

The **2018-2020 Learning, Teaching & Student Success (LTSS) Plan** sets out Federation University Australia's strategy for learning and teaching and student success. The plan was developed through consultation with staff, students and learning and teaching (L&T) key stakeholders in 2017. The planning process was informed by a thorough analysis of internal and external drivers and considered trends in learning teaching, student support, retention and success. This summary document that highlights achievements in 2018 and 2019. Given the current climate in learning and teaching, changes in resourcing, restructures and priorities, this plan will be re-focused in 2020. The **2020 LTSS Plan (Refocused)** is currently being developed by the University Learning and Teaching Committee lead by the (Interim) PVC (Teaching Quality and Innovation), Associate Professor Nina Fotinatos.

REPORT ON PROGRESS – 2019

Summary written by: Associate Professor Nina Fotinatos (June 2020)

In 2019, there were several priorities across the plan which achieved significant impact in teaching quality, learning and teaching practice, academic capability building and learning analytics. Improvements in professional learning opportunities offered via the Centre for Learning, Innovation and Professional Practice (CLIPP) and ITS, played a significant impact on academic capability building. Improvements in quality assurance measurement using BOLD Learning and Teaching (L&T) Practices, assessment, moderation resource process planning, scholarship of L&T and school mentor programs, also positively influenced many core teaching and learning practices. A focus on embedding Work Integrated Learning (WIL) opportunities across varied disciplines had a positive stimulus on authentic learning and assessment experiences. The university-wide student evaluation of learning and teaching platform was replaced with revised questions with planned potential to increase student response rates. In addition, there was a significant improvement in data analytic management across the university that has continued into 2020. For further details regarding 2019 progression, please refer to table commencing on page 2.

REPORT ON PROGRESS – 2018

Summary written by: Dr Carolyn Johnstone

During the year, however, and while the institutional context shifted, academic and professional staff remained focused on our students and on providing them with high quality learning experiences. Staff in the new schools have brought fresh eyes to programs and there has been an opportunity to revitalize courses, freed from expectations that things will be done in a particular way because they always were before.

Every school has a new strategic direction for learning and teaching, set out either in a dedicated document, e.g. the *School of Arts Learning, Teaching and Student Success Plan 2019*, or in a section of a School Plan such as the School of Health and Life Sciences. Associate Deans Teaching Quality have a remit covering student success as well as learning and teaching activities and this synergy is reflected in student centred approaches to quality improvement, focused on the outcomes of excellent teaching, i.e. graduates who are ready to make a real impact in their workplaces and communities.

During 2018, there has been steady progress in enhancing the four areas of interest (teaching quality; student success and the student experience; curriculum and the learning environment; and, employment readiness). The table that follows shows progress with each of the actions in the LTSS Plan. In some instances, data at school level is given and at other times, university-wide evidence is used. Abbreviations used for the six schools are:

- **Federation Business School (FBS)**
- **School of Arts (SoA)**
- **School of Education (SoE)**
- **School of Health and Life Sciences (SHaLS)**
- **School of Nursing and Healthcare Professions (SoNHP)**
- **School of Science, Engineering and Information Technology (SoSEIT)**

1 ENHANCING TEACHING QUALITY

Objectives	Action	Targets/Outcomes	Responsibility	Response 2018	Progress (2019)
<p>1.1 Employ and support quality teachers</p>	<p>1. Ensure key selection criteria in all teaching position descriptions include evidence of teaching and course development expertise applicable to level of appointment and role.</p>	<p>Position descriptions to include key selection criteria relating to teacher's capacity to undertake course development.</p>	<p>HR Faculty Business Managers VET Executive Director</p>	<p>All academic position descriptions from Academic Level A to Academic Level E with responsibility for teaching have been reviewed. Relevant to the Academic level of the position descriptions in accordance with the Minimum Standards for Academic Levels as per the Agreement, the following key selection criteria were included in position description templates:</p> <p>Implementing student-centred approach with a focus on student success - and then depending on the level, also focussing on student educational experiences, student success initiatives and providing leadership to the aforementioned;</p> <p>Knowledge and understanding of the needs of students, including learning needs, of a diverse range of students, including those with a disability. In addition to the key selection criteria above, the position descriptions were also updated to include the following key selection criterion: Graduate Certificate in Education (Tertiary Education) (GCETE) or a willingness to complete this upon commencement of employment.</p> <p>All teaching TAFE PDs are reviewed at the time of recruitment to ensure the key selection criteria is applicable and they also form the basis for the interview questions.</p>	<p>N/A Completed in 2018</p>

