

Centre for Academic Development (CAD)

2023 Midyear Report

Prepared by
Centre for Academic Development
Team Members

FINAL Version 3 – 27 July 2023

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Centre for Academic Development (CAD) | Reporting



This report describes projects, outputs and achievements of the Centre for Academic Development (CAD) portfolio, during Semester 1, (January and June) 2023.

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

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

CAD leads in the following domains:

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

CAD consists of three pivotal teams:

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

Centre for Academic Development | Contact details

| | | |
|---|---------------------------------|--|
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| 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 |

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

Centre for Academic Development | Information

| | |
|----------------------------|--|
| CAD Website | Please access the Centre for Academic Development (CAD) website |
| CAD Ways of working | Please access the Centre for Academic Development (CAD) ways of working flyer , which provides advice on how to access CAD's services (pdf. 188kb) |
| Support Requests | <p>For all Ad Hoc, just-in-time support and project requests, please log a job via the CAD 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> |

CAD Organisational chart

Dean, Learning and Teaching



Associate Professor Nina Fotinatos

Dean, Learning and Teaching

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

Administration



Felicity Counsel

Operations Officer

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

Teaching Quality and Learning Design

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

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

* Reports to Dean, Learning and Teaching



Tulas Andrews
Director (Lecturer)
Teaching Quality &
Learning Design



Charlie Duddridge
Senior Learning Designer
Central



Sara Warren
Senior Learning Designer
Central



Jess Robertson
Senior Learning Designer
Embedded - ISS



Jim Carolan
Senior Learning Designer
Embedded - ISS



Kellie Macneil
Senior Learning Designer
Embedded - ISS



Anthea Groessler
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Kate Roberts
Lecturer,
Learning and Teaching



Dr Emma Price
Scholarly Teaching Fellow



Karalee Dwyer
Senior Learning Designer
Embedded - IHW



Dr Tiffany Winchester
Senior Learning Designer
Embedded - IHW



Cameron Nichol
Learning Designer
Embedded - IHW



Navi Sadoughi
Learning Designer
Embedded - IHW



Emma Gould
Senior Learning Designer
Embedded - IEAC



Dr Aimee Turner
Learning Designer
Embedded - IEAC



Lovisa Lindstrand
Learning Designer
Embedded - IEAC



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

Learning and Teaching Support and Production

Technology Support & Innovation

Focus on Federation University's capacity to lead and maintain quality learning environments using digital technologies that enhance learning and teaching practices.

Assistance in learning and teaching technology: Learning Management System (Moodle), Preventing Plagiarism (Turnitin), ePortfolios (Mahara), Video platform (Kaltura), Virtual Classrooms (Adobe Connect). Trial and test new technologies.

Digital Production

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

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



Adam Barbary
Manager, L&T
Support and Production



Cameron Maher
Senior Learning and
Teaching Support Officer



Naomi Cunningham
BOLD Learning and
Teaching Support Officer



Huong Trinh
BOLD Learning and
Teaching Support Officer



Aengus Bowers
BOLD Learning and
Teaching Support Officer



Jaimee Westin
Senior Digital Designer



Eammon Jones
Senior Digital Designer



Brendan Dent
Digital Learning
Resource Developer



Heath Diwell
Digital Learning
Resource Developer

Policy and Quality Assurance Services

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

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



Rebecca Johnson
Manager, Policy and
Quality Assurance
Services



Jessica Frost-Camilleri
Policy Writer



April Rowsell
Policy Administration



Alex Kelly
Policy Officer



Vivian Meade
Quality Officer



Alesha Britton
Quality Officer



Coming Soon
Quality Officer

International Quality



Karen Robinson
Manager, International &
Strategic Compliance



Barb Robillard
Quality Officer
(International)

1. CAD Leadership of University-Wide Initiatives

The CAD portfolio plays a significant role in leading key learning, teaching, academic professional development (PD) associated initiatives. Each initiative is developed collaboratively and implemented in consultation with key stakeholders. Numerous CAD staff have led the following initiatives during Semester 1, 2023.

1.1 Curriculum Quality Assurance

1.1.1 Academic Timeline

The Academic Timeline Resource is an interactive SharePoint site created to support Course Coordinators by streamlining what learning, teaching and administrative tasks are required, when they're required, and who to contact for assistance. It provides links to relevant resources which are contextualized. This resource can be used as a weekly guide to help navigate administrative tasks, learning design and Moodle development considerations, student support and communications, and quality assurance processes required for learning and teaching.

The timeline is extremely valuable for:

- new Course Coordinators who need help to understand the support available and to navigate their way through their first semester
- experienced Course Coordinators who would like to reduce the cognitive load of trying to remember all the learning and teaching tasks which fit within the role.

Released in mid-June (2023), this resource will continue to evolve as feedback is sought, analytics monitored, and ongoing enhancements made.

1.1.2 BOLD (Blended Online Digital) Learning Teaching Practices

The next version of the [BOLD Learning and Teaching Practices \(BLTP\)](#) is part of an ongoing enhancement of the original teacher self-review checklist ([Checklist A](#)). This version includes an extension to include a second checklist for use by independent reviewers ([Checklist B](#)), mapping against key university and sector criteria, and a built-in user guide to support use on a digital platform. The checklists have been developed into a digital platform – fdlGrades – to document, monitor and report on quality assurance of courses with online presence. This version has been tested by key teaching staff across three Institutes and the Global Professional School in Semester 2, 2022, along with feedback from key professional staff from the Centre for Academic Development, Library, Student Experience and Academic Services, Centre for Learner Excellence (TAFE) and New Business Accelerator Unit.

The BOLD Learning and Practice are divided into five key focus areas: course organisation, course communication, learning resources, learning activities, and course assessment. The checklists can be used to review a single focus area, or all five focus areas across a course. A heat map is generated to reflect checklists (see Figure 1).

These checklists have been developed to provide staff with:

- Clear guidelines about expectations for evidence-based best practice online learning and teaching practices for different delivery and study modes.
- The opportunity to self-assess and reflect about their current online teaching practices, and address identified needs.

Figure 1: BOLD Learning and Teaching checklist heat map

| | | ITECH | | | |
|----------------------|---|-------|---|---|---|
| Focus area | Question | 1 | 2 | 3 | 4 |
| Course Organisation | Does the Moodle shell have the latest version of f... | 4 | 4 | 4 | 4 |
| Course Organisation | Are all sections/tools of the template 'open' ... | 1 | 1 | 1 | 1 |
| Course Organisation | Does the Moodle course structure facilitate ease o... | 1 | 1 | 1 | 1 |
| Course Organisation | Do the Moodle course naming conventions, labels an... | 4 | 4 | 4 | 4 |
| Course Organisation | Are the appropriate settings in place for monitori... | 4 | 4 | 4 | 4 |
| Course Organisation | Is the current approved and published course descr... | 4 | 4 | 4 | 4 |
| Course Organisation | Does course text comply with the Moodle accessibil... | 4 | 4 | 4 | 4 |
| Course Organisation | Do course video and audio resources include writte... | 4 | 4 | 4 | 4 |
| Course Organisation | If applicable, are/were any Moodle groups and/or g... | 4 | 4 | 4 | 4 |
| Course Communication | Are the students provided with discussion forums a... | 1 | 1 | 1 | 1 |
| Course Communication | Are there synchronous communication opportunities ... | 1 | 1 | 1 | 1 |
| Course Communication | Are communication tools visible to students, corre... | 1 | 1 | 1 | 1 |
| Course Communication | Is a description provided to students how the Mood... | 1 | 1 | 1 | 1 |
| Course Communication | Is a description provided to students how the Mood... | 1 | 1 | 1 | 1 |

- Opportunities for collaborative discussions with colleagues and learning and teaching professional staff (i.e.: Learning designers, learning skills advisors, library liaisons) to enhance online teaching practices.
 - Opportunities to engage in individual and teaching team peer review and enhancement practices.
 - Enable individual course, year level or program level 'heat map' reporting to identified areas for enhancement.
 - Support with course and program review and renewal projects.
1. The roll-out of this third version has been incrementally throughout April – June 2023. This includes: Use of Teacher Self-Review (Checklist A as part of the revised Program Review Process. The Self-Review Report (Section G: Curriculum review and analysis) requires all Course Coordinators to self-view each course within the program against the practice standards. A program heat map is then created to provide an overview of key elements done well across the program, and to identify key elements to address as part of ongoing quality assurance.
 2. Use of Independent Review (Checklist B) as a directive of Institute Directors of Learning and Teaching for learning designers to review courses, or portions of courses flagged as part of ratification (high proportion of F or HD grades) or as per poor student feedback (SELT data)

1.1.3 Moderation of Assessment

Moderation is a quality assurance process by which Institutes develop, maintain, and monitor good practice in the assessment of student learning. [The Moderation of Assessment process](#), manual, fdl grades access and SharePoint site went live for all staff to access in February 2023, which detailed all three types of moderation: Type 1 – Design, Type 2 – Marking, and Type 3 – Practice. All Moderation of Assessment is undertaken in fdl grades for ease of access to academic staff to complete and for monitoring and reporting purposes.

Moderation of Assessment Marking (Type 2) was introduced in all institutes in late February 2023 which meant implementation in all courses that had not already had their course descriptions approved as this is where the models are selected. Moderation of Assessment Marking is completed during course delivery whereby a model (or models) of marking moderation are selected and implemented for each task to ensure all marks/grades are fair, consistent, and accurate in line with published assessment criteria. Expansion of Type 2 moderation of assessment will occur in all institutes across Semester 2 and beyond. Reporting identified an excellent uptake of Moderation of Assessment Marking practices across all institutes which assists in ensuring quality assessment practices are being undertaken across the university.

Moderation of Assessment Practice (Type 3) was piloted in the Bachelor of Nursing in IHW for Semester 1 and optional for all other courses and institutes. The pilot in nursing included specific training sessions offered to all staff and individual support as required. The staff were well engaged in this process and were able to successfully carry out the process in fdl grades. Targeted roll out across the institutes will occur in Semester 2, 2023 and beyond. Moderation of Assessment Design (Type 1) is currently available to all institutes with targeted roll out plans for 2024 to be determined by the Directors of Learning and Teaching. Future plans for moderation of assessment include university wide roll out of all three types and evaluation of the initiative.

1.2 Co-operative Curriculum

1.2.1 Minimum Co-operative Standards (MiCS) Program Mapping: Benchmarking

Between February and June 2023 a project was undertaken to map all ongoing programs delivered at Federation University (AQF 7 – 9) (and their associated courses) against the Minimum Co-operative Standards (MiCS – V1) – a set of criteria devised by the DVCA Office and approved by the Academic Board on 01 March 2023, to support the Vice Chancellor's commitment to embedding the Federation University Co-operative Model. The minimum standards outline a set of seven (7) criteria for mapping by program to determine the extent to which they align with the University Co-op Education model.

The mapping of these criteria to undergraduate degrees and postgraduate (course work only) programs (see Table 1 & 2 for examples) across the university as a benchmarking activity was a key priority for CAD staff, at the directive of the DVCA. Owing to a deficiency in the current data systems, calculating programs and courses against the MiCS criteria was a labor-intensive process, requiring many manual spreadsheets and the support of multiple CAD Learning Designers and Program Officers within the Academic Support Services Directorate (ASSD). ASSD set up the excel spreadsheets and compiled them.

Institute Directors of Learning and Teaching (DLT) then led the roll-out of the project, working with Learning Designers to run sessions with academic staff on how to complete the mapping process and offer support. Each Institute undertook a slightly different process to accommodate nuances of program structures, program complexities, teacher availability, and conflicting program priorities.

CAD staff led the following key activities:

- **February** | Due to the limited timeframe to commence the benchmarking exercise, development of a digital tool within one of the university's systems was not possible. The manually created MiCS 'calculator' spreadsheet developed by Kellie Macneil (Senior Learning Designer) for use in the four pilot programs in late 2022, was updated, refined and retested. This was a considerable piece of work that sat outside the scope of the Learning Designer role. [Resource: Staff SharePoint | Using the MiCS calculator](#)
- **February** | CAD staff developed a SharePoint site within a two-week period for use in informing academic staff on expectations of each criterion and provision of generic examples to support the mapping of current co-op practices. This included a set of rubrics as a way of quantifying alignment of individual courses and whole programs to each criteria, a methodology for gathering course and program data and a series of supporting resources such as videos, user guides, and web sites. [Resource: Staff SharePoint | Minimum Co-operative Standards \(MiCS\)](#)
- **March – June** | Six Learning Designers worked full-time to support academic staff across all three Institutes to map all courses and then collate to create a program level MiCS map. This included over 1167 courses across 113 programs.
- **May – June** | Creation of an Institute Report that outlines results of individual courses and collective programs, strengths, challenges, and opportunities for future enhancements. Due to the varying number and complexities of programs these reports ranged from IHW at 44 pages, IISS at 83 pages and IEAC at 160 pages of course and program MiCS mapping information. Examples of the self-review data collected are provided below in Table 1 and Table 2.

