

Centre for Academic Development (CAD)

2022 Mid-year Report

Prepared by
Centre for Academic Development
Team Members

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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 to June) 2022.

The Centre for Academic Development functional name became operational on 1 April 2022 in line with the restructuring of the academic portfolio which supported the [University's Strategic Plan 2021 – 2025](#).

The Centre for Academic Development was previously known as the Centre for Teaching Quality and Innovation (CTIQ).

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

Centre for Academic Development Organisational Chart: [2022](#)

Centre for Academic Development

Associate Professor Nina Fotinatos

Dean, Learning and Teaching

Phone: 03 5327 9145

Email: n.fotinatos@federation.edu.au

Learning Design and Teaching Quality Team

Ms Tulsa Andrews

Director (Lecturer), Teaching Quality and Learning Design

Phone: 03 5327 9654

Email: t.andrews@federation.edu.au

Learning and Teaching Support and Production Team

Mr Adam Barbary

Manager, Learning and Teaching Technology Support

Phone: 03 5327 9783

Email: at.barbary@federation.edu.au

Policy, Quality Assurance, and International Services (PQA&IS)

Ms Rebecca Johnson

Manager, Policy and Quality Services

Phone: 03 5327 8259

Email: r.johnson@federation.edu.au

Please access the [Centre for Academic Development CAD website](#) for further information.

INSTITUTE Learning & Teaching SUPPORT TEAMS

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.

- [Institute of Education, Arts and Community](#)
- [Institute of Health and Wellbeing](#)
- [Institute of Innovation, Science and Sustainability](#)


Organisational chart – Reviewed 4th August 2022



Centre for Academic Development | Staff Team Directory

AUGUST 2022

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

Administration




















Felicity Counsel
Operations Officer

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

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






| | | | | | | | | | |
|--|---|--|---|---|---|---|---|--|---|
|  Tufaa Andrews Director (Lecturer) Teaching Quality & Learning Design |  Kate Roberts Lecturer, Learning and Teaching |  Emma Price Scholarly Teaching Fellow |  Kellie Macneil Senior Learning Designer Central |  Jess Robertson Senior Learning Designer Central |  Tiffany Winchester Senior Learning Designer Central |  Jim Carolan Senior Learning Designer Embedded - ISS |  Sara Warren Senior Learning Designer Embedded - ISS |  Nicole Mercer Senior Lecturer, Aboriginal and Torres Strait Islander Cultural Capabilities |  Coming soon* Associate Professor Assessment Transformation (Project Lead) |
|  Karalee Dwyer Senior Learning Designer Embedded - IHW |  Charlie Duddridge Senior Learning Designer Embedded - IHW/Central |  Anthea Groessler Senior Learning Designer Embedded - IHW |  Cameron Nichol Learning Designer Embedded - IHW |  Emma Gould Senior Learning Designer Embedded - ICAC |  Lovisa Lindstrand Learning Designer Embedded - ICAC |  Aimee Turner Learning Designer Embedded - ICAC | * Reports to Dean, Learning and Teaching | | |

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.

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

| | | | | |
|--|--|---|--|--|
|  Adam Barbary Manager, L&T Support and Production |  Cameron Maher Senior Learning and Teaching Support Officer |  Naomi Cunningham BOLD Learning and Technology Support Officer |  Coming soon BOLD Learning and Teaching Support Officer |  Coming soon BOLD Learning and Teaching Support Officer |
|--|--|---|--|--|

Digital Production (Resource Development)

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, Instructional books, Infographics, webgraphics and custom designed HEP graphics
- Resource development - 3D models, Augmented Reality, 360oC tours, Interactive online activities and Moodle/H5P activities

| | | | |
|---|--|--|---|
|  Eammon Jones Senior Digital Designer |  Jaimee Westin Senior Digital Designer |  Brendan Dent Digital Learning Resource Developer |  Heath Dwell 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: TESQA, OILT, AUTCSF, HESF / VET: ASQA / International: ESOS / Institutional: University L&T policies / Teaching expectations / L&T Standards

| | | | | | | | |
|--|--|---|--|--|---|---|--|
|  Rebecca Johnson Manager, Policy and Quality Assurance Services |  Karen Robinson Manager, International & Strategic Compliance |  Tracey Keogh Quality Officer (International) |  Coming soon Policy Writer |  April Rowsell Policy Administration |  Vivian Meade Quality Officer |  Alesha Britton Quality Officer |  Coming soon Quality Officer |
| TEGSA Re-registration | |  Vicky Hodgson Project Manager TEGSA Re-registration |  Jessica Frost-Camilleri Quality Officer |  Peter Witherspoon Quality Officer | | | |

1. CAD Portfolio Engagement with University-Wide Initiatives

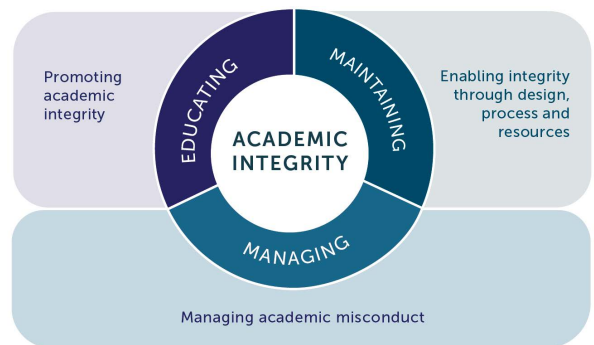
The CAD portfolio plays a significant role in learning, teaching, academic professional development (PD) and leadership associated initiatives. Each initiative is developed collaboratively and implemented in consultation with key stakeholders. Numerous CAD staff have contributed to the following initiatives during Semester 1 2022.

1.1 Academic Integrity Education Project

As part of the update to the Academic Integrity Policy and Procedure, CAD led a university wide initiative to review, update and create educational resources for staff and students collaboratively. Meeting once a month for nine months, members from Human Resources, Library, Technical and Further Education (TAFE), Student Experience and Administration Services (SEAS), academic integrity officers and CAD worked together to ensure a consistent message across all educational materials pertaining to academic integrity in learning, teaching and research (Figure 1).

New resources included a mandated staff academic integrity module to be rolled out by Human Resources, Professional learning modules managed by CAD and a new central webpage to house links to all resources across the university to improve ease of access. The launch of these resources in a university-wide advertising campaign is pending the release of the updated policy and procedure in the coming months.

Figure 1 – Academic Integrity model



1.2 Program Design Methodology

As part of the wider Program Renewal project a working group was established with the purpose of designing an improved Program Design Methodology (PDM). The PDM is a vehicle in which to implement the visions set within the Universities Co-op Learning Model, and the underlying program renewal initiatives. The design methodology focuses on the curriculum aspect of developing a new program, within the wider context of the end-to-end process of getting a program from idea to delivery and proposes a facilitated model that supports the design of new programs and re-shape of existing ones.

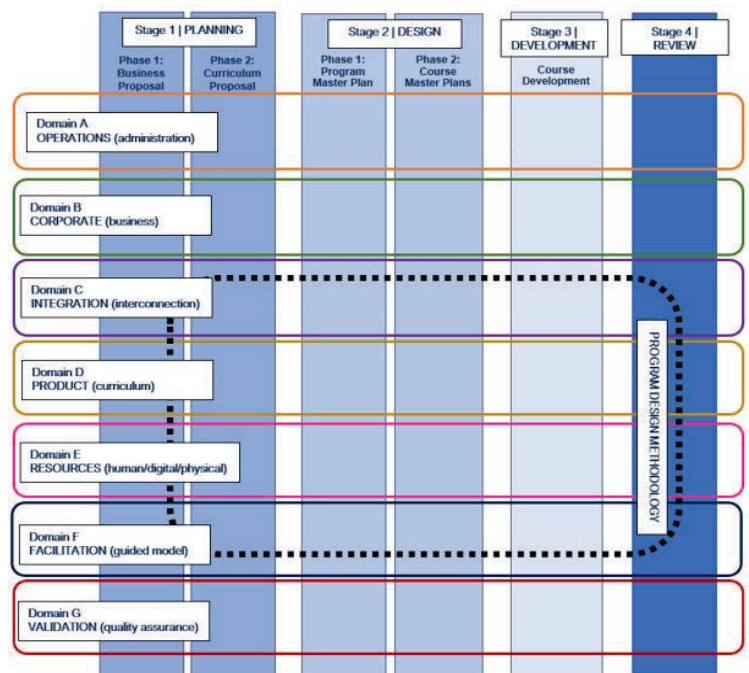
1.2.1 New Programs | End-to-end process

The working group undertook a scoping exercise to identify and analyse existing processes, tools, gaps, strengths, weaknesses, challenges and opportunities in moving toward a consistent, cross departmental, university-wide approach to program design and development. (Figure 2)

- Review of **end-to-end process** for new programs and outline different stages
- Consultation with **key stakeholders** across the process
- Categorised process, stages and domains, outlining key stakeholders, information and design elements within each phase/stage
- Identification of gaps and anomalies, and solutions to address such

This deliverable is awaiting finalisation of new governance structures to determine appropriate approval committees, and personnel to sign off checkpoints.

Figure 2 – New Program Process | Stages and Domains



1.2.2 New Programs | Draft Methodology

The working group also commenced the drafting of underlying program design principles and supporting approaches and tools to form the foundation of the Program Design Methodology process. (Figures 3 & 4). This work has included research into contemporary models of program design across the sector to create a tailored framework and methodology to address the strategic initiatives of the university.

Figure 3: Program Design Principles

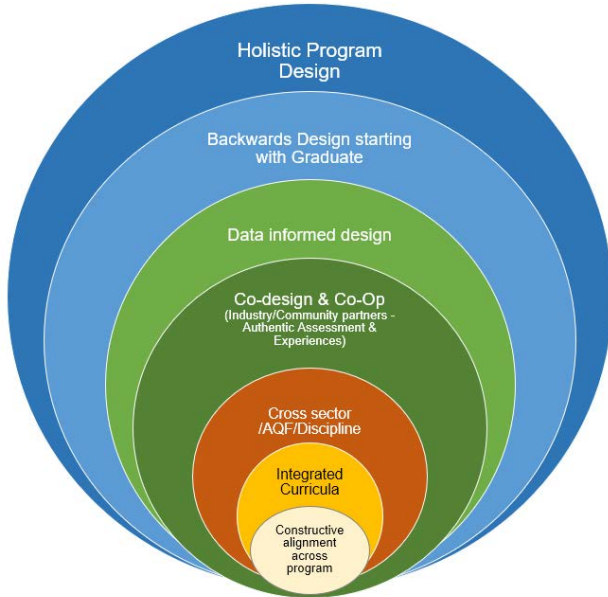


Figure 4: Supporting approaches and tools



A: Curriculum Design Framework

The framework model depicted below in Figure 5 outlines the importance of comprehensive planning to develop 'master plans' at both program and course level as the foundation for all development.

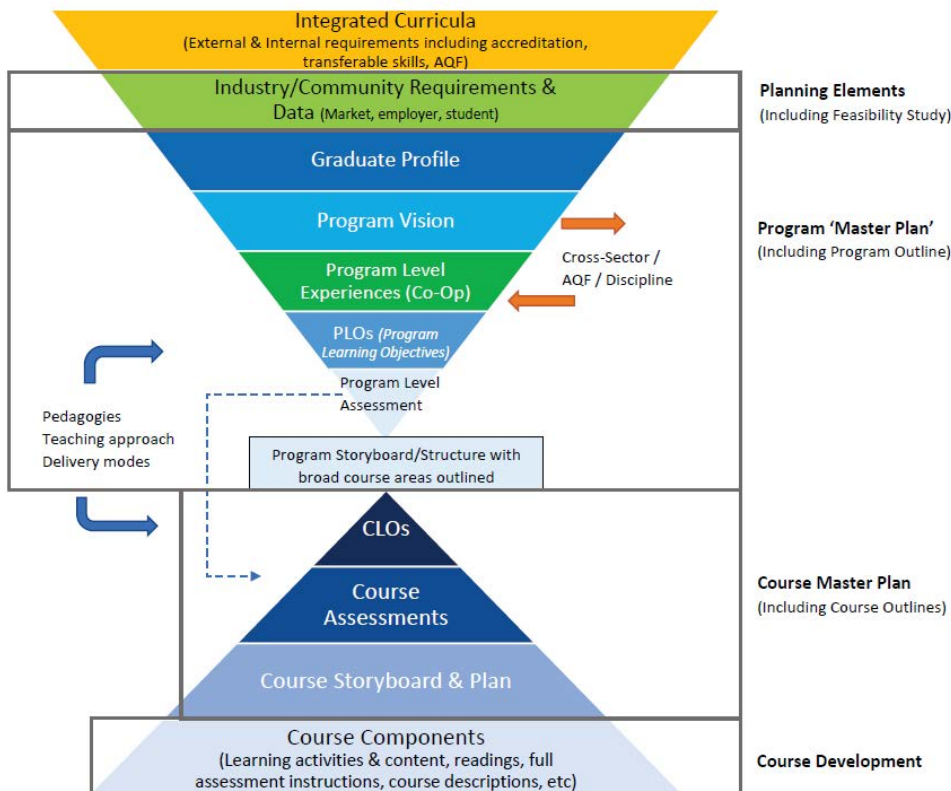


Figure 5: Curriculum Framework Model

B: Cross-functional team approach

Central to the design process is the utilisation of the extensive expertise and resources across the university to support quality curriculum design and development. The working group are currently working with these stakeholders to ensure the right expertise is engaged with at key points throughout the process.