		Develop and implement <i>Induction Program</i> for TAFE Staff.	CLIPP VET Practice Unit	CLIPP have met with TAFE staff to share current HE Induction processes and resources for possible adaption to TAFE staff.	No further requests or correspondence from VET sector in relation to this since March meetings (Academic Enhancement Team, CLIPP)
	2. Ensure all commencing teaching staff, including sessional staff and partner staff complete appropriate induction within 12 months of commencement.	Incorporate <i>Student Progress and Retention Knowledge (SPARK) Training</i> into <i>Academic Induction Program</i> for VET and HE staff.	CLIPP VET Practice Unit	Reference and access to all modules of <i>SPARK Training</i> are included in the <i>Academic Induction Program (AIP)</i> Online component. SPARK Training was developed specifically as an online induction for partner provider staff in 2017. Modules are not advertised for mainstream staff, module completion is not monitored, and information not updated. Package came under the responsibility of CLIPP in December 2018, and modules are currently being updated, repurposed and will be ready for use by wider University staff as a monitored continued professional development opportunity mid-2019.	Progress continues to be made for integration into Professional Learning Modules (PLMs). Staff shortages in past 6 months have slowed progress, but renewed timelines aim for release in January 2020. (Academic Enhancement Team, CLIPP)
		<i>Academic Induction Program</i> (incorporating <i>SPARK Training</i>) to be completed as a requirement of academic probation.	Dean VET Executive Director CLIPP	All Schools report that all new staff receive induction at school level, and they are encouraged to complete AIP then GCETE. Records of when staff enrol in these are generally held by the individual's supervisor so consolidated statistics are not available. This is under VET review with a standardised induction checklist being developed by CLIPP to ensure induction is carried out correctly and within the timeframe. Details of registration for Academic Induction Program continue to be advertised via FedNews, is accessible via the Learning and Teaching website, and is emailed	Semester 2, 2019 – Delivered in Mt Helen, Churchill, Berwick and Brisbane in July, August and October (total workshop attendance n= 42; total completed online component n=40). (Academic Enhancement Team, CLIPP) In-house induction provided directly to VET staff. Standardised checklist was explored but not relevant. Induction booklet has been reviewed and updated to incorporate relevant information and include Fed College. Worked with Quality services.

				<p>directly to Deans and Deputy Deans. Current figures include:</p> <ul style="list-style-type: none"> • SEM1, 2018 – 27 staff completed • SEM2, 2018 – 37 staff completed <p>SEM1, 2019 – In progress: 34 completed staff, 14 partial completion and 35 registered for March dates.</p>	
		<p><i>SPARK Training</i> to be completed by all partner teaching staff.</p>	<p>PVC (International) Dean</p>	<p>Was to be included as part of the Partner Forum - Forum has been delayed until later in 2019.</p>	<p>SoA – Not applicable. Partner programs are in teach out</p>

		<p>Identify and implement appropriate <i>SPARK Training</i> and student-centred/service excellence modules for professional staff and frontline administrative staff.</p>	<p>Director, CLIPP Director, HR</p>	<p><i>SPARK training was deemed inappropriate for this group.</i></p> <p>A Service Excellence (Students) Working Group has been established with key staff from across the University. This group has conducted a Customer Service review and gathered customer service information through 1:1 interviews and survey data regarding the student experience across the FedUni student life cycle.</p> <p>A demonstration of an online Customer Service onboarding module has been undertaken with all working party members and feedback collected. The working party is now looking at customising this module for FedUni.</p> <p>A contemporary approach to student-centred/service excellence modules is being adopted in new learning materials for professional and frontline staff. These will be available in Quarter 2 2019.</p>	<p>Staff shortage in second half of year has slowed progress in this. New due date for completion – Jan 2020. (Academic Enhancement Team, CLIPP)</p>
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3. Ensure all commencing teaching staff (Level A-C) have an appropriate teaching qualification within three years of commencement.	All commencing HE staff without equivalent tertiary teaching qualifications complete <i>Graduate Certificate of Education (Tertiary Teaching)</i> within three years of commencement.	Dean CLIPP	<p>The GCETE is comprised of 4 courses offered across semester 1 and 2.</p> <p>2018 data. Course Details: EDCGT5007 – enrolments (n=14) Completions (n=12) Withdrawals (n=2); EDGCT5008 – enrolments (n=16) Completions (n=11) Extensions (n=4) Non-complete (n=1); EDGCT5009 – enrolments (n=12) Completions (n=11) Extensions (n=1); EDGCT5010 – enrolments (n=9) Completions (n=7) Extensions (n=2). The number of courses studied across each schools varies: FBS (5); SoA (4); SoE (3); SoHLS (8); SoSSEIT (12); SoNHP (6); Total Staff GCETE enrolments (n=61) Total Completions (n=41) (NB: 4 full-fee paying students external to university)</p> <p>2019 data. New enrolments in the program – Processed (n=27); Partially processed (n=10)</p>	Currently have n=82 staff actively studying in the summer semester and n=25 staff taking leave of studies. (Academic Enhancement Team, CLIPP)
	All commencing TAFE teachers complete the <i>DipVET</i> within three years of commencement.	VET Executive Director CLIPP	<p>This is being monitored in conjunction with HR.</p> <p>Not applicable to CLIPP.</p>	<p>Not applicable (Academic Enhancement Team, CLIPP)</p> <p>For a number of reasons this goal has not been met however it is a priority for completion over the next two years.</p>
	4. Provide a mentor to each new teaching staff across VET and HE (including sessional staff) to support their transition to L&T at FedUni.	Assign mentor to all commencing staff.	Dean VET Executive Director	<p>SoNHP operates a mentoring scheme with all continuing staff mentored through their probation period and sessional staff mentored by a course coordinator. Three schools plan to introduce a buddy or mentor scheme in 2019.</p> <p>This is proving difficult and problematic in some VET areas. We will continue to work through this to reach a positive outcome.</p>

					nature of VET teaching and full time staff availability.
	5. Review and renew L&T criteria related to promotion for Academic Staff.	Review and implementation of refreshed promotion criteria specific to L&T.	DVCA CLIPP HR	An Academic Promotions Review Project Group has been established to review the Academic promotions policy and process for Academic Level C, D & E. The first meeting will take place on 7 February 2019. It is expected that the revised policy and procedure will be finalised by the end of March for consultation and that the policy will be in place by April/May 2019 for the next 'call out'.	Completed

