Learning and Teaching Plan 2015-2017

Enabling BOLD Learning

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Learning & Quality Portfolio

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Definitions

Blended learning is a formal education process in which a student learns through a variety of delivery modes, including face-to-face learning and some instruction via digital and online media. Students engaged with blended learning can also exert some control over their learning journey regarding time, place and pace. In modern tertiary teaching contexts, all face to face teaching involves some blend of technology. This might be through, for example, the use of PowerPoint slides by staff in a lecture, the use of digital library resources by students for pre-reading or assignment research and/or the use of Moodle to access learning materials and/or contribute to a discussion board. Face-to-face learning has really become blended learning. There are, of course, degrees of 'blended-ness' depending on the learning design and technology used in a particular case.

Blended learning is best thought of as being on a continuum, from learning that involves very minimal use of technology to learning that involves very significant technology use.

On-Line (usually written as 'online') learning is learning that is undertaken without attending a campus where learning is facilitated by the use of technology. Gippsland-based Federation University Australia colleagues have a long history of 'distance education' that has moved somewhat toward online learning over time. When students study online, there may be practical components of their learning that cannot be taken online.

Teaching and nursing practicums are two common examples that require students to attend a physical location for a period of their learning. Sometimes final assessments for students that are otherwise studying online are in the form of invigilated exams that are undertaken at a physical location. Technically, students who undertake practical or other physical components of online learning are operating in blended mode but outside of technicalities, online learning is understood as learning where the majority of learning is done online.

Digital learning is about where we are headed as we increasingly embrace the uptake of relevant, pedagogically sound, innovative, engaging, student-friendly, digital forms of learning and teaching that build on our existing excellence in learning and teaching. Mobile learning (m-Learning) and future technologies we don't yet know about would be included in this category of learning. Twenty years ago we might have put 'The Internet' in this category; nowadays the internet is a taken for granted tool used widely for a range of reasons in learning and teaching. Digital learning is hard to define as it is a category open to whatever forms of technology-enabled learning might evolve over the life of this Plan and beyond as we move further into the digital age.

Digital literacy is the ability to locate, organise, understand, evaluate, utilise, share, and create information and content using digital technologies and the Internet. It involves a working knowledge of current high-technology, and an understanding of how it can be used. Digital literacy encompasses knowledge and skills related to computer hardware, software, the internet, mobile phones and digital devices and the ability to understand and use information in multiple formats from a wide range of sources. It is also the awareness, attitude and ability of individuals to appropriately use digital tools and facilities to identify, access, manage, integrate, evaluate, analyse and synthesise digital resources, construct new knowledge and create media. Digital literacy is both an extension of, and an integral part of, the more commonly understood *information literacy*, which has been a broadly established graduate attribute since the explosion of access to information through online technologies led to the need to recast the skills needed to navigate and manage information in multiple formats and from multiple sources.

Aggregated delivery (Study Hub model)

Aggregated delivery of learning targets students who want an on-campus experience which includes other social factors but who are unable or unwilling to relocate to major campus sites. The structure provides a means to offset issues of student isolation, engagement and retention commonly encountered in wholly distance delivery models. In aggregated delivery, programs are delivered centrally through FedUni with students being partially supported at local TAFE campuses through our DSP networks. Learning delivery is partially online with all students enrolled in a single online course site. Face-to-face elements are facilitated through video conferencing and virtual classroom technologies, with generalised support staff at the local TAFE provide technical assistance, classroom learning facilitation and administrative support.

Acronyms used in this document

AD:	Associate Dean
ADLT:	Associate Dean (Learning and Teaching)
ASQA:	Australian Skills Quality Authority
BOLD:	Blended On-Line and Digital
CLIPP:	Centre for Learning Innovation and Professional Practice
CMS:	Content Management System
DVC (L&Q):	Deputy Vice Chancellor (Learning & Quality)
DVC (SSS):	Deputy Vice Chancellor (Student Support and Services)
EQ:	Employer Quality [Survey]
ESOS:	Education Services for Overseas Students
LMS:	Learning Management System
LQ:	Learning Quality [Survey]
TEQSA:	Tertiary Education Quality Standards Agency
UES:	University Experience Survey
VRQA:	Victorian Registration and Qualifications Authority

Introduction

As Australia's first regional, dual-sector university, Federation University Australia has a strong tradition of innovative, progressive and high quality education in both Higher and Vocational Education, providing outstanding learning opportunities across a wide range of disciplines and qualifications within Australian Qualification Framework (AQF) levels 1 – 10, from Certificate I to PhD.