C: Project managed and facilitated approach

The PDM will include the support and upskilling of all stakeholders through a facilitated approach to each stage, phase and sprint of the curriculum design process through online resources and facilitated workshops (**Figure 6**). Development of this element has just commenced, utilising the expertise of the cross-functional teams. Project management is also central to enabling this approach to progress.

Figure 6: Project Managed & Facilitated Approach



1.3 Policy Library Rejuvenation Project (PLRP)

The Policy Library is due for a significant rejuvenation given the unsustainable complexity of the existing library and ongoing impact on resources for renewal. Associate Professor Nina Fotinatos and Ms Vicky Hodgson have led two sprints so far. Sprint 1 was between Monday 16 May and Friday 24 June.

Sprint 1 was heavily supported by the TEQSA Registration Team and a Policy Administration Systems Officer. The current library of over policies and procedures is unsustainable and the PLRP team have worked with over 30 key stakeholders from each university area towards a simplified governance framework of documents.

Key achievements for Sprint 1 included:

1. Develop fit for purpose updated **framework domains for the university policies and procedures** based on best practice. This is currently six domains. See **Figure 7** for the current six domains and sub-areas IMAGE listed at the end of this section.
2. Develop **updated delegations and governance approval** process that aligns with [Federation University Act \(2010\)](#) and the new [Federation University Statute \(2021\)](#).
3. Develop **new template for overarching policy documents**
 - There will be one policy for each new domain
 - There will be a number of policy statements within the one policy. For example, the new People and Culture Policy will have sub-statements such as *Recruitment, Employment Conditions, Professional Development etc*)

4. Identify key stakeholders aligned to each domain and continue to work with them to enhance the current governance framework documents including these focused tasks:
 - a. Identify documents to be completely rescinded
 - b. Identify documents that are absolutely core to practice and/or external regulatory bodies
 - c. Identify essential aspects from core policies that can be included as a 'policy statement' within an overarching domain policy area
5. In collaboration with key stakeholders, draft new overarching University policies. Policy sub-statements must be essential to operation and align with areas of the Federation University Act (2010), Federation University Statute (2021) and/or external regulatory bodies expectations
6. In collaboration with key stakeholders, draft/re-work/combine procedures under each overarching policy
7. In collaboration with key stakeholders, draft/re-work/collapse work instructions (process steps for operational level)

Overarching goal meet as part of Sprint 1:

- Build university-wide awareness to the pending change
- Clarify the key stakeholders for each framework domains
- Provide all key stakeholder with consultation opportunities
- Highlight that the aim of this revision is to work towards a sustainable policy library that reflects our current practice and aligns with both internal and external expectations
- Plan for Sprint 2 and Sprint 3 goals

Figure 7: Proposed framework domains for the university policies and procedures

| Corporate Governance | Academic Governance | Global Partners & Community Engagement |
|--|--|--|
| 1. Regulatory Compliance | 1. Program Design and Review | 1. Global Engagement and Education |
| 1.1 Governance Quality and Regulatory Compliance | 1.1 Program Design and Approval | 1.1 Internationalisation |
| 1.2 Marketing and Media | 1.2 Program Delivery | 1.2 International Students and Partner Providers |
| 2. Operational Compliance | 2. Learning and Teaching | 2. Community Engagement |
| 2.1 Information Privacy | 2.1 Learning Environment | 2.1 Honorary Awards |
| 2.3 Security | 2.2 Teaching Requirements | 2.2 University Ambassadors and Alumni |
| 2.4 Naming Buildings and Facilities | 2.3 Work Integrated Learning and associated learning opportunities | 2.3 Fundraising and Philanthropy |
| 3. Complaints | 3. Assessment | 2.4 Sponsorship requests |
| 3.1 Student Code of Conduct/Complaints/Appeals | 3.1 Coursework | |
| 4. Risk | 3.2 Credit and Recognition of Prior Learning | |
| 4.1 Risk Management | 4. Academic Integrity & Misconduct | |
| 4.2 Conflict of Interest | 4.1 Academic Integrity | |
| 5. Health, Safety and Wellbeing | 4.2 Academic Misconduct | |
| 5.1 Equal Opportunity and Valuing Diversity | 5. Freedom of Speech | |
| 6. Information Management | 6. Research and Research Training | |
| 6.1 Information Privacy | 6.1 Admissions | |
| 6.2 Records Management and Data Storage | 6.2 HDR Supervision | |
| 6.3 Copyright | 6.3 Research Integrity | |
| | 6.4 Data Management in Research | |
| | 6.5 HDR Assessment | |
| | 6.6 Authorship | |
| | 6.7 Intellectual Property | |
| | 7. Scholarship | |
| People and Culture | Operations Governance Policy | Student Life Cycle |
| 1. Recruitment | 1. Property and Infrastructure | 1. Student Enrolment |
| 1.1 Fair, transparent and equitable recruitment | 2. Information and Communications Technology | 1.1 Enrolment |
| 1.2 Supporting Diversity and Inclusion | 2.1 Information Technology Usage, Support and Management | 1.2 Enrolment Variations |
| 1.3 Induction | 3. Finance Management and Operations | 1.3 Scholarships, Bursaries and Grants |
| 1.4 Probation | 4. Project Management | 1.4 Higher Degree Research (HDR) Selection & Support |
| 2. Employment Conditions and Wellbeing Initiatives | | 2. Student Engagement and Participation |
| 2.1 Staff Requirements | | 2.1 Student Academic Participation |
| 2.2 Health, Safety and Engagement | | 2.2 Student voice through feedback |
| 2.3 Work-Life Balance | | 2.3 Academic Interventions |
| 3. Performance and Professional Development | | 2.4 Timetabling |
| 3.1 Performance Review and Development | | 3. Student Support and Wellbeing |
| 3.2 Academic Promotion | | 3.1 Special Consideration and Learning Access Plans |
| 3.3 Professional Reclassification | | 3.2 Student Safety |
| | | 3.3 Student Wellbeing |
| | | 4. Graduations |

1.4 Learning Retention Working Group

The Dean, Learning and Teaching is the Co-Chair of the Learning Retention Working Group. This work has involved preparing agenda's, minutes and driving specific initiatives aligned to the following two areas:

Initiative 1 – Improved wording in trigger student FDL flagging emails

- Wording of trigger emails
- How can this be improved for Sem 2?
- Who can draft it?
- Who can action it in FDL?

Status: Completed– Updated wording was suggested to FDL analysts (Monday 25 July). Changes had been implemented for Semester 2 (2022) in consultation with members of ITS and SEAS.

Initiative 2 – Improved communication with students flagged in FDL

- Students flagged in FDL receive emails
- The student data can be extracted and fed into a BI Dashboard. The Dashboard data could potentially be sent to Survey Team who could add mobile numbers to the student identifiers.
- The list could be re-shared with the Contact Team in SEAS (Contact Centre)
- The Contact Centre can trigger a text message campaign for these students and highlighting who is available for additional support
- Aligning closing the loop discussions and options using either FDL and/or CRM are under discussions

Status: Progressing – Anna To will be leading this potential approach as it aligns with existing discussions between ITS, ASSD and SEAS.

1.5 Connected Classrooms: Enhancing flexible delivery

The Centre for Academic Development (CAD) involvement in the Connected Classrooms initiative has been primarily concerned with training and support of academic staff for quality learning and teaching. The initiative has involved the installation of several classrooms across campuses with audio visual and internet technologies to enable online and on-campus learning. These updated learning environments have the possibility to simultaneously connect teachers, on-line and on-campus students, and facilitators in a learning experience, also known as blended synchronous learning (BSL).

Due to delays in technology delivery, only one on-campus space was completed in time for Semester 1, 2022 delivery at Mt Helen. This resulted in courses with cross-campus requirements opting for low-tech alternatives to connect their cohorts with varying results.

Pilot 1 (Semester 1, 2022)

- 10 courses involved.
- Facilitation of three training workshops before semester to introduce room technology and pedagogy recommendations and discuss strategies and planning.
- Additional 1:1 session with academic staff for room orientation and discuss session approaches.
- In-class review by CAD during preliminary teaching weeks to provide feedback to enhance learning sessions.
- Regular catch-up meetings during semester with academic staff to discuss any issues and indicate progress or support needs.
- Informal student survey tool provided for end of semester feedback.

Pilot 2 (Semester 2, 2022)

- Continued to support for designing pedagogical approaches to blended synchronous learning, now that cross-campus connections now in place.
- Ethics approval obtained to explore the teachers experience in this learning space - *Exploring changes to teaching practices in the Connected Classroom* [Federation University Ethics No: 2022-070]

1.6 BOLD Learning Teaching Practices

The [BOLD Learning and Teaching Practices](#) (BLTP) were first developed in 2018 as a tool to support teaching staff understand the foundational requirements required within an online learning space. This was extended in 2019 to enable use as a quality assurance tool that could be completed by teachers or other staff external to the teaching of the course, to ensure all relevant elements of online learning were present within Moodle courses. These practices are grouped into five focus areas:

- Course Organisation – Structure, navigation and accessibility for learning
- Course communication – Teacher and social presence and engagement in learning
- Course Learning Resources – Cognitive presence and engagement in learning
- Course Learning Activities – Cognitive and social presence and engagement in learning
- Course Assessment – Demonstration of learning

Work on Version 3 of the BOLD Learning and Teaching Practices has continued to progress throughout the year. Draft 2 was released to a wide range of university stakeholders in April for feedback on:

- Checklist A – Teacher self-review (pre-course delivery)
- Checklist B – Teachers self-review (post-course delivery)
- Checklist C – Reviewer (any time by someone external to course teaching)
- User Guide – Providing examples of each practice, support information and links to policy

Feedback has been collated, debated and adjustments made to create Draft 3, which is on schedule for final university-wide consultation in August 2022.

Work has also commenced with ITS to develop the BLTP into a digital platform via *fdIGrades* to improve user access, monitoring of quality by Institute Leadership teams, and improved reporting functions. Testing will commence September, for an October 2022 release.

1.7 Moderation of Assessment Resource

The [Moderation of Assessment Resource](#) (MoA) was developed in 2019 to support a consistent approach to moderating assessment design, marking processes and assessment practices. The enhancement of this resource commenced late 2020 with the introduction of documentation tools. Version 2 of the Moderation of Assessment Resource, including piloting with academic staff has been completed and is currently being updated on the Higher Education Assessment Procedure [LT1254]. The digital documentation tools and reporting capabilities have been developed and tested in *fdIGrades*

CAD, ITS and GPS are about to commence developing the educational resources to support academic use of the enhanced process and digital documentation tools, ready for an incremental roll-out across Institutes under the direction of the Institute Directors, Learning and Teaching.

1.8 Consolidating services into single access points

Figure 8: Learning and Teaching Support Flyer

In line with the restructuring of the academic portfolio in April 2022, the University's central learning and teaching unit also underwent changes to address the current and emerging needs of the new Institutes, and to achieve the objectives set with in the Program Renewal Initiative as part of the [University's Strategic Plan 2021 – 2025](#). The services CAD provide remain the same, however they are accessed and prioritised differently to meet the changing needs of the organisation. (See **Figure 8**)

1.8.1 Just-In-Time Support and Adhoc Requests | A single portal

Previously both the Learning Design team and the Learning Technology Support teams had separate contact points for just-in-time support and adhoc advice. This has been combined into a single access point to ensure the request is addressed in a timely manner, but the appropriate expertise.

- Phone: +61 3 5327 6151
- Email: cadsupport@federation.edu.au
- Web portal: <https://federation.service-now.com/cad>

1.8.2 Project Requests | A single portal

Previously learning design and course development projects were logged with individual learning designers. This created challenges with some staff being overloaded, or the right expertise not always being utilised.

Requests can now be logged via a new CAD Project portal: <https://forms.office.com/r/sm7xityQew> (located on the [CAD website homepage](#)).

This ensures learning design and development requests are assessed in a timely manner to determine the scope, timeline, available expertise and strategic prioritisation, regardless of which Institute the project sits within.

1.8.3 Professional development needs | A single webpage

A central webpage that acts as a gateway to view all the professional development offered by CAD can be accessed via [CAD Professional Development](#). This site caters to the learning needs of those who have just commenced, right through to those who are extending their knowledge and skill development.

1.8.4 Digital Production Requests | A single webpage

The digital production team provide support to academics who are considering enhancing their online learning space with some more advanced graphics, 3D Models, high-quality video, animation or audio production. Access is via the [CAD Digital production webpage](#): <https://federation.edu.au/staff/learning-and-teaching/digital-production>



The flyer is a grid of six colored boxes with text and images. At the top left is the Federation University logo. The top right text reads 'Learning & Teaching Support Centre for Academic Development (CAD)'. The middle row has two boxes: 'JUST IN TIME / ADHOC SUPPORT' (green) and 'PROJECT REQUEST' (blue). The bottom row has two boxes: 'DIGITAL PRODUCTION' (purple) and 'PROFESSIONAL DEVELOPMENT' (dark green). Each box contains a brief description of the service and a 'VIEW THE WEBSITE' or 'REQUEST A PROJECT' button. A footer at the bottom says 'View the CAD website and explore our services: federation.edu.au/cad'.

