiary Teaching							
Winter 2023	4	5	6	0	3	5	23
EDGCT5010 Tertiary Teacher as Researcher and Practitioner							
Winter 2023	3	1	2	0	2	1	9
Summer 2023 (Complete February 2024)	1	2	3	0	2	7	15
<i>IEAC = Institute of Education, Arts and Community IISS = Institute of Innovation Science and Sustainability IHW = Institute of Health and Wellbeing</i>							

NOTE: No summer semester offered in 2023 for EDGCT 5007 and EDGCT 5008. These will be offered in Semester1, 2024. EDGCT 5009 will be offered in Semester 2, 2024.

3. Learning Design and Development Projects and Support

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

- New courses (formally programs) (and units, formally courses within)
- Existing Course (formally Program) Renewal Projects (and units formally courses within)
- Institute requested curriculum enhancement and maintenance projects
- Staff capability projects

3.1 New Courses (and units within)

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

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

Course	Units	Pedagogical expertise, design and/or development involvement
Bachelor of Visual Arts	VCHAT2004 VCHAT2005	Assessment advice, Unit structure and layout design, including structured class activities to monitor attendance and engagement.

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

Course	Units	Pedagogical expertise, design and/or development involvement
Master of Information Technology	ITECH7100 ITECH7102 ITECH7103 ITECH1400	As per ASC accreditation, LD advice to redesign outcomes and assessment as appropriate for Masters level

Table 10: Institute of Health and Wellbeing new courses

Course	Units	Pedagogical expertise, design and/or development involvement
HN4.PD – Graduate Certificate in Pediatric Nursing	HEALP6001	New course design - Mapping workshops for backwards design, content blocking – design and layout, assessment design, rubric design, constructive alignment, Moodle design, learning activities support, co-design with industry (RCH)
	HEALP6002	New course design - Mapping workshops for backwards design to scaffold from 6001, content blocking – design and layout, co-design with industry (RCH)
NP9 – Master of Nursing: Nurse Practitioner	HEANP6003	Learning activities support, Moodle content and activities development, creation of new content, workshoping for consistency in content delivery using an inquiry-based pedagogical approach, accreditation panel.
	HEANP6001	Updating Moodle page, assignment 1 instructions and rubric review, assignment 2 instructions and rubric creation
ST8 / ST9 – Bachelor of Speech Pathology (Honours)	HEASP4011	Review unit description, content blocking and content creation/amalgamation from Common Research Project, assessments and rubric design and review
	HEASP3033	Content imported from HEASP6023 and HEASP6033 for Unit Coordinator to adjust. Discussion regarding portfolio assessment task and potential future consideration.
	HEASP6021	Reviewed assessments and learning activities and provided recommendations for enhancement.

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

Course	Units	Pedagogical expertise, design and/or development involvement
Higher Degree by Research	Skills Development Program	Designed and setup online timetable and links for storing synchronous session recordings

3.2 Existing Course Review projects

All courses delivered are required to undergo an extensive review every five years to comply with the Tertiary Education Quality and Standards Agency (TESQA). As part of this process, teaching staff are required to undertake a self-review of each unit in the program using the BOLD Learning and Teaching Practices, to create a 'heatmap' of compliance with online learning and teaching standards. CAD Managers, Learning Designers and Lecturers provide expert analysis of the results and support the Course Coordinator to highlight areas of practice that are at or above standard, and areas of practice that require enhancement to reach compliance. See **Table 12, 13 & 14** to show CAD expertise involved in the following review process.

Table 12: Institute of Education, Arts and Community curriculum enhancement projects

Course	Pedagogical expertise, design and/or development involvement
HM5 – Bachelor of Arts	Curriculum heat map analysis and recommendations, general advice on completion of Section G of the Course Self-review Report; CAD panel representative to review reports and collaborate with course commendations and recommendations.
TK4 – Graduate Certificate of Education (Tert.Ed.)	Curriculum heat map analysis and recommendations, general advice on completion of Section G of the Course Self-review Report; CAD panel representative to review reports and collaborate with course commendations and recommendations.

Table 13: Institute of Innovation, Science and Sustainability curriculum enhancement projects

Project	Pedagogical expertise, design and/or development involvement
CG9.EB, CG9.RS, CG4.EB, CG9.SE & CG4.SE	Upskill teaching staff on use of BOLD Learning and Teaching Practices, curriculum heat map analysis and recommendations, general advice on completion of Section G of the Course Self-review Report; CAD panel representative to review reports and collaborate with course commendations and recommendations.
CC2	Curriculum heat map analysis and recommendations, general advice on completion of Section G of the Course Self-review Report; CAD panel representative to review reports and collaborate with course commendations and recommendations.
EQ4 – Graduate Diploma of Mining	Upskill teaching staff on use of BOLD Learning and Teaching Practices, curriculum heat map analysis and recommendations, general advice on completion of Section G of the Course Self-review Report; CAD panel representative to review reports and collaborate with course commendations and recommendations.
GMR9, GEM4, GMM4, GRE4	Upskill teaching staff on use of BOLD Learning and Teaching Practices, curriculum heat map analysis and recommendations, general advice on completion of Section G of the Course Self-review Report; CAD panel representative to review reports and collaborate with course commendations and recommendations.

Table 14: Institute of Health and Wellbeing curriculum enhancement projects

Project	Pedagogical expertise, design and/or development involvement
PX5 - Bachelor of Exercise and Sport Science	Curriculum heat map analysis and recommendations, general advice on completion of Section G of the Course Self-review Report; CAD panel representative to review reports and collaborate with course commendations and recommendations.
PJ9 – Master of Clinical Exercise Physiology	Curriculum heat map analysis and recommendations, general advice on completion of Section G of the Course Self-review Report; CAD panel representative to review reports and collaborate with course commendations and recommendations.
PX8 – Bachelor of Exercise and Sport Science (Honours)	Curriculum heat map analysis and recommendations, general advice on completion of Section G of the Course Self-review Report; CAD panel representative to review reports and collaborate with course commendations and recommendations.
HN5 – Bachelor of Nursing	General advice on Program Self-review (still in progress)

3.3 Existing Course Renewal Projects (and units within)

Learning Designers play a pivotal role in providing pedagogical expertise on the redesign and/or renewal of learning across courses (formally programs) and units (formally courses) as part of ongoing enhancements, or as part of re-accreditation processes. See **Table 15, 16 & 17**, for list of courses currently utilising learning designer expertise across courses and unit re-design and re-development, and the new units within.

Table 15: Institute of Education, Arts and Community renewal and maintenance

Course	Units	Pedagogical expertise, design and/or development involvement
Bachelor of Visual Arts	VCHAT1012	Redesign of Moodle layout and structure to suit altered delivery mode.
Bachelor of Arts (History and Heritage)	BAHIS1001 BAHIS2007 BAHIS3007 BAHIS1002	Review of Unit outlines, review of assessment tasks, advice around layout design, including structuring of activities and monitoring engagement, and developing interactive content
FAST program	ATSGC1396 FASTP1015 FASTP1013 FASTP1011	Review and redesign of Moodle layout and structure to improve consistency and usability.

Table 16: Institute of Innovation, Science and Sustainability renewal and maintenance

Course	Units	Pedagogical expertise, design and/or development involvement
IT Accreditation CT5, CT5.BDA; CT5.BIS, CT5.NS; CT5.ND; CT5.SD. CG9.EB, CG9.SE, CQ9, CX9, CE9	Units in listed courses	Check mapping of all units to requirements for ASC accreditation to SFIA and CBOK competencies and FDL units
Bachelor of Information Technology	ITECH3103 ITECH3215 ITECH7416 ITECH7417 ITECH3101	Learning outcomes review, assessment review + Constructive alignment

Table 17: Institute of Health and Wellbeing existing renewal and maintenance

Course	Units	Pedagogical expertise, design and/or development involvement
		No Course Renewals for this period

3.4 Institute requested curriculum enhancement and maintenance projects

Existing programs (formally courses) require ongoing maintenance and enhancement to uphold contemporary online pedagogies and practices. Projects maybe short, medium, or long term, within a single course, a whole unit, or an entire discipline. Projects may also address cross-program or discipline-wide learning design needs. See **Table 18, 19 & 20**. It may require the input of a single learning designer, or expertise across a team of stakeholders.