Federation University Australia (incorporating the performance of one of its predecessor universities, the University of Ballarat) has received the maximum five stars for teaching quality from the Good Universities Guide for six years in a row (2008-2013). Consistently recognised as a leader in teaching quality, Federation University Australia provides a student experience that contributes to graduates who are **responsible, ethical and engaged** and who appreciate diverse social and cultural perspectives and make meaningful contributions to local, national and/or international communities. The University also focuses on developing graduates who are **critical, creative and enquiring** and who apply disciplinary knowledge to evaluate problems and develop solutions and who have the necessary skills for on-going learning. Our engagement with local industry ensures that our vocational education graduates possess the modern skills and competencies that employers require. The University's graduates are **capable, flexible and work ready** and demonstrate effective communication skills and work both independently and collaboratively to achieve desired outcomes. We wish to continue to build on these achievements with this plan.

The values of Federation University Australia are:

- **Excellence:** Pursuit of excellence in education and research through the development of critical thinking, logic and reasoning.

- **Responsibility:** Intellectual responsibility through ethical practice and effective stewardship of our resources and the environment.

- **Access:** Creating equitable educational opportunities based on inclusiveness and diversity.

- **Respect:** Respect for each other, our students and for the communities we serve.

- **Engagement:** Deep engagement locally, nationally and internationally in our endeavours.

Federation University Australia has an international reputation for being an inclusive and welcoming university. This ethos has emerged as a result of high enrolments of students from regional and low socio-economic backgrounds and outstanding teaching quality. Our staff offer meaningful, engaging curricula that contribute to the development of highly sought-after graduates.

Accordingly, the Federation University Australia Learning and Teaching Plan 2015-2017: *Enabling BOLD Learning*, builds on our strengths as an institution, reflects our principles and identifies objectives and strategies for improving our teaching practice and our students' learning experiences. It is, above all else, about student-centred learning. The Plan is informed by our eLearning Vision, which has been endorsed by Academic Board. The Plan is designed to assist us to remain relevant and excellent in learning and teaching in the modern and changing context.

As our eLearning Vision outlines:

> Federation University Australia sits within a wider context. In that wider context, the digital revolution is transforming almost every aspect of human existence. There have been significant, transformative and permanent changes in the nature of the business, delivery and presence of bookshops, newspapers, recorded music, movies, travel agents and department stores, to name a few. Universities are not exempt from such revolution. Universities teach, research, credential, engage and socialise and there are alternative ways of doing these things that don't necessarily involve universities[1]

> Like universities worldwide, Federation University Australia must now rethink not only delivery methods but also the fundamental nature of teaching and learning and what the role of a university really is in the emerging and fast moving digital context. It is time to change.[2]

To effect the change we must make, we must be **bold**.

Federation University Australia's 2015-2017 Learning and Teaching Plan, ***Enabling BOLD Learning***, will position the university within the digital revolution and contribute significantly and meaningfully to our students' and graduates' futures in an increasingly digital world.

Taking into account the potential advantages and benefits of **blended**, **online** and **digital** approaches to learning and teaching for the student experience and for student learning outcomes, the University's new Learning and Teaching Plan for 2015-2017 is guided by the following:

Enabling BOLD Learning™

Enhancing Blended, On-Line and Digital Teaching

There are clear potential benefits and advantages of blended, online and digital (BOLD) approaches to learning and teaching for student learning. As the University's eLearning Vision outlines,

> In addition to the access and convenience that online study options offer students… Media-rich collaboration tools, mobile and tablet computing and social networking technologies … can provide opportunities that may not be available in traditional face-to-face teaching and learning formats. These include opportunities for students to choose how and when to learn and to personalise their learning.

> Through online and blended study, students can work at their own, individual pace, choose which additional resources provided to make use of and review material as many times as necessary before moving on to subsequent or more complex material and concepts.