Objectives	Action	Targets/Outcomes	Responsibility	Response 2018	Progress (2019)
<p>1.2</p> <p>Support staff to continuously develop skills in BOLD delivery of courses</p>	<p>1. Identify courses and programs for targeted development in BOLD delivery.</p>	<p>Faculties/Divisions to identify courses and programs for development aligned with <i>FedUni BOLD Standards</i> (now called BOLD Learning and Teaching Practices) with support from CLIPP and learning designers.</p>	<p>Dean ADTQ VET Executive Director CLIPP</p>	<p>SoA has refreshed all its courses for 2019 and peer reviewers have benchmarked the new courses against FedUni BOLD Learning & Teaching Practices.</p> <p>SoNHP implements BOLD through a continuous improvement cycle that impacted on 47 courses.</p> <p>SSEIT and SHaLS review curricula at discipline level to ensure that courses and programs are refreshed, industry relevant and aligned with BOLD practices. SHaLS report that 21 courses were developed with the support of CLIPP learning designers.</p> <p>FBS surveyed 33 course coordinators. Around 2/3 believe their course is up to date and ready for online delivery, with only 24% saying courses were not aligned with BOLD (Blended Online and Digital) standards.</p> <p>This is a work in progress and has commenced within the TAFE portfolio.</p> <p>CLIPP Learning Designers work closely with academic staff regarding course revision, redevelopment and quality assurance. The BOLD L&T practices are utilised during these discussions.</p> <p>Through the school, Scope of Project Semester Documents, schools also have the opportunity to proactively identify priorities that learning designers strategically support.</p>	<ul style="list-style-type: none"> Work has continued in all Schools based on agreed Scope of Projects. <p>SoA - 10 courses were audited as part of the quality snapshot.</p> <p>SHaLS – 10 courses audited as part of quality snapshot. Regular discussions with the school learning designers to address priority courses.</p> <p>No updates on 2019, however progress has now been accelerated in 2020, and we leverage this to continue blended delivery where relevant.</p>

				Associate Deans (Teaching Quality) (ADTQs) are encouraged to contact School specific learning designers regarding school learning and teaching plans and curriculum priorities, particularly where there are changes.	
		Where quality measures indicate required improvements (i.e. via eVALUate course data, QILT indicators and student attrition data), there is evidence of course and/or program improvements and alignment with the FedUni BOLD Standards.	Dean ADTQ VET Executive Director	Course Survey Action Plans are approved by all School Boards and a School Course Action Summary is presented to the Learning and Teaching Committee. This is embedded in the TAFE roll out strategy.	SoA Course Survey Action Plans are approved by the School Board and a School Course Action Summary is presented to the Learning and Teaching Committee. SoE – As above. SHaLS – as above This is the embedded in the TAFE rollout strategy. This will be refreshed and reviewed this year, based on the results from the current (2020) survey.

	<p>2. Support staff to continuously develop skills in the design, development and delivery of courses in face-to-face, flexible and online modes of delivery and in supporting student success.</p>	<p>Measurable staff engagement with L&T and Student Success professional development with all teaching staff taking part in at least three professional development opportunities per year using the PRDP process to demonstrate impact.</p>	<p>Dean ADTQ VET Executive Director CLIPP</p>	<p>Due to the potential for a small number of staff attending multiple pd opportunities, and to formally recording only pd where costs are attributed to the school, the total number of staff engaging with professional development is unknown. However, three schools reported active participation with CLIPP webinars and central pd, or school-specific events. Popular topics for pd include: approaches to assessment; student success; use of Moodle; roles and responsibilities of staff; monitoring academic progress; and, fdlgrades.</p> <p>The TAFE Annual Professional Learning Program has been developed and will accommodate course improvement along with validation sessions.</p> <p>CLIPP continue to offer the following to support continuing professional development:</p> <ul style="list-style-type: none"> • BOLD PD Offerings – Resources. A range of online, self-pace, just-in-time resources and professional learning modules on BOLD learning and teaching practices • BOLD PD Offerings – Central. Minimum of four (4) webinars each month, exploring a range of pedagogical practices and L&T technologies to support quality learning and teaching practices. <ul style="list-style-type: none"> ○ SEM 2, 2018 data includes: 23 webinars delivered with total registrations n=153. Monthly breakdown includes July n=64 Aug 	<p>BOLD PD – Offerings: Central – Webinars. n=28 on Semester 2 with a total of n=95 participants registered</p> <p>BOLD PD – Offerings: Central – Workshops. n=15</p> <p>BOLD PD – Offerings: School – workshops included</p> <ul style="list-style-type: none"> • Sharing session in eReading and Gamification • Academic Integrity held at Berwick attendees n=50 • Moodle Master template for SoSEIT held 3 session and attendees n = 13 <p>SoA Staff are encouraged to plan their three pd events as part of the PRDP review process. Following the snapshot of course quality, CLIPP developed a resource on common problems in BOLD delivery addressing: Moodle navigation; teacher presence, communication, facilitation and interaction; teaching materials; and, assessment.</p> <p>SHaLS staff indicated their priority PD sessions via a survey at the end of 2018. PD sessions covered: being Moodle ready, HTML and Moodle, books and lessons in Moodle, and assessment with sessions facilitated by both CLIPP and school staff.</p> <p>The TAFE Annual Professional Learning Program continued in 2019, and will continue to be used to enhance teaching skills.</p>
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n=26 | Sep n=17 | Oct
n=21 | Nov n=25.