Table 18: Institute of Education, Arts and Community curriculum enhancement projects

Project	Pedagogical expertise, design and/or development involvement
Moodle Handover	Designed and introduced a staff-only section to Moodle Shells that allows staff to document information about the Unit and Moodle Shell of relevance to teaching staff as a form of 'handover'. The design includes the ability to note issues around (a) required changes to the Unit delivery, (b) unit design, (c) assessment set-up, (d) groups and Groupings used in the Moodle Shell and their configuration, (e) completion tracking strategy, (f) ideas for future delivery, and (g) staff details who have worked on the Unit.
Template Update	Redesigned the Virtual Classroom section to remove Adobe Connect instructions and portals and include instructions for staff and students on using Microsoft Teams for synchronous online sessions. Additional changes to the template included adding the new handover section, the Artificial Intelligence/Academic Integrity label, and the finding assessment feedback book to all IEAC Moodle Shells. The useful links block was also updated. To date, 179 Semester 2 Moodle Shell have been updated, with work continuing on over 300 additional Moodle Shells.
Professional Experience	Design and development of professional development modules for University staff serving as mentors to student-teachers.
EDMAS6026	Review and redesign of assessment and marking criteria; restructure and creation of new content in a flipped classroom approach.
EDTAS1204	Applied new layout; reformatted large text in labels to reduce scroll; included headings to improve structure; activated course readings
BATCC1002	Created rubrics for all three assessment tasks
CRJUS3478	Review and redevelopment of assessment and marking criteria; restructure of content.
BAHIS2005/3005	Major redevelopment of assessment and marking criteria; restructure of content
EDBED1014	Development of a new approach to assessment to incorporate Mahara portfolios

Table 19: Institute of Innovation, Science and Sustainability curriculum enhancement projects

Project	Pedagogical expertise, design and/or development involvement
Design and implementation of a new Moodle template for science discipline	Review of all science courses, design and development of new template. Reuse of student support resources from IHW Nursing Moodle template.
Business Moodle template upgrade	Working with Science and Nursing templates to adapt to and improve existing Business Moodle template.
Post-ratification Assessment Improvement	Where ratification results indicated a high proportion of D & HD results, Learning Designers were directed to work with academic staff across all disciplines (Science, Engineering, IT and Business) to enhance assessment and rubric practices. Learning Designers have also been promoting Moderation of Assessment and BLTP.
ITECH 3215	Unit review request. Unit renewal recommendations provided to enhance assessment. Several innovative opportunities being explored; ethical hacking simulations, enhancement to integrity & personalization of assessment tasks (nuanced randomization for unique task creation). Enhancement plans are considering short-, medium- and long-term plans for this unit in the broader curriculum.
ITECH1101	Request for LD support for redesign of Unit for 2024

Table 20: Institute of Health and Wellbeing curriculum enhancement projects

Project	Pedagogical expertise, design and/or development involvement
Common Research Project (various courses across the institute; on-going project)	Developed clear deliverables while handling this complex, multi-faceted project. Designed, created, and developed innovative pedagogical resources that enhance research education, ensuring alignment with the University's academic standards while creating high-quality, relevant, and profitable educational offerings across undergrad and postgraduate courses.
HN5 – Bachelor of Nursing (on-going project)	Moodle Template design for second and third year HN5 Units to promote consistency, improve student navigation and allow for the change in delivery to a six-week period from eight to nine modules per Unit.
	NURBN2020; NURBN2021; NURBN2022; NURBN2023; NURBN2028; NURBN3032; NURBN3030; NURBN3031: Applied new Moodle Template; review and Moodle setup of assessment tasks; assistance with restructuring, moving and combining content for reduced delivery period; gradebook and activity tracking configured
	NURBN2020; NURBN2021; NURBN2023: Advice, design and setup of communication strategy (forums and chat); submission portals and group and grouping on Moodle for group assessment tasks.
	NURBN2028: Creation of new content provided by content writer
	NURBN3032: Investigation and design of use of video in Moodle Quiz (based on future Moodle update) for assessment task
	NURBN3035 Review and complete rewrite of unit using feedback (from students, library, LSA unit coordinator), assessment design, assessment FAQs in Moodle, rubrics, KSAs, amalgamation of new content from the Common Research project, interactive learning support.
	NURBN1012, NURBN1013 and HEALT1113 – Development of assessment task templates for instructions, student-response and marking criteria. Supported staff through design of these aspects as relevant.
	NURBN1017 - Reviewed assessment task and provided feedback.
Bachelor of Midwifery	MIDBM3210 – Provided support with design and development of assessment task and review of module according to CAPEA standards.
	MIDBM3106 – Provided support with design and development of assessment task.
ST8 / ST9 – Bachelor Speech Pathology (Honours)	HEASP6011 – re-shuffle of materials using content from Common Research Project, increased online active learning support
	HEASP5024 & HEASP2022 - Provided support with design and development of assessment task
Master of Health (on-going project)	HEALT6001 & HEALT6002 – updating assessments, rubrics, and content. Using content from Common Research Project, increased online active learning
PX5 – Bachelor of Exercise and Sports Science	Development of Moodle templates for unit design.
	HMPRC3170 – Reviewed unit according to BOLD L&T Practices and provided recommendations.
HY5 – Bachelor of Psychological Science	BOLD L&T Practices Review of requested units
	PSYCB2104 – Provided support with design and development of group assessment task.
BM3 co-design project (MW and CFH courses)	Co-design and co-develop tools and supporting resources for co-delivery, ensured they were culturally sensitive and aligned with the standards at Federation University.
YM9 – Master of Professional Psychology (on-going project)	Moodle Template was designed to promote consistency and improve student navigation. Initial mapping of assessment and content to APAC accreditation requirements for all Units with a view to changing delivery in mid-2024 to a predominantly online delivery with a series of on-campus intensives.

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

3.5 Staff Capability Support

In addition to curriculum enhancement work and institute/school based professional development, CAD Learning Designers are involved in a range of committees and working parties to provide pedagogical advice around blended and online learning and teaching initiatives, development of resources and liaise with other key stakeholders within the University to enhance student learning outcomes. See **Table 21** for details of staff capability support provided by Institute.

Table 21: Staff capability support by Institute

Institute/School	Committee/Group/Working Party
Institute of Education, Arts and Community	IEAC Learning and Teaching Committee
	IEAC Support Team Meetings
Institute of Innovation, Science and Sustainability	IISS Learning and Teaching Committee
	Engineering Discipline Group Meetings
	Science Discipline Group Meetings
	IT Discipline Group Meetings
	Business Discipline Group Meetings
	Engineering Course Planning Workshop, August 29
	IT Course Planning Workshop, August 30
	Business Course Planning Workshop, August 31
	Science Course Planning Workshop, September 1
	IT Planning Day, November 13
	Science Planning Day, November 15
Business Planning Day, November 22	
Institute of Health and Wellbeing	IHW Learning & Teaching Committee
	IHW Student Retention sub-committee
	IHW Interprofessional Practice Education Working Group
	IHW Teaching Tips Community of Practice
	Discipline Group Meetings Exercise & Sports Science
	Midwifery Baby Makes 3
	IHW Support Committee for Aboriginal and Torres Strait Islander Curriculum

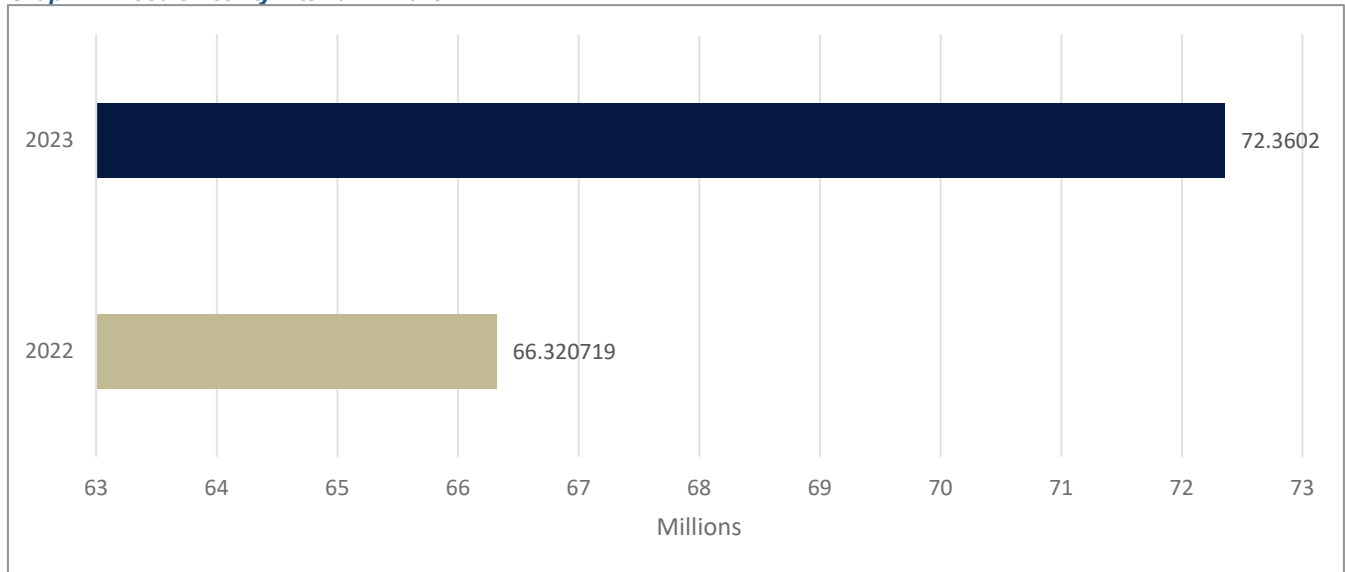
4. Learning and Teaching Technology Support

4.1 Learning Technology Applications

4.1.1 Moodle

There were no surprises this year that Moodle’s usage continues to grow, see **Graph 1**. Despite a fall in enrolments, both staff and students continue to expand their engagement in online technologies, with Moodle representing not only the repository of learning resources, assessment management and communication, it also provides a portal to the many linked systems at Federation, including Plagiarism detection, Proctored examinations, Library resources, vendor-based materials and much more. Usage increased by more than 8.5% in 2023 which also saw the introduction of Teams as an integrated collaborative environment, expanding Moodle’s capabilities to support our changing practices and cohort’s needs.