Table 1: Example of program MiCS dashboard (example shown: Graduate Certificate in Education (Tertiary Education))

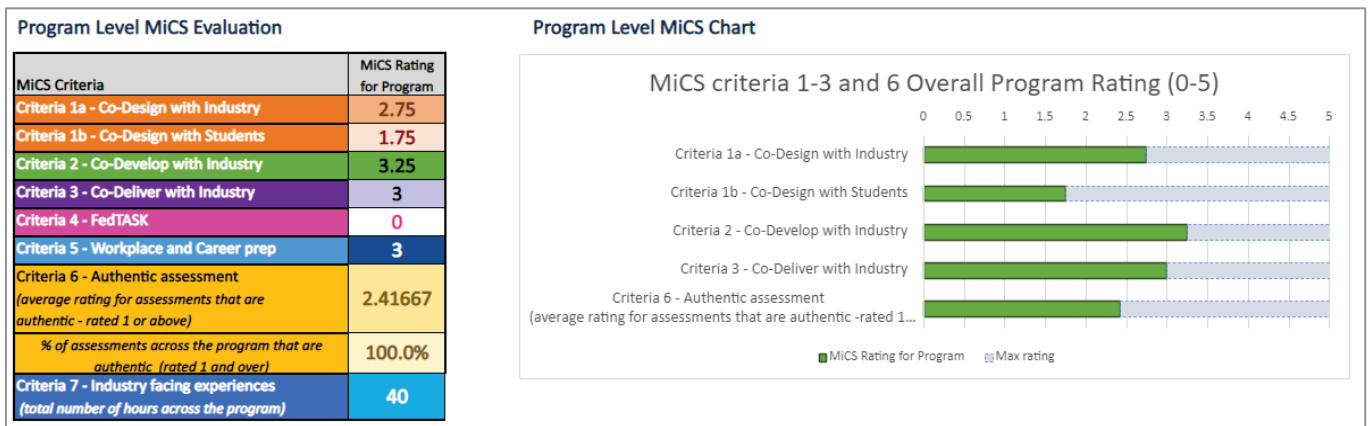


Table 2: Example of individual course ratings within a program (example shown: Graduate Certificate in Education (Tertiary Education))

| MiCS Criteria | EDGCT5007 | EDGCT5008 | EDGCT5009 | EDGCT5010 |
|--|-----------|-----------|-----------|-----------|
| Criteria 1a - Co-Design with Industry | 2 | 2 | 2 | 5 |
| Criteria 1b - Co-Design with Students | 2 | 2 | 2 | 1 |
| Criteria 2 - Co-Develop with Industry | 3 | 4 | 3 | 3 |
| Criteria 3 - Co-Deliver with Industry | 3 | 3 | 3 | 3 |
| Criteria 4 - FedTASK | 0 | 0 | 0 | 0 |
| Criteria 5 - Workplace and Career prep | 0 | 0 | 3 | 0 |
| Criteria 6 - Authentic assessment | 2.5 | 2.5 | 2 | 2.67 |
| Total assessment | 2 | 2 | 2 | 3 |
| Total authentic (1 and over) | 2 | 2 | 2 | 3 |
| Criteria 7 - Industry facing experiences | 10 | 10 | 10 | 10 |

The broad and specific data and information provided by this process and outlined in the Institute specific reports should be considered in the context of:

- Inconsistency of teaching staff knowledge and understanding of the university's co-operative model and the minimum co-operative standards devised, prior to engaging with the mapping process.
- Individual program results have yet to be investigated by Institute Leaderships teams to consider nuances that may require a deviation from the expectations set.
- Results are based on a self-review by Course Coordinators and may or may not be an accurate reflection of the programs current standing on the MiCS criteria spectrums.
- Results should not be used to determine if a program is 'co-op' or not, without more targeted support and professional development offered for each program.

The outstanding effort made by all staff in completing this benchmarking project has yielded a preliminary and meaningful picture of the current state of all courses and programs across the university, which will be valuable not only for ongoing Co-op advancement, but in program review and renewal processes.

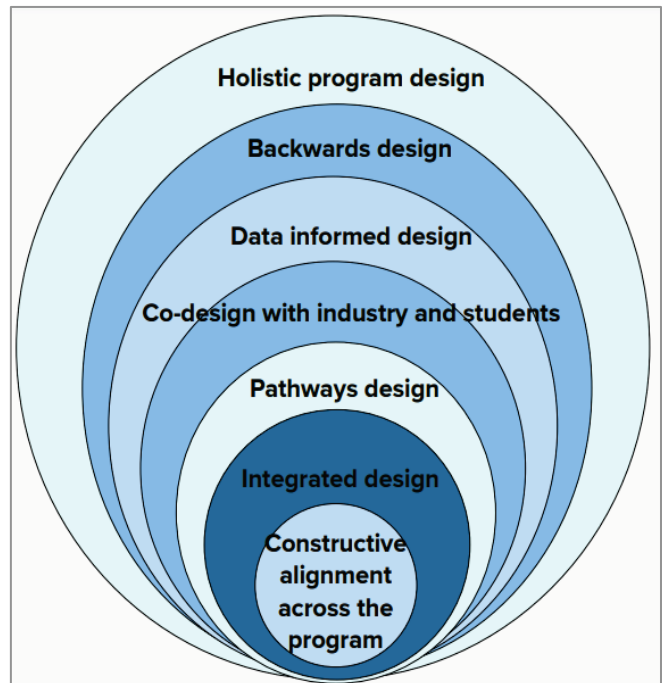
1.2.2 Curriculum Design Methodology (CDM)

In 2022, CAD were tasked to leading the development of a Curriculum Design Methodology (CDM) to support the University’s strategic transformation project to become a Co-Op University by 2025. The CDM provides underlying principles, frameworks, structures, processes, and tools to support the review and renewal stages of curriculum development. See [Figure 2](#) Curriculum design guiding principles.

Elements of the CDM were trialed as part of four renewal pilot projects in Semester 2, 2022. Work progressed on the continuous development of the MiCS mapping excel spreadsheet tool and subsequent online resources to support teaching staff on how to use the tool, as outlined above in 1.2.1.

Due to the prioritization of the Minimum Co-operative Standards (MiCS) Program Mapping: Benchmarking exercise outlined in 1.2.1, there have been no further advancements in completing the Curriculum Design Methodology. It is hoped that this will be prioritized for the second half of the year.

Figure 2: Curriculum design guiding principles



1.2.3 Embedding First Nations perspective in curricula

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

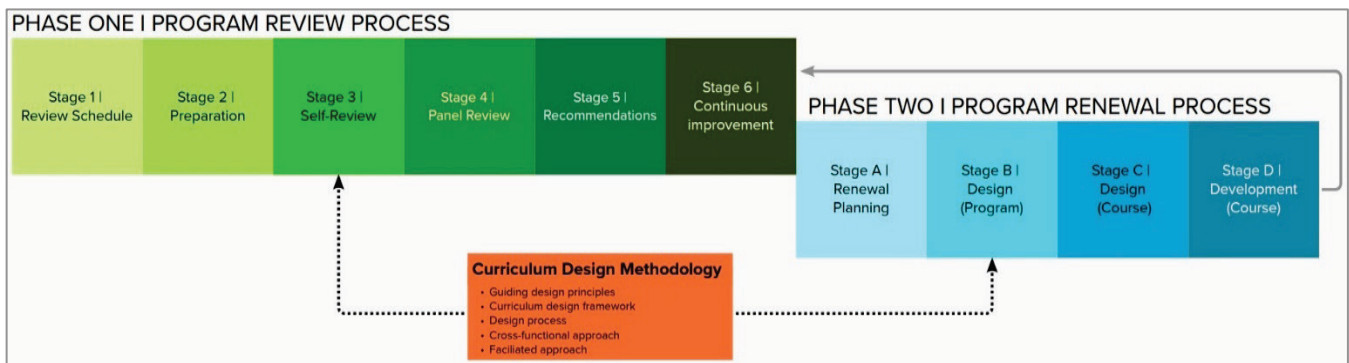
Given the increase in teaching staff requests for support with embedding First Nations perspectives in curriculum. In the absence of the above role, CAD has created [Indigenous Knowledge: Curriculum, Teaching & Learning SharePoint site](#) outlining current Federation University resources available to support improved indigenous knowledges in both teaching staff and students as part of curriculum.

1.3 Curriculum Enhancement

CAD continues to work with key stakeholders across the university to define and refine the key stages of program review and renewal to ensure a streamlined, robust and efficient process to aid quality assurance, TESQA compliance and enabling co-op transformation.

See Figure 3 that highlights two separate processes – PHASE ONE | Program Review and PHASE TWO | Program Renewal – that come together to form a single cycle of curriculum enhancement, utilizing key components of the Curriculum Design Methodology within both processes.

Figure 3: Program review and renewal processes, utilising Curriculum Design Methodology



1.3.1 Program Review Process (Phase One)

Prioritized for 2023, an evaluation of the Program Review Process was undertaken in November 2022, enhancements made to Review of Established Sealed Award Programs (Higher Education) Procedure (LT1281) in December 2022, support resources developed to assist staff in operationalizing the procedure in February and March 2023, ready for implementation in April 2023. All information aligned to the program review schedule and procedure can be found here. This new procedure captures a section focused on MiCS. The new process is much more embedded in quality assurance evidence principles and provides a number of service centres the opportunity to provide feedback on the program and course quality. The staff SharePoint | Program Review Process site to support operationalization of this process continues to be refined and enhanced based on feedback provided by Program Coordinators and key departments in each time allocation period.

1.3.2 Program Renewal Process (Phase Two)

Due to the prioritization of 1.2.1 Minimum Co-operative Standards (MiCS) Program Mapping: Benchmarking and 1.3.1 Program Review Process, progress with completing the work undertaken in 2022 has not progressed, despite being 80% completed in December 2022. It is envisaged that this will be prioritized for completion in the latter half of this year.

1.4 Artificial Intelligence Guidelines

Given the use of artificial intelligence (AI) across the wide-stream media channels, Federation University has developed [Artificial Intelligence Guidelines](#) to further build awareness of this new software.

These guidelines offer advice and support to the university, staff and students aligned to clear expectations and appropriate use as part of the learning, teaching and research journey.

1.5 Strategic Planning and Reporting

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

In April 2022, the Dean, Learning and Teaching assumed the role of TEQSA Project Manager. During 2023, the TEQSA Project Manager has supported TEQSA Quality Officers with finishing and reporting their internal audits and clarifying rectifications. The internal quality audits occurred between September 2020 and March 2023. Since April 2023, the focus has been on:

1. Clarifying rectifications
2. Completing rectifications with evidence
3. Commencing the TEQSA Submission (Due October 2023) as 2 narratives (10page narrative aligned to Accountability and Governance and 5page narrative aligned to Research).
4. Continuously working with key stakeholders including external auditors to prepare a robust, accurate and informative TEQSA submission

More detail around the TEQSA Re-registration Project is reported in [Section 7: Policy and Quality Assurance Services](#).

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 4) via the following strategies:

via TYPE

Access via the type of PD delivery

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

via TECHNOLOGY

Access via the Learning & Teaching technology used

- [Moodle](#)
- [H5P](#)
- [Mahara](#)
- [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:

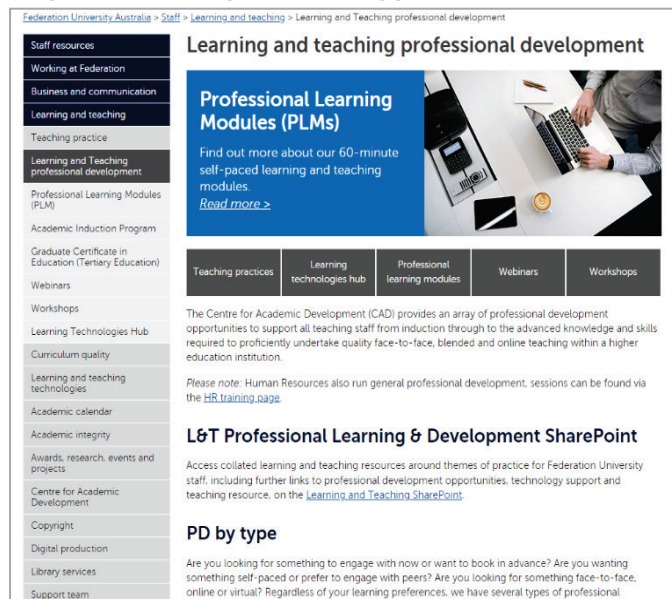
- [Academic Induction Program \(AIP\)](#)
- [Graduate Certificate in Education](#) (Tertiary Education)

via SHAREPOINT SITE

With the development of the [L&T Professional Learning and Development SharePoint](#) during 2023 Quarter 1 and 2, a new link has been added to direct staff to this resource. The SharePoint site covers information and materials on various learning and teaching practices and processes. This space will be further developed during the second half of 2023 to provide targeted resources and easier navigation for teaching staff.

There were 1972 page views to the L&T Professional Learning and Development SharePoint home page during Semester 1 (1 January – 30 June), with 142 unique viewers.