Also includes 'Bootcamp"
workshops at the beginning of
each semester on each campus
to update current staff and
introduce new staff to the
learning technologies support at
FedUni.

- 2018 data includes: 47
staff engaged with these
workshops

- **BOLD PD Offerings – School.**
On request, work with Schools to
develop school-based specific
learning and teaching workshops
and webinars to address specific
School learning needs.

SEM 2, 2018 data –SoA requested 7
workshops, attended by 39 staff |
SoHLS requested 1 workshop
attended by 56 staff.

Objectives	Action	Targets/Outcomes	Responsibility	Response 2018	Progress (2019)
<p>1.3</p> <p>Encourage staff to engage with the scholarship of learning and teaching, disseminating effective practice to bring about positive change</p>	<p>1. Provide opportunities for staff to partake in scholarship of learning and teaching practice.</p>	<p>Establishment of <i>Research into Scholarship of Learning and Teaching (RiSoLT) Program</i> and associated workshops and implementation in conjunction with schools divisions.</p>	<p>CLIPP ADTQ</p>	<p>SoNHP enjoys a long tradition of nurse education research, with 15 peer reviewed journal articles and 10 book/book chapter publications occurring in 2018. Other schools held no data on RiSOLT although the FBS L&T Committee has discussed possible projects and the SoA included a RiSOLT discussion in its February 2019 whole school forum.</p>	<p>Due to staff shortage in second half of year, this point has not progressed any further since mid-year. Reprioritized for 2020. (Academic Enhancement Team, CLIPP)</p> <p>SoE – A number of meetings about the research applications (within the University & cross-institutionally) relating to the Graduate Performance Assessment (GTPA) which all 4th year undergrad Bachelor of Education (BE) students complete. AS a result of this one of the School's Research Focus Areas have been renamed to enable staff to research their practice through the GTPA.</p> <p>SHaLS – a specific PD session focusing on an Introduction to SoLT was run. Staff from the life science discipline (n=19) participated in a workshop focused on embedding scholarship in teaching teams, facilitated by the Australian Council of Deans of Science.</p>

Objectives	Action	Targets/Outcomes	Responsibility	Response 2018	Progress (2019)
<p>1.4</p> <p>Use Peer Enhancement and Communities of Practice (CoP) to cultivate excellence and innovation</p>	<p>1. Provide opportunities for staff to partake in learning communities (proactive collaborative learning and teaching teams) across the university to support excellence in L&T.</p>	<p>Establishment of school/division/campus based learning communities.</p>	<p>Director, VET Practice ADTQ</p>	<p>This happens in an informal sense and more difficult to organise in a formal sense at FedUni TAFE. Will continue to identify and promote opportunities.</p> <p>CoPs report to the respective School's teaching quality committee.</p> <p>SoNHP: Teaching quality improvement with teaching professional development group; Implementation of teaching and learning plans group; Learning and teaching policy and procedure review group; and, student retention and success group.</p> <p>SoA: First Year Experience CoP; Blended Modes and New Program Formats CoP; Industry and Community Engaged Curriculum and Learning CoP; and, Student Retention in Hotspot Attrition Programs CoP.</p> <p>SSEIT and SHaLS use their discipline groups as communities of practice.</p>	<p>SoA At the start of the year, four CoP operated under the SALTSS committee. Two of these have closed but the <i>Student Retention in Hotspot Attrition Programs</i> CoP and the <i>Blended Modes and New Program Formats</i> CoP remain active.</p> <p>SoE <i>Sharing practice</i> sessions scheduled regularly. At the beginning of 2019, staff were invited to a Rubric working bee. In Sem 2, twelve staff members worked collaboratively on the GTPA marking panel, which has emerged as a collaborative working group.</p> <p>SHaLS – discipline group acts as a CoP.</p> <p>Communities of practice are set up in an informal sense, and TAFE staff collaborate in senate groups. We will continue to identify opportunities to encourage staff collaboration.</p>
		<p>Track Learning Community engagement and specific purpose through PRDP process.</p>	<p>Dean VET Executive Director</p>	<p>This objective was set too late to be reflected in the 2018 PRDP cycle.</p> <p>FED TAFE will endeavour to establish stronger engagement and track progress through the PRPD process.</p>	<p>SoA – PRDP supervisors were invited to set CoP participation in staff PRDPs.</p> <p>VET staff identify this through the PRDP process. It is a requirement as part of their industry experience to maintain vocational currency.</p>