Graph 1: Moodle Activity Hits 2022 v 2023



4.1.2 Adobe Connect

The migration from Adobe Connect to Microsoft Teams within the university's technology support team was a marked success for 2023. In January of this year, with a plan to rationalise University systems, the Learning Support team conducted an extensive review of the currently enabled Adobe Connect integrations. With some of the University having already migrated to Teams, CAD’s limited resources were then directed to those units still delivering online classes with Adobe Connect. Assistance was provided to ensure that any required recordings were archived out of the Connect system, whilst training included creating comprehensive guidelines for the teaching staff on how to smoothly transition from using Adobe Connect to utilizing the features and functionalities of Microsoft Teams. Clear and detailed documentation played a crucial role in ensuring that everyone involved in the transition process had a comprehensive understanding of the steps to be followed, thereby minimizing any potential disruptions.

In parallel with the documentation process, the team coordinated a series of training sessions, delivered by ITS, allowing teaching staff to familiarize themselves with Microsoft Teams for teaching. These training sessions were tailored to the specific needs of the educators, focusing on the functionalities relevant to their teaching requirements. By providing personalized and hands-on training, ITS ensured that the faculty members felt confident and well-equipped to leverage the capabilities of Microsoft Teams to deliver their courses effectively. Support Officers in CAD continue to provide ongoing support and assistance by establishing Moodle-Teams integrated channels as requested.

On July 31st, Connect was finally switched off and the integration was removed from Moodle. Teams is now the LMS integrated solution for online synchronous delivery. Further work is being undertaken to improve the integration further, including tools to allow staff to create and delete unit specific Teams from within Moodle. This new functionality is due for release in January of 2024

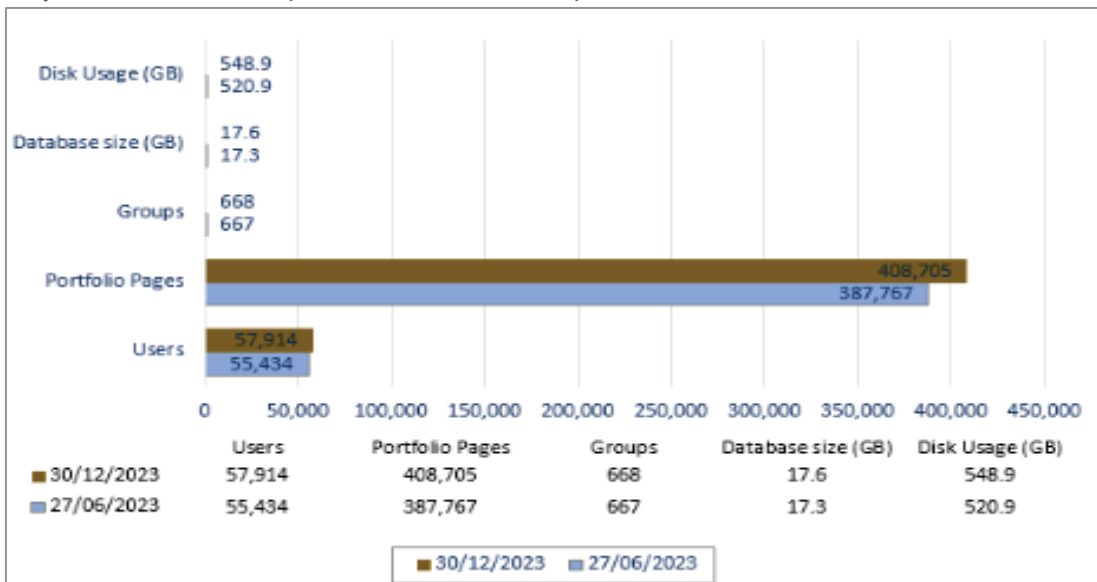
Note: As Microsoft Teams is managed by ITS, CAD will no longer be reporting on this technology.

4.1.3 Mahara (ePortfolios)

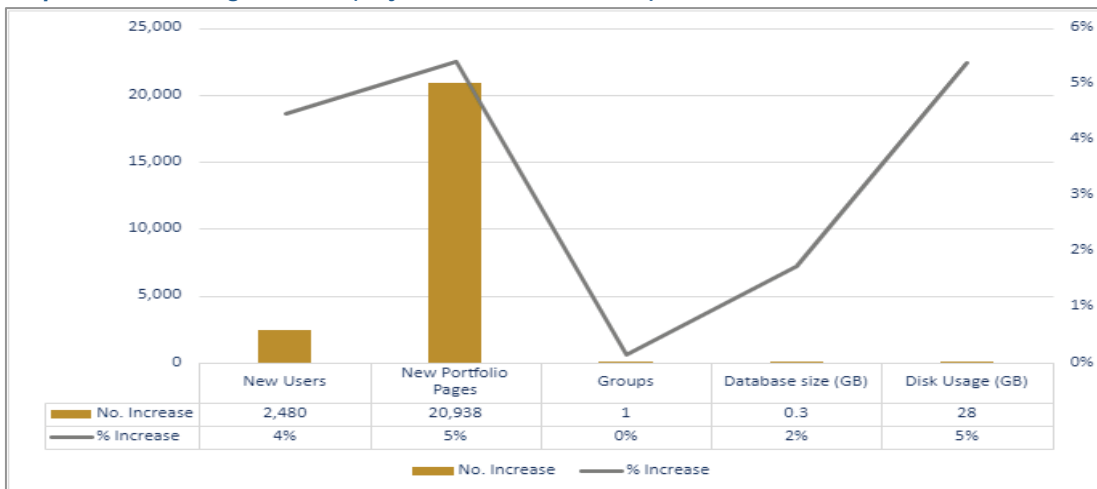
Mahara usage continues to climb with page creation up 5% on 2022 (**Graph 2 & 3**). Mahara has long been a staple of information technology courses, with students required to submit evidence of industry engagement as part of course hurdle requirements. Mahara is due for update in February 2024, with a new feature that will allow students to copy their ePortfolio when submitting, so that iterative work can continue, whilst the submission represents a specific point in time.

Mahara made the move to a subscription-based model in 2023, and this may impact Federation University in 2024, as a small fee will be required for access to upgrades. The positive side to this is that development is ramping up due to a new revenue stream for Mahara, allowing for features such as a reflective AI powered bot, direct video and audio capture, multiple assessors (including externals) as well as updates to authentication, and some GUI improvements. These updates will be released in April 2024, whereby CAI will assess the timeline for upgrading Federation University’s system.