Figure 4– 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 3).

Key topics included introduction to:

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

Table 3: Attendance figures Semester 1, 2023 (February, March, and April programs)

| Campus | Institute | | | | Total | | |
|--------------|-----------|------|-----------|----------|-----------|-------------------|-----------|
| | IEAC | IISS | IHW | Other | Sessional | Fixed/ Ongoing | Total |
| Ballarat* | 8 | 3 | 2 | 4 | 7 | 10 | 17 |
| Berwick | 3 | 1 | 5 | 2 | 9 | 2 | 11 |
| Brisbane | 0 | 2 | 0 | 0 | 2 | 0 | 2 |
| Churchill | 0 | 0 | 5 | 1 | 2 | 4 | 6 |
| Horsham | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 11 | | 12 | 7 | 20 | 16 | 36 |

*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

A total of 42 staff participated in the program and 36 staff (86%) completed all requirements across the three sessions the program was offered in Semester 1. AIP has two components which utilise online synchronous interactive workshops and online learning packages. This Semester 1 workshop was offered face-to-face at Mt Helen, with the remaining workshops delivered fully online. A decision has been made to deliver all Semester 2 workshops fully online as this seems to reflect the needs of new staff better.

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.

General feedback:

'Having not taught adults before, it was good to read about different aspects (some of which are very similar to teaching primary aged students).'

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'

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

'Learning about adult learners and the support available and expectations of Federation Uni'

'Well-structured comprehensive information and links to further readings, policies or other essential resources.'

2.3 Learning and Teaching Website

The Learning and Teaching website (Figure 5) 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 CAD Lecturers, Learning Designers, Digital Learning Resource Officers, BOLD Support Officers, and Digital Production team. 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 4 – 6 for details on pages viewed.

From 1 January 2023 to 30 June 2023 the following analytical data was listed for the website:

- Total visitors: 40,747
- Page views: 129,736
- Unique page views: 55,215

Figure 5: Learning and teaching SharePoint site



Table 4: The top ten-page views of the learning and teaching website within the teaching practice section between 01 January 2023 and 30 June 2023.

| Teaching Practice section Top 10-page views | Page views |
|---|------------|
| /staff/learning-and-teaching/teaching-practice/feedback/types-of-feedback | 59,115 |
| /staff/learning-and-teaching/teaching-practice/assessment/self-and-peer-assessment | 6,645 |
| /staff/learning-and-teaching/teaching-practice/learning/principles-of-learning | 5,085 |
| /staff/learning-and-teaching/teaching-practice/feedback/principles-of-feedback | 3,573 |
| /staff/learning-and-teaching/teaching-practice/assessment/types-of-assessment | 2,936 |
| /staff/learning-and-teaching/teaching-practice/learning/delivery-modes-for-learning | 2,677 |
| /staff/learning-and-teaching/teaching-practice | 2,615 |
| /staff/learning-and-teaching/teaching-practice/development/principles-of-learning-environment | 1,735 |
| /staff/learning-and-teaching/teaching-practice/feedback/feedback-and-marking | 1,412 |
| /staff/learning-and-teaching/teaching-practice/facilitation/facilitation-for-learning | 1,404 |

Table 5: The top five-page views of the learning and teaching website within the curriculum quality section between 01 January 2023 and 30 June 2023

| Curriculum Quality section Top 5 Pageviews | Page views |
|--|------------|
| /staff/learning-and-teaching/curriculum-quality/curriculum-frameworks-and-processes/work-integrated-learning | 902 |
| /staff/learning-and-teaching/curriculum-quality/tertiary-education-standards/constructive-alignment | 778 |
| /staff/learning-and-teaching/curriculum-quality/curriculum-frameworks-and-processes/internationalisation-of-the-curriculum | 661 |
| /staff/learning-and-teaching/curriculum-quality/institutional-standards-frameworks/plans | 626 |
| /staff/learning-and-teaching/curriculum-quality/curriculum-frameworks-and-processes/work-integrated-learning/personal-checks-and-special-requirements-for-wil/police-check-processes | 542 |

Table 6: Top ten-page views of the learning and teaching SharePoint site between 01 January 2023 and 30 June 2023

| L&T SharePoint Top 10 Pageviews | Page views |
|--|------------|
| Minimum Co-operative Standards (MiCS) | 1,533 |
| Moderation of Assessment | 835 |
| Co-op Resources for Academics, Teaching and Learning Staff | 639 |
| Program Review Process | 559 |
| Peer Review and Benchmarking | 463 |
| Academic Integrity Forum 2023 | 444 |
| Using the MiCS Calculator | 430 |
| Connected Classrooms | 417 |
| BOLD Learning & Teaching Practices | 314 |
| Course Readiness - Moodle Checklist | 299 |

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 sessions are scheduled at targeted times to focus on supporting staff to develop their teaching and learning skills, coinciding with key practices within the teaching semester.

One central webinar was delivered during Quarter 1 to support the Connected Classroom initiative. Run in conjunction with ITS Training and Development, the 'Ready for Connected Classroom Teaching' webinar was offered in a blended delivery with two sessions offered. Low attendance for these sessions has resulted in a recording to be offered to teaching staff as a constant resource and more efficient use of CAD and ITS staff time.

No central sessions were offered in Quarter 2 due to competing priorities with university initiatives and evaluation from previous delivery that registration and attendances are minimal in this part of the year. In its place, focus was directed to Institute-based workshops to be reactive to targeted needs within disciplines. With the overall review of CAD PD offerings, it is proposed that the learning and teaching webinars adjust their approach in the second half of 2023 to complement the assessment transformation focus for practice-sharing and promotion of initiatives across the University.

2.4.2 Institute based

Learning and Teaching sessions are also 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 fortnightly snapshots or Institute forums. A large focus for this year so far is working with teaching staff to introduce and implement MiCS mapping across the University.

CAD offers a range of 'on request' face-to-face, blended, and virtual workshops tailored to address specific institute/program learning and teaching needs. CAD Learning Designers work closely with their Executive Deans, Directors' Academic Operations, Directors' Learning and Teaching and other key staff, to develop targeted professional development opportunities aligned to staff and institute priorities. Table 7 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 7: Professional Development (PD) workshops delivered per Institute

| Institute | PD WORKSHOPS | ATTENDEES BY SESSION | TOTAL ATTENDEES |
|--|---|--|-----------------|
| Institute for Education, Arts & Community | Using Marking Guides/Rubrics in Moodle | 12 | 12 |
| | MiCS mapping overview | 38 | 38 |
| | MiCS update | 6 | 6 |
| | Tracking and analytics in Moodle | 6 | 6 |
| | MiCS Performing Arts | 6 | 6 |
| | MiCS Criminal Justice x 3 | 2 + 2 + 2 | 6 |
| | MiCS Movement Education x 2 | 2 + 14 | 16 |
| | MiCS Early Childhood x 2 | 2 + 1 | 3 |
| | MiCS Education Postgraduate x 3 | 2 + 3 + 1 | 6 |
| | MiCS Social Work | 5 | 5 |
| | MiCS Community and Human Services | 4 | 4 |
| | MiCS Bachelor of Arts | 12 | 12 |
| | MiCS Human Services | 4 | 4 |
| | MiCS Education | 7 | 7 |
| | MiCS Education Placements | 3 | 3 |
| | MiCS BA Drop-in | 2 | 2 |
| | MiCS Education Drop-in | 1 | 1 |
| | MiCS Mapping x 3 | 1 + 1 + 1 | 3 |
| | IEAC L&T Sharing Practice Session x 3 | 14 + 16 + 11 | 41 |
| Institute for Health & Wellbeing | Teaching Tips CoP: Getting ready for Semester 1 | 52 | 52 |
| | MiCS Mapping | 7 | 7 |
| | MiCS Rollout | 26 | 26 |
| | Teaching Tips CoP: Catching and keeping students – Tips for engagement and retention | 21 | 21 |
| | MiCS Mapping Paramedicine | 3 | 3 |
| | MiCS Mapping Midwifery x 2 | 1 + 1 | 2 |
| | MiCS Mapping ESS | 4 | 4 |
| | MiCS Mapping Public Health | 3 | 3 |
| | MiCS Mapping Bachelor of Nursing | 4 | 4 |
| | MiCS Mapping Psychology | 5 | 5 |
| | MiCS Mapping Physio | 9 | 9 |
| | MiCS Mapping OT | 8 | 8 |
| | MiCS Mapping Speech Pathology | 3 | 3 |
| | MiCS Mapping Master of Nursing x 12 | 1 + 1 + 1 + 1 + 1 + 1 + 1 + 2 + 1 + 1 + 1 + 1 | 13 |
| | Teaching Tips CoP: Tracking students and providing feedback | 22 | 22 |
| | Teaching Tips CoP: Tips for virtual classrooms | 31 | 31 |
| | Teaching Tips CoP: Tips for providing students with authentic consumer experience in the campus setting | 27 | 27 |

Table 7: Professional Development (PD) workshops delivered per Institute (cont'd)

| Institute | PD WORKSHOPS | ATTENDEES BY SESSION | TOTAL ATTENDEES |
|--|-------------------|----------------------|-----------------|
| Institute for Innovation, Science & Sustainability | MiCS IISS PCs x 2 | 17 + 9 | 26 |
| | MiCS CM4 | 1 | 1 |
| | MiCS MREGC | 1 | 1 |
| | MiCS Mining | 2 | 2 |
| | MiCS MC9 | 1 | 1 |
| | MiCS Eng x 3 | 12 + 9 + 3 | 24 |
| | MiCS Sci x 3 | 10 + 11 + 11 | 32 |
| | Respondus x 2 | 10 + 6 | 16 |
| | MiCS Chem | 5 | 5 |
| | MiCS IT x 2 | 7 + 7 | 14 |
| | MiCS Business | 6 | 6 |
| | MiCS Brewing | 2 | 2 |
| | MiCS IISS CCs | 9 | 9 |
| | MiCS Maths | 1 | 1 |
| MiCS Geology | 1 | 1 | |

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 8](#) details data on the top three pages viewed for each of the learning and teaching technologies guides available. Page views listed in brackets.

Table 8: Top three pages viewed for each learning and teaching technology within the Learning Technologies Hub

| Moodle | Mahara | H5P | Connect | Turnitin | Kaltura | Respondus | Teams |
|--------------------------------|-------------------------------------|-------------------------|-----------------------------------|---|---|--|--------------------------------------|
| Moodle Design Principles (448) | Logging in & navigating Mahara (34) | H5P Examples Book (974) | Create a course meeting room (80) | What is Turnitin? (156) | Kaltura Support & Instruction book V2.5 (325) | Respondus Spreadsheets (190) | Adding Teams to Moodle (525) |
| Add an assignment (329) | Submit an ePortfolio to Moodle (30) | Timeline (233) | Download a recording (61) | Moodle assignment with TII Integration V2 (28) | Planning your Kaltura video (181) | Lockdown Browser and Respondus Monitor (136) | Controlling Teams for teaching (470) |
| Reports in Moodle (264) | Create a journal (28) | Virtual Tour 360 (130) | Setting up audio (23) | Moodle assignment with Turnitin vs Turnitin Tool 2 (25) | Creating welcome videos (125) | | |

2.6 Professional Learning Modules

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

During the first half of 2023, the PLM suite has been reviewed with plans to condense to approximately 30 modules. In addition to the AIP, five modules have been redeveloped and now housed in ELMO for greater staff access and aligned with university strategic priorities and new initiatives.

Modules can be viewed multiple times by a participant, with or without full completion and issue of certificate. See [Table 9](#) for participants who completed a PLM between 1 January – 30 June 2023.

Table 9: Number of views and users for top five PLMs available – with completion certificate

| PLM | Completed |
|--|-----------|
| Essentials for Connected Classroom learning and teaching (ELMO) | 12 |
| Applying for an institutional learning and teaching award (ELMO) | 6 |
| Writing a strong learning and teaching award (ELMO) | 2 |
| Components of a learning and teaching award (ELMO) | 1 |
| Creating a simple rubric (Moodle) | 1 |

2.7 Graduate Certificate of Education (Tertiary Education)

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

To accommodate the teaching workloads of participants, the program is offered part-time, wholly online, and facilitated across 15 weeks (12 weeks teaching and 3 weeks self-study) in the winter and summer semesters. All courses are delivered at an AQF Level 8. Participants are primarily Federation University teaching staff and teaching support staff, with eligible staff members supported with a staff study scholarship to cover course fees. There is continued strong representation in the participant cohort from full paying external students – representing 22% of the current students.

The program currently has 50 participants studying across three courses in this Winter semester (see [Table 10](#)). 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:

Summer 2022:

EDGCT 5007 | *“This course has taught me much valuable information to implement in my teaching: understanding the student’s needs, connecting my teaching activities, and assessments with course outlines, and the importance of learning environments and learning styles...lots of knowledge I have perceived in this course. Especially I enjoyed the last two modules. I would definitely try to implement these, in my upcoming units.”*

“It is an eye opener to what an effective teacher should be like. It is challenging and informs teaching practice.”