> Advantages of online study also include opportunities for collaboration with fellow students both formally and informally, with or without staff input.[3]

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1 Tanner, L. (2011). Universities must adapt or die in the e-learning world. *The Australian*, October 26, 2011.
2 Devlin, M. (2014). *eLearning Vision*. Federation University Australia, p. 1.
3 Devlin, M. (2014). eLearning Vision. Federation University Australia, p 2.

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There are also opportunities in blended, online and digital (BOLD) approaches to assessment:

> *Innovative assessment techniques in online environments can … provide opportunities for students to not only demonstrate what they have learned, but also to deepen and consolidate their learning through undertaking the assessment tasks. These sorts of experiences can provide much richer and longer lasting learning than summative examinations at the end of a study period.* [4]

This Plan outlines how we will take the first steps to move the University from one that focuses primarily on face-to-face learning and teaching, to one that focuses primarily on BOLD learning and teaching. This includes eLearning, Mobile learning (m-Learning) and future technologies.

Accordingly, the priority areas of this Plan are:

1. The development of staff capabilities and innovation in BOLD pedagogy, curriculum and assessment.
2. The provision of appropriate infrastructure and technologies that enable BOLD development and delivery.
3. The development of student capabilities in BOLD literacies.
4. Appropriate BOLD benchmarking and quality assurance.

Federation University Australia's Learning and Teaching Plan 2015-2017 augments other institutional plans, which facilitate rapprochement between research, international activity, Indigenous reconciliation and social inclusion.

In addition, Federation University Australia values its dual sector status and wishes to continue to excel in learning and teaching in both sectors. There are several keys aspects involved in striving and achieving for excellence in our learning and teaching practices across both institutional sectors. One key aspect includes the alignment of our practices to Australian Skills Quality Authority ASQA and Tertiary Education Standards and Quality Agency (TEQSA) external benchmarks and standards and the establishment and maintenance of rigorous quality assurance processes to ensure compliance and best practice throughout the organisation. As Federation University Australia is due for re-registration with both agencies during the life of this plan, a particular focus on standards related to learning and teaching is included.

This Plan is set at the institutional level. It is, therefore, high-level and applicable to all learning and teaching that occurs within the institution. At a more specific level, Faculties, the Industry Skills Centre, the Centre for Learning Innovation and Professional Practice (CLIPP), the Library, the Information Technology Services area and Federation College should each develop their own Action Plan for their area, ensuring alignment with this central plan. Where relevant, support areas of the University should develop at least portions of their Action Plans that are focused on learning and teaching and the priorities within this Plan. All of these Action Plans should be closely aligned with this Institutional Plan to ensure we are all working towards a set of common objectives.

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[4]   Devlin, M. (2014). *eLearning Vision*. Federation University Australia, p 2

This Plan is, above all else, about student learning. It is about student learning in a digital age and ensuring our graduates are equipped to work, live and continue to learn in the twenty-first century.

Priority 1: The development of staff capabilities and innovation in BOLD pedagogy, curriculum and assessment

No.	Objective	Strategies	Targets/Outcomes	Responsibility	Timeline
1.1	**Continually identify courses / programs for blended and fully online delivery including those to move from traditional lecture and tutorial model to BOLD, including flipped classroom pedagogy and other Student-centred approaches.**	Faculties to audit and document current program/course BOLD presence against university benchmarks.	Biannual increase in the number of courses / programs identified for blended / fully online delivery	ADLTs	June 2015 and ongoing
		Faculties to develop a schedule identifying new programs/courses for BOLD modes.	Biannual increase in the number of courses / programs under redevelopment for BOLD mode delivery.	ADLTs	June 2015 and ongoing
		Faculties to work through schedule with assistance from CLIPP.	Annual increase in the number of courses / programs being offered in blended/fully online mode.	Executive Deans /Executive Director VET	June 2015 and ongoing
1.2	**Regularly review and refresh curricula, learning and teaching strategies and assessment at all program levels through consultation with internal and external stakeholders in line with regulatory requirements and university policy and procedures**	Identify stakeholders relevant to programs and facilitate consultation processes.	Evidence of relevant stakeholder input to curricula, learning and teaching strategies and assessment.	Executive Deans / Executive Director VET	Semester 1, 2015 and ongoing
		Develop and implement a program schedule review (HE).	Evidence of regular reviews and response to review outcomes.	Chair Academic Board	January 2015 and ongoing
		Develop and implement a systematic validation and review schedule for VET assessment tools.	Evidence of regular reviews and response to validation outcomes.	Executive Director (VET)	June 2015 and ongoing
		Implement a comprehensive industry engagement strategy to ensure the relevance and currency of VET teaching and vocational competence.	Documented evidence of industry engagement.	Executive Director (VET)	June 2015 and ongoing
		Embed graduate attributes into all programs/qualifications.	Evidence of embedded graduate attributes.	Program Coordinators/ Leaders/ Managers and Director, Student Connect	Semester 1, 2015 and ongoing