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 8**) via the following strategies:

Figure 8 – Learning & Teaching Professional Development website

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](#)
- [Mahara](#)
- [Adobe Connect](#)
- [Kaltura](#)
- [Turnitin](#)



Federation University Australia > Staff > Learning and teaching > Learning and Teaching professional development

Learning and teaching professional development

Professional Learning Modules (PLMs)

Find out more about our 60-minute self-paced learning and teaching modules

[Read more >](#)

Teaching practices | Learning technologies hub | **Professional learning modules** | Webinars | Workshops

The Centre for Academic Development (CAD) provides an array of professional development opportunities to support all teaching staff from induction through to the advanced knowledge required to proficiently undertake quality face-to-face, blended and online teaching within a higher education institution.

Please note: Human Resources also run general professional development, sessions can be found on the [HR training page](#).

PD by type

Are you looking for something to engage with now or want to book in advance? Are you wanting something self-paced or prefer to engage with peers? Are you looking for something face-to-face or virtual? Regardless of your learning preferences, we have several types of professional development platforms to engage with. Click directly on the grey tabs in the header above to access each platform.

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)

There were **1313 page views** to the Professional Development home page within Semester 1 (1 January – 13 July 2022). A large portion of the CAD team contribute to the design, development and/or facilitation of learning and teaching professional development.

2.2 Resource Flyers

One-page flyers on individual teaching topics have been developed previously to assist teaching staff navigate a range of information presented in a number of different platforms. No new flyers have been developed in the first half of 2022 due to competing priorities in the university restructure. However, the development of new resource flyers is proposed as part of the PD strategies in the second half of the year to align with university strategic priorities and new initiatives.

2.3 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 15-hour program within their probation period (see **Table 1**).

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 1: Attendance figures Semester 1, 2022 (February, March, and April programs)

| Campus | Institute | | | | Total | | |
|--------------|-----------------------------|--------------------|--------------------------------------|----------|-----------|---------------|-----------|
| | Education, Arts & Community | Health & Wellbeing | Innovation, Science & Sustainability | Other | Sessional | Fixed/Ongoing | Total |
| Ballarat* | 12 | 8 | 4 | 3 | 16 | 11 | 27 |
| Berwick | 2 | 4 | 2 | 0 | 3 | 5 | 8 |
| Brisbane | 0 | 2 | 0 | 1 | 1 | 2 | 3 |
| Churchill | 2 | 6 | 2 | 0 | 5 | 5 | 10 |
| Horsham | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 16 | 20 | 8 | 4 | 25 | 23 | 48 |

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

A total of 48 participants completed all requirements across the seven times the program was offered. AIP was offered as a face-to-face session and as a connected classroom session. Face-to-face sessions n=6 and Connected Classroom session n=1.

Participants continue to show the value of the topics covered to support learning and teaching practices and promote engagement with supports and services. Semester 2 will see a shift to more sessions being conducted via the connected classroom.

2.4 Learning and Teaching Website

The [Learning and Teaching website](#) holds over 105 pages of learning and teaching information and resources readily available to support teaching staff with just-in-time needs. The CAD website is 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. A sub-group of staff from the Learning Design and Teaching Quality and Learning Skills Adviser teams strategically review the content of the website page by page for currency and clarity, starting with the most viewed pages. See **Table 2** and **Table 3** for details on pages viewed.

Table 2: The top 10-page views of the Learning and Teaching website within the Teaching Practice section between 01 January 2022 and 30 June 2022.

| Teaching Practice section Top 10-page views | Pageviews |
|--|-----------|
| Learning-and-teaching/teaching-practice/feedback/types-of-feedback | 82,556 |
| Learning-and-teaching/teaching-practice/assessment/self-and-peer-assessment | 7,714 |
| Learning-and-teaching/teaching-practice/learning/principles-of-learning | 7,462 |
| Learning-and-teaching/teaching-practice/learning/delivery-modes-for-learning | 4,575 |
| Learning-and-teaching/teaching-practice/feedback/principles-of-feedback | 4,003 |
| Learning-and-teaching/teaching-practice/assessment/types-of-assessment | 3,889 |
| Learning-and-teaching/teaching-practice | 2,272 |
| Learning-and-teaching/teaching-practice/development/principles-of-learning-environment | 1,614 |
| Learning-and-teaching/teaching-practice/assessment/marking-criteria | 1,500 |
| Learning-and-teaching/teaching-practice/feedback | 1371 |

Table 3: The top 5-page views of the Learning and Teaching website within the Curriculum Quality Section between 01 January 2022 and 30 June 2022

| Curriculum Quality section Top 5 Pageviews | Page views |
|---|--------------|
| Learning-and-teaching/curriculum-quality/tertiary-education-standards/constructive-alignment | 1,912 |
| Learning-and-teaching/curriculum-quality/work-integrated-learning | 1,680 |
| Learning-and-teaching/curriculum-quality/internationalisation-of-the-curriculum | 976 |
| Learning-and-teaching/curriculum-quality/work-integrated-learning/definitions-of-work-integrated-learning | 916 |
| Learning-and-teaching/curriculum-quality/work-integrated-learning/wil-medical-and-legal-requirements/legalagreements/student-placement-agreements | 901 |

The above information supports the ongoing work undertaken to evolve the University's learning and teaching quality assurance measures.

2.5 Learning and Teaching Webinars

2.5.1 Central based

The [learning and teaching webinars](#) are an online presentation medium, targeted at building staff pedagogical and digital capability through peer discussion and collaboration. The focus of these central webinars is sharing [BOLD Learning and Teaching Practices](#) experiences that are aligned to current and innovative learning practices and technologies.

Central webinars are scheduled at targeted times before and during semester to focus on supporting staff to develop their teaching and learning skills, coinciding with key practices within the teaching semester. An alternative delivery was trialled in Semester 1 with the addition of quick 15-minute 'EdAble' sessions. Enrolment numbers suggested that the shorter timeframe did suit staff work schedules, however it also restricted content for the sessions. Adobe Connect is used to record all webinars for later viewing. Presenters include members of CAD, the Library, Learning Skills Advisors, and Institute academic teaching staff. **Table 4** and **Table 5** detail the number of sessions each month and the number of attendees.

Summary of 2022 Semester 1 webinars delivered:

- Quarter 1: **11 webinars** - February (n = 11 sessions)
 4 webinars – March (n = 4 sessions)
- Quarter 2: **3 webinars** – April (n=3 sessions)
 2 webinars – June (n=2 sessions)
 4 webinars – July (n=4 sessions)

Feedback from staff on webinars conducted in Semester 1 2022:

“Concise, informative well put together learning session. Thanks very much Cam and Emma, I really appreciate your time and effort in running and putting together these sessions. I'm finding them all really helpful and useful”

“I'm old fashioned - I still see these sessions as a very brief op for some face-time and intros: at least the presenters should turn on their camera for a few secs so we can see them. It's helpful, but very impersonal at the moment.”

“The session went way too fast. The power points did not show how to do anything, just saying it had changed. Working through an example would have been helpful, eg how to do a H5P, rather than "it has changed, it is not straight forward, and there is no help sheet" I find the sessions which use a sample Moodle and show features is much better

A quick cook's tour. Thanks”

Table 4: Learning and Teaching webinars Semester 1, 2022 – Participant registrations vs attendance

| | February 11 sessions | March 5 sessions | April 3 sessions | June 2 sessions | July 4 sessions | TOTAL 25 |
|---|---|---------------------|---------------------|--------------------|--------------------|-------------|
| Total individual registered participants | 213 | 46 | 34 | 52 | 58 | 403 |
| Participants in the sessions | 179 | 20 | 13 | 24 | 33 | 269 |
| | 85% | 43% | 40% | 46% | 57% | 67% |
| | NOTE: 1. BOLD Learning and Teaching Practices professional development webinars are recorded for later access. 2. Some staff register and do not attend. 3. Some staff do not register but log on to attend. 4. Some staff attend multiple webinars. | | | | | |

Table 5: Learning and Teaching webinars Semester 1, 2022 – Participants by Institute

| Total Individual Participants by Institute | Participants by month by Institute | | | | |
|--|------------------------------------|-----------|----------|-----------|-----------|
| | February | March | April | June | July |
| Education, Arts & Community | 6 | 2 | 2 | 6 | 5 |
| Health & Wellbeing | 17 | 7 | 1 | 5 | 7 |
| Innovation, Science & Sustainability | 5 | 4 | 4 | 2 | 5 |
| Other | 5 | 3 | 2 | 4 | 5 |
| Total | 33 | 16 | 9 | 17 | 22 |

2.5.2 Institute based

Learning and teaching webinars are also delivered by CAD staff as part of Institute-based professional development sessions. This may be part of a half or full day workshops, regular fortnightly snapshots or Institute forums. This information has been combined with the Learning and Teaching workshops section 2.6.2 below

2.6 Learning and Teaching Workshops

2.6.1 Institute based

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.

Workshops delivered during Semester 1 were predominantly delivered online using Adobe Connect or MS Teams. **Table 6** lists the sessions delivered in each Institute. NOTE: Sessions offered were dependant on prioritisation from Institute leadership teams and allocation of Learning Designer EFT per institute.

Table 6: Professional Development (PD) workshops delivered per Institute

| Institute | PD WORKSHOPS | ATTENDEES |
|---|---|-----------|
| Education, Arts and Community | Optimising asynchronous content design, student engagement and monitoring | 15 |
| | Online workshop Communicating with the teaching team and students in Moodle | 10 |
| | Online workshop Rubrics and Marking Guides | 1 |
| Health & Wellbeing | Marking Guides and Rubrics Occupational Therapy discipline | 3 |
| | Marking Guides and Rubrics Psychology discipline | 22 |
| Innovation, Science & Sustainability | Online Moodle Test Review Drop-in Session | 24 |
| | Online Moodle Test Review Drop-in Session | 12 |
| | Constructive Alignment | 19 |

2.7 Learning Technologies Hub

The [Learning Technologies Hub](#) is a repository of tools, resources, guides, advice, and links relevant to learning and teaching technologies. **Table 7** details data on the top three pages viewed for each of the Learning and Teaching technologies guides available. Page views listed in brackets.

Table 7: Top three pages viewed for each Learning and Teaching technology within the Learning Technologies Hub

| Moodle | Mahara | H5P | Connect | Turnitin | Kaltura | Video | Audio |
|-------------------------|-----------------------------|--|------------------------------------|--|--|--|--|
| The Moodle Editor (604) | Create a journal (215) | Adding H5P content from the Content Bank (164) | Understanding Pods (230) | What is Turnitin? (743) | Kaltura Support & Instruction book (859) | Stage 1: Planning your video: Tips & Pre-production (29) | Import and play an existing audio file (7) |
| Add an assignment (594) | Log in to Mahara (115) | Drag and Drop (139) | Create a course meeting room (159) | Turnitin Information sheet PDF (34) | Planning your Kaltura video (465) | Stage 2 & 3: Production (Filming) and Editing (13) | Record your voice (6) |
| Question types (433) | Using skins in Mahara (110) | Iframe Embedder (101) | Mobile App guide (96) | Moodle assignment with TII Integration V2 (31) | Creating welcome videos (322) | Branded Video Slides 2020 (7) | |

2.8 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.

More than 100 modules have been identified within the scope of the project planning with 21 currently completed and open for completion. Unfortunately, due to resourcing and an increased demand to support immediate online design needs of academic staff, further development of this initiative was put on hold. It is planned to review and enhance the PLM suite in the second half of 2022 to align development 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 8** for participants who completed a PLM.

Table 8: Number of views and users for top 10 PLMs available – with completion certificate

| PLM | Completed |
|---|-----------|
| PLM 201: Assessment and Learning | 35 |
| PLM 101: Student-Centred Learning | 35 |
| PLM 202: Designing quality assessment | 5 |
| PLM104: Learning beyond the classroom walls | 3 |
| PLM106: Learning considerations for international students | 3 |
| PLM 002: Blended Online & Digital (BOLD) learning | 3 |
| PLM 206: Importance of effective marking criteria | 2 |
| PLM 207: Creating a simple marking guide | 2 |
| PLM 203: Promoting student academic integrity in assessment | 1 |

2.9 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 representation also from the TAFE sector and full fee-paying external students. There has been a dramatic increase in external enrolments in 2021 due to the Government re-classification of the Student Contribution fee bands significantly reducing the price for external students. A staff study scholarship is available to cover course fees for eligible university teaching employees.

The program had **75 participants** study across three courses in the summer semester, and currently has **44 participants actively studying** across two courses in this winter semester (see **Table 9**). There are currently **60 participants on leave of studies** 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.

Feedback from students in Summer 2021:

EDGCT 5007 | “The content of the course is very useful in teaching, I started implementing this knowledge in teaching”

EDGCT 5008 | “I think that I enjoyed the most the assessments that got us to think about alternative ways of teaching. I loved the way it got my brain to work. I have no teaching background but during the course of completing this subject, I actually got a position, so I started to think about my future work. I loved the links between theory and practice.”