EDGCT 5008 | *“The material on Moodle was very easy to follow and relevant to the industry, I have already started to use some of the techniques which we have learnt. The flexibility of the course was great, I was able to try and stay head to assist my busy lifestyle”*

“I enjoyed the reading materials and the application questions, which help me to think how I can use what I have learned.”

“I think everything was done really well, it kept me motivated and allows me to change my teaching methods.”

EDGCT5010 | *“I love research, so I thoroughly enjoyed researching how I could improve my teaching practices through investigating the literature.”*

“I enjoyed being able to integrate my research background into this course. I enjoyed listening to other seminars, as this proved to be a great learning point for me (I don’t have contact with students)”

“Challenged my researcher brain, helped me see something in my teaching space I can go forward with.”

Table 10: Participants engaged with GCETE between January 2023 – June2023

| INSTITUTE | IEAC | IHW | IISS | TAFE | Other FedUni | External | Total |
|--|------|-----|------|------|--------------|----------|-------|
| EDGCT5007 Tertiary Teaching and Learning | | | | | | | |
| Summer 2022 | 3 | 5 | 2 | 0 | 1 | 0 | 11 |
| Winter 2023 (Complete August 2023) | 0 | 5 | 1 | 0 | 3 | 4 | 13 |
| EDGCT5008 Professional Practice in Tertiary Teaching | | | | | | | |
| Summer 2022 | 5 | 3 | 6 | 0 | 5 | 6 | 25 |
| EDGCT5009 Contemporary Issues in Tertiary Teaching | | | | | | | |
| Winter 2023 (Complete August 2023) | 4 | 7 | 6 | 0 | 3 | 6 | 26 |
| EDGCT5010 Tertiary Teacher as Researcher and Practitioner | | | | | | | |
| Summer 2022 | 2 | 9 | 11 | 0 | 0 | 8 | 30 |
| Winter 2023 (Complete August 2023) | 2 | 3 | 3 | 0 | 2 | 1 | 11 |
| <i>IEAC = Institute of Education, Arts and Community IISS = Institute of Innovation Science and Sustainability IHW = Institute of Health and Wellbeing</i> | | | | | | | |

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 program and course learning design projects and support. Each of the learning designers are active members of Institute Learning and Teaching Quality committees, provide institute staff with professional development opportunities, aid in the planning and reviewing of courses and programs and develop and implement tailored learning journeys to address student needs. Their role includes learning design expertise for:

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

3.1 New Programs (and courses within)

Learning Designers play a pivotal role in providing pedagogical expertise on the design of learning across a whole program, in any delivery mode or domain, to ensure a well scaffolded and supported learning journey and to maximise student success. Programs may be stand-alone, cross-programs, cross-institutes, cross- sector (i.e.: TAFE), or a combination of new and revised courses. See [Table 11, 12, 13 & 14](#), for list of programs currently utilising learning designer expertise across whole program design, and the new courses within.

Table 11: Institute of Education, Arts and Community new programs

| Program | Courses | Pedagogical expertise, design and/or development involvement |
|--|------------|--|
| Bachelor of Visual Arts (second year rolled out in 2023) | VCHAT 2003 | Course redesign with assistance provided around student learning activities, assessment structure and submission processes and approaches to synchronous classes. A series of H5P activities were developed to represent a virtual art gallery, showcasing art relevant to each topic. |
| | VASAP 2013 | Set up of assessment task descriptions and submission points in Moodle. Development of marking guides. |
| | VACAP 2001 | Set up of assessment task descriptions and submission points in Moodle. Development of marking guides. |

Table 12: Institute of Innovation, Science and Sustainability new programs

| Program | Courses | Pedagogical expertise, design and/or development involvement |
|-----------------|---------|--|
| No new programs | | |

Table 13: Institute of Health and Wellbeing new programs

| Program | Courses | Pedagogical expertise, design and/or development involvement |
|---|---|--|
| Bachelor and Master of Speech Pathology | HEASP5022 HEASP1022 | Reviewed & redesigned for 2023 delivery: Course description, assessment tasks, marking criteria Reviewed & redesigned for 2024 as it needs to go for course modification: assessment tasks & marking criteria Create a template to enable staff & students to evaluate the group dynamic/ each member's contribution to a group assessment. Complete development of Moodle shell, including assessments, grade books, weekly content, along with activities |
| | HEASP 2022/5024 HEASP 6021 HEASP 1012 HEASP 1015 /5015 HEASP 2012/6012 HEASP 2013 HEASP 6023 | Set up assessments & grade book Imported & formatted Content Populated weekly book/content plus activities Created H5P Checked & edited access and accessibility |
| | HEASP 5014 HEASP 6024 | Reviewed: Course description, assessment tasks, marking criteria. Set up assessments & grade book Imported & formatted Content Populated weekly book/content plus activities Created H5P Checked & edited access and accessibility |
| Graduate Certificate of Health (Pediatric Nursing) | HEALP6001 HEALP6002 | HN4.PD - HEALP6001 and HEALP6002 Course development of new course & Master shell needed Course development of new course in the newly approved Grad Cert |
| Master of Health (Nurse/Nurse Practitioner) | HEANP6003 HEANP6001 | New program, new course, complete design from scratch including alignment to external body (ANMAC) for accreditation |
| Master of Public Health / Master of Public Health and Business Administration | HEASP7001 | Reviewed, re-designed & developed assessment tasks 1 & 2 & marking guide Weekly content populated to the Moodle shell, along with interactive activity, including H5P |
| | HEASP7003 | Reviewed assessment tasks and suggestions for modification have been made. Weekly content populated to the Moodle shell, along with interactive activity, including H5P |
| Bachelor of International Sport Management | ISMAN3001 ISMAN3002 ISMAN3003 ISMAN3004 ISMAN3009 | Reviewed assessment tasks and marking criteria, and populated Moodle shells with all learning resources and activities |
| Bachelor of Physiotherapy | NHPHS2102 | Provided support of marking criteria design and development |
| | NHPPS3007/3107 | Reviewed and advised on the development of the assessments and rubric Provided guidance on how to engage students in weekly reflective activities |
| Bachelor of Occupational Therapy | NHPOT 4027 | Reviewed and advised on development of assessment tasks & rubrics |
| | NHPOT4025 | Provided marking criteria advice and support |
| | NHPRH2002 | Provided exam advice |

Table 14: Other Schools/Departments – i.e.: Graduate Research School, Global Professional School

| Program | Courses | Pedagogical expertise, design and/or development involvement |
|--|---------|--|
| Project exploring potential to expand HDR suite of program offerings to include multiple exit/entry points to include a Graduate Certificate or Graduate Diploma | N/A | Consideration of how learning outcomes and the AQF framework might be applied to HDR programs to support the expansion of offerings. Currently, documentation and supervisory feedback are centered around the Confirmation of Candidature (CoC) document. A review of the CoC document as well as the HDR Skills Development Program supporting current HDRs in the master's and PhD programs will be reconsidered and contextualized in their potential capacity to assist with determining student's candidacy for the potential range of HDR exit points in alignment with the AQF framework. |

3.2 Existing Program Renewal Projects (and courses within)

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

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

| Program | Course | Pedagogical expertise, design and/or development involvement |
|--------------------|----------------|---|
| Arts Academy | VCHAT1011 | Course redesign with assistance provided around student learning activities, assessment structure and submission processes and approaches to synchronous classes. A series of H5P activities were developed to represent a virtual art gallery, showcasing art relevant to each topic. |
| Humanities | CRJUS 1285 | Assessment and marking rubric design. |
| | BATCC2004/3004 | Review and redesign of online content delivery. Development of assessment instructions, submission points and Gradebook setup in Moodle. |
| Community Services | CHSUG 2101 | Course redesign, including restructure from 12 topics to 4 Modules, revision of assessment tasks, updating of marking rubrics, creation of Mahara ePortfolio template, updating of all 12 topic Moodle books, adding additional student learning activities (e.g., discussion forums, choice poll and H5P activities) to each Module and linking case study activities to the synchronous sessions. |

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

| Program | Course | Pedagogical expertise, design and/or development involvement |
|---|--------|---|
| SUV4 + SU4 Graduate Cert/Dip in Brewing | All | Support with Program Review Process Provision of data for sections F and G of the Self-Review Report |
| GMR9, GMM4, GRE4, GEM 4 Graduate Cert/Dip + Masters in Engineering Management | All | Support with Program Review Process Provision of data for sections F and G of the Self-Review Report |
| EQ4 Graduate Diploma of Mining | All | Support with Program Review Process Provision of data for sections F and G of the Self-Review Report |
| SE5 Bachelor of Environmental and Conservation Science | All | Support with Program Review Process Provision of data for sections F and G of the Self-Review Report |
| SC5.ENV Bachelor of Science (Environmental Science) | All | Support with Program Review Process Provision of data for sections F and G of the Self-Review Report |
| MM9.EL, MB4, MA4 Graduate Cert/Dip + Master of Business Admin/Management | All | Support with Program Review Process Provision of data for sections F and G of the Self-Review Report |

Table 16: Institute of Innovation, Science and Sustainability renewal and maintenance (cont'd)

| Program | Course | Pedagogical expertise, design and/or development involvement |
|--|--------|---|
| CT5 Bachelor of Information Technology | All | Follow-up discussions with Course Coordinators post 2022 pilot project to progress identified potential curriculum enhancements that were unable to be implemented due to time factors. Quality assurance checks on Course Descriptions. |
| CI5 Bachelor of Information Technology (Professional Practice) | All | Follow-up discussions with Course Coordinators post 2022 pilot project to progress identified potential curriculum enhancements that were unable to be implemented due to time factors. Quality assurance checks on Course Descriptions. |
| BI5 Bachelor of Business | All | Follow-up discussions with Course Coordinators post 2022 pilot project to progress identified potential curriculum enhancements that were unable to be implemented due to time factors. |

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

| Program | Course | Pedagogical expertise, design and/or development involvement |
|--|-----------|--|
| Master of Health | HEALT6001 | Provided support and advice for course enhancements, including more interactivity, change of assessment, alignment of assessment to learning outcomes, and reshuffling of content for better flow. |
| | HEMTL6004 | Supported re-development of six weeks of content and provided feedback for enhancing course in future iterations |
| Bachelor of Nursing | NURBN3035 | Provided support and advice for course enhancements, including more interactivity, change of assessment, alignment of assessment to learning outcomes, and reshuffling of content for better flow. |
| | NURBN1013 | Created rubric for the Clinical Skills Assessment (Supplementary task) |
| | NURBN2024 | Reviewed course and assessment tasks and provided support to Course Coordinator. |
| Speech Pathology | HEASP5022 | Reviewed learning outcomes and assessment tasks |
| | HEASP1022 | Created predefined templates for analysing "group dynamics" |
| Interprofessional Practice Education (IPE) Pilot Project | HEALT1113 | HEALT1113 was nominated as the IPE pilot project course. It was acknowledged that there could not be significant course modifications made within the timeframes imposed and so IPE integration was somewhat limited. IPE integration focused on the re-design of assessment tasks and rubrics. IPE group work assessment tasks required a re-consideration of cohort and group management strategies. Group self-selection tools were utilised for cohort management of group-based assessment tasks. Development of IPE course content for weeks 10 and 11 were completed with lesson plans and an IPE student survey was developed and integrated into Moodle shell using MS Forms. |
| Bachelor of Midwifery | MIDBM3106 | Reviewed assessment task and provided feedback on task and rubric. |
| | HEALM6306 | Reviewed assessment task marking criteria and provided feedback for enhancements |
| Bachelor of Exercise and Sports Science | HEALT1705 | Provided advice regarding online activity and developed database |
| Bachelor of Psychological Science | PSYCB2106 | Supported development of reflective assessment task, and associated template and marking criteria |
| Bachelor of Psychological Science (Honours) | PSYCP6011 | Reviewed assessment task and developed rubric |
| Master of Professional Psychology | PSYCM7015 | Developed Moodle template items, reviewed weekly content and activities, provided support in developing group activities, and completely redeveloped Moodle shell |
| Bachelor of Physiotherapy | NHPPS2224 | Provided feedback on reflective assessment task and marking criteria |

Institute requested curriculum enhancement and maintenance projects

Existing courses require ongoing maintenance and enhancement to uphold contemporary online pedagogies and practices. Projects may be short, medium or long term, within a single course, a whole program or an entire discipline. Projects may also see cross-course or discipline-wide learning design needs. See [Table 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 |
|-------------------------------|--|
| Professional Experience Shell | Implementation of query form using Microsoft Forms and Flow Updating of 2 nd year Readiness activity Student and staff support materials for using Mahara SMART Evidence Updating of groups and groupings to accommodate revised course and program offerings Liaison with Fed Online regarding the provision of student information around placement |