Graph 2: Mahara statistics (June 2023 - December 2023)



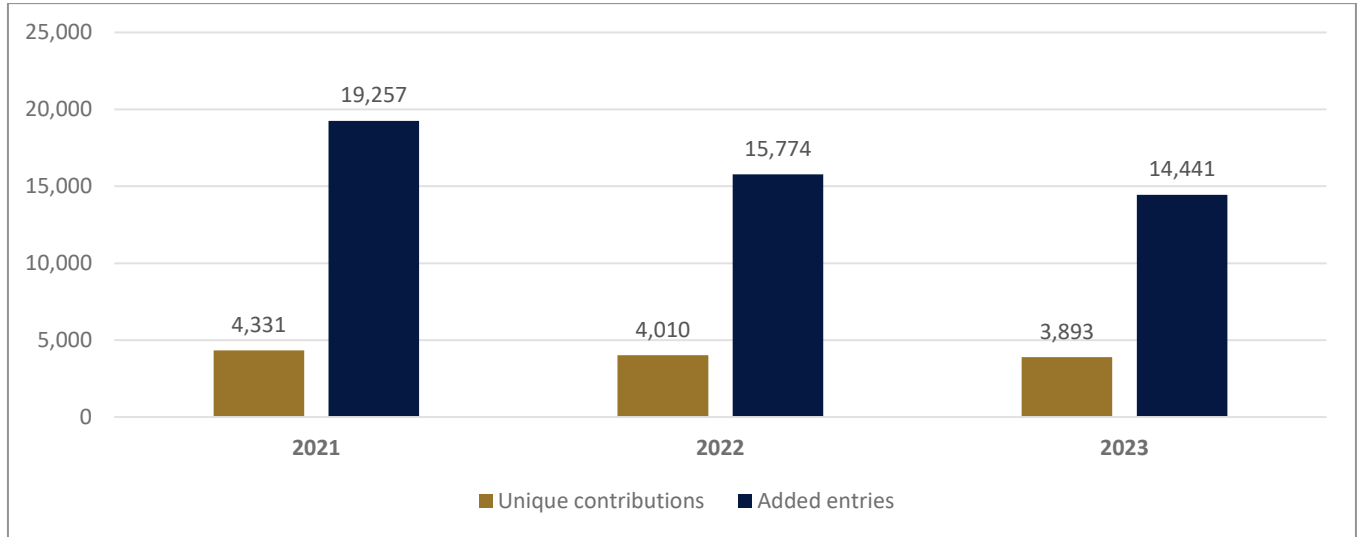
Graph 3: Mahara usage increase



4.1.4 Kaltura

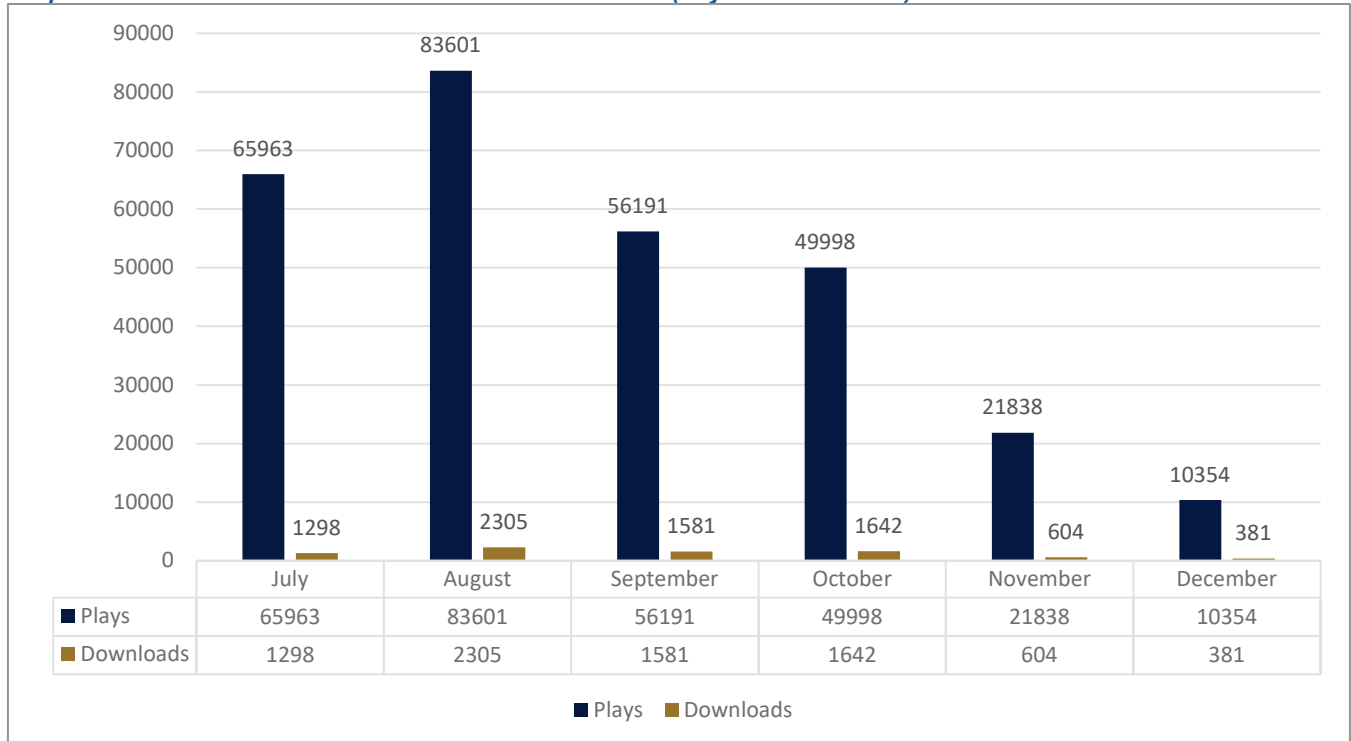
Graph 4 illustrates a decline in Kaltura multimedia content contributions in the second half of 2023 compared to 2022, aligning with the trend observed in the previous academic years. This reduction may be affected by diverse factors including changes in assessments and learning activities that previously required submissions of Kaltura videos. Despite that, the significance of the data provided still strongly suggests that Kaltura continues to be a widely used and effective learning and teaching technology at Federation University.

Graph 4: Multimedia content contributions to Kaltura (July – December across 2021, 2022 and 2023)



Content interaction exhibits a comparable trend to the latter half of 2022, with notable peaks concentrated in the timeframe from July to October. The overall data provided in **Graph 5** indicate that the engagement and interaction with Kaltura multimedia content remains consistent and significant.

Graph 5: Multimedia content interaction via Kaltura and Moodle (July – December 2023)



4.1.5 Turnitin

The rapid rise in the number of Turnitin reports reflects the increasing number of Moodle Quizzes that are now configured to utilize the Turnitin plugin. This greatly inflates the number of submissions, as a typical quiz includes 2-4 essay style questions, each generating a report. (**Table 23**)

In April 2023 Federation University saw the introduction of AI detection within Turnitin. Although this technology has been surrounded by controversy, the report does serve as a flag of interest. Advice to academics has been that no single point of evidence is sufficient for levelling a charge of academic misconduct, and so additional evidence is required to substantiate any rating generated by Turnitin.

Testing and research has shown that Turnitin is generally very reliable for detecting human generated content but is less reliable when determining if something is AI derived.

Table 23: Number of Turnitin reports generated Semester 2 2023

Year	Assignment Submission requiring Turnitin	Requests for Similarity Reports
2021	95911	407086
2022	158333	955432
2023	265629	1189668

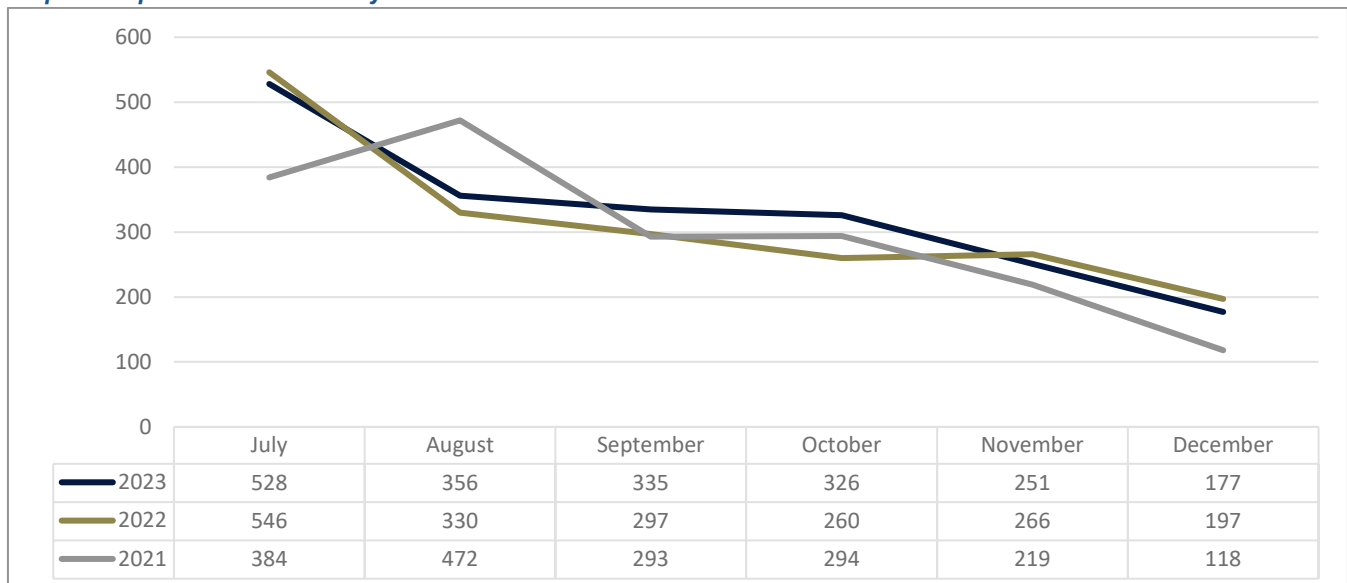
4.2 Just in Time Support

Just in time support is offered by both the Learning and Teaching Technology Support team and the Learning Designers team.