EDGCT 5008 | “I am beginning to see more and more ways I can introduce the lessons from GCETE into my teaching. 5008 had a few good examples of where I could apply my learning in a practical way, or at least think about it

EDGCT 5010 | “This course helped me strengthen my knowledge of the subject i teach but also make me an expert on the teaching process itself”

Table 9: Participants engaged with GCETE between December 2021 – July 2022

| INSTITUTE | IEAC | IHW | IISS | TAFE | Other FedUni | External | Total |
|--|------|-----|------|------|--------------|----------|-----------|
| EDGCT5007 Tertiary Teaching and Learning | | | | | | | |
| Summer 2021 | 1 | 3 | 4 | 0 | 2 | 2 | 12 |
| Winter 2022 (complete August 2022) | 4 | 4 | 4 | 0 | 1 | 7 | 20 |
| EDGCT5008 Professional Practice in Tertiary Teaching | | | | | | | |
| Summer 2021 | 5 | 10 | 15 | 0 | 0 | 8 | 38 |
| EDGCT5009 Contemporary Issues in Tertiary Teaching | | | | | | | |
| Winter 2022 (complete August 2022) | 4 | 6 | 3 | 0 | 2 | 1 | 22 |
| EDGCT5010 Tertiary Teacher as Researcher and Practitioner | | | | | | | |
| Summer 2021 | 1 | 9 | 2 | 0 | 2 | 1 | 15 |

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
- Existing Program renewal
- Curriculum Enhancement Projects
- Staff capability projects
- Adhoc, just-in-time support

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 (ie: TAFE), or a combination of new and revised courses. See **Table 10, 11 & 12**, for list of programs currently utilising learning designer expertise across whole program design, and the new courses within.

Table 10: Institute of Education, Arts and Community new programs

| Program | Courses | Pedagogical expertise, design and/or development involvement |
|-------------------------|------------------------|---|
| Bachelor of Visual Arts | VCHAT1011 | Re-designed assessment to better scaffold student learning and skills development, design and development of some visual/interactive elements in Moodle. Advice around more effective techniques for online delivery. |
| | All first-year courses | Re-design of Moodle template for the new program |
| | General | Development of common rubric for Folio and Journal assessments across courses. Changes implemented in first year, first semester courses, with second semester course to follow. |

Table 11: Institute of Innovation, Science and Sustainability new programs

| Program | Courses | Pedagogical expertise, design and/or development involvement |
|--------------------------------------|-------------------------------------|--|
| Bachelor of Sustainable Food Systems | General | Development of Moodle templates, curriculum mapping, assessment mapping and planning, template implementation (learning design), rubric design, instruction development. |
| Sustainable Engineering Practice | ENGIN5208 | Design and development of new course design and layout, content, materials, interactive materials and activities for delivery in 2022 SEM 2 |
| Bachelor of Information Technology | ITECH7301 ITECH7302 ITECH7303 | Supporting the review of Moodle shells and course descriptions |
| Bachelor of Business | General | General discussions around learning design options |
| Bachelor of Cognitive Enterprise | General | General discussions around learning design options |

Table 12: Institute of Health and Wellbeing new programs

| Program | Courses | Pedagogical expertise, design and/or development involvement |
|---|-----------------|---|
| Bachelor of Physiotherapy | BHPPHS2024 | Course planning consultation; course structure, blended teaching approaches, content options etc. |
| | NHPPS1111 | Moodle template, review and advice on student support needs, course design, constructive alignment and assessment tasks. |
| Bachelor and Master of Speech Pathology | HEASP 1015/5015 | Group, groupings and MS Teams support for multiple group configuration for PBL and cross campus/merged course delivery through single Moodle shell. Support the implementation of a PBL structure & assessment. Review PBL delivery, identifying issues for improvement and potential |

| | | |
|---|--------------------|--|
| | | solutions, with model versions created. Review assessment approach, with model version created. Collect and structure PBL content for weeks 10, 11 & 12. |
| | HEASP1011/ 5011 | Support for creation of assessment approach and supporting instructions and marking criteria. Development of interactive approaches to content delivery, using H5P |
| | HEASP1022/ 5022 | Content import and curation, waiting for provision of approved Course Description |
| | HEASP1012/ 5014 | Development of assessment quiz questions and marking strategies. |
| | HEASP 5024 | Initiative and support a new PBL structure (from the review of HEASP1015 / 5015). |
| | HEASP 5013 | Design, develop and support the first delivery of the Clinical Practices1 course (first professional placement course in the program). |
| | HEASP 1021 | Develop and support first delivery of the course. (Status: Awaiting Course Coordinator appointment, Course Description, and content.) |
| Bachelor of Occupational Therapy | NPHPS 2402 | Assessment design and marking criteria review. |
| | NHPOT 2016 | Course review and renewal. Course renewal is focusing on scaffolding and structure of content and assessment design. |
| Bachelor of Psychology | PSYCM 7126 | Development of a new course. Assessment developed, Moodle shell set up, and content in progress of being incorporated into interactive Books. |
| Graduate Certificate in Health (Gerontology) | HEALA 6400 | Review of course outlines. PD on constructive alignment. Learning design advice and development |
| | HEALA 6401 | Development of new course design and layout, content, materials, interactive materials and activities for delivery in Semester 2, 2022 |
| Master of Public Health / Master of Public Health and Business Administration | HEALT 6001 | Review of course outlines. Meetings to discuss course and program learning objectives and student profiles. Establish project goals and project team. PD on constructive alignment. Learning design advice and development. |
| | HEALT 6002 | |
| | HEALT 6004 | Development of new course design and layout, content, materials, interactive materials and activities for delivery in Semester 2, 2022 |
| | HEALT 6007 | |
| Master of Nursing: Clinical Practice | SHMCN6001 | Review of course outlines. Meetings to discuss course and program learning objectives and student profiles, sharing of resources to enable program design. Development of new learning resources and activities on the following courses |
| | SHMCN6002 | |
| | HEANA4000 | Review of Short course/Micro-Credential Frameworks, to inform design. |
| | HEAPA6007 | Review and audit of content from two 12 Credit courses. Condensing of content for short course, review and re development of activities and activity design (Extensive H5P interactions). Audit and re design of assessment tasks. Set up assessment quizzes and conditional release of modules. |

Due to the significant number of new programs rolled out in 2022, the appointment of a Digital Learning Resource Developer was employed to assist Learning Designers and teaching staff with the additional Moodle development needs.

3.2 Existing Program Renewal and Maintenance (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 13, 14 & 15**, for list of programs currently utilising learning designer expertise across program and course re-design and re-development, and the new courses within.

Table 13: Institute of Education, Arts and Community renewal and maintenance

| Program | Course | Pedagogical expertise, design and/or development involvement |
|------------------------------------|-----------|---|
| Master of Social Work (Qualifying) | General | Continued support in use of new template and active learning structures for first delivery of new and substantially changed courses, following on from re-accreditation work. |
| Bachelor of Criminal Justice | CRJUS2100 | Rubric review and support for implementing negative marks in Moodle for late submission |
| | CRJUS1285 | Finalisation and set up of the redesigned assessment |

| | | |
|--------------------|------------|--|
| Education Programs | EDMAS 6056 | Review of assessment tasks and course structure to suit a 3-week (winter) and 15-week (standard semester) format. Simplify structure and streamline each topic to ensure content fits into the allocated hours for a 150pt course and be equitable in delivery both for face-to-face (flipped) and fully online cohorts. |
| | OEEDU 2600 | Review of content delivery approach, assessment tasks and rubrics. Development of content delivery approach to improve engagement. |
| | EDBED1016 | Discussion forum instructions created; assessment instructions reviewed; online submission processes improved; activities reviewed. |
| | EDECE4011 | Assessment submission strategies and weekly online activities. |

Table 14: Institute of Innovation, Science and Sustainability renewal and maintenance

| Program | Course | Pedagogical expertise, design and/or development involvement |
|-------------------------|--|--|
| Engineering discipline | ENGIN1001 ENGIN3102 ENGIN4101 ENGIN3103 ENGIN5103 ENGIN5101 | Reviewing the course modifications proposed, LD provided advice for constructive alignment with course LOs, industry competencies, assessment and use of language. |
| HUST | General | Advice for online teaching and learning practices to international cohort |
| SFIA 8 | IT Discipline | Researched SFIA 8 resources for transition from SFIA7-SFIA 8; discussed with Deputy Dean and DL |
| | MATHS2016 | Personalised pedagogical support as part of Connected Classroom project; |
| Cross-Science programs | SCENV2600 SCENV3800 SCENV2804 SCENV2400 | Assessment design, assessment differentiation, rubric redesign |
| | SCMOL2010 SCCOR3000 SCBCH2002 | Template implementation (learning design), Learning & Teaching review, Assessment design |
| | SCMOL3010 | Template implementation (learning design), Learning & Teaching review, Assessment design, Digital narratives |
| Cross-Business programs | BUENT1502 BUENT2635 BUENT3736 BUENT3737 UGEN 3705 BUEXC3504 BUENT1501 BUENT2640 | Course description feedback. Identifying appropriate resources & organising via Course Readings widget |

Table 15: Institute of Health and Wellbeing existing renewal and maintenance

| Program | Course | Pedagogical expertise, design and/or development involvement |
|--------------------------------|--------------------------------------|---|
| Bachelor of Nursing | General | Review and mapping of assessment tasks across all courses |
| | NURBN2024 | Advising on conversion of the text document used to prepare flexible students for their pre-semester placement residential workshop into a series of module based standalone pre-placement activities (video and H4P MCQs). They now form the preplacement activities for all students. |
| | NURBN1016 | Review, and advise on video assessments. |
| Bachelor of Nursing/ Midwifery | MIDBM 1001 MIDBM1002 MIDBM1003 | Review of course content, advice on course structure and design needs. Review of learning content, design and development of new learning resources and activities. |
| Bachelor of Psychology | PSYCM 7015 | Template implementation (learning design), rubric redesign, |
| | PSYCB2102 BEHAV2002 | Assessment differentiation, rubric redesign, instruction development |

3.3 Curriculum Enhancement 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 16, 17 & 18**. It may require the input of a single learning designer, or expertise across a team of stakeholders.

Table 16: Institute of Education, Arts and Community curriculum enhancement projects

| Initiative / Course | Pedagogical expertise, design and/or development involvement |
|---------------------------------------|---|
| Professional Experience Education | Extensive redesign of Moodle Shell completed with development of Placement Roadmap for Undergraduate students, implementation of first- and second-year readiness activities, and detailed group selection activity to facilitate cohort management and student communications. Implementation of a searchable resource database, interactive frequently asked questions activity and key contacts database. Future focus will be on evaluating processes, engaging communication teams to ensure students access the Moodle Shell and using Mahara ePortfolio for SMART evidence. |
| LANTITE | Redesign of student self-enrol LANTITE Resource Moodle Shell, with links placed in Core Semester 1 Moodle Courses. Literacy resources added, with numeracy resources still to be completed. Awaiting content |
| EAP Assessment Repository | Creation of 60 Quizzes, 1278 Questions with a comprehensive naming convention and question bank structure to facilitate better coordination of assessments used in multiple courses. Design of gradebook setup and access restriction settings to accommodate multiple cohorts and repeat attempt options. |
| Professional Experience Social Work | Extensive redesign of Moodle Shell completed with development of quick-link buttons, Placement Roadmap, and searchable resource database. |
| Ethical video scenarios | Digital narrative project focusing on ethical dilemma situation for Professional Experience |

Table 17: Institute of Innovation, Science and Sustainability curriculum enhancement projects

| Initiative / Course | Pedagogical expertise, design and/or development involvement |
|-------------------------------------|---|
| Accreditation Support Engineering | 7 Bachelor and 6 Masters programs: Civil, Electrical, Mechanical, Mechatronics and Robotics, Mining, Mining Engineering and Mechanical Systems. Assessment mapping, learning outcomes and industry standards mapped to assessment tasks. Engineers Australia asked for more accurate LOs and to see constructive alignment within all the programs/courses. LD advised and coached DL, PCs and CCs on the idea of constructive alignment and assisted with mapping which outlined areas of improvement that could be undertaken. |
| HMPRC2170 | Digital narratives |

Table 18: Institute of Health and Wellbeing curriculum enhancement projects

| Initiative / Course | Pedagogical expertise, design and/or development involvement |
|---|--|
| Indigenous Curriculum Project | Identified 18 academic stakeholders across 6 disciplines within IHW and (1xGPS). Project agreement to collect and curate Indigenous Curriculum in a single Moodle shell to facilitate content sharing. |
| Probationary Accreditation Support Speech Pathology | Written task to outline the planned support for student reflective practice across the curriculum for Masters of Speech Pathology Program for the probationary accreditation documentation for submission. |

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

3.4 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 19** for details of staff capability support provided by Institute.