		Develop assessments that are varied, authentic, relevant, valid, fair and flexible.	Evidence of assessments that meet these criteria.	Program Coordinators/ Leaders/ Managers	Semester 1, 2015 and ongoing
		Ensure VET has a systematic approach to capturing student/employer /industry teacher feedback	System is in place and working effectively.	Director, Data and Planning Program Coordinators/ Leaders/ Managers	Semester 1, 2015 and ongoing
			Response rates for both HE and VET are continuously increasing.		Commence Semester 1, 2015
			Student feedback on the quality of teaching and on assessment is increasingly positive (eVALUate, University Experience Survey and VET equivalent).	ADLTs/ Heads of Schools/ Program Coordinators/ Leaders/ Manager	Semester 1, 2017
1.3	**Create rich, varied and inclusive learning environments and experiences to ensure scaffolded skills development and learning progression for all undergraduate and postgraduate students, including Indigenous and international students, young and older learners, apprentices and trainees, students with disabilities, students from low socioeconomic status and students from rural and regional**	Ensure constructive alignment (Biggs & Tang, 2011) between intended learning outcomes (including graduate attributes), teaching approaches and assessment within and between courses.	Evidence that constructive alignment and graduate attributes are embedded in courses and programs.	Program Coordinators/ Leaders/ Managers	Semester 1, 2017
		Develop teaching practices that are learner-centred, innovative, collaborative and collegial.	Evidence that intended learning outcomes are facilitated through appropriate curricula, teaching approaches and assessment practices.	Heads of Schools Program Coordinators/ Leaders/ Managers	Semester 1, 2017
			Student feedback on the quality of teaching and courses is increasingly positive (eVALUate or VET equivalent, UES, LQ and EQ questionnaire).	Program Coordinators/ Leaders/ Managers	Semester 1, 2016 and ongoing

	backgrounds, both on and off campus. Inclusion can be achieved through curricula, teaching, assessment, learning environments and resources offline and online.	Implement and provide access to peer review, staff mentoring and collegial teaching teams for teaching staff within courses and programs.	Embed peer review processes within the teaching cycle including probation, promotion and PRDP.	Executive Deans/Director VET, Heads of Schools and Director CLIPP	Semester 1, 2016
			Evidence that teaching staff from each School/area of the university are represented in peer review activities.	ADLTs and Heads of School	Semester 1, 2016 and Ongoing
		Use PRDP processes to formalise requirement for inclusive teaching and for staff involvement in peer review, mentoring and collegial learning teams.	Staff PRDP plans include provision for information about how staff ensure their teaching is inclusive of a variety of learners both on and off campus and for evidence of participation in peer review.	Executive Deans / Executive Director VET/ Heads of Schools/ Program Managers	2016 and ongoing
		Include increased focus on detailed quality of teaching in promotion criteria and processes.	Promotion criteria and processes clearly articulate requirements for evidence of inclusive, constructively aligned teaching and participation in peer review.	DVC(A)	2016 and ongoing
1.4	**Provide access for all new and existing teaching staff and staff with a direct role in collaborative or co- teaching activities to a range and breadth of teaching-related and vocational / professional development opportunities.**	Publish an annual schedule of and provide professional development opportunities, including but not limited to: regular and frequent face to face and online offerings on a wide range of topics including BOLD learning.	Schedule is published at the beginning of each semester.	Director, CLIPP in collaboration with ADLTs	Semester 1, 2015 and ongoing
			Teaching staff from each School/area of the university are represented in PD and mentoring opportunities.	Heads of Schools/ Program Coordinators/ Leaders/ Managers	Semester 1 2015 and ongoing
		Develop and deliver a mandatory teaching induction program for all commencing staff (casual /sessional teachers to receive training via targeted online training modules).	All new staff receive professional development.	Director CLIPP/ Heads of Schools	June 2015 and ongoing