4.2.1 Learning Technology adhoc support

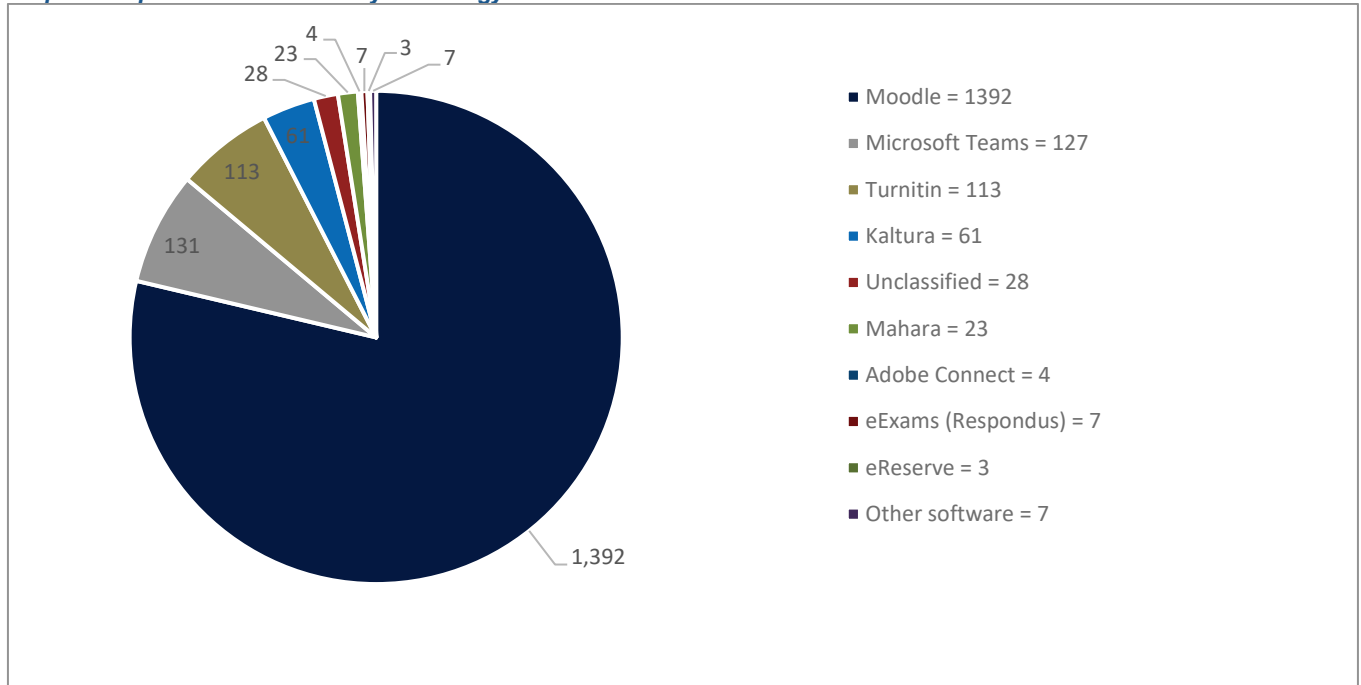
In the period July - December 2023, the pattern of requests for assistance (RFA) closely mirrors that of the preceding year, 2022, (see **Graph 6**) indicating a consistent trend in the demand for learning and teaching technology support. The majority of requests is concentrated between July and October, aligning with the peak academic activity period of Semester 2. The sustained high number of RFAs highlights the ongoing reliance of staff and students on the learning technologies employed at Federation University, despite their gradual transition back to in-person academic delivery following the post-COVID period.

Graph 6: Requests for assistance by month – All institutes and schools



Graph 7 indicates that Moodle, the primary learning management system at Federation University, remains the primary source of requests. There has been a substantial increase in requests to activate Microsoft Teams for online classes, due to Adobe Connect's decommissioning in June 2023. Requests related to Turnitin, Kaltura and Mahara constitute a significant portion, reflecting their continued use in assessment activities across the university.

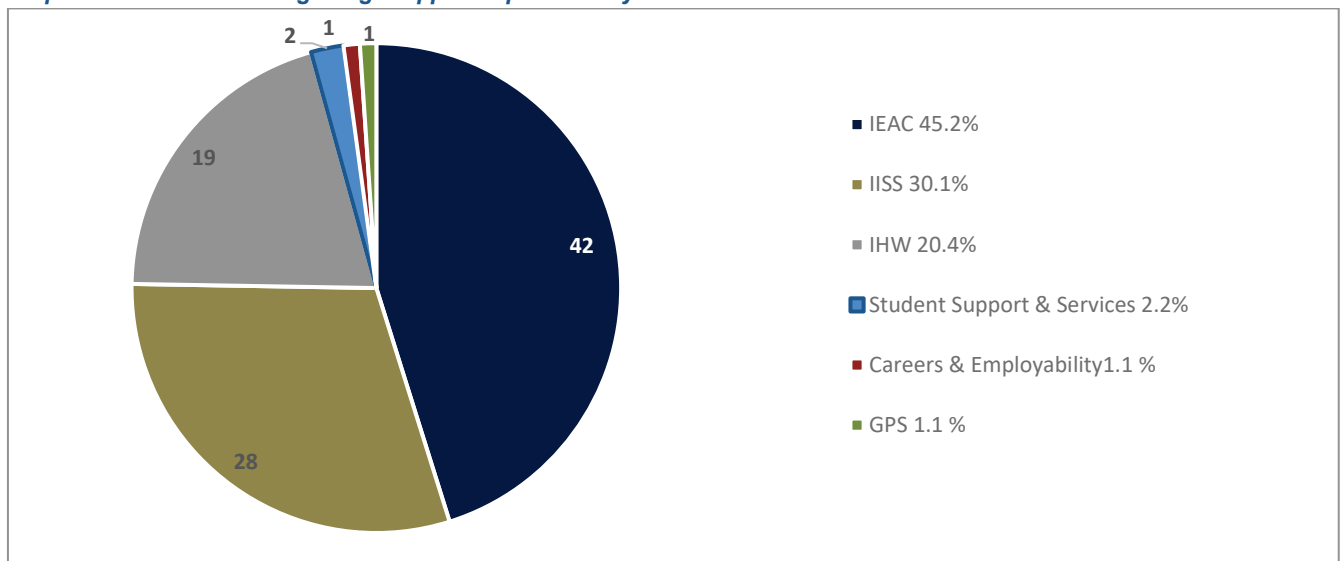
Graph 7: Requests for assistance by technology – All institutes