Table 19: Staff capability support by Institute

| Institute/School | Committee/Group/Working Party |
|---|--|
| Institute of Education, Arts and Community | SALTSS (School of Arts Learning, Teaching and Student Success committee) |
| | BVA Program development meetings Arts |
| | School of Education Teaching Quality Committee Education |
| Institute of Innovation, Science and Sustainability | Learning and Teaching Committee SEITPS |
| | Professional Development working party SEITPS |
| | Discipline group meetings SEITPS |
| | Community of Practice: Program Coordinators SEITPS |
| | Reconciliation Action Plan: Learning and Teaching Sub-committee SEITPS |
| | New program development working party SEITPS |
| | Graduate Research School working party |
| | TQC Research Group SEITPS |
| | Teaching Quality Committee SEITPS |
| | Discipline Group Meetings Life Sciences |
| Teaching Quality and Student Retention Committee Meetings SCiPS | |
| Institute of Health and Wellbeing | Discipline Group Meetings Exercise Sports Science |
| | Articulate Community of Practice Nursing & Allied Health |
| | Assessment working group Nursing & Allied Health |
| | Student Retention working group Nursing & Allied Health |

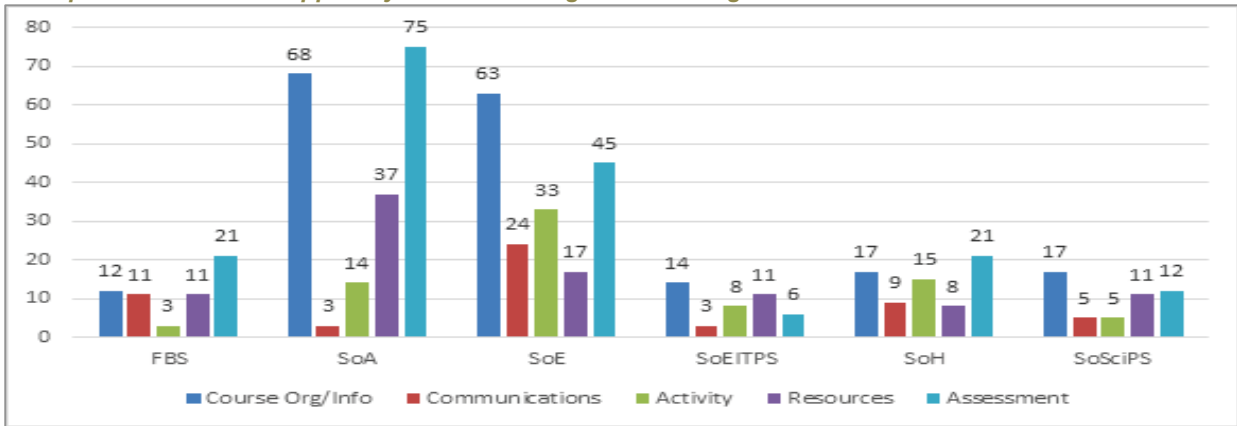
3.5 Adhoc Learning Designer Support

Just-in-time support is delivered to individuals or in small group settings and often focuses on one or more key areas aligned with the BOLD Learning and Teaching Practices. The following data represents the depth and breadth of just-in-time support that CAD Learning Designers provided from 1 January to 31 March 2022. This data highlights the importance of embedded Learning Designers and the adhoc work undertaken to support staff and enhance learning and teaching across the university. See **Table 20, Graph 1 & 2**. Note: As of 1 April 2022, CAD consolidated its two adhoc services into a single portal. See section **4.2.1 Service Now**.

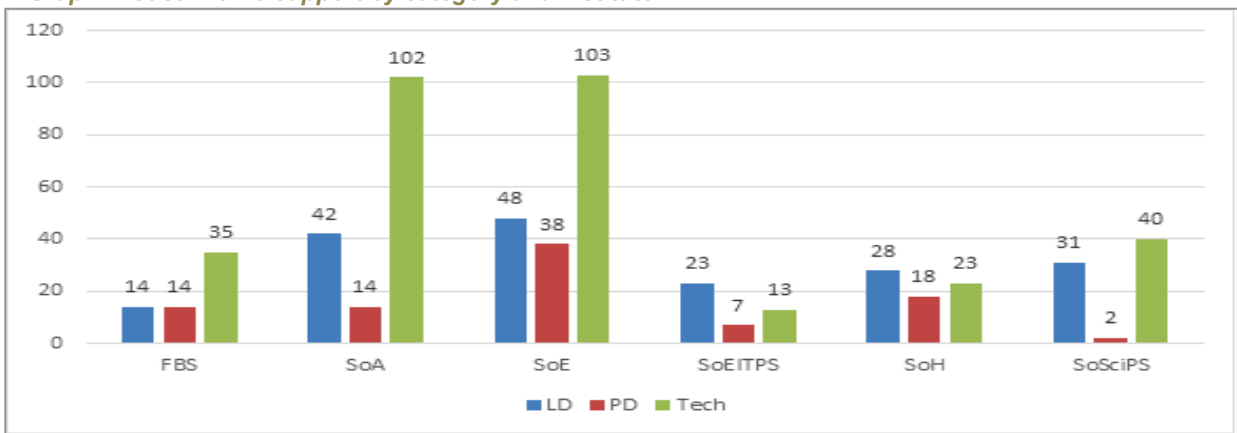
Table 20: Individual or small group just-in-time support - 1 January 2022 – 31 March 2022

| School | Instances of support provided |
|---|-------------------------------|
| Central | 1 |
| Federation Business School | 45 |
| School of Arts | 105 |
| School of Education | 142 |
| School of Engineering, Information Technology and Physical Sciences | 34 |
| School of Health | 45 |
| School of Science, Psychology and Sports | 47 |
| Total | 419 |

Graph 1: Just in time support by BOLD Learning and Teaching Practice focus area and institute

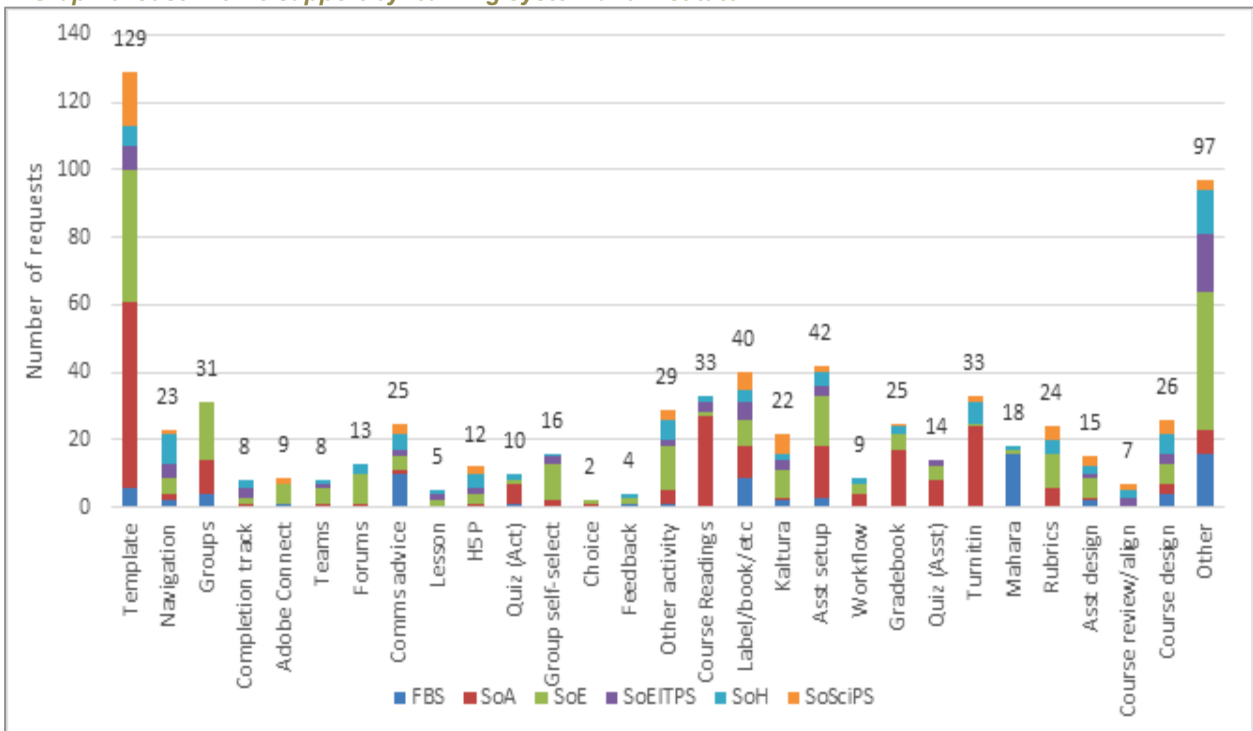


Graph 2: Just in time support by category and institute



CAD Learning Designers provided support across a range of learning systems and areas, including Moodle, Kaltura, Adobe Connect, Course Readings, Mahara, Teams, H5P and Turnitin (see **Graph 3**). The breadth of support encompasses a mixture of learning design advice, technology support and professional development. Template, communication, assessment setup and design have noticeably high levels of support university wide.

Graph 3: Just in time support by learning system and institute.



4. Learning and Teaching, Support and Production

This year has brought more than its fair share of challenges in the Learning and Teaching Technology area. Already low on staff, the allocation of two existing support roles to digital resource design, has exacerbated the shortfall in just in time support and training. Whilst these positions are to be backfilled shortly, further challenges due to illness have pushed resourcing to the limits and distribution of workloads has been difficult. Despite these challenges the team has banded together, often working across teams, to meet basic service levels. However, this has also meant that project work is significantly behind schedule at this point.

The Digital production team have made progress on a several projects including an Occupational Health and Safety unit that engages students through an interactive story. Animations, video clips and interactive technologies including H5P present a scenario to the student, whereby they gather evidence required to build a report on a significant workplace accident. The new Digital Learning Resource Developer roles have also been immensely successful, working closely with Learning Designers and Academics to enhance student engagement using embedded interactive content within Moodle. These roles will continue over the next 18 months working across programs, helping to bring online content to life.

The LTSP team also supports various University operations and provides advice and support on emerging technologies. In June this year, Federation engaged in its largest ever role out of online assessment via the Respondus platform. Despite the lack of candidates during early testing many courses, predominantly within the Institute of Health and Wellbeing, took the challenge to provide remote students the opportunity to be assessed using the Respondus Lockdown browser and Respondus Monitor webcam recording platforms. With assistance from the ITS project team and the Exam office, the Team provided advice, training, and real-time support to staff and students participating in online examinations. In all, hundreds of tests were successfully completed, with a very few minor issues encountered typically around user internet connections. The team has also been heavily involved in advising and guiding Online Education Services (OES) who is Federation University's new online partner, which are due to launch their offerings for the first-time during Semester 2 2022.

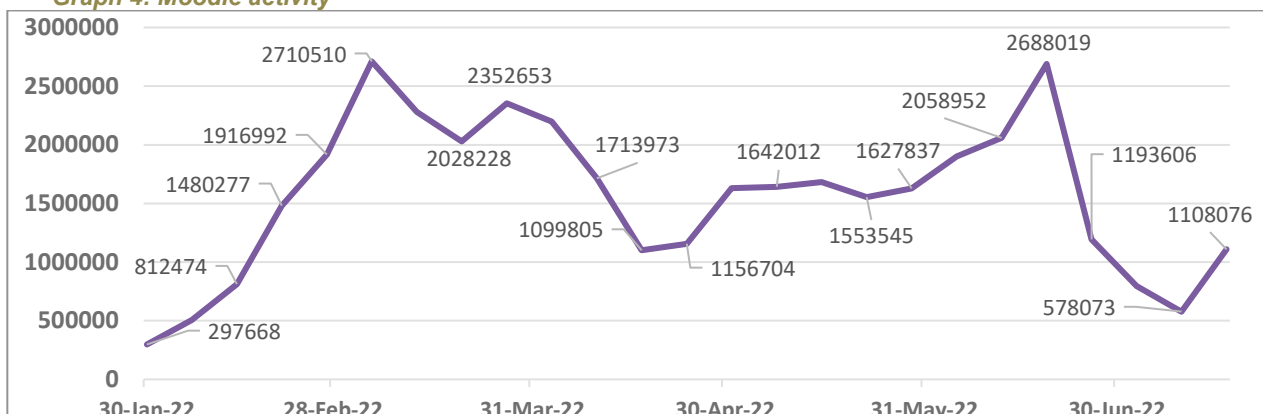
4.1 Learning Technology Applications

4.1.1 Moodle

Moodle continues to provide the backbone of Federation University's blended and on-line learning delivery. See **Graph 4**. Having carried the University through the last two years of the pandemic, the focus for 2022 has been the upgrading of Moodle to the latest Moodle 4.0 release. Major releases require a balancing act of managing existing demands for support, development, and maintenance, whilst preparing for transition to a new platform. For the first half of 2022, ITS and CAD have been looking at tighter integration of Moodle with other systems, particularly the support for Microsoft OpenID Connect. This first milestone was reached mid-June, with Moodle now supporting single sign-on. Users of Moodle need only sign into the Microsoft campus ID once, and all integrated systems are then accessible with a single mouse click. A further benefit of this tight integration is that other Microsoft tools can be targeted for further integration, with Federation University committed to better utilisation of Teams and the next feature enhancement.

Semester 2 will be dedicated to the preparation of Moodle 4.0 for release in 2023. Extensive testing and customisation will take place of the next several months. As part of the update, ITS also plans to move Moodle from its existing in-house server to the Amazon Cloud. This represents a major shift in Moodle performance and availability as Fed further expands our online offerings.