		Embed professional development planning (National Teaching Criteria Framework) in all staff PRDP process.	Staff PRDP plans include provision for information about relevant professional development around learning teaching and for evidence of participation.	Heads of Schools/ Program Coordinators/ Leaders/ Managers	June 2015 and ongoing
		Encourage, support and promote industry-release and professional exchanges for staff where possible.	Evidence of increasing participation in staff take-up of professional exchanges/industry and collegial learning teams and mentoring opportunities.	Program Coordinators/ Leaders/ Managers	2016 and ongoing
			All VET teachers maintain Trainer Skills Matrix, which includes maintenance of vocational and teaching currency.	VET Program Managers	Semester 1 2015 and ongoing
		Continue to identify teaching staff and practices that enhance blended/online student engagement and learning outcomes and share this knowledge across the organisation (e.g. through eLearning Showcases, eHub and the like).	Annual increase in attendance at and engagement with eLearning Showcases and similar events. Annual increase in access and use of eHub and other resources.	Director CLIPP and ADLTs	Semester 2 2015 and ongoing
1.5	**Recognise excellence in learning and teaching**	Continue to offer Vice-Chancellor's Awards for excellence in learning and teaching, including offering a new award category for excellence in the use of or development of digital application or tool (i.e. BOLD practice).	Evidence of continued participation in award program. Establish criteria for and publicise new award category.	Director CLIPP	Semester 1 2015 and ongoing
		Continue to offer support for nominations for Office for Learning and Teaching Citations and Awards, State Training Awards and Worldskills.	Maintain or improve performance in OLT citations and awards.	Director, CLIPP, DVC (L&Q) and Executive Director (VET)	Ongoing
		Provide small grants for staff to undertake scholarship and research in learning and teaching.	Evidence of uptake of grants and increased participation in scholarship and research in learning and teaching.	Director, CLIPP/ADLTs	Semester 1, 2015 and ongoing

1.6	Establish minimum and exemplary practice standards for blended and online learning across all program levels.	Mandate a minimal Moodle presence for all courses and units.	Evidence that each course has a minimal Moodle presence in the approved Moodle template.	Executive Deans /Executive Director VET	Beginning Semester 2, 2015 and ongoing
		Establish Moodle shells for all courses and units offered.	Evidence of generation of Moodle shells for all courses, automated where possible.	Executive Director ITBS	Beginning Semester 1, 2015 and ongoing
		Develop and disseminate a set of University standards and exemplars of learning-centred practice for online and blended learning and teaching pedagogies.	Evidence that standards and resources/exemplars are developed and disseminated	Director CLIPP	Beginning Semester 1, 2015 and ongoing
		Develop resources/exemplars for staff using a variety of online teaching models, including supervision of research projects by students remote to campuses.	Evidence that minimum standards are adhered to across the institution.	Program Coordinators/ Leaders/ Managers	Semester 2, 2016
			Evidence of exemplary standards in an increasing number of BOLD programs/courses.	Program Coordinators/ Leaders/ Managers and ADLTs	Semester 1, 2017

Priority 2: Provision of appropriate infrastructure and technologies that enable BOLD development and delivery