4.2.2 Learning Design just-in-time support

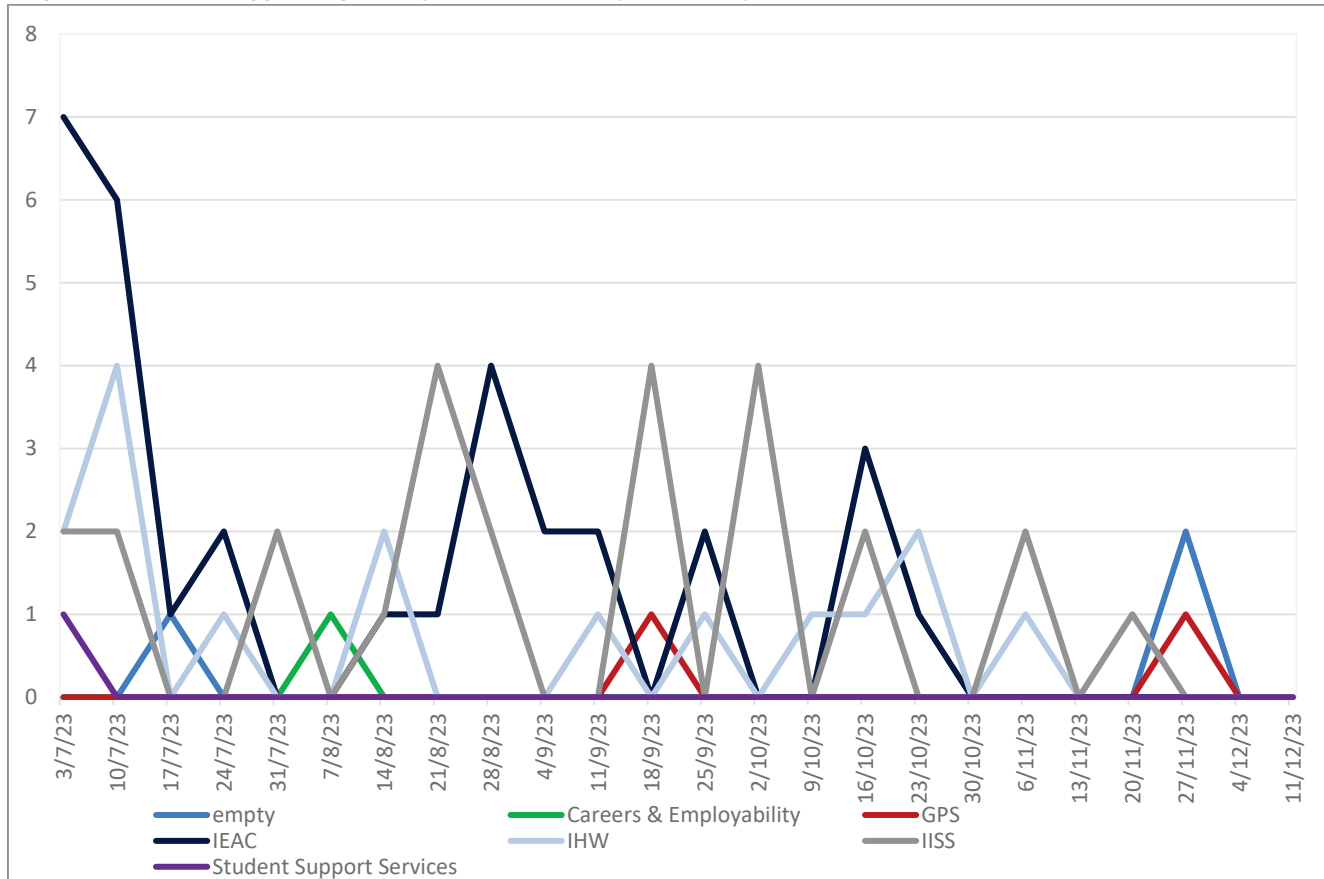
Just-in-time learning design support requests are distinct from project work and broader Learning and Teaching initiatives. They represent services that are often unanticipated, necessitating an immediate response to address identified needs. **Graph 8** illustrates the distribution of just-in-time Learning Design support requests recorded in the ServiceNow system. Demand was highest across the three institutes, with the Institute of Education, Arts, and Community leading in just-in-time support demands, followed by the Institute of Innovation, Science, and Sustainability, and the Institute of Health and Wellbeing. In instances where discipline areas were recorded instead of the institute, this is also depicted in the chart.

Graph 8: Just in time learning design support requests 1 July 2023 – 12 December 2023



As depicted in the **Graph 9**, the observed trends align with those of previous years. The greatest demands for just-in-time support occurred in the period leading up to the semester, with additional smaller yet consistent peaks in demand during common assessment periods.

Graph 9: Just in time support requests by institute/school by week 1 July – 12 December 2023



5. Digital Production

The [Digital Production team](#) supplies support to Institutes in three main ways:

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

Immersive VR180 production

The Digital Production team have developed and delivered numerous engaging digital narrative projects over the years and we continue to grow our cutting edge tech offerings with some exciting preliminary investigations into VR180 video delivery.

Using a stereoscopic lens to capture high resolution 3D 8K video, students will soon be able to immerse themselves into digital narrative experiences using VR headsets.

Shoot and production workflows, post-production technical requirements and even entirely new branching processes for this new medium are currently being stress tested through comprehensive technical rehearsal trials.

We look forward to sharing more on these exciting developments in the coming months as we move into the production phase of our VR180 projects.

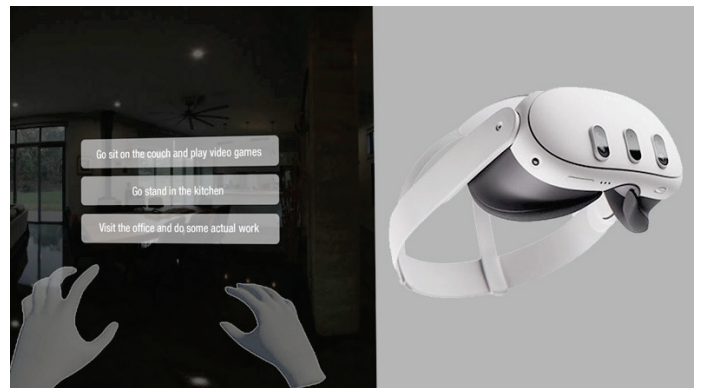


VR180 production rig: Canon R5C with stereo dual fisheye lens

In-house VR tech collaboration

To further expand and complement our VR180 video explorations, we've collaborated with staff in IISS to successfully develop and test an in-house interactive branching VR video technical solution. Still in early development these tools greatly enhance presence, agency and immersion to already engaging VR180 videos.

Through combining VR180 video with Unity game engine technologies we can now inject interactive functionality that overlays the 3D video narrative.



Hand tracking technology demo combined with 3D video

Features such as real time virtual hand tracking, interactive menus and time navigation functionality can now allow us to create deeply engaging and immersive learning experiences.

Designing non-linear interactivity is a complex task in of itself and we're iterating and building processes to ensure successful technical solutions will only further enhance this unique, deep and authentic learning experience for our students.


Interactive Content: The Structure of a Debate

Our Senior Digital Designer has developed an interactive H5P around the structure of a debate with a matching downloadable PDF print out for students


AFFIRMATIVE: In favour of ✓

NEGATIVE: Not in favour of ✕


01 FIRST AFFIRMATIVE SPEAKER




- Can fully prepare before debate
- Defines key terms / place boundaries on the issues that can be argued
- Outlines "team line" - team contention / argument / interpretation of the topic
- Introduces "team split" (who will argue what & notes what their arguments will be)
- Presents arguments (be sure these don't overlap with other team speakers and that you support your arguments with evidence from literature)
- Supports second and third speakers by helping to prepare rebuttals

SEE THIS HELPFUL VIDEO 


02 FIRST NEGATIVE SPEAKER




- Can partially prepare before debate
- Responds to first affirmative speaker's definition
- Outlines "team line" - team contention / argument / interpretation of the topic
- Introduces "team split" (who will argue what & notes what their arguments will be)
- Presents arguments (be sure these don't overlap with other team speakers and that you support your arguments with evidence from literature)
- Responds to and rebuts first affirmative speaker with a counterargument
- Supports second and third speakers by helping to prepare rebuttals

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03 SECOND AFFIRMATIVE SPEAKER




- Can partially prepare before debate
- Re-defines definition (if required)
- Rebuts two (2) opposition arguments - address major areas of disagreement and address any specific arguments of the 1st negative speaker
- Presents main arguments (be sure these don't overlap with other team speakers and that you support your arguments with evidence from literature)

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04 SECOND NEGATIVE SPEAKER




- Can partially prepare before debate
- Re-defines definition (if required)
- Rebuts two (2) opposition arguments - address major areas of disagreement and address any specific arguments of the 2nd affirmative speaker
- Presents main arguments (be sure these don't overlap with other team speakers and that you support your arguments with evidence from literature)

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05 THIRD AFFIRMATIVE SPEAKER




- Can partially prepare before debate
- Rebuts key issues, arguments and rebuttals from all opposing speakers
- Summarises key arguments (do not present new information or arguments) and provides an overview of analysed key themes including identifying any issues which were disagreed on
- Ends on a strong statement that defends their team's case

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06 THIRD NEGATIVE SPEAKER



- Can partially prepare before debate
- Rebuts key issues, arguments, and rebuttals from all opposing speakers
- Summarises key arguments (do not present new information or arguments) and provides an overview of analysed key themes including identifying any issues which were disagreed on
- Ends on a strong statement that defends their team's case

SEE THIS HELPFUL VIDEO 

Client Feedback: Heath Diwell | Resource Developer

On behalf of the NURBN2027 team, I would like to express my appreciation for the enormous help you provided this semester to set this unit.

Your willingness to assist and patience were exemplary and underpinned the delivery of this unit successfully.

You were always available to advise which has positively contributed to the efficient development of this unit and positive student outcomes. Thank you Heath, you are a superstar.

Samira Hamadeh | Lecturer Nursing

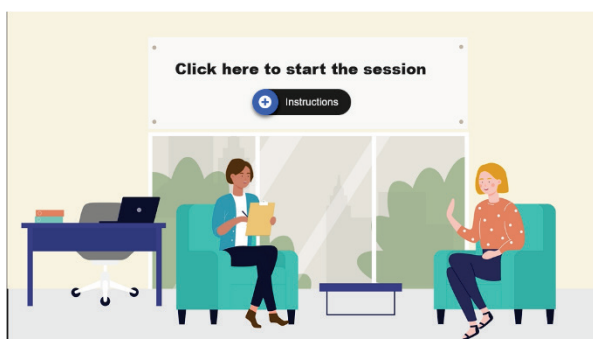
Our new Website

We have a brand new website!
Feel free to take a look and contact us if you would like support enhancing your content.