Graph 4: Moodle activity

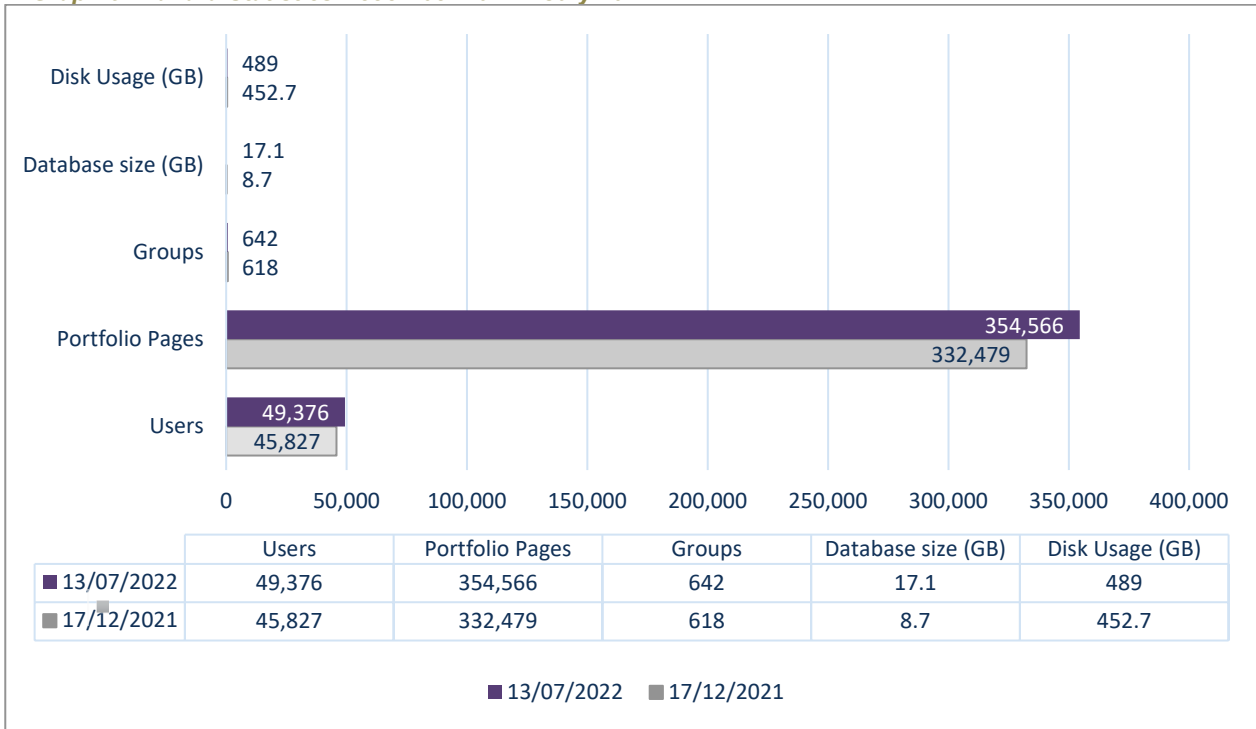


4.1.2 Mahara (ePortfolios)

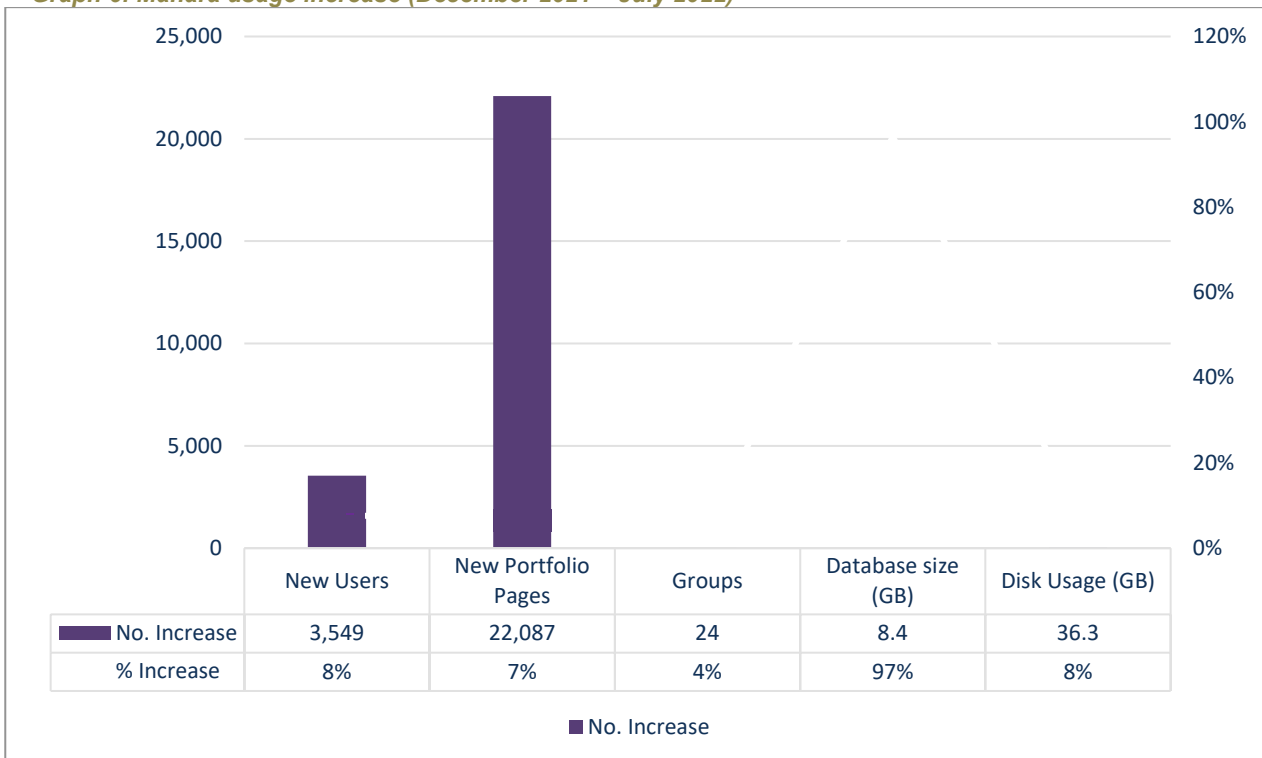
Over the past six months Mahara has seen a continued increase in all areas. See **Graph 5 & 6**. Notably the Database size statistic has increased by 97%. The most frequently used ePortfolio blocks during this period have been text, images and files to download.

The Mahara Student Support Resources page has recently been updated with easily accessible guides, enhancing the user experience.

Graph 5: Mahara Statistics December 2021 – July 2022



Graph 6: Mahara usage increase (December 2021 – July 2022)



4.1.3 Kaltura

There has been a 17% decrease to the media contributions of Kaltura this year, compared to last year. This is likely due to a higher amount of on campus teaching time.

Kaltura video plays are up 41% on the previous year, unique users are down 4% and downloads of content is down 5%. This trend appears to be showing that students are using the videos they have been provided a lot more than they have in the previous reporting periods.

Table 21 Multimedia content contributions to Kaltura

| Multimedia content contributions to Kaltura | |
|---|---------|
| Year | Video |
| Jan-May 2019 | 6370 |
| Jan-May 2020 | 26745 |
| Jan-May 2021 | 23823 |
| Jan-May 2022 | 19790 |
| Change 2021 to 2022 | -16.92% |

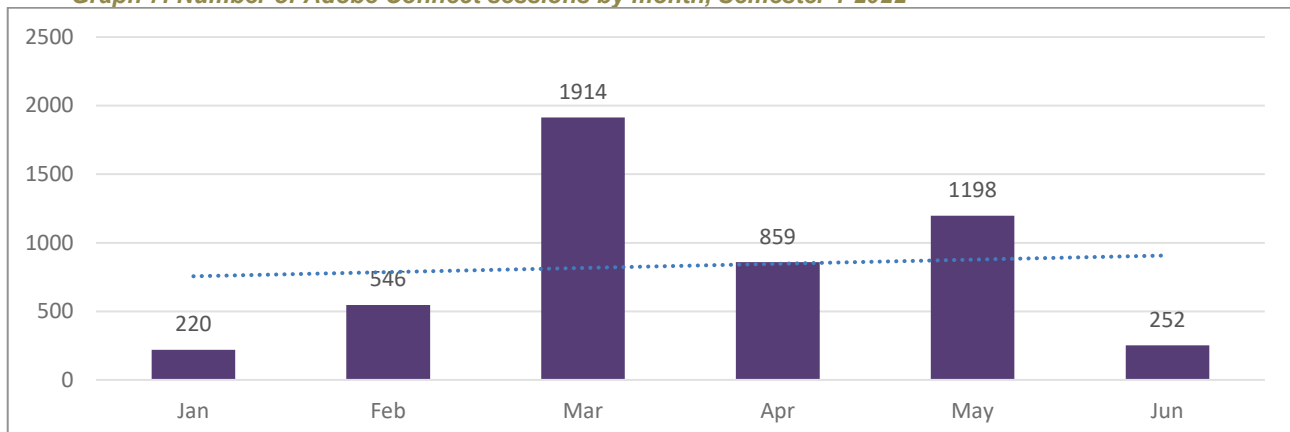
Table 22: Multimedia content interaction via Kaltura and Moodle

| Multimedia content interactions via Kaltura and Moodle. | | | |
|---|--------|-----------|--------------|
| Year | Plays | Downloads | Unique users |
| Jan-May 2019 | 109162 | 4422 | 9846 |
| Jan-May 2020 | 239531 | 13258 | 5630 |
| Jan-May 2021 | 298804 | 11627 | 4784 |
| Jan-May 2022 | 420950 | 11019 | 4597 |
| Change | 40.88% | -5.23% | -3.91% |

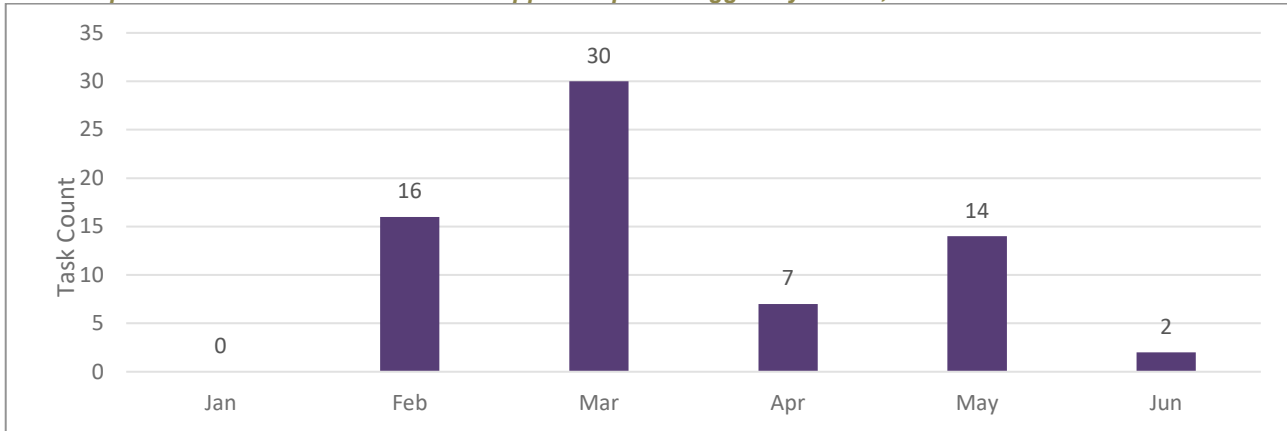
4.1.4 Adobe Connect

This semester we have seen continued trend with Adobe Connect usage peaking around March (**see Graph 7**) for the commencement of first semester which generally contains our largest intakes. We also notice a slight decline up until the end of semester around May where historically online revision session are ran to support students. The level of support requests (**see Graph 8**) has drastically dropped due to the return of some face-to-face classes being ran on campus using less virtual classrooms. Also, the use of online guides and online support sessions has assisted mitigating technological issues for students.

Graph 7: Number of Adobe Connect sessions by month, Semester 1 2022



Graph 8: Number of Adobe Connect support requests logged by month, Semester 1 2022



4.1.5 Turnitin

Turnitin’s now ubiquitous integration with the Moodle Assignment means that almost all document-based assignment submissions by students are processed through Turnitin’s text matching software. The jump from approximate 95,000 submissions in twelve months, to almost 55,000 in six months (see **Table 23**) is indicative of how widespread the adoption is.

Support requests for Turnitin has been relatively low, with the majority coming from confusion as to how best to approach marking. With the integration, it is possible to grade using the Turnitin Feedback Studio, or by utilising the Moodle grading interface. It is therefore important that all staff within a course agree in advance and adhere to the one grading framework.