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

| Project | Pedagogical expertise, design and/or development involvement |
|------------------------------|--|
| SCMED2011 Pathophysiology | Review and recommendations provided for the re development of all assessment tasks Course modifications applied to rewrite ILOs and established more authentic tasks Ongoing one to one support to constructively align ILOs to assessment tasks and re distribute marks across tasks Development of marking criteria for all three tasks |
| SCSUS 1500 | Post ratification review of assessment tasks and recommendations provided. Rubric development |
| SCMOL 3010 | Post ratification review of assessment tasks and recommendations provided. Recommendations for course modifications |
| SCVET 2001 | Comprehensive Independent BOLD L&T review |
| SCVET 3001 | Comprehensive Independent BOLD L&T review Currently implementing enhancements for criteria 1.2, 1.6, 2.8, 3.4, 3.6, 4.4, 5.12 and help with H5P development |

Table 20: Institute of Health and Wellbeing curriculum enhancement projects

| Project | Pedagogical expertise, design and/or development involvement |
|----------------------------------|---|
| Common Research Suite of Courses | Complete re-do of all research-based courses across the IHW, from first year undergrad to masters level, including PhD level resources. Working in collaboration with Professor Andrew Lewis, various academics, the library, and external industry. Includes creating new content, as well as enhancing current content to achieve higher quality materials that are interactive and focusing on students “do-ing” as well as “reading” the materials. |

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

3.3 Staff Capability Support

In addition to curriculum enhancement projects and institute/school based professional development, CAD Learning Designers are involved in a range of committees and working parties to provide pedagogical advice around blended and online learning and teaching initiatives, development of resources and liaise with other key stakeholders within the University to enhance student learning outcomes. See Table 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 All Staff Meeting |
| | IEAC Learning and Teaching Committee |
| | IEAC Support Team |
| | Bachelor of Arts Review working group |
| | BA History Major Redevelopment |
| | IEAC Artificial Intelligence working party |
| | IEAC Course Description Peer Review working party |
| | IEAC Learning and Teaching Sharing Practices sessions |
| Institute of Innovation, Science and Sustainability | Learning and Teaching Committee IISS |
| | Discipline group meetings Engineering |
| | Discipline group meetings Information Technology |
| | Discipline group meetings Business |
| | Discipline group meetings Maths/Science |
| | IT Accreditation Taskforce |
| | Engineering Accreditation Working Party |
| Institute of Health and Wellbeing | IHW Teaching & Learning Committee |
| | IHW Student Retention working group |
| | IHW Assessment sub committee |
| | Support committee for Aboriginal and Torres Strait Islander |
| | IHW Interprofessional Practice Education Working Group |
| | Discipline Group Meetings Exercise Sports Science |
| | IHW Teaching Tips Community of Practice |
| | Midwifery Baby Makes 3 |

4. Learning and Teaching Support

By far the biggest development this year has been the arrival of accessible Generative AI (GenAI). GenAI has had a profound impact on higher education during a relatively short timeframe, with its promise of personalised learning, and enhanced productivity. However, there are also negative effects to consider, such as concerns over privacy, ethical use of data, and the potential for academic misconduct. CAD will continue to monitor and engage with AI technology as it grows and drives innovation and reshapes the teaching and learning landscape in higher education.

After the shift to 100% cloud-based system hosting has not been without issues, but credit goes to both the CAD Support Officers and the ITS Digital and eLearning team who have worked tirelessly with our hosting partner to improve services and resolve problems in a timely manner. While we have lost some flexibility in how we manage our systems, and timelines have become slightly more rigid, the overall change has been very positive.

Speaking of improvements, our CAD support staff have spent a significant amount of time evaluating and implementing software updates, as well as reporting and managing bugs and fixes. In this year alone, Moodle has received six security and bug fixes, along with over a dozen modifications to various components. Additionally, our ePortfolio system was not only migrated to the cloud, but also adopted Multifactor Authentication (MFA), and received a long overdue update. Turnitin has implemented AI detection, Kaltura has updated their player, and Respondus has added desktop recording to their Lockdown Browser. Each of these items requires significant time investments for staff to familiarize themselves, test, document, and finally promote and support them.

With the half year behind us, CAD staff will now commence working towards the next major release of Moodle for 2024.

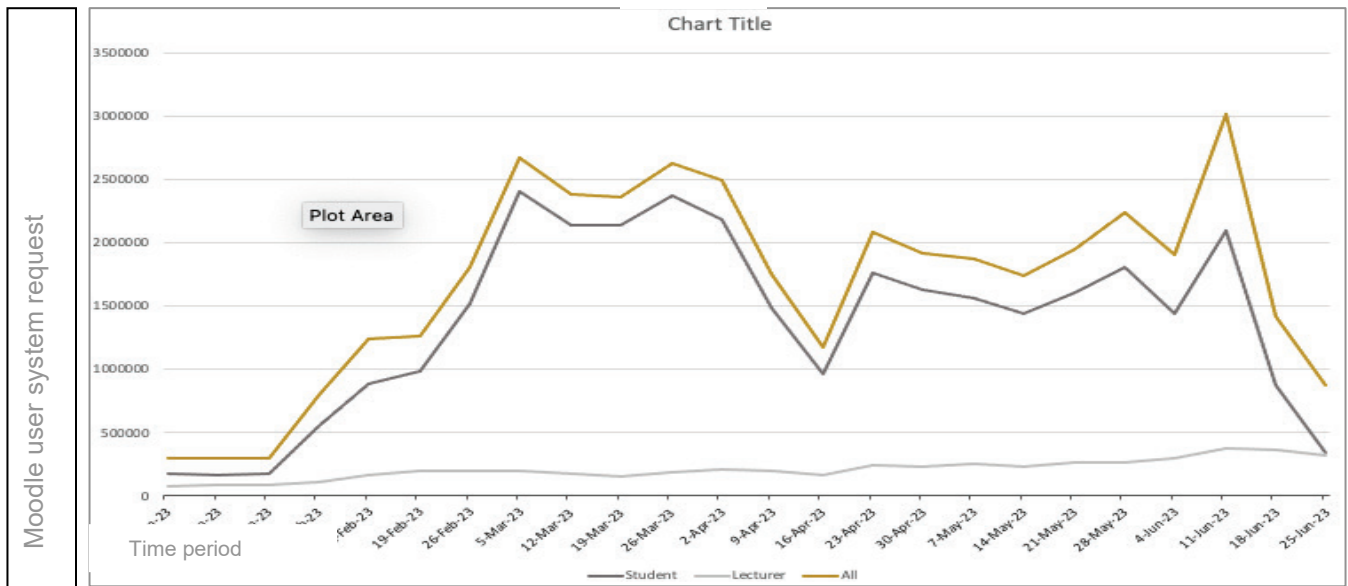
4.1 Learning Technology Applications

4.1.1 Moodle

This year, our largest and most frequently used learning system migrated to cloud hosting. Since its implementation in 2009, Moodle has been run on-premises. Federation has taken pride in the robustness of the system, as well as the exceptional performance of the team that has developed, grown, and supported it over the years. However, given our highly distributed and diversified environment, continuing with an in-house approach was no longer feasible. Our support partner, powered by Amazon Web Services (AWS), now provides around-the-clock support to keep our Moodle up and running across the globe, wherever our students may be

Moodle activity rose by around 10% over last year's peak of 10 million hits a month in June 2022, (see Graph 1) to almost 11 million for the same period this year. The second week of June was a new record of 3 million hits, likely due to the use of Respondus and Moodle to deliver online examinations to Nursing. Moodle cloud-based architecture performed flawlessly through the examination period, with no degradation in service recorded.

Graph 1: Moodle Activity (January 2023 – June 2023)



4.1.2 Adobe Connect

After close to ten years of service, Adobe Connect came to a close on June 30th this year. With dwindling numbers of users, and a rapid uptake in Microsoft (MS) TEAMS, the justification for maintaining two virtual environments became unsustainable. Whilst widely promoted as the industry standard when first implemented, the rapid development of virtual platforms, specifically during the COVID pandemic lockdowns, saw Adobe Connect’s advantage in the marketplace narrow. With many staff accustomed to using MS TEAMS for everyday interactions, combined with the rapid expansion of features within the platform, the decision was made to formally integrate MS TEAMS with Moodle and discontinue Adobe Connect. Teams is now available through Moodle, class cohorts and synchronized between the two platforms, and a new Moodle Block helps students navigate directly to their course connected Team.

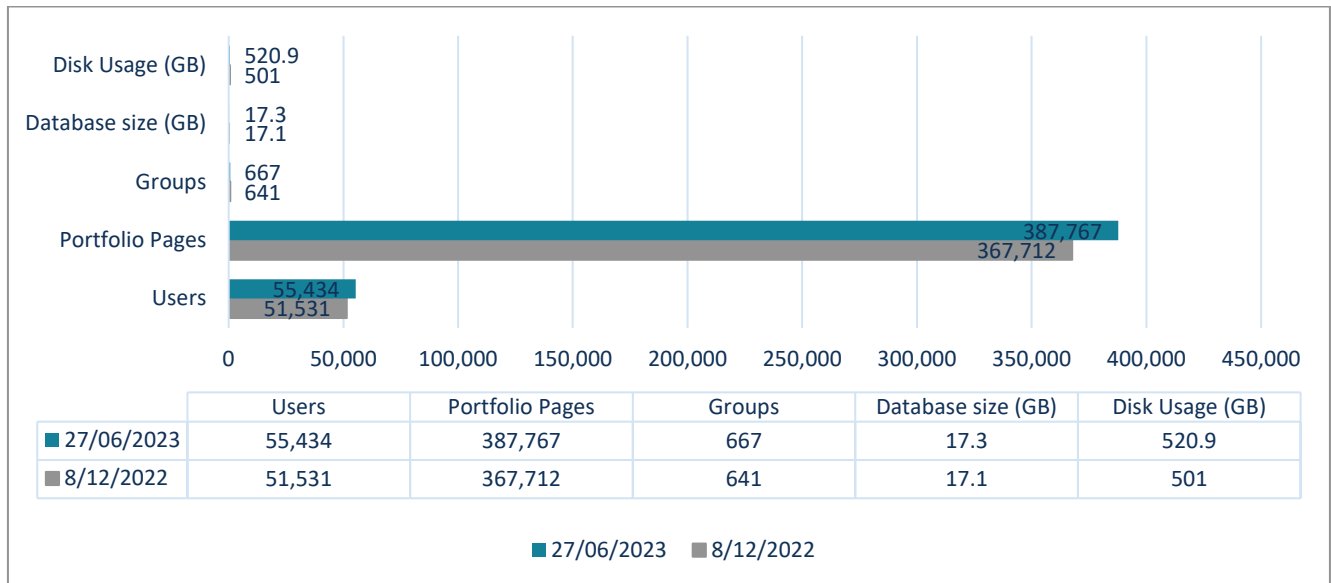
From the next CAD report, this section will be replaced with MS TEAMS data.

4.1.3 Mahara (ePortfolios)

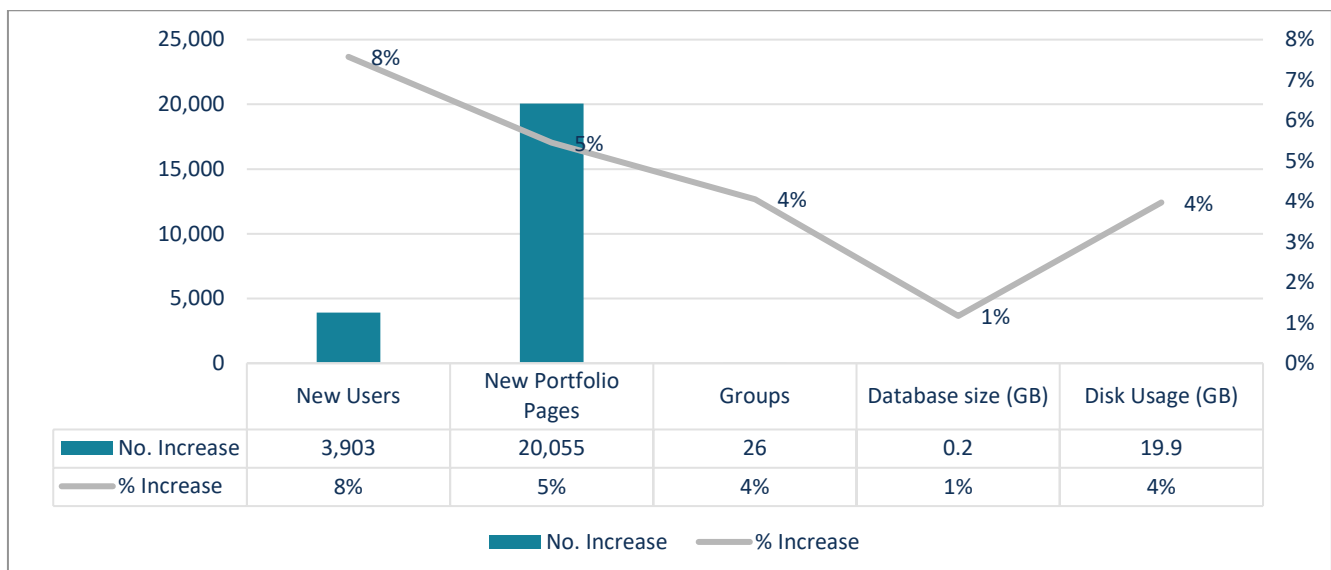
In Semester 1, 2023 Mahara was upgraded to the latest version, 22.10. While the upgrade has been beneficial to Federation University staff and students it has also experienced some technical issues, such as the Mahara skins not applying as expected. The LTTS team have been working with the vendor to have this issue resolved.