No.	Objective	Strategies	Targets/Outcomes	Responsibility	Timeline
2.1	**Establish physical and virtual spaces appropriate for formal and informal learning across a range of delivery models (e.g. BOLD, aggregated)**	Establish Working Group to research, identify, and develop a plan for establishment of learning spaces, including supported learning spaces and identification of existing exemplar spaces, appropriate technology, infrastructure, management and coordination of spaces, required budget/s.	Working Group formed. Plan completed and approved. Budget and infrastructure allocated and included in capital development planning, where appropriate. Spaces established including management plans.	DVC (L&Q) Chair Working Group Director, Facilities Services Working Group	March 2015 February, 2015 June 2015 2016 and ongoing
		Consolidate availability of wireless network in all campus based formal and informal learning spaces, including staff use spaces and outdoor learning and teaching spaces.	Annual expansion of provision of wireless across identified spaces.	Executive Director, ITBS	Jan 2015 and ongoing
		Provide training for staff teaching and supporting student use of learning spaces.	Training program/s just in time help and documentation established and rolled out as part of annual Professional Learning program.	Director CLIPP	2015 and ongoing
2.2	**Rationalise location and storage of learning and teaching resources and artefacts capacity on the LMS**	Implement CMS and relocate of learning and teaching resources and artefacts from LMS to CMS.	Develop institution-wide protocols and frameworks for how to use CMS efficiently and effectively.	Director CLIPP and Executive Director ITBS	June 2015
		Provide training for staff in the purpose and use of CMS.	Training programs, just in time help and documentation established and roll out for use of CMS effectively.	Director, CLIPP	June 2015 and ongoing

			Uptake of CMS storage usage.	ADLTs/ Heads of Schools	January 2016 and ongoing
		Migrate resources and artefacts into CMS.	Annual increase in legacy learning objects migrated from LMS to CMS	Executive Director ITBS	December 2015 and ongoing
2.3	**Enhance the flexibility and accessibility of student learning through online provision of course content resources and activities**	Review core communication and online teaching technologies to determine best solutions for current and future needs in blended, online and aggregated delivery.	Technology in place to record and distribute lectures.	Director Library Services and Executive Director ITBS	Commence 2015 and ongoing
			Increased proportion of lectures being recorded.	Executive Director ITBS	Commence 2015 and Ongoing
		Implement systems appropriate to support best practice learning delivery in all modes.	Integration of lecture capture with LMS for ease of use.	Executive Director ITBS	Commence 2015 and Ongoing
			Appropriate video and audio capture, production and dissemination (media streaming) technologies in place to enable and facilitate production of quality resources for effective learning.	Executive Director ITBS	Commence 2015 and ongoing
			Adoption of virtual classroom technology to enable synchronous interactive learning for students and instructors.	Executive Director ITBS	Commence 2015 and Ongoing
			Establish protocols for consistent quality in preparation and presentation of media.	Director CLIPP	2015
			Training program/s just in time help and documentation established and rolled out as part of the implementation.	Director CLIPP	2015 and ongoing

2.4	**Facilitate compliance with legislative requirements of governing bodies (e.g. TEQSA, ASQA, ESOS, VRQA)**	Archive and preserve LMS content	Reduced load on high-end storage from archiving of historical content. Content protected from tampering by removal from production environment to secure storage. Compliance with TEQSA and ASQA.	Executive Director ITBS	Commence 2015 and ongoing

Priority 3: The development of student capabilities for working in BOLD literacies

No.	Objective	Strategies	Targets/Outcomes	Responsibility	Timeline
3.1	**Enhance student digital literacy through provision of digital literacy development opportunities**	Incorporate digital literacy into FedReady, PASS, Mentor Program, self-paced online modules, Federation College and Library support.	Evidence of inclusion of digital literacy support in existing student support programs. Evidence of uptake of digital literacy support by students.	Director CLIPP, Director Federation College, Director Library Services	Semester 1, 2015
		Develop and promote an introduction to digital and online environment study module that becomes available upon enrolment for on and off campus students.	Module is available to students and they are notified following enrolment that this module should be completed before classes commence. Increasing uptake and completion rates for module.	Director CLIPP and ADs (Student Retention and Success) Program	Semester 1 2015 and ongoing
		On completion of the module, provide support / intervention response to students with additional resources/direction to support.	Increasing uptake/use of CLIPP academic support/online resources	Coordinators/ Leaders/ Managers	Semester 2 2015 and ongoing
3.2	**Enhance student digital literacy through provision of digital literacy support online.**	Establish and regularly update online digital literacy tools and support.	Central repository of tools and support created and utilised.	Director CLIPP	Semester 1, 2015
		Ensure all online teaching sites provide consistent and appropriate navigation instructions	Instructions consistently provided.	Director CLIPP	Semester 2, 2015
3.3	**Embed digital and academic literacies into the curriculum**	Learning Skills Advisors work with academic staff collaboratively to and deploy/customise pre-prepared online academic/digital literacies modules within their courses via Moodle.	Market and promote services to academic staff.	Director CLIPP	2015-2017