Table 23: Number of Turnitin reports generated Semester 1 2022

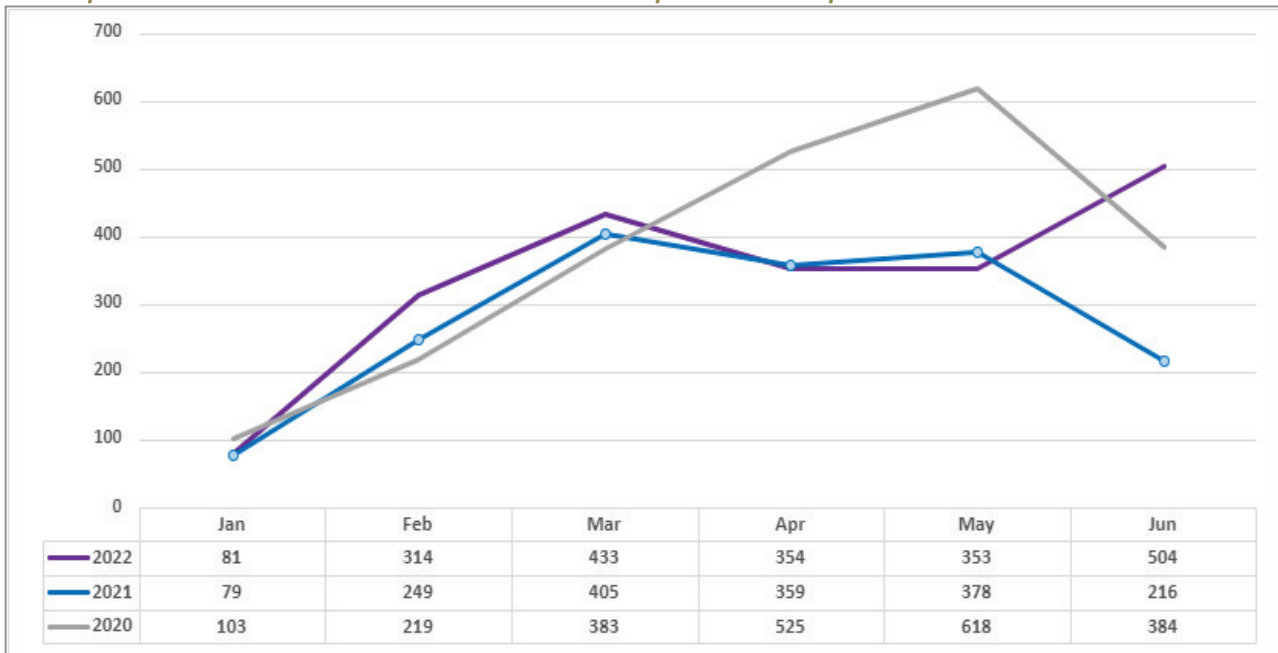
| Year | Assignment Submission requiring Turnitin | Student Requests for Reports |
|------------------|--|------------------------------|
| 2020 | 90,336 | 139,311 |
| 2021 | 94,734 | 399,072 |
| Semester 1, 2022 | 54,665 | 409,037 |

4.2 Just in Time Support

4.2.1 Service Now

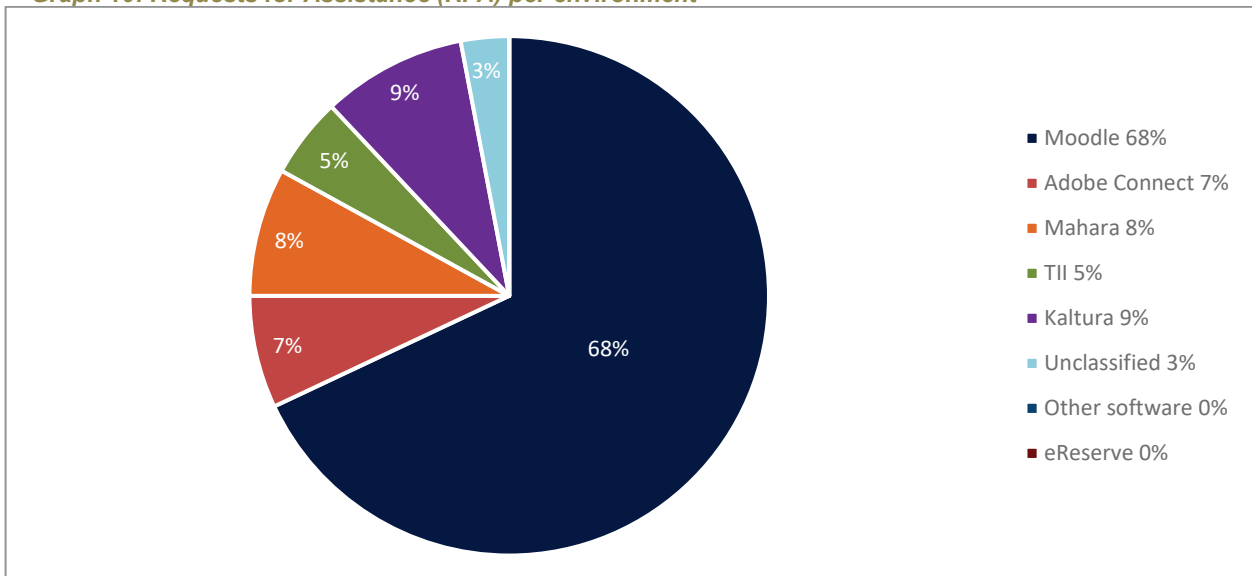
We continued to see growth in Requests for Assistance (RFA) for 2022. The lead up to Semester 1 saw the highest levels of RFAs over the last three years, exceeding that of 2020 when the university transitioned to fully online (by far our busiest year by that point). The middle of Semester 1 was a familiar experience to 2021 as most course configurations had been set, and both students and staff worked through the course content without major issue (see **Graph 9**). It should be noted that whilst this year's numbers reflected those of 2021 for this two-month period, our team was smaller with only two full-time Support officers. Those officers still resolved over 700 RFAs, far from a sustainable workload for two people. The trend certainly indicates that this level of support is the 'new normal'. Toward the end of the reporting period, we have seen a sharp increase in RFAs, again exceeding the numbers of 2020.

Graph 9: Service Now 2022 Semester 1 RFA's closed per month compared to Semester 1 2021 and 2020



Whilst Moodle remains the primary source of RFAs (see **Graph 10**), we have seen an increase for Kaltura and Mahara as staff continue to utilise these systems more.

Graph 10: Requests for Assistance (RFA) per environment



5. Digital Production

CAD's [Digital Production team](#) supplies support to Institutes in two main ways:

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

Our NEW Online Portfolio

[Digital Production Moodle Portfolio](#)

Got an idea? Come and chat with us

We are happy to discuss new resource or project ideas with staff. Contact Jaimee Westin and Eammon Jones for a chat. More information is listed on [our website](#)

Digital narratives collaboration – Case Studies – Fieldwork and Practical Placement



Staff collaborated with Lindy Hall, Lecturer, Fieldwork and Practical Placement within the **Institute of Health and Wellbeing** to translate two case studies from text to video.

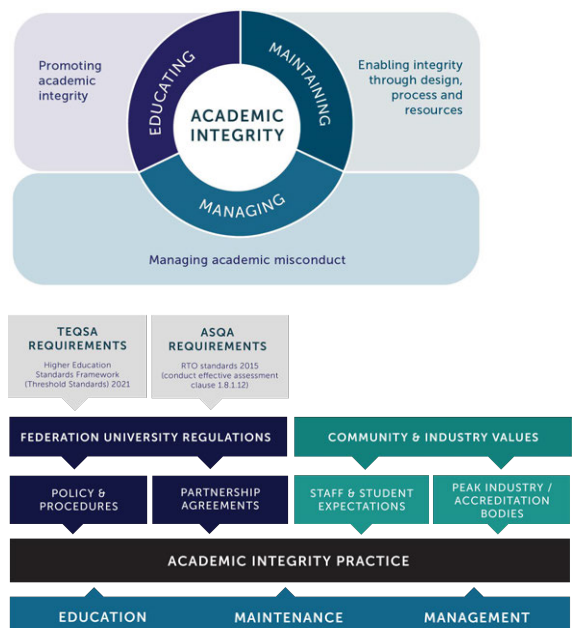
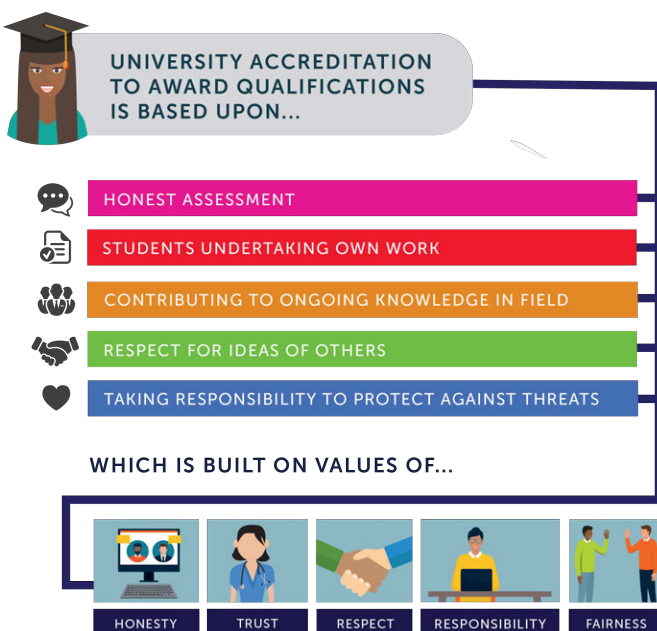
We were fortunate enough to have two FedUni 3rd year Performing Arts students, and one FedUni Performing Arts Graduate who volunteered their time to assist on this project. A big thank you to Jax, Isabella and Josh.

These videos show an instructor and client conducting a three stage assessment; some of which are conversation based, and some are exercise based.

Each video is presented within a custom designed H5P activity; which outlines the client introduction, learning outcomes, assessment information, the specific embedded video, and a link to a survey.

We will continue to work with Lindy to plan, script and film two additional case studies later in the year.

High quality graphic design | Infographics and flowcharts



OHS Incident Investigation – Branching Video Scenarios

Filming has commenced on the Production teams' ambitious "Incident Investigation" project for **Occupational Health and Safety**, within the Institute of Health and Wellbeing. This branching interactive experience guides the student player through a fictional investigative procedure through conducting interviews with a range of characters, exploring 360 environments and gathering facts to then determine recommendations to the business. To ensure project success a detailed design document was produced along with a 16-page film script all written in-house. This unique iterative development process has enabled constant improvement to the overall game design, presentation of the materials as well as enhancing the player experience.



Production – Step 1:

Greenscreen footage produced using volunteer actors



Production – Step 2:

Edited footage with a background added



6. Learning and Teaching Reward, Recognition and Excellence

CAD staff coordinate and resource two learning and teaching award processes – one internal at an institutional 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 in early May, and final submission at the end of August, with successful recipients announced in early October. Nominees are identified by self, peers and senior management. CAD provide support through information on the website, professional learning modules, and mentors within CAD and the Academic portfolio.

A total of n=8 nominees submitted an Expression of Interest for the VCALT 2022, which is n=4 down on 2021, however there is now only n=6 active nominees.

- Citations for Student Learning - A maximum of seven (5) citations are available with prize-money of \$1000 per award. There are n=6 Expressions of interest
- Citations for Student Services - A maximum of three (2) citations are available with prize money of \$1000 per award. There are n=0 Expressions of interest submitted
- Award for Teaching Excellence - A maximum of one (1) award is available with prize money of \$3000. There are n=0 Expressions of interest submitted

Work continues improving the information and process based on nominee feedback. Examples include:

- considering a change in dates to avoid clash with academic promotions process
- ongoing enhancement to online resources such as the website and Professional Learning Modules to increase awareness and improve expectations
- ongoing enhancement of the Moodle site used to support the process
- commence an awards mentor scheme to better support mentor development

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. Successful recipients of the VCALT awards are approached each year to continue developing their application for submission of a national learning and teaching award application. The process is supported over a four-month period, commencing with an Expression of Interest in Late May, and then a final submission mid-September. Nominees are identified by senior management and CAD through previous success in learning and teaching awards at an institutional level. CAD provide support through information on the website, professional learning modules, and mentors within CAD and the academic portfolio.

A total of **n=2 nominees submitted an Expression of Interest for the AAUT 2022**, however there is now only n=1 active nominee. Workload of the 2nd nominee has prevented them progressing this year.

- Citations for Student Learning (n=1). The University can nominate a maximum of six (6) citations. The AAUT award a total of 100 awards, with no prize money. There are n=1 Expressions of Interest submitted.

Work continues improving the information and process based on nominee feedback. Examples include:

- considering a change in dates to avoid clash with academic promotions process
- ongoing enhancement to online resources such as the website and Professional Learning Modules to increase awareness and improve expectations
- ongoing enhancement of the Moodle site used to support the process
- commence an awards mentor scheme to better support mentor development

6.3 Learning and Teaching Showcase

The 12th annual Federation University Learning and Teaching (L&T) Showcase (see **Figure 9**) will be opportunity to disseminate best practice in learning and teaching innovation. The showcase also allows for clear evidence of learning and teaching scholarship, opportunities for reflection and discussion among peers exploring innovative and engaging practice as part of this digital age of learning.