	2. Ensure all teaching staff undertake peer enhancement of learning and teaching practice.	Develop a model for peer enhancement for the TAFE sector.	Director, VET Practice CLIPP L&T Committee	<p>This has not been developed but is one of the key objectives in the TAFE 2019 Strategic Plan.</p> <p>A new procedure for HE peer enhancement is being developed under the direction of the Chair of Academic Board.</p> <p>Not applicable to CLIPP.</p>	<p>No-one from TAFE has contacted CLIPP staff to seek any information on this. (Academic Enhancement Team, CLIPP)</p> <p>ASQA re-registration is the current priority so item will need to be postponed at this stage.</p>
		All teaching staff undertake peer enhancement at least once within a three year period according to the <i>Peer Enhancement of Learning and Teaching Procedure (Model 1.)</i> .	Dean ADTQ Peer Enhancement Teams	<p>Peer enhancement activity was curtailed in 2018 due to the restructure of the academic portfolio and the development of a new procedure for peer enhancement (ongoing). Schools report, however, that teaching staff are interested in this way of improving their teaching.</p> <p>Peer Enhancement Teams (PET) that were established within the former faculties have lapsed.</p>	<p>No-one from TAFE has contacted members from CLIPP to seek any information on this. (Academic Enhancement Team, CLIPP)</p> <p>SoA – Adopted new PET system. One project fully completed; two others ongoing.</p> <p>SoE– Sharing practice sessions scheduled regularly in 2019 across MTH, BER and CHLL. Peer review and feedback of Course descriptions (including rubrics) in Sem 1 and Sem 2.</p> <p>SHaLS – all staff encouraged to participate in peer review of some aspect of learning and teaching. Peer review of Moodle courses (n=10) was carried out in semester 1. Ten staff participated in the school program in semester 2.</p>

	<p>3. Provide opportunities for staff to experience the teaching practice of others through the <i>Open Classrooms Week</i>.</p>	<p><i>Open Classrooms Week</i> (OCW) offered across HE and TAFE annually.</p>	<p>CLIPP ADTQ VET Executive Director</p>	<p>CLIPP coordinate the creation of flyers and advertising of the event.</p> <p>29 classrooms were opened during the 2018 OCW. Visitor numbers were lower than in 2017, possibly due to the event being held later in the semester and straight after the lecture break. Feedback from visitors was collected and distributed to the presenters. The 2019 OCW is scheduled for Week 8 of Semester 1.</p> <p>This event is advertised and open for VET/TAFE participation.</p>	<p>2019 OCW was held 6 – 10 May 2019.</p> <p>SoA also scheduled a follow-up event, “Talking about Teaching” on 14 May where participants reflected on what they learned during OCW.</p> <p>No Open Classroom Week conducted by ADTQs in Semester 2, 2019. (Academic Enhancement Team, CLIPP)</p> <p>The event continues to be advertised to VET/TAFE staff.</p>
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Objectives	Action	Targets/Outcomes	Responsibility	Response 2018	Progress (2019)
<p>1.5</p> <p>Recognise excellence and promote and share achievements in L&T and student success.</p>	<p>1. Recognise excellence in L&T and Student Success through annual <i>Vice Chancellor Awards</i>.</p>	<p>Support at least 3 staff from each faculty/division to apply for <i>VC Awards</i> in learning and teaching and student success via the PRDP process.</p>	<p>Dean VET Executive Director CLIPP</p>	<p>SSEIT and SoE staff received VC's awards for learning and teaching. SHaLS have initiated Dean's awards.</p> <p>SoNHP teachers received 13 Dean's awards but none self-nominated for a VC's award.</p> <p>The learning showcase on 7 November 2018 was used by schools as a platform to celebrate and recognise L&T excellence.</p> <p>SoA recognise that excellence in L&T has resulted in a SoA student being awarded the University Medal in the December graduation period. Arts Academy students presented a number of performances and an end-of-year exhibition.</p> <p>The VC awards are promoted. TAFE has also introduced the VET Teacher Excellence Award that is recognised at the TAFE Awards for Excellence. We will endeavour to reach the identified number of applications (3).</p> <p>No. of VC applications submitted n= 6; No. of VC successful applications n=3;</p> <p>Request from SoHLS to conduct workshop for staff on purpose,</p>	<p>Total of n=23 nominations received, n=8 intentions to submit, n=5 submitted the first draft, n=3 submitted the second draft and final application, with n=2 receiving awards. [Tulsa Andrews)</p> <p>Workload required for application process, or awaiting late release of Academic Promotion reviewed process, given as reason for most nominations not progressing through to draft stage. (Academic Enhancement Team, CLIPP)</p> <p>SHaLS – 1 recipient of a VC award. 1 Dean's award. Workshop opportunity provided for staff to discover more about the VC awards.</p> <p>The VET Teacher Excellence award winner Sheree McDonald who will now be put forward for the Victorian Training Awards.</p>