In comparison to the December 2022 report, Mahara usage has seen a significant increase in all areas over the past six months. Notably, new portfolio pages have increased by more than 20,000 and new users have increased by 8% bringing the total number of Federation University Mahara users to 55,434. See [Graph 2 & 3](#).

Graph 2: Mahara statistics (December 2022 vs June 2023)



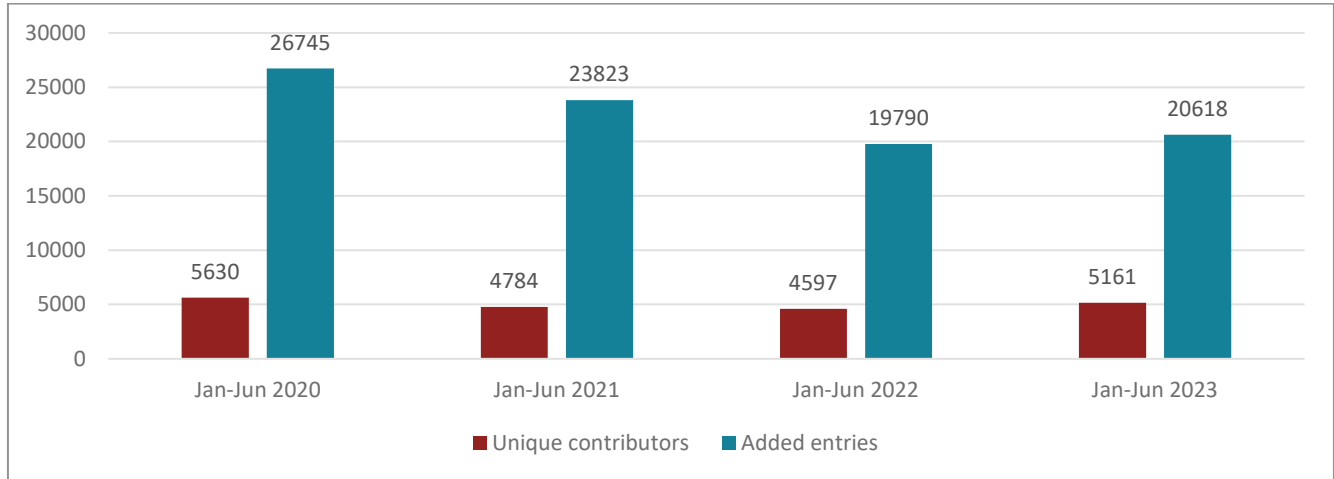
Graph 3: Mahara usage increase (December 2022 vs June 2023)



4.1.4 Kaltura

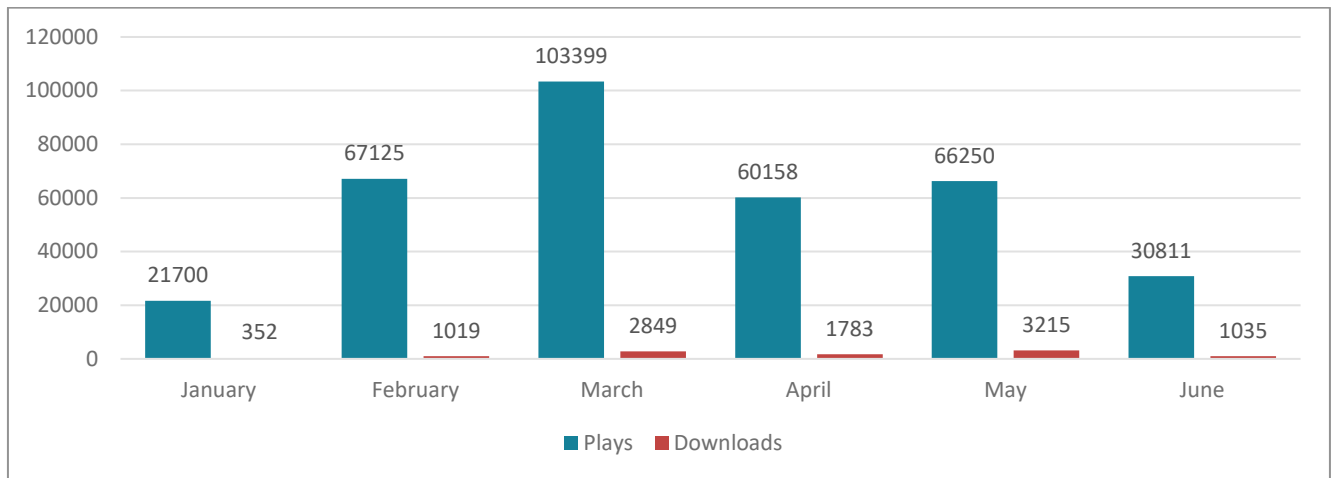
Graph 4 indicates a slight increase in the Kaltura multimedia content contributions in the first six months of 2023 compared to the same period in 2022. However, the content contributions were below the 2020's and 2021's levels. The slight increase between the 2022 and 2023 levels of content contributions suggests that Kaltura has remained a consistent, relevant, and effective teaching and learning tool in the creation of video assignments and course content.

Graph 4: Multimedia content contributions to Kaltura (January to June between 2020 -2023)



Graph 5 demonstrates the level of content interactions correlating with the semester cycle, with high numbers focused in the months of March and May, where major assignments were due.

Graph 5: Multimedia content interactions (January to June 2023)



4.1.5 Turnitin

At the beginning of 2023, Turnitin announced that it was working on a new detection system for AI generated text. Whilst highly anticipated, Turnitin moved to roll out the model without allowing institutions to control the implementation or providing an opportunity to test. As the approach date for the activation, a wave of uncertainty spread across institutions, with many attempting to prevent Turnitin from activating the feature at their institutions. Whilst some institutions were able to halt the activation, Turnitin soon responded by saying that they were no longer offering the opt-out, forcing the remaining clients to adopt. Federation was amongst the first adopters, and within hours found that the system was easily defeated and therefore reducing trust in the report itself. At this point, CAD continues to recommend that the AI report not be considered as the sole indicator of AI Generated content, and that staff will require additional corroborating evidence to pursue charges of Academic Misconduct. (See [Table 22](#))

Table 22: Number of Turnitin reports generated Semester 1 2023

| Year | Assignment Submission requiring Turnitin | Requests for Similarity Reports |
|------|--|---------------------------------|
| 2021 | 48,948 | 160,285 |
| 2022 | 54,661 | 409,033 |
| 2023 | 89,492 | 412,582 |

Demand for similarity reports remains high, with student requests still around 5 reports per submission. This may reflect the anxiety that remains around the penalty for high similarity scores, despite this being discouraged as an indicator of authenticity. The increase in submissions, is likely due to the inclusion of essay style question checking within the Moodle quiz. Similarity reports for quiz questions are only available to students where results are displayed to students.

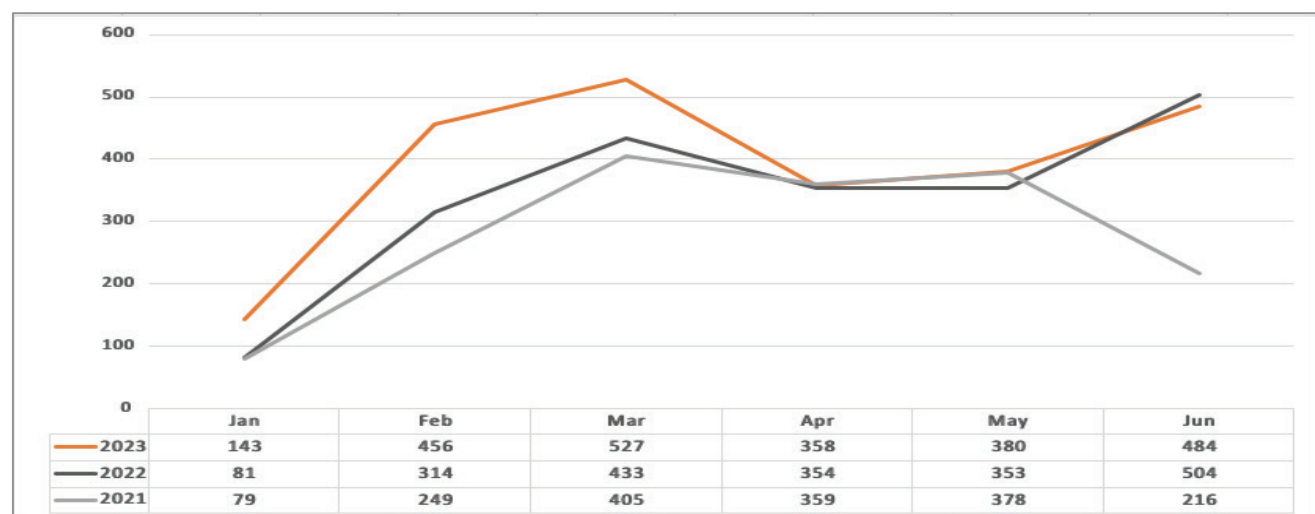
4.2 Just in Time Support

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

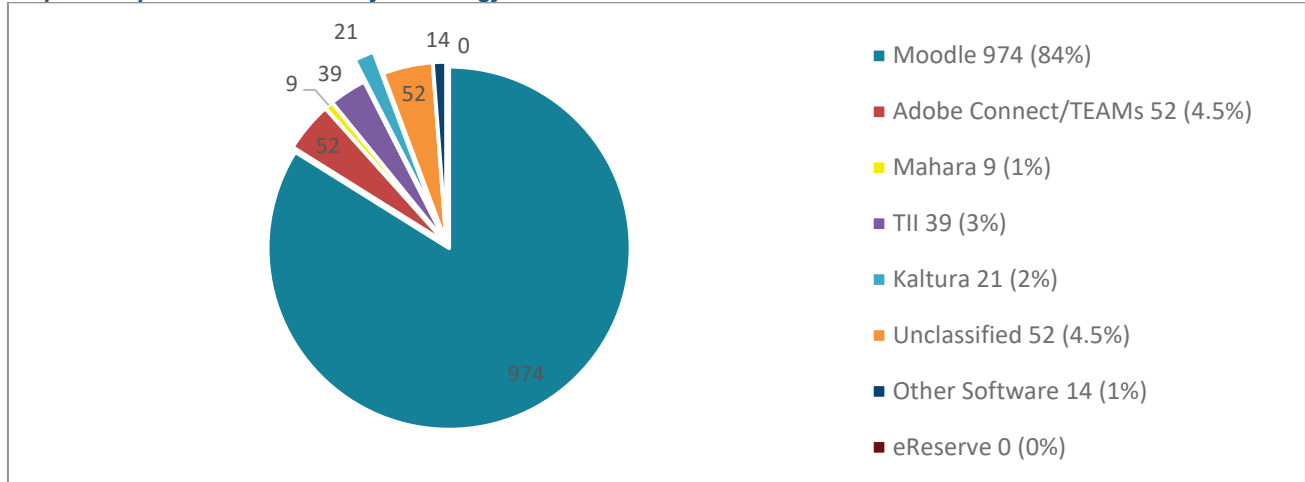
There was a measurable increase in Requests for Assistance (RFA) in the initial part of the year see [Graph 6](#)). This was likely due to the changes implemented with the new Moodle 4.0 system, particularly around the movement of control panels to contextual tabbed menus. However, this normalized as staff adjusted, and the current support requests are tracking very close to previous years. We are expecting a slight increase in support requests during Semester 2 as the University make's its shift to MS TEAMS for virtual classes.