The 2022 showcase theme is:

*How can technology enhance the learning experience?
Lessons learnt from the 'Connected Classroom' and
'Adobe Creative Cloud' initiatives experience.*

There will be two sessions as part of this showcase:

- Connected Classroom (3 presentations)
- Adobe Connect Classroom (3 presentations)

The event details are:

- **Date:** Thursday 6 October 2022
- **Time:** 9:30am to 12:00 noon
- **Virtual:** TEAMS Link;
The meeting and any presentations will be recorded and made available for stakeholders post event
- [Learning and Teaching Showcase 2022 Registration link](#)

Figure 9: Learning and Teaching Showcase 2022 flyer



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

7.1 Quality Services

Quality Assurance Services deliver a professional service to all Federation University stakeholders providing solution-based outcomes, respectful communication, and professional engagement. 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 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 ASQA against the Standards for Registered Training Organisations (RTO's)
- Completion of annual Australian Skills Quality Authority (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

7.2 Quality Services Performance Measures

Quality Services successful stakeholder engagement activities for Semester 2, 2021 included:

- Enhanced stakeholder relationships through consultative audits and educative support sessions
- Membership and participation in committees and working groups
- Maintenance of the Quality webpage
- Development of compliance, education, and support documentation for stakeholders.
- Policy and procedure review and process management
- Successful completion of scheduled Internal Audits
- Engage with FedUni TAFE and other University staff to complete the HESG Internal Audit checklist
- Advice, support, and training to members of the ASQA Ready Project team in preparation for re-registration
- Assist TAFE with the preparation and submission of the ASQA Re-registration application

7.3 Quality Services Audits

Audit activities completed during 2021:

- Roll out of quarter one and two 2022 Quality Services Audit Schedule
- Audits conducted in consultation with stakeholders with live rectification opportunities
- Scope of Registration management – n=13 additions and n=20 deletions
- Completion of ASQA Self-Assessment
- Completion of Delegate Agreement Internal Review and subsequent reporting
- Qualification reviews – n=13 Qualifications
- Secondary qualification reviews – n=9 secondary reviews, awaiting further documentation for two
- Policy Document review and support amendment to Policy documents
- Update of VET Procedures based on external consultant review – 17 updated
- VET Evidence of Participation Audits – n=150 student files
- VET Evidence of Eligibility & Concession Audits – n=100 student files
- VET Qualification Audits – n=6 Qualifications across Scope of Registration
- VET Marketing Audit – n=137 qualifications across Scope of Registration
- VET Additional File Check Audits– n=150 student files
- VET Third Party Delivery Contract Reporting n=42 Contracts
- Higher Education Teaching Requirements Audit – n=49 staff files
- TSM and Staff Qualification Review – 30 Trainer Skills Matrix

7.4 Quality Services Recent Achievements/Improvements

Quality Assurance Services provided targeted support to:

- TAFE in preparation for ASQA Re-registration. This included drafting of the Re-registration Project Plan, developing reporting tools and support documents for internal use during qualification reviews and providing training to stakeholders to ensure a consistent approach was used by the ASQA project team during reporting and feedback cycles.
- Contributing to the achievement of ASQA Re-registration for 7 years.
- Achieving all critical reporting milestones for the first half of the year for ASQA and HESG
 - ASQA CEO Declaration
 - ASQA Quality Indicators
 - HESG Internal Audit Checklist

7.4.1 General achievements across VET and Higher Education

- Reporting of mandated HESG process improvement activities
- Improved regulatory understanding from VET stakeholders
- Successful completion of a revised audit schedule to accommodate inability to conduct all audits on site due to COVID restrictions and staff restraints.
- Support provided to ASQA Ready Re-registration team and the TAFE Senior Executive ASQA Governance Group

7.4.2 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, Human Resources, and the library.

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
- completion of mandated ASQA self-assessment on behalf of the TAFE

7.5 Quality Services Current Challenges/Future Initiatives

7.5.1 Current Challenges

- Continue to monitor rectifications and ensure ongoing compliance
- Continue to conduct VET and Higher Education audits to validate internal quality processes
- Ensure audits that have been postponed during restrictions, COVID staff shortages are included in the second half of the 2022 Audit Schedule
- 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 and reporting of student enrolments in superseded qualifications to assure appropriate transition and/or completions in accordance with the Standards for Registered Training Organisations
- Current staffing of 1.4 EFT to monitor ASQA, HESG, VRQA and TEQSA (non re reg) compliance.
- Back log of work instructions to be updated.

7.6 TEQSA Reregistration Project

The TEQSA Re-registration Project was operationalised to review University governance and corporate accountability by confirming Federation University's compliant practice in accordance with the Higher Education Standards Framework and to assure that university processes will be sufficient to demonstrate rigorous assessment by the regulatory body Tertiary Education Quality and Standards Agency (TEQSA).

The Project team commenced conducting Internal Audits aligned to the Higher Education Standards Framework in 2022 and have been instrumental in the Policy Library Rejuvenation Project. During this time the team have commenced the following activities:

7.6.1 TEQSA Re-registration Activities

The Re-registration team has commenced coordinating and facilitating the following:

- Conducting Internal Audits as Scheduled to monitor and confirm compliance status to meet regulatory requirements
- Reporting progress documentation to relevant Committees and groups.
- Systemic systems development in preparation for submission material
- 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
- Shared Lead of Policy Library Rejuvenation Project roll out

7.6.2 TEQSA Re-registration Performance Measures

The Re-registration team has completed the following activities:

- Confirmed Membership and facilitated commencement of TEQSA Implementation Group (TIG) for active oversight of TEQSA Re-registration documentation.
- Active participation in committees and working groups
- Development and enhancement of stakeholder relationships
- Provision of advice and development of compliance, education, and support documentation for stakeholders.
- Undertaking of Policy Library Rejuvenation Project

- Policy Document review, transition and process management aligned to new University Governance Framework
- Successful completion of Phase 1 audits for 2022

7.6.3 TEQSA Re-registration Achievements/Improvements

The Re-registrations teams recent achievements and/or improvements are:

- Roll out of TEQSA Re-Registration Internal Audit Schedule Semester 1, 2022
- Phase Audits conducted in consultation with stakeholders:
 - Standard 1 – Student Participation and Attainment
 - Standard 3 – Teaching
 - Standard 5 – Institutional Quality Assurance
 - Standard 6 – Governance and Accountability
- Providing specific recommendations to key stakeholders aligned to the HESF to assure compliant practice across the University
- Commencement of Policy Library Rejuvenation Project comprising targeted Policy analysis to transform existing Policies into six overarching Policy Domains in alignment with New Federation University Australia Statute 2021 and New University Regulations.
 - Includes revision of overarching Policy Governance to streamline scheduled review and publishing processes
 - Includes development of new procedural manuals in consultation with key stakeholders
- Advice and support provided to Policy Approval Authorities and Policy Owners regarding revision and implementation of existing a policy library and the implementation of dynamic support documents and processes aligned to the HESF

7.6.4 TEQSA Re-registration Team Compliance /Current Challenges

The TEQSA Re-registration teams current challenges are:

- Ensure internal reporting milestones are achieved to allow sufficient time for proactive rectification prior to Re-registration
- Provision of resourcing in support of other Quality Assurance activities not aligned to the TEQSA Re-registration Project.
- Undertake audits and provide sufficient response time for stakeholders prior to final reporting
- Continue to monitor rectifications and ensure ongoing compliance
- Review and improve Quality systems and documentation to ensure ongoing compliance
- Ongoing reviews of policy rejuvenation documents in accordance with the HESF
- Inability to confirm Academic and University Governance processes during transition period while new Governance Framework is being embedded across all areas of university operations.

7.6.5 TEQSA Re-registration Team – Future Initiatives

The TEQSA Re-registration teams future initiatives 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
- Application of intent to submit provided to the Regulator
- Additional Evidence as prescribed by TEQSA prepared for submission
- A complete evidence submission loaded within prescribed timelines
- Review of Policy work instructions, process documentation and reporting mechanisms for clarity

7.6.6 TEQSA Re-registration Team – Just in time support

The Re-registration team intend to provide just-in-time support to a range of university stakeholders via audit and process review to enhance compliant practice and achievement of regulatory requirements prior to TEQSA Re-registration. The team will continue to assist the University community with policy rejuvenation activities providing support and advice as required.

7.7 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

7.8 Policy Office Performance Measures

During Semester 1, 2022 to date, the Policy Office assisted Policy Sponsors to complete the following:

- n=39 documents have completed a full review process
- n=27 documents have undergone a minor review
- n=7 new documents have been created and published
- n=6 documents have been rescinded
- n=53 forms have been amended and uploaded

The status on the Policy Library Documents is detailed in **Table 24**.

Table 24: Policy Library documents

| Policy Library Documents | Number |
|--|--------|
| Current – No review required | 177 |
| Current – Review in Progress | 10 |
| Overdue - Review Required | 51 |
| Overdue – Review in Progress * | 53 |
| Draft – Under Construction (New documents) | 15 |

7.9 Policy Office Recent Achievements/Improvements

- Increasing communication to Approval Authorities to follow up with Policy Sponsors regarding the status of their documents.
- Ongoing communication/follow-ups with Policy Sponsors regarding reviewing overdue documents.
- Ongoing review and realignment of policy sponsorship to ensure reviews are conducted as

efficiently as possible.

- Providing policy advice and writing assistance on a variety of policy issues/documents on behalf of and at the request of the Chair, Academic Board.
- Providing policy writing assistance to other University stakeholders to enhance the clarity and usability/readability of documents.
- Identifying documents that could be incorporated into other policy documents and rescinded.

7.10 Policy Office Current Challenges/Future Initiatives/Just in time support

7.10.1 Current Challenges

- 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.
- The restructure has created additional work in updating policy documents to align with new nomenclature/positions.
- Currently engaging with ITS to utilise the ServiceNow Portal for Policy requests. This will provide the opportunity for stakeholders to raise jobs and track the progress with Policy through. This will provide Policy with the opportunity of being able to accurately monitor jobs raised and actions taken.
- The Policy Library Rejuvenation Project has just finished two sprints. This has created new focus areas for the Policy Team and will continue to do so as it is worked through. Once completed though the amount of Policy Documents should be significantly reduced.

7.10.2 Future Initiatives

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

7.10.3 Just in time support

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

7.11 International and Strategic Compliance (ISC)

International and Strategic Compliance (ISC) handles regulatory compliance and supporting 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 following current 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.

A key focus of ISC has been the submission of Voluntary Undertaking reports to TEQSA regarding the University's CRICOS registration and 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.

7.11.1 International and Strategic Compliance Activities

International and Strategic Compliance coordinates and delivers the following activities:

- 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

7.11.2 International and Strategic Compliance Performance Measures

The International and Strategic Compliance stakeholder engagement activities for Semester 1 2022 included:

- Membership and participation in committees and working groups
- Preparation and submission of the University's quarterly response to TEQSA in accordance with requirements of CRICOS registration
- Ongoing development and enhancement of stakeholder relationships
- Provision of advice and development of compliance, education and support documentation for stakeholders.
- Undertaking of policy and procedure reviews and process management
- Completion of 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

7.11.3 International and Strategic Compliance Recent Achievements / Improvements

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

- Development of a 7-year strategic audit schedule
- Submission of quarterly Voluntary Undertaking reports to TEQSA with regard to CRICOS registration
- Re-development and creation of evidence-based audit templates aligned with the student life cycle for offshore partners
- Provision of comprehensive response to TEQSA related to Third-Party Provider Agreements as part of their Annual Compliance Program
- Provision of resourcing and support to ensure submission of all notifiable University contracts under the Foreign Relations Act 2020
- Ongoing participation in Partner Provider Joint Operating Committees
- Working with key stakeholders to achieve compliance with the University's Modern Slavery obligations

7.11.4 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
- Supporting new partner organisations with regards to their compliance obligations as they commence working with the University
- 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
- Review and improve 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

7.11.5 International and Strategic Compliance Future Initiatives

International and Strategic Compliance future initiatives include:

- Ongoing development and review of all work instructions and process documentation
- Increased operationalisation of ServiceNow for support requests

7.11.6 International and Strategic Compliance Just in time support

International and Strategic Compliance 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 |
| AIM | Academic Integrity Module |
| AIP | Academic Induction Program |
| ASQA | Australian Skills Quality Authority |
| AQF | Australian Qualification Framework |
| BLS | Blended synchronous learning |
| BOLD | Blended On-Line and Digital |
| BLTP | Bold learning and teaching practices |
| CAD | Centre for Academic Development |
| CC | Connected classroom |
| CCEL | Connect Classrooms Enhanced Learning |
| CTIQ | Centre for Learning Innovation and Professional Practice |
| CRICOS | Commonwealth Register of Institutions and Courses for Overseas Students |
| DL | Discipline Leader |
| DL&T | Director of Learning and Teaching |
| DVCA | Deputy Vice-Chancellor (Academic) |
| EAP | English for academic purposes |
| EFT | Equivalent full time |
| ELICOS | English Language Intensive Courses for Overseas Students. |
| ESOS | Education Services for Overseas Students |
| FBS | Federation Business School |
| FTE | Fulltime Equivalent |
| GCETE | Graduate Certificate of Education (Tertiary Education) |
| GPS | Global Professional School |
| HESF | Higher Education Skills Framework |
| HESG | Higher Education and Skills Group |
| HUST | Hebei University of Science and Technology courses |
| 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 |

Abbreviation Index (continued)

| ABBREVIATION | DESCRIPTION |
|--------------|---|
| LD | Learning Design |
| LDTQ | Learning Design and Teaching Quality Team |
| LTSP | Learning and Teaching Support and Production |
| MoA | Moderation of Assessment |
| OES | Online Education Services |
| PDM | Project Design Methodology |
| PLRP | Policy Library rejuvenation project |
| P&QAS | Policy and Quality Assurance Services |
| PAMS | Policy Administration Management System |
| PD | Professional Development |
| PLM | Professional Learning Modules |
| PRDP | Performance Review and Development Program |
| RFA | Request for assistance |
| RTO | Registered Training Organisation |
| SEAS | Student Experience and Administration Services |
| SELT | Student Evaluations of Learning and Teaching |
| SoA | School of Arts |
| SoE | School of Education |
| SoSciPS | School of Science, Psychology and Sports |
| SoH | School of Health |
| SoLT | Scholarship of learning and teaching |
| SRS | Student Retention and Success |
| TAFE | Technical and further education |
| TEQSA | Tertiary Education Quality and Standards Agency |
| CAD | Centre for Academic Development |
| VCALT | Vice-Chancellor Academic Learning and Teaching Awards |
| VCCA | Victorian Curriculum and Assessment Authority |
| VET | Vocational Education and Training |
| VPU | Vet Practice Unit |
| VRQA | Victorian Registration and Qualifications Authority |

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