[Visit the Digital Production website](#)

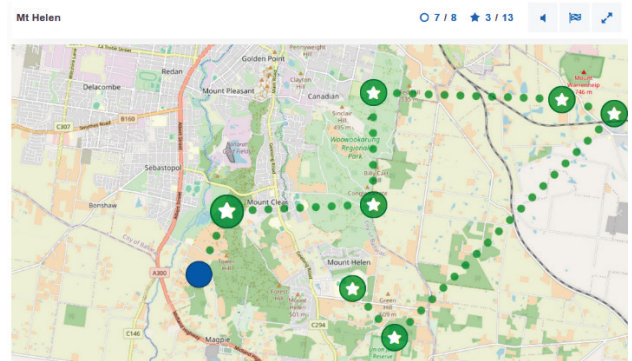
H5P: Social Work Branching Scenario with custom graphics

We have created an interactive **counselling scenario** to immerse students into what the **real-life experience** will be like for them. This involves audio, images as well as animation. Students are given a realistic scenario and asked how they would react given a series of possible prompts. Students will then be given both visual and written feedback based on their answer. [View the branching scenario.](#)



NEW H5P: Interactive Game Map

We are always looking for new innovative technologies and tools to enhance student experience and engagement. We have been experimenting with a new addition to our suite of **H5P** progressing activities called the **Game Map**. The Game map gamifies a unit taking traditional content and displaying it in a more engaging platform where students can have hurdles such as quizzes or activities to complete before.



6. Learning and Teaching Reward, Recognition and Excellence

The Centre for Academic Development, led by the Dean, Learning and Teaching administrative and provide online resources three learning and teaching award processes:

6.1 Vice Chancellor Awards for Learning and Teaching (VCALT)

CAD provides administrative support for 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 (EOI) in early June, monitor draft submission and feedback, and final submission early October, with successful recipients announced in early November and awarded in December. Nominees are identified by self, peers and senior management. CAD provide support through information on the website, SharePoint site, professional learning modules, and assist institute leadership teams allocate mentors within the Academic portfolio.

A total of n=9 nominees submitted an Expression of Interest for the VCALT 2023, which is equal to the number of EOI's in 2022.

Citations for Student Learning - A maximum of five (5) citations are available with prize money of \$1000 per award. There was n=6 submissions and n=3 awarded | two individual awards and one team award.



Citations for Student Services - A maximum of two (2) citations are available with prize money of \$1000 per award. There was n=1 submission and n=1 awarded | one team award.



Award for Teaching Excellence - A maximum of one (1) award is available with prize money of \$3000. There was n=0 submissions.

CAD continues to improve the information and process based on nominee feedback. Improvements in the past six months include:

- Working with Institute Directors of Learning and Teaching to develop a pathway between Institute L&T awards and organisational awards.
- Transform all information on the website to a SharePoint site to improve accessibility, simplify information provided and improve user interactivity.

6.2 Australian Awards for University Teaching (AAUT)

Led by the Dean, Learning and Teaching, CAD provides administrative support for academic staff nominating for the [Australian Awards for University Teaching](#) to celebrate innovative learning, and teaching practices at a national level. A change of process in 2023, at the directive of the DVCA, was for each Institute to nominate and support two nominations for the year. Institute Senior Leadership teams were charged with identifying suitable nominees, based on successful recipients of the VCALT awards in previous years (or equivalent). The University can nominate a maximum of six (6) citations. The AAUT award a total of 100 awards, with no prize money, which has impacted on staff engagement in the past few years. Approval was given by the DVCA in May 2023 to reward any successful nominations with a \$1000 prize money.

The AAUT Awards Team were six weeks later than previous years in releasing information, processes and key dates, resulting in CAD being unable to update resources and develop internal timelines and processes until late June. The process is now only a three-month period, commencing with Institute nomination mid-June, and then a final submission mid-September.

Citations for Student Learning (n=3). A total of n=3 nominees were put forward by Institute Leadership Teams, with only n=1 progressing to final submission. AAUT announcement is made in February 2024.

CAD continues to improve the information and process based on nominee feedback. Improvements in the past six months include:

- Handing over the identification and securing of nominees to Institute Leadership Teams.
- Transform all information on the website to a SharePoint site to improve accessibility, simplify information provided and improve user interactivity.

6.3 RUN Learning & Teaching Awards

This year CAD provided administrative and digital production support for three submissions to the Regional Universities Network (RUN) Learning & Teaching awards. Presentations are limited to three-minute videos and are required contain a title slide and a single static slide to support the presentation. Presentation are spoken word and audio must be continuous, with no additional supporting music or effects. The focus was on one of the key topic areas – Innovation in learning and teaching; regional education; or Indigenous engagement.

- Melinda Hall (IHW) – [The development of simulated learning in exercise and sport science: From written case studies to the content-rich H5P framework for work-integrated learning.](#)
- Cameron Maher (CAD) – [Managing change: Leveraging the power of video](#)
- Emma Derainne (GPS) – [Simulated environments in online education](#)

None of the submissions were successful however we congratulate the chosen FedUni finalists.

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

7.1 Quality Assurance Services

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

The Quality Assurance Services team delivers:

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

7.1.1 Quality Assurance Services Performance Measures

Quality Assurance Services successful stakeholder engagement activities for Semester 1, 2023 included:

- Reporting of mandated Higher Education and Skills Group (HESG) process improvement activities
- Improved regulatory understanding from VET stakeholders
- Development of a 2023 Annual Audit Schedule and conduct of all scheduled audits to date
- Participation in Vocational Education and Training (VET) Quality Committee
- Participation in Course Approval Committee
- Development of Quality Indicator draft responses for TAFE Executive
- Completion of the VET Funding Contract Internal Audit Checklist and Management Action Plan
- Development of responses to inform the ASQA CEO Declaration submission

7.1.2 Quality Assurance Services Audits

Audit activities completed during Semester 2 2023:

- Qualification reviews – n= 24 qualifications (57 reviews conducted)
- Policy Document review and support amendment to Policy documents
- VET Evidence of Participation Audits – n= 150 student files
- VET Evidence of Eligibility & Concession Audits – n= 150 student files
- VET Marketing Audit – n= 96 qualifications across scope of registration
- VET Third Party Delivery Contract Reporting - n= 44 agreements
- Trainer Skills Matrix (TSM) and Staff Qualification Review – n = 42 staff files
- VET Qualification Documentation Audit – n= 363 units
- VET Evidence of Assessment and Testamur Audit – n = 48 (EoA), n= 18 (Testamur)
- VET Validation Audit - n= 13 qualifications, n= 105 units

7.1.3 Quality Assurance Services Recent Achievements/Improvements

Quality Assurance Services provided targeted support to:

- Participation in the consultation and provision of compliance advice to support the development of the CMS system for VET templates
- Participation in the consultation and provision of compliance advice to support the development of the CMS system for HE templates
- Achieving all critical reporting milestones for the year for ASQA and HESG

7.1.4 Quality Assurance Services Just-in-Time Support

Just-in-time support has continued to be delivered to the broader university community with key advice provided in relation to regulatory and funding bodies to all University stakeholders.

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

7.1.5 Quality Assurance Services Current Challenges/Future Initiatives

- Increase focus on Higher Education compliance and support services
- DRAFT Standards for RTO's will require thorough review once released
- Continue to monitor rectifications and ensure ongoing compliance
- Continue to conduct VET and Higher Education audits to validate internal quality processes
- 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
- Provide Program Management Centre memo of current enrolment numbers in superseded qualifications. Memo is also presented and reviewed at VET Quality Committee in accordance with the Standards for Registered Training Organisations and reporting to TAFE Executive. This year has seen a drop of students enrolled in superseded qualifications.
- Current staffing of 2.60FT to monitor Australian Skills Quality Authority (ASQA), Higher Education Skills Group (HESG), Victorian Registration and Quality Authority (VRQA) and Tertiary Education Quality and Standards Agency (TEQSA) (non re reg) compliance.

7.2 Policy Office

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

The Policy Office team delivers:

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

7.3.1 Policy Office Performance Measures

As of 31 December 2023, the Policy Office assisted Document Owners to complete the following:

- n= 65 documents have completed a full review process
- n= 234 documents have undergone a minor review/amendment
- n= 128 documents have been rescinded
- n= 403 forms have been amended and uploaded

The status on the Policy Library documents is detailed in [Table 23](#).

Table 23: Policy Library documents

Policy Library Documents	Number
Current – No review required	183
Current – Review in Progress	2
Overdue - Review Required	7
Overdue – Review in Progress *	5
Draft – Under Construction (New documents)	4

7.3.2 Policy Office Recent Achievements/Improvements

- Ongoing communication/follow-ups with Document Owners regarding reviewing overdue documents.
- Implementation of the Policy Library Rejuvenation Project to support the modernisation and simplification of the policy library
- Providing policy assistance to university stakeholders to enhance the clarity, compliance & readability of documents.