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

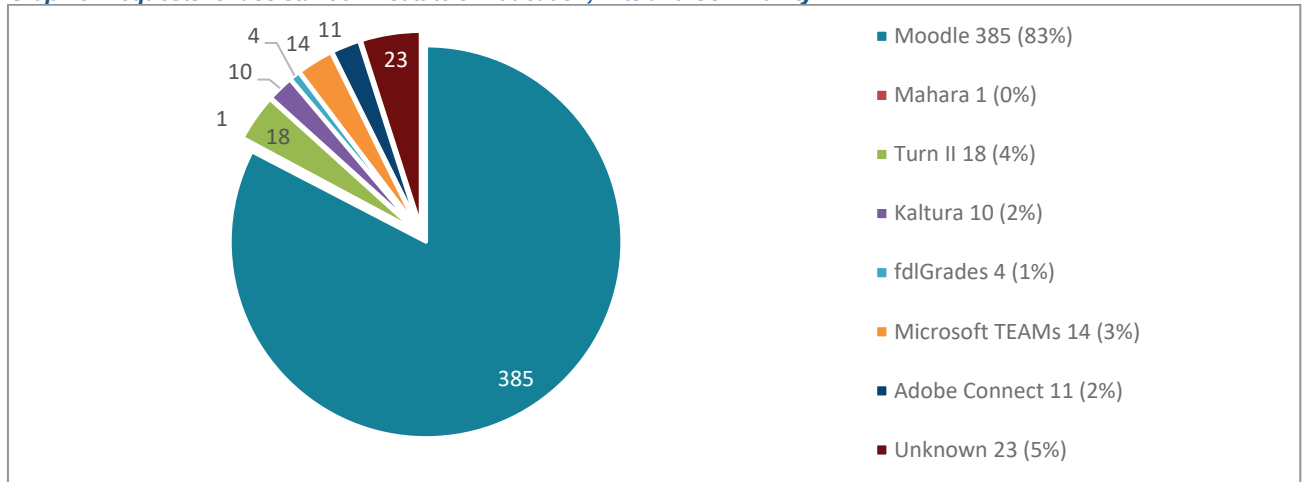


The percentage of support requests dealing with Moodle (see Graph 7), backs up the assumption that most calls related to the unfamiliarity of staff using Moodle 4. The two biggest items following Moodle are Kaltura and Connect. Whilst some offloading of support for Teams will flow to ITS, integration support requests are likely to be high during the start of Semester 2 with the initial setup of Moodle Courses to interact with Teams.

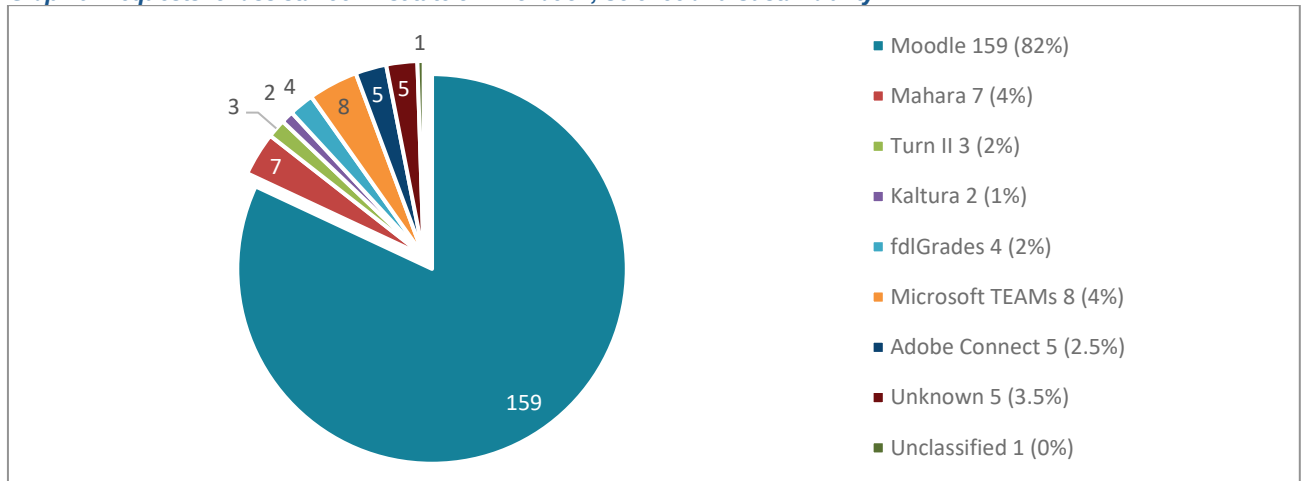
Graph 7: Requests for assistance by technology – All institutes



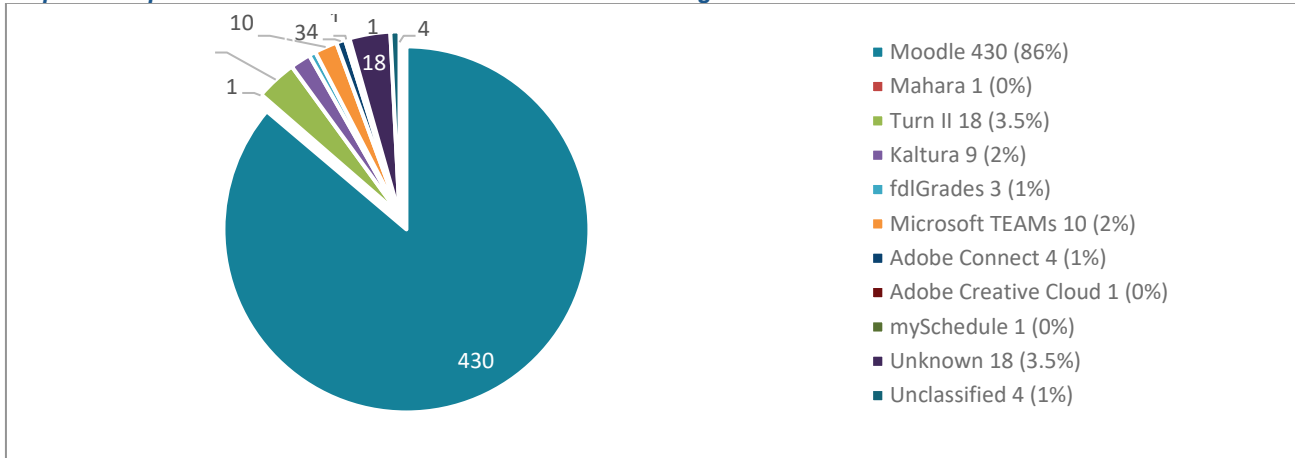
Graph 8: Requests for assistance - Institute of Education, Arts and Community



Graph 9: Requests for assistance - Institute of Innovation, Science and Sustainability



Graph 10: Requests for assistance - Institute of Health and Wellbeing

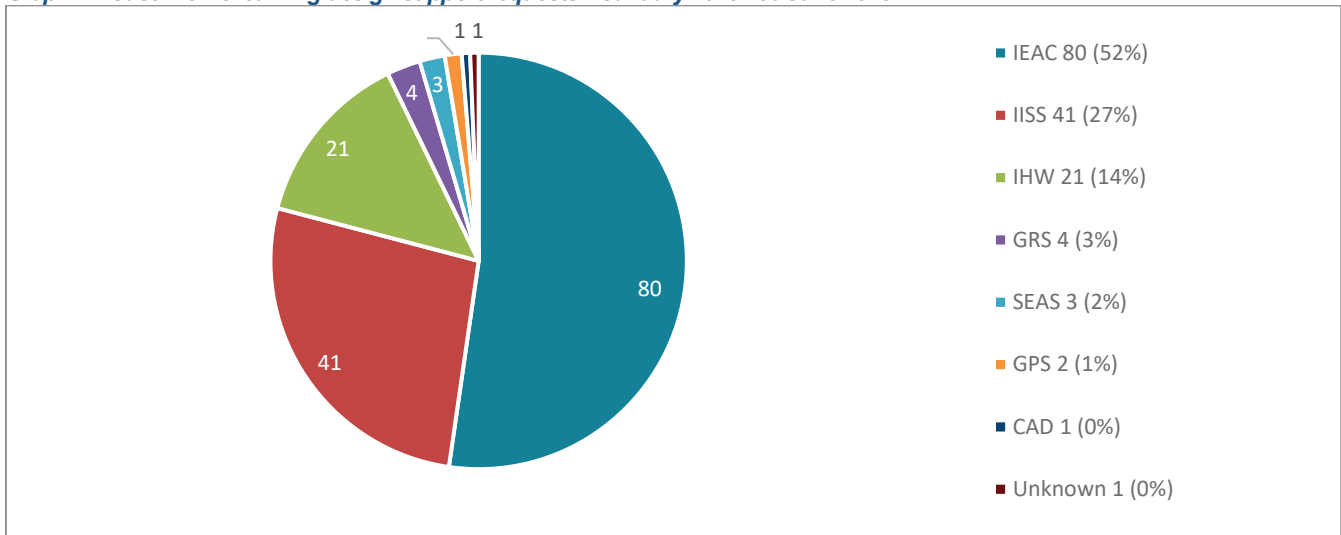


4.2.2 Learning Design just-in-time support

The Learning Design team began using the ServiceNow system this year to log service requests. Further customisations and refinement of data fields is required to adequately capture the team’s full workload accurately. The team are still testing the system to see how best to capture project work. The following data reports are offered to assist with providing an indication of the range of just-in-time support service requests captured in the ServiceNow system since the beginning of the year.

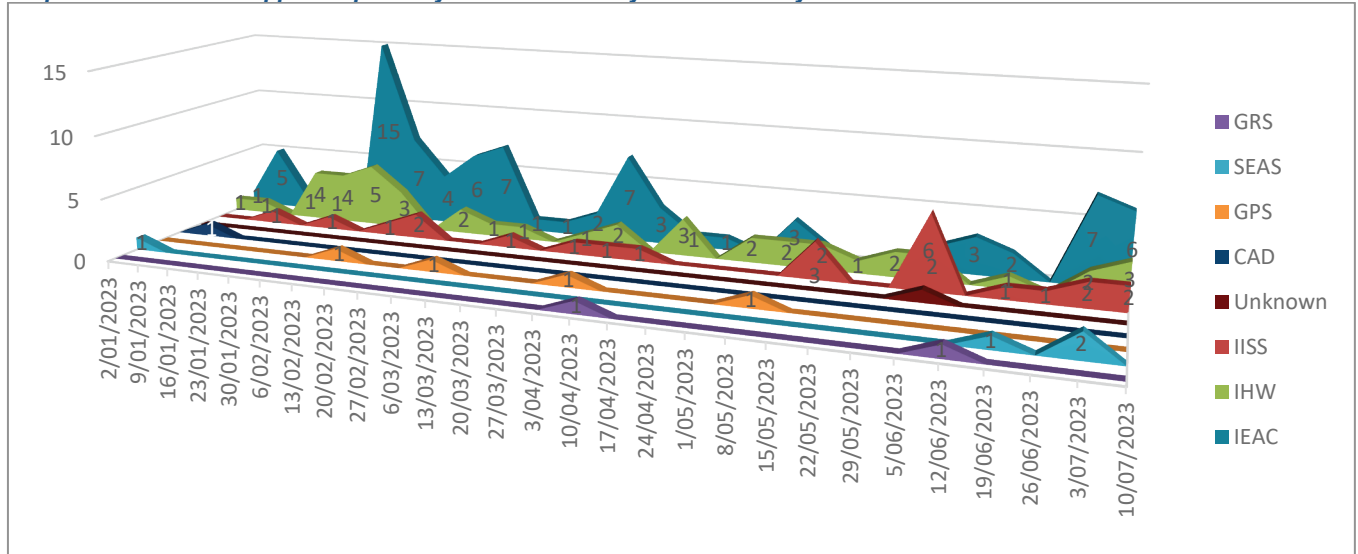
Just-in-time support requests are classified as distinct from project work and broader Learning and Teaching initiatives anticipated, scheduled, or predicted by CAD. Just-in-time requests are considered as services that are often unanticipated and require immediate response to resolve an identified need. **Graph 11** illustrates the distribution of just in time Learning Design support requests created in the system from 1 January 2023 – 30 June 2023

Graph 11: Just in time learning design support requests 1 January 2023– 30 June 2023



As can be seen from the graph below (**Graph 12**), demand areas were highest across the three institutes in comparison to other department areas as is expected, with the Institute of Education, Arts and Community far ahead in terms of just-in-time support requests. In line with previous years, highest demands for just-in-time support were seen in the lead up to and at the conclusion of semester:

Graph 12: Just in time support requests by institute/school by week 1 January – 30 June 2023



From the Learning Design categorisation data available, just-in-time service demands were heavily weighted towards assessment-related needs. Just-in-time learning design data captured support requests towards a range of impact levels; from course-level to university-level.

5. Digital Production

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

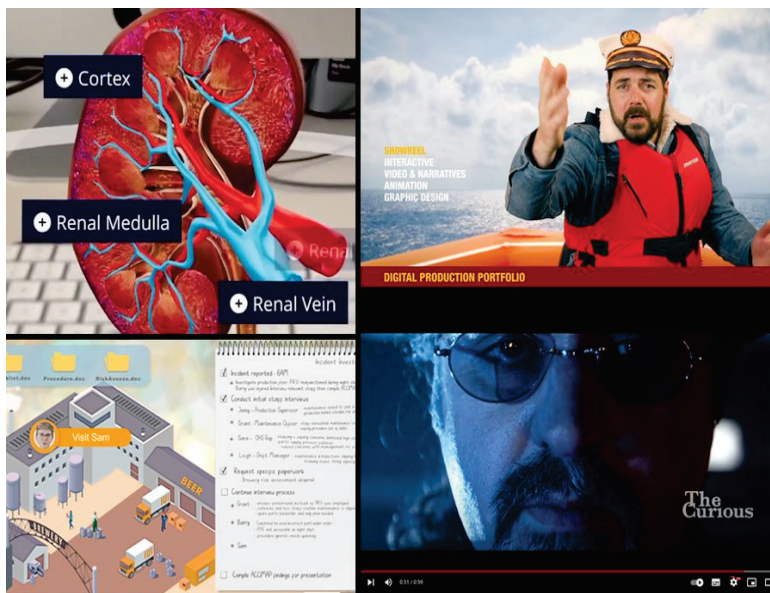
- Develop engaging **graphic material** to enhance course material
- **Design** and produce high-end video, 3D models, narratives, animation, video, audio, and interactives
- Design and build **interactive resources**.