				process and preparation for VC Awards leading into 2019.	
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	2. Support staff in preparing applications for national citations and teaching awards.	Encourage at least one teaching staff member from each faculty/division to apply for HE national teaching awards per annum.	Dean CLIPP	<p>SoE nominated a teacher for the Australian Awards for University Teaching.</p> <p>Change in agency coordinating national awards meant that timeline were delayed. The national awards are now led by Universities Australia.</p> <p>National Teaching Excellence Award Applications n=1 (School of Education) Submitted Dec, but was unsuccessful.</p> <p>Ten FedUni academic staff were also nominated by the DVC A to be included as external national assessors.</p>	One citation for Student Learning applicant was mentored. The submission was unsuccessful. (Academic Enhancement Team, CLIPP)
		Continue to submit applications for Victorian Training Awards.	VET Executive Director	FedUni TAFE successfully submitted three applications for the Victorian Training Awards with great success - Alyssa Heard Victorian Apprentice of the Year. Nazareth House won Employer Award for App/Trainee Development.	FedUni TAFE are supporting Sheree McDonald to submit application for this award.
	3. Instigate a student-generated teaching award recognising learning and teaching.	Criteria for student award developed and award implemented.	Student Senate Director, VET Practice ADTQ	<p>Student Senate is considering mechanisms to make this award in 2019.</p> <p>Student Connect are welcome to lead the initiative based on positive student experience and capturing student voices.</p> <p>Once the Student Senate has established parameters and criteria for this award, ADTQs are prepared to support nominees within their schools.</p>	SoA and SHaLS - Nothing to report

	<p>4. Host an annual FedUni Learning and Teaching Conference to share L&T effective practice.</p>	<p>Establish annual conference showcasing excellence in L&T across VET, HE and partner providers.</p> <p>Engage with the dissemination and best practice showcase event.</p>	<p>CLIPP Dean</p>	<p>Coordinated by CLIPP in conjunction with School ADTQs. Learning and Teaching Showcase was run on 07 Nov 2018 (half day), Led from the Churchill campus, included six (6) innovative presentations (one from each School) and presentation of VC Awards for Learning and Teaching.</p> <p>Each school nominated one of their innovative teachers/teaching teams to present at the showcase.</p>	<p>Learning and Teaching Showcase in Berwick on 07 Nov</p>
	<p>5. Develop FedTalks to increase awareness of effective practice in L&T.</p>	<p>Establish bi-monthly seminar series showcasing effective practice in L&T across campuses and sectors.</p>	<p>CLIPP Director, VET Practice</p>	<p>Due to CLIPP resourcing and DVCA priorities this is not currently possible.</p> <p>CLIPP continues to build professional development options for staff including the following: <i>Professional Development Framework, Academic Induction Program, Self-paced resources, School workshops, central webinars, Vice- Chancellor Learning and Teaching Awards, Research into Scholarship and Learning and Teaching (RiSoLT) Hub, Annual Learning and Teaching Showcase, 2019 Open Classroom initiative (lead by ADTQs) and explorations into reward and recognition based on fellowships.</i></p>	<p>No further development since last response.</p>

Objectives	Action	Targets/Outcomes	Responsibility	Response 2018	Progress (2019)
1.6 Use quality data to improve teaching practice	1. Develop, implement and provide demonstrated evidence informed by clear quality indicators for L&T and standards for teaching (student evaluations, QILT, progression rates, performance indicators).	Development of <i>Standards for Teaching</i> implemented, training provided, evaluation and review.	L&T Committee CLIPP DVCA	Teaching Expectations have been developed in collaboration with DVCA, ADTQ and Learning and Teaching (LTC) Accessible via Learning and Teaching webpage. Click here to view	Completed
		Evidence of use of <i>FedUni Teaching Standards</i> in academic PRDPs.	Dean	Information on using <i>Teaching Expectations for Academic Staff</i> within PRDPs was circulated to PRDP supervisors in most schools. In addition, SNHP ran a workshop for 16 staff on how to embed teaching expectations in their PRDP goals.	SoA PRDP supervisors were sent reminders on embedding <i>Teaching Expectations for Academic Staff</i> within PRDPs prior to the objective setting step of the PRDP cycle (28 November 2018; 5 December 2019).
		Implement annual L&T Quality reports from faculties/divisions reporting on action plans related to L&T quality and student success.	L&T Committee ADTQ CLIPP Dean	This objective requires strong collaboration with ADTQ's and Data and Reporting. CLIPP is currently undertaking a project (BOLD Stocktake) to explore current courses offered and develop a plan on how the university can demonstrate quality assurance and alignment to performance indicators as per DVCA and ADTQs requirements.	SoA and SHaLS submitted ten courses for the quality snapshot exercise conducted April – May 2019. Action plans for changes to the selected courses were developed in conjunction with CLIPP learning designers. CLIPP continue to work with ITS regarding ease of reporting against the BOLD Learning and Teaching Practices.

