



CLIPP Learning and Teaching Professional Development Framework

Enhancing learning and teaching practices through professional development...

The Centre for Learning, Innovation and Professional Practice is committed to supporting teaching staff with opportunities to develop, enhance and advance their learning and teaching practices to address the following University Strategic goals:

- Foster accountability, responsibility and empowerment through student-centred learning
- Successfully embed blended and online delivery to meet the needs of students from a wide variety of geographical, cultural and socio-economic backgrounds
- Enhance learner support for online/ external learning to improve student experience, retention and success

The transition from industry practitioner or researcher to higher education teacher is one that requires acquisition of the following:

- knowledge about tertiary learning and teaching pedagogy
- skill development around learning and teaching technologies
- application of knowledge and skill to create, facilitate, monitor and review quality blended, online and digital (BOLD) learning and teaching practices
- aptitude to enable scholarship of learning and teaching practices, career progression and recognition of excellence.

The Centre for Learning, Innovation and Professional Practice (CLIPP) recognises the need to support and enhance all teaching staff with the fundamental and advanced knowledge and skills required to proficiently undertake face-to-face, blended and online teaching within a higher education institution. The image below depicts a model of progression to assist staff navigate the professional development opportunities offered by CLIPP. Teaching staff have an opportunity to identify, in consultation with their line manager, a continuing professional development pathway that accommodates their identified learning needs, in an agreed timeframe, as set by various University policies such as the Academic Probation (Higher Education) Procedure (Policy Code: HR955), the Learning and Teaching and Student Success Plan (2018-2020), and the Performance Review and Development Program (PRDP).



ACADEMIC INDUCTION PROGRAM (AIP)

The Academic Induction Program is recommended for all teaching staff in their first semester of commencing at FedUni, regardless of previous teaching experience. The purpose of this blended program is to introduce the foundations of face-to-face, blended and online learning and teaching practices and processes at FedUni, network with key campus teaching and professional staff, and access key resources to support ongoing learning and teaching needs. This is achieved through the following:

WORKSHOP	7 hours Face-to-face Includes topics such as:	ONLINE	8 hours Self-paced Includes topics such as:
• Effective teaching practices		• FedUni learning and teaching frameworks	
• Assessment principles		• FedUni learning and teaching structures	
• Marking and moderation		• Assessment practices	
• Moodle		• Learning and teaching principles	
• Online self-paced professional learning resources		• Student diversity and supports	
• Academic supports – Library		• Enhancing practice through review	
• Ongoing professional support		• Research	
		• Ongoing professional development	

This program provides a foundation to support Faculty specific induction processes and ongoing mentorship programs, in ensuring that all new University teaching staff, including sessional staff, have access to the essential information required to support their teaching roles. To access details of the next workshop and registration please visit our website: federation.edu.au/clipp-pd

BOLD PD offerings

CLIPP recognises the need to provide ongoing quality professional development to all teaching staff to ensure quality BOLD learning and teaching practices across eight domains: 1. Learning – Understanding your learners and their needs; 2. Assessment – Creating effective assessment tasks; 3. Design – Designing an inclusive learning journey; 4. Development – Building your online learning space; 5. Facilitation – Engaging face-to-face (f2f), blended and online teaching practices; 6. Feedback – Quality feedback for learning; 7. Monitoring – Monitoring engagement and learning; 8. Evaluation – Reviewing for future enhancements.

RESOURCES	CENTRAL	FACULTY
Self paced Online Just in time	Facilitated Online Quarterly	Facilitated Face-to-face, virtual & blended On request
• Professional learning module	• Short course	• Workshop – F2F or virtual
• Online material	• Webinar	• Workshop – Blended
A suite of resources and professional learning modules that can be accessed at any time.	Download the quarterly schedule that outlines the short courses and webinars offered centrally. Presented by CLIPP and other academic staff, on a range of learning and teaching topics and practices. Includes registration details, and how to access webinar recordings.	Download a 'menu' that outlines a range of face-to-face, blended and virtual workshops that CLIPP can collaboratively deliver. CLIPP can also facilitate additional workshops on any learning and teaching topic, on request. Please contact the Deputy Dean or Faculty Learning Designer to arrange the professional development opportunities needed.

It is recommended that all teaching staff engage with a minimum of one professional development opportunity within each learning and teaching domain per calendar year (pro-rata basis), or as negotiated with the line manager given individual, course and program learning needs.

Please note: One-to-one or one-to-many appointments with Learning designers and Learning Skills Advisors (LSAs) for specific course and assessment design needs are available. Please contact your Faculty/CLIPP support team for more information.

To access more information, access and registration details, please visit our website: federation.edu.au/clipp-pd

GRADUATE CERTIFICATE IN EDUCATION (TERTIARY EDUCATION) - GCETE

The GCETE is a postgraduate award program that explores the foundations of providing innovative and contemporary learning and teaching practices in the tertiary setting, along with supporting the scholarship of learning and teaching through development of professional practice. Current University policy recommends commencement of this program within two years of commencing employment for those teaching staff without formal education qualifications.

Delivery Mode	Online facilitated. Four 15 credit point courses. One course per semester
Offered	Intake commences in Semester 1 only. The first three courses are offered as a standard 12 week semester, or extended 24 week semester to accommodate participant workloads.
Time allocation	150 hours of learning per course at AQF level 8
Entry requirements	A Bachelor's degree or equivalent, and be working full-time or part-time in an academic teaching role (including sessional staff), or professional staff working directly within a tertiary learning and teaching capacity (for example, librarians, learning designers, learning skills advisers). Students must be eligible for a Commonwealth supported place
Cost	FedUni staff are exempt from course fees for each semester they are employed with the university

To access the GCETE webpage for further details of the program, eligibility, enrolment and course specifics please visit our website: federation.edu.au/clipp-pd