- Identifying documents that could be incorporated into other governance documents and rescinded.
- Comprehensive rewrites and updates of student focused procedures, following from initial work completed by Maddock's Legal. These documents include Student Misconduct, Research Integrity and Misconduct, Complaints, Appeals, Discrimination and Sexual Harm Procedures.
- Successfully undertaking the Policy and Procedure Rectification Strategy as of the 4 May with the aim to have all overdue scheduled review documents reviewed by 1st September.
- Utilization of the ServiceNow portal. Most stakeholders are now using the portal, which has improved ability to triage and track requests.

7.3.3 Policy Library Rejuvenation Project (PLRP):

The Policy Library Rejuvenation Project (PLRP) has been progressively implemented over the past 12 months. This implementation has included:

- Implementation of seven new policy domains
- Amendments to procedure documents to reflect the new polices, statutes and regulations
- Ongoing backend changes to the existing Policy Administration Management Systems (PAMS) (in collaboration with CeRDI)
- Revision to the policy library documents in accordance with TEQSA preparation
- Creation of new manuals and work instructions

The PLRP continues to rescind policies (where required), revising and/or merging procedures, developing new flexible manuals and work instructions that meet university needs. These changes are significant and require careful consideration towards the enhancement and simplification of the policy library.

The PLRP has now entered the next phase of the project, where remaining governance documents are looked to be even further streamlined. This phase will go into 2024.

7.3.4 Policy Office Current Challenges

- Documents Owners (formerly Policy Sponsors) are responsible for keeping policies and procedures up-to-date and reviewing them every 3-5 years but do not have formal reporting lines to Policy. This, along with the volume of documents in the Policy Library, manual systems and under- resourcing makes reducing the number of overdue policy documents challenging.
- The Policy Administration Management System (PAMs) runs on Internet Explorer, the technical support for which is being withdrawn. Policy has developed a detailed user requirements document and is working with CeRDI and ITS to identify solutions. CAD continues to work with ITS and CeRDI regarding enhancements going forward.
- Changes to senior management reporting has created additional work in updating policy documents to align with new nomenclature/positions. This has been increased leading up to the TEQSA Reregistration and has led to the PPRS.
- Risk to compliance due to the speed of the PPRS and document owners not engaging appropriately with the process of reviewing overdue documents.

7.3.5 Policy Office Future Initiatives

- Continue to monitor and track the status of documents within the Policy Library and communicate with Document Owners regarding documents that require updating.
- Continue to provide advice and support to Document Owners regarding the process for creating, amending, and rescinding documents across the Policy Library.

- Continue to provide policy writing assistance to key stakeholders on priority documents.
- Continue to identify opportunities to amalgamate policy documents and reduce the number of documents in the Policy Library.

7.3.6 Policy Office Just in time support

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

7.3.7 Policy and Procedure Rectification Strategy (PPRS)

- To provide the Vice Chancellor and President, Professor Duncan Bentley, information regarding the number of Policies and Procedures that are overdue for scheduled review between 2011 and 2022.
- To provide suggested reasons for these delays and support to Document Owners and Approval Authorities to review documents in the perimeters of the PPRS.
- Use alternative approaches to assist in managing the 83 Policies and Procedures that are significantly overdue.

7.3 International and Strategic Compliance (ISC)

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

ISC maintains stakeholder relationships whilst ensuring there is clear delineation between operational tasks and audit/risk and compliance activity to ensure an independent review process is conducted and reported.

7.4.1 International and Strategic Compliance Activities

International and Strategic Compliance coordinates and delivers the following activities specific to international student compliance:

- Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) registration for all courses delivered to onshore international students
- Development and maintenance of audit tools and templates that support registration practices
- Development and operationalisation of Internal and Partner Provider Audit Schedule
- Systems development and enhancement
- Participation in the review and development of policies and procedures
- Participation in sector networks and monitoring of trends and practice to supply advice to the University
- Preparation of professional development training material and delivery of training
- Interpreting and disseminating regulatory compliance updates to key stakeholders
- Maintenance and management of the University's CRICOS register
- Conducting internal audits to monitor compliance with regulatory and funding bodies
- Undertaking onshore and offshore partner audits to maintain compliance with regulatory and funding bodies

- Reporting internal audit results to relevant committees and provide advice and/or support where applicable
- Participating and providing advice at relevant internal stakeholder working groups and University committees

7.4.2 International and Strategic Compliance Performance Measures

The International and Strategic Compliance stakeholder engagement activities for Semester 2 2023 included:

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

7.4.3 International and Strategic Compliance Recent Achievements / Improvements

The International and Strategic Compliance recent achievements and or improvements completed in Semester 2 are:

- Four audits aligned with National Code and Higher Education Standards Framework completed and three audits currently underway
- Successful recruitment of limited term Quality Officer (International) position with a focus on supporting audits of offshore partner providers
- Ongoing participation in Partner Provider Joint Operating Committees and enhancement of reporting against SLA's
- Review of existing procedures and the development of new procedures aligned with strategic objectives of the University
- Working with key stakeholders to develop the University's Modern Slavery Statement for 2023

7.4.4 International and Strategic Compliance Current challenges

The International and Strategic Compliance current challenges are:

- Supporting new partner organisations with regards to their compliance obligations as they commence working with the University
- Managing the International compliance requirements of the University and 6 onshore partners and 7 offshore partners
- Providing support to partners and University departments to monitor rectifications and ensure ongoing compliance
- Continuous improvement reviews of Quality systems and documentation to ensure ongoing compliance
- Ongoing monitoring of contractual compliance with regulatory and funding bodies

7.4.5 International and Strategic Compliance Future Initiatives

International and Strategic Compliance future initiatives include:

- Increased stakeholder relationships to enhance compliance focus across operational areas
- Enhancement and further development of evidence-based audit processes and operational instructions
- Completion of the development of seven-year strategic audit cycle schedule

7.4.6 International and Strategic Compliance Just in time support

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

End of body of report

Abbreviation Index

ABBREVIATION	DESCRIPTION
AAUT	Australian Awards for University Teaching
AI	Artificial Intelligence
AIP	Academic Induction Program
AR	Augmented reality
ASSD	Academic Support Services Directorate
ASQA	Australian Skills Quality Authority
AQF	Australian Qualification Framework
AWS	Amazon Web Services
BOLD	Blended On-Line and Digital
BLTP	BOLD learning and teaching practices
CAD	Centre for Academic Development
CAI	Centre for Academic Innovation
CC	Course Coordinator
CDM	Curriculum Design Methodology
CRICOS	Commonwealth Register of Institutions and Courses for Overseas Students
DLT	Director of Learning and Teaching
EFT	Equivalent full time
EoA	Evidence of Assessment
Eoi	Expression of Interest
fdIGrades	Secured information system containing official University records
GCETE	Graduate Certificate of Education (Tertiary Education)
GEN AI	Generative Artificial Intelligence
GPS	Global Professional School
H5P	Open-source content collaboration program
HESF	Higher Education Skills Framework
HESG	Higher Education Skills Group
IEAC	Institute of Education Arts and Community
IISS	Institute of Innovation, Science and Sustainability
IHW	Institute of Health and Wellbeing
ITS	Information Technology Services
ISC	International and Strategic Compliance
KPI	Key Performance Indicator
LASS	Learning and Academic Support Services
LD	Learning Design
LSA	Learning Skills Advisor
L&T	Learning & Teaching
MICS	Minimum Co-Op Standards
NPILF	National Priority Industry Linkage Fund

Abbreviation Index (continued)

ABBREVIATION	DESCRIPTION
PAMS	Policy Administration Management System
PD	Professional Development
PLRP	Policy Library rejuvenation project
PPRS	policy and Procedure Rejuvenation Project
PQA&S	Policy, Quality Assurance Services
RCH	Page 15
RFA	Request for assistance
RTO	Registered Training Organisation
RUN	Regional Universities Network
SEAS	Student Experience and Administration Services
SELT	Student Evaluation of Learning and Teaching
SoLT	Scholarship of learning and teaching
SMB	School of Mines Ballarat
TAFE	Technical and further education
TE	Tertiary Education
Tert.Ed.	Tertiary Education
TEQSA	Tertiary Education Quality and Standards Agency
TII	Turn It In
TSM	Trainer Skills Matrix
VCALT	Vice-Chancellor Academic Learning and Teaching Awards
VET	Vocational Education and Training
VPU	Vet Practice Unit
VRQA	Victorian Registration and Qualifications Authority
2D	Two dimensional
3D	Three dimensional

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