2. ENHANCING STUDENT SUCCESS AND THE STUDENT EXPERIENCE

Objectives	Action	Targets/Outcomes	Responsibility	Response 2018	Progress (2019)
2.1 Use quality data to improve attrition and student success	1. Identify and respond to Top 10 Hotspot Programs for domestic undergraduate students studying at FedUni Campuses; for students studying at Partner providers; and for VET/TAFE students.	Undertake a detailed analysis of attrition and student progression for each identified program in consultation with Faculties/divisions	SRS Data Analyst		There was no SRS Data Analyst since Nov 2017.
		Develop and implement targeted and specific interventions, including outbound call campaigns, student support, and program development needs	ADSRS CLIPP Program Coordinators/Leaders/Managers Student HQ	CLIPP continues to provide varied student academic support initiatives. Student participation for these initiatives continue to gain momentum: 2018 data includes: FedReady campus and online registrations - 790; Number of courses with Peer Assisted Study Sessions (PASS) support - 20; Mentors hired to support students -162; Number of Academic Skills Knowledge (ASK) enquiries - 4069; Students accessing Studiosity (online tutoring)- 2492; Individual Learning Skills Adviser consultations: 859.	SoA implemented curriculum changes in BCHS and BA, introducing flipped learning across the programs. After initial teething problems with student expectations, student engagement has increased. Early indications are that attrition in both programs has decreased. CLIPP reported data is described in Semester 1 and Semester 2 reports SoE – Tutorials extended to 3 hours in 1 st year BEd course (which includes pathway cohorts).
		Report on actions taken for Top 10 Hotspot programs.	Dean	SoA has established a Community of Practice on the First Year Experience and another on Student Retention in Hotspot Attrition Programs. Program leaders have specifically engaged with vulnerable students and transition pedagogy has been focused on courses in Bachelor of Arts, Bachelor Community	SoA The Student Retention in Hotspot Attrition Programs CoP paused activity in the latter part of 2019 but has recently resumed. The CoP is planning a research study of students' views on engagement and attrition SHaLS - ongoing

				<p>and Human Services and Bachelor Criminal Justice.</p> <p>The SNHP working group on student retention is working with first and 2nd year lecturers to implement retention strategies. They are also working on orientation, and residential block to ensure cohesive learning experience for the students. The curriculum renewal team will focus on strategies that will enhance student progression and explore ways of reducing exclusions from the nursing program due to unsatisfactory progress</p> <p>FBS is taking an holistic approach to improve the overall quality of courses within the B Business and it expects this to lead to better retention.</p> <p>SSEIT and SHaLS focus on university led retention initiatives and have used the program review process to make changes in high-attribution programs.</p> <p>Note that attrition in other programs may be rising while efforts are concentrated on the Top 10.</p>	
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		Provide timely analysis and reporting on attrition, retention & success for HE and VET.	SRS Data Analyst Data & Reporting	There was no SRS Data Analyst since Nov 2017.	There was no SRS Data Analyst since Nov 2017.
	2. Continue to utilise reliable and valid attrition, retention and success data, and develop predictive analytics to identify students at risk of non-completion.	Improve collection and storage of student withdrawal and leave data.	Student HQ DVC SSS		<p>Student data is collected and stored in MYSC, and used to provide follow up campaigns through Admissions, Retention and Success. This process has been significantly improved and is now Business as usual. Schools can run reports from MYSC to show reasons students selected for withdrawing.</p> <p>Review of data reports and how these can be collated and viewed effectively using existing BI systems should be considered moving forward.</p>
		Implement predictive modelling analysis and reporting including forecasting models and at-risk models.	SRS Data Analyst Data & Reporting	There was no SRS Data Analyst since Nov 2017.	There was no SRS Data Analyst since Nov 2017.