		Provision of Week 2-3 online hurdle activity that may include academic, social, online and/or other supports available to students embedded in all first and second year courses.	Evidence of embedded digital literacy development in an increasing number of programs.	Program Coordinators/ Leaders/ Managers	2017
			Target 3-4 lecturers/VET teachers per faculty per year to embed literacies.	Program Managers	2015-2017
			Evidence of integration of digital literacy into assessment.	Program Coordinators/ Leaders/ Managers	2016 and ongoing
			Evidence of online hurdle task/activity in the first and second years of programs.	Program Coordinators/ Leaders/ Managers	2016 and ongoing
3.4	**Provide timely and targeted digital literacy professional development for staff with accompanying resources**	Include in the published annual schedule of professional development opportunities for staff opportunities to learn about the development of digital literacy in students.	Evidence of inclusion of development of digital literacy in students in published annual PD schedule.	Director CLIPP	Semester 1, 2015 and ongoing
			Maintenance, enhancement and promotion of eLearning Hub.	Director CLIPP	2015 and Ongoing
			Teaching staff from each School/area of the university are represented in digital literacy PD opportunities and use eLearning Hub materials.	Program Coordinators/ Leaders/ Managers	2016 and Ongoing
		Embed professional development planning in all staff PRDP process	Staff PRDP plans include provision for information about the inclusion of digital literacy development for students.	Heads of Schools/ Program Coordinators/ Leaders/ Managers Program	2016 and ongoing
			Evidence of integration of digital literacy into assessment and assessment.	Coordinators/ Leaders/ Managers	2016 and ongoing

Priority 4: Appropriate BOLD benchmarking and quality assurance

No.	Objective	Strategies	Targets/Outcomes	Responsibility	Timeline
4.1	**Meet TEQSA and ASQA requirements for all programs on Schedule 5.1 and all requirements for accreditation in relevant qualifications**	Follow current university policy and procedures for all program approvals	All programs on Schedule 1 are AQF compliant.	Curriculum Committee	1 January, 2015
		Implement continuous program improvement cycle across the HE and VET sectors	Review of all courses and Unit Training and ILO/Assessment Strategies biannually.	Course Coordinators/ Leaders/ Program Coordinators/ Leaders/ Managers	2015 and ongoing
			Design and implement a Review of HE Programs plan.	Chair Academic Board	Semester 1, 2015
			Review of HE programs annually.	Program Coordinators/ Leaders/ Academic Board	2015 and ongoing
			Design and implement a 5-year program reaccreditation plan including external benchmarking.	Curriculum Committee	2015 with 5 year rolling cycle
4.2	**Embed continuous program improvement based on student feedback, peer review and other stakeholder feedback**	Use eVALUate or VET equivalent, UES, LQ and EQ results and peer review feedback to improve curriculum, learning and teaching and/or assessment.	Improved response rates across the university every semester for the duration of the plan.	Learning and Teaching Committee/ ADLTs/Executive	Semester 1, 2015 and ongoing

			Evidence of results being shared systematically.	Deans/ Executive Director VET/ Heads of School; Program Coordinators/ Leaders/ Managers; Course Coordinators	2015 and ongoing
			Evidence of actions being taken each semester to improve curriculum, learning and teaching and/or assessment.		Semester 2, 2015 ongoing
			Evidence of feedback to students each semester on improvements made based on evaluation.		Semester 2, 2015 and ongoing
		Ensure VET has a systematic approach to capturing student/employer/ industry/assessor feedback.	System is in place and working effectively.	Director, Data and Planning	Semester 1, 2015 and ongoing
		Share results of evaluations with staff and their supervisors as part of the PRDP process.	Staff PRDP plans include provision for information about responses to student, peer and stakeholder feedback.	Executive Deans /Executive Director VET and Heads of Schools/Program Managers	2015 and ongoing

Reference

Biggs J. and Tang, C. (2011). Teaching for quality learning at university (4th Ed). McGraw Hill, UK