Immersive Technologies – Interactive 3D web objects

We are always looking to exploit new immersive learning technologies in CAD – follow this link to a [demo of the 3D](#) interactive SMB Campus map shown above. Hotspots with custom HTML allow for cleaner presentations and a more engaging user experience when presenting information such as maps or detailed environments.

NEW Digital Production interactive portfolio



CAD's Digital Production Team released an interactive portfolio and showreel to demo some of the exciting interactive extended reality (XR), video and design projects we've been working on.

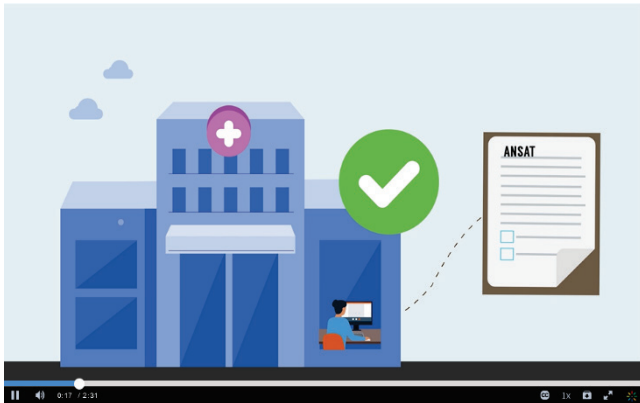
[View the new Interactive portfolio](#)

From an app based augmented reality (AR) pilot to interactive branching video simulation, digital narrative storytelling, annotated 3D objects in WebXR, motion graphics, design and animations - we've been busy! We're always keen to hear from staff interested in pushing boundaries to create new and innovative course content. If that's you, please get in touch for a chat.

Graphics for 2D Animation

The video linked below was developed to explain the Nursing Clinical Placement process for students. CAD first develops graphics based on the script which is provided by the Subject Matter Expert (SME), which is then followed by the animation process.

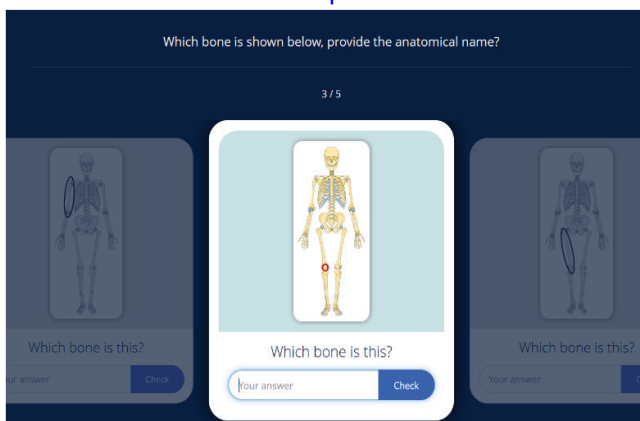
[View the Clinical Placement Video \(Fedflix, 2:31min\)](#)



NEW H5P Example Book

CAD's Resource Developers have created a suite of real life H5P Interactive content examples housed within a Moodle Book. This book provides examples that contextualise practical course examples which academic staff may use to enhance their course and delivery.

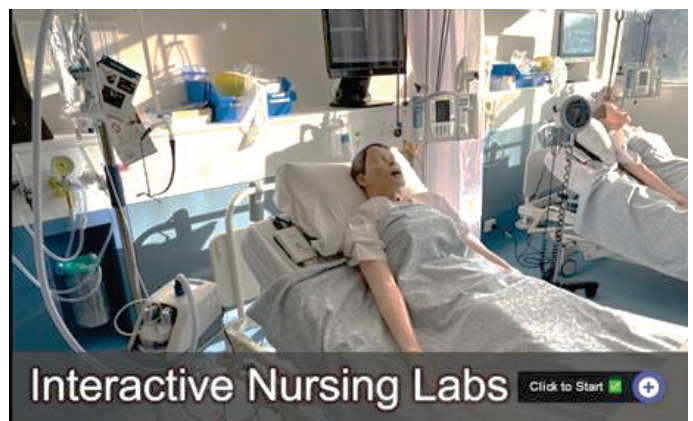
View the H5P Book via the Learning Technology Hub > [H5P Guides](#) > [H5P Example Book](#).



Interactive Nursing Labs

A recent project included an Interactive Nursing Lab (Mt Helen) developed in H5P. It provides students with an engaging learning experience with gamified content to reduce cognitive load. This is done through the use of text, images, patient case scenario audio, instructional videos and interactive quizzes to assess understanding of the Nursing environment.

[View this resource.](#)



Digital Production Website

Want to work with us? We offer **graphic design services**, including flowcharts, booklets, flyers, templates and video graphics as well as **video and immersive services** such as digital narratives, interactive branching video, 2D and 3D animation, short films, documentaries, animation and AR/XR technology. The team can also assist with **audio services**, supporting various learning techniques for students. [Visit the Digital Production website](#)

Client Feedback

Jaimee Westin, *Senior Digital Designer* has professionally designed a supporting evidence booklet as a contribution to the Victorian Training Awards. The following client feedback was much appreciated.

“Juliet Williams reports to myself and she has repeatedly commented on your responsiveness, quality of work and how helpful you have been. I just wanted to say a big thank you for all of the support and assistance you have given Juliet.

It is really appreciated and has had a big impact. Thanks again and great work.”

Chris Noonan,
Director of Learner Experience
and Excellence

6. Learning and Teaching Reward, Recognition and Excellence

The Centre for Academic Development staff coordinate and resource two learning and teaching award processes, one internal at a university level, and the other external at a national level.

6.1 Vice Chancellor Awards for Learning and Teaching (VCALT)

CAD continue to coordinate the [Vice Chancellor Learning and Teaching Awards](#) to celebrate innovative and exceptional learning and teaching practices across Federation University. The process is supported over a four-month period, commencing with an Expression of Interest (EOI) in early June, and final submission mid-September, with successful recipients announced in late October 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 in organizing 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 seven (5) citations are available with prizemoney of \$1000 per award. There is n=8 submissions.
- **Citations for Student Services** - A maximum of three (2) citations are available with prize money of \$1000 per award. There is n=1 submission
- **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)

CAD coordinates the support of academic staff nominating for the [Australian Awards for University Teaching](#) to celebrate innovative learning, and teaching practices at a national level. 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 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. To date nominees are still awaiting allocation of mentors by Institutes.

A total of n=3 nominations have been put forward by Institute Leadership Teams to apply for AAUT 2023.

- **Citations for Student Learning (n=3)**. The University can nominate a maximum of six (6) citations. The AAUT award a total of 100 awards, with no prize money. Approval was given by the DVCA in May 2023 to reward any successful nominations with a \$1000 prize money.

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.

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 1 2023:

- Qualification reviews – n= 5 qualifications (9 reviews conducted)
- Policy Document review and support amendment to Policy documents
- VET Evidence of Participation Audits – n= 100 student files
- VET Evidence of Eligibility & Concession Audits – n= 100 student files
- VET Marketing Audit – n= 66 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 Work Integrated Learning Audit – n= 4 qualifications

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 the TAFE Senior Executive, TAFE Program Managers and their staff, Academic Board, Finance and People and Culture.

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

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
- Critical monitoring of student enrolments in superseded qualifications to assure appropriate transition and/or completions in accordance with the Standards for Registered Training Organisations and reporting to TAFE Executive
- 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 TEQSA Reregistration Project

During January and May 2023, this project was supported by a TEQSA Re-registration Project Team. As of May 2023, this project moved into the preparation for submission phase. This project is now led by the Dean, Learning and Teaching/TEQSA Project Manager, Professor Nina Fotinatos and supported generally by the Policy and Quality Assurance Services Team (as required) The focused between May and October 2023, is the development of the TEQSA submission (2 narratives and supporting documents) within accordance of the TEQSA requirements and Higher Education Standards Framework (HESF).

7.2.1 TEQSA Re-registration Activities

The Re-registration team has undertaken the following:

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

7.2.2 TEQSA Re-registration Performance Measures

The Re-registration team has completed the following activities:

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

7.2.3 TEQSA Re-registration Achievements/Improvements

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

- Successful completion of the TEQSA Re-Registration Internal Audit Schedule. Completed Audits listed in Table 22
- Enhanced stakeholder relationships, including robust consultation with university stakeholders and critical conversations to highlight rectification and improvement requirements and positions responsible.
- Advice and support have been provided to Policy document stakeholders regarding revision, transformation and implementation of existing policy where aligned to the HESF and renewed University Governance protocols.

Table 22: Completed Audits for 2023:

| | START DATE | END DATE | STATUS |
|----------------------------|------------|----------|----------|
| PHASE 2 Audit - Standard 2 | Jun-22 | Jul-22 | Complete |
| PHASE 2 Audit - Standard 1 | Aug-22 | Oct-22 | Complete |
| PHASE 2 Audit - Standard 3 | Jul-22 | Sep-22 | Complete |
| PHASE 2 Audit - Standard 6 | Sep-22 | Dec-22 | Complete |
| PHASE 2 Audit - Standard 7 | Nov-22 | Dec-22 | Complete |
| PHASE 2 Audit - Standard 4 | Nov-22 | Dec-22 | Complete |

7.2.4 Focused activities regarding TEQSA Re-registration

Focused task and challenges during January-April 2023 included:

- Ensuring rectifications and improvement opportunities are actioned in a timely manner to enable demonstration of practical application to TEQSA
- Remaining up to date with changing policy library rejuvenation documents that are specifically aligned to reregistration activities

7.2.5 Focused activities regarding TEQSA Re-registration (April –October 2023)

Focused task and challenges during May- October 2023 include:

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

7.2.6 TEQSA Re-registration Team (September 2020-May 2023) – Just in time support

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

7.3 Policy Office

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

The Policy Office team delivers:

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

7.3.1 Policy Office Performance Measures

During Semester 1, 2023 as of 21 June 2023, the Policy Office assisted Document Owners to complete the following:

- n= 31 documents have completed a full review process
- n= 142 documents have undergone a minor review/amendment
- n= 51 documents have been rescinded
- n= 212 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 | 192 |
| Current – Review in Progress | 7 |
| Overdue - Review Required | 62 |
| Overdue – Review in Progress * | 50 |
| Draft – Under Construction (New documents) | 6 |

7.3.2 Policy Office Recent Achievements/Improvements

- Commencement of Policy Officer for a 15-month contract. This position supports the Policy Library Rejuvenation Project.
- 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 six (6) months. This implementation has included:

- Implementation of seven new policy domains
- Amendments to procedure documents to reflect the new policies, 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.

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.

7.4 International and Strategic Compliance (ISC)

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

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

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

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 key stakeholders to ensure compliance with regards to the University's obligations under the Foreign Arrangements Reporting Scheme
- Working with University stakeholders with regards to the University's Modern Slavery reporting obligations

7.4.3 International and Strategic Compliance Recent Achievements / Improvements

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

- Travel to six Partner Provider Campuses to undertake site audits as well as Berwick campus
- Six audits aligned with National Code and Higher Education Standards Framework completed and four audits currently underway
- Successful recruitment of new Quality Officer (International)
- Ongoing participation in Partner Provider Joint Operating Committees and enhancement of reporting against SLA's
- Working with key stakeholders to submit the University's Modern Slavery Statement for 2022

7.4.4 International and Strategic Compliance Current challenges

The International and Strategic Compliance current challenges are:

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

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 |
| CC | Course Coordinator |
| CDM | Curriculum Design Methodology |
| CRICOS | Commonwealth Register of Institutions and Courses for Overseas Students |
| DLT | Director of Learning and Teaching |
| DVCA | Deputy Vice-Chancellor (Academic) |
| EFT | Equivalent full time |
| fdlGrades | 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 |
| 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 |
| LD | Learning Design |
| LSA | Learning Skills Advisor |
| L&T | Learning & Teaching |
| MiCS | Minimum Co-Op Standards |
| NPILF | National Priority Industry Linkage Fund |
| PLRP | Policy Library rejuvenation project |
| PQA&S | Policy, Quality Assurance Services |
| PAMS | Policy Administration Management System |

Abbreviation Index (continued)

| ABBREVIATION | DESCRIPTION |
|--------------|---|
| PD | Professional Development |
| PLM | Professional Learning Modules |
| RFA | Request for assistance |
| RTO | Registered Training Organisation |
| SEAS | Student Experience and Administration Services |
| SoLT | Scholarship of learning and teaching |
| SMB | School of Mines Ballarat |
| TAFE | Technical and further education |
| TEQSA | Tertiary Education Quality and Standards Agency |
| TII | Turn It In |
| TIG | TEQSA Implementation Group |
| 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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