		<p>Establish <i>Learning Analytics Working Party</i> to evaluate and trial opportunities for real-time feedback on student progress and success.</p>	<p>Director, ITS Director, CLIPP SRS Data Analyst</p>	<p>The Learning Analytics Working Party was led by ITS/Strategic Capital Infrastructure Projects. ITS presented an update to the university Learning and Teaching Committee late 2018. The main challenge identified was non-interconnecting data sources therefore difficulties in calculating accurate algorithms linked to student progress and success. There was also a lack of university expertise and resources late 2018. Further work is required by the following departments: ITS; Data and reporting; Business Intelligence Unit into 2019.</p> <p>There was also some exploration into what learning analytics could be embedded into Moodle. This body of work did show that a range of data sets from various sources were unable to be collated and merged into this learning management system. The analytic engine of Moodle was not suitable for this use.</p>	<p>CLIPP was unable to progress this project due to lack of resources including loss of Business Analyst.</p> <p>The Business Intelligence group has however commenced progress in 2019 and 2020 with new engagement with broader stakeholders.</p> <p>To facilitate the delivery of data for the “Retention and success data, and develop predictive analytics to identify students at risk of non-completion”. The Data Infrastructure team have developed some key Data Objects:</p> <ul style="list-style-type: none"> • Student_Retention_F – The underpinning dataset • NonEnrolment_One_Term_Ratification_P – Prediction dataset resultant from Machine Learning model for Semester 1 • NonEnrolment_Two_Term_Ratification_P - Prediction dataset resultant from Machine Learning model for Semester 1 <p>These Data Objects underpin a substantial set of PowerBI reports delivered via the BI Team to the Pro Vice-Chancellor, Teaching Quality and Innovation . Including:</p> <ul style="list-style-type: none"> • Retention and Success – Attrition report: Demonstrating Attrition across many different dimensions for insight and decision making including showing hotspots. • FederationBI Classified – Attrition Call Campaign: Demonstrating attrition indicators at the student level to support the universities attrition curbing call campaigns. • FederationBI Classified – Predictive Attrition –
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					Demonstrating students predicted to attrite before any other indicators are shown.
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Objectives	Action	Targets/Outcomes	Responsibility	Response 2018	Progress (2019)
2.2 Provide academic and transition support for students across all locations and modes and across the student life cycle	1. Implement the <i>Student Transition Support Project</i> to enhance student engagement and experience in curricular, co-curricular and extra-curricular student life cycle.	Complete and implement recommendations associated with the <i>Student Transition Support Project</i> (FedReady, FedForward and FedFuture).	CLIPP Student Connect PVC (International) Partner Providers	Due to changes in CLIPP resources, the progression of this project has been referred to Student Connect. Student Connect has established a Student Development management area which contains the new <ul style="list-style-type: none"> • Student Engagement • Student Development and Employability and • Community and Business functions. Development of a new Student Activate program will support student in year 1 in accessing Career and Employability PD and be a precursor to the Student Career Advantage program.	CLIPP was unable to complete this project due to lack of resourcing.
	2. Provide support modules as part of new student induction and for use within course materials.	Develop and implement modules addressing online learning, digital literacy, academic integrity for HE and VET.	CLIPP ADTQ Director, Library Services Director, VET Practice	CLIPP developed the Academic Integrity Module in 2018. This has been successfully implemented across the university. CLIPP continue to support staff with the use of the student facing module. CLIPP has a range of self-paced resources for students that students are made aware during FedReady. Due to recent staff shortages/changes in CLIPP, further work in the online learning environment will occur later in 2019.	SoA embeds these modules in FEA FN1001 <i>Successful Learning at University</i> , taken by the majority of commencing students in SoA CLIPP continues to deliver a range of self-paced modules to support staff. New initiative planning now also includes the Professional Learning Modules. Liaison Librarians work with academic staff, often in conjunction with an LSA and/or a Learning Designer, to identify needs and develop learning resources accordingly. In 2019 and 2020, commencing TAFE students were provided with f2f digital

				<p>There has been extensive use of the Academic Integrity Module in all schools. Many programs target a core first year course and embed these enabling skills within it. In this regard, seven undergraduate courses and a few postgraduate courses are the focus for supporting transition. However, many assessment tasks in other courses also reflect them at other times in the student journey.</p>	<p>literacy training, for those whose skills were not yet at a level to successfully undertake online training.</p> <p>Students from Certificate IV up are required to complete the academic integrity module.</p>
	<p>3. Ensure timely provision of resources for student learning including course descriptions (HE) /unit outlines (VET), text books and Moodle pages.</p>	<p>Peer reviewed course descriptions and Moodle pages available to students two weeks prior to the commencement of semester.</p>	<p>Dean VET Executive Director Course Coordinators</p>	<p>Peer review of course descriptions is occurring routinely and program coordinators, program support staff and deputy deans assist course coordinators with publishing the course description on Moodle ahead of the semester start date. However, where sessional staff are coordinating courses, they may not have contracts in place before the time they are due to complete this important task.</p> <p>FedUni TAFE is progressively digitising the Learning resources for all qualifications as part of the BOLD strategy. We are also providing ongoing digital literacy training for teaching staff through the Annual Professional Learning Plan.</p>	<p>SoA audits all Moodle shells two weeks prior to semester to ensure that approved course descriptions and introductory information are available to students. Generally, this occurs except when course coordinators have been appointed late</p> <p>SoE undertook peer reviews of course descriptions and assessment rubrics for a number of courses in Sem 1 and Sem 2.</p> <p>SHaLS – all course descriptions are peer reviewed and available on Moodle pages 2 weeks prior to the commencement of semester.</p>

Objectives	Action	Targets/Outcomes	Responsibility	Response 2018	Progress (2019)
<p>2.3</p> <p>Ensure curriculum resource selection is appropriate and minimises the cost burden to students</p>	<p>1. Ensure students are provided with a range of learning resources which acknowledge student preferences for learning, cost burden to students and internet access issues.</p>	<p>Implementation plan submitted to L&T Committee.</p>	<p>Director, Library Services Learning Resource Working Party</p>	<p>The Provision of Learning Resources for Students Interim Report was presented to the L&T Committee in November 2018. The Committee indicated further priorities and direction of travel for the working party to pursue in 2019.</p>	<p>See previous response</p>
		<p>Implement recommendations of <i>Learning Resource Working Party</i>.</p>	<p>L&T Committee</p>		<p>See previous response</p>

Objectives	Action	Targets/Outcomes	Responsibility	Response 2018	Progress (2019)
2.4 Increased student voice in L&T Matters	1. Ensure student representation on all committees and working parties considering L&T and curriculum activities.	Inclusion of TAFE and HE student representatives on working parties of the L&T Committee, Curriculum Committees and Academic Board.	L&T Committee HECC VETCQC Academic Board Student Senate	A Student Senate member is an active contributor to L&T Committee business and is involved in some working parties. However, we acknowledge that we cannot overload students, whose studies must always take precedence.	No additional progress
	2. Implement diverse student focus groups as part of the course and program review process.	Each program review will include student focus groups.	HECC VET CQ Committee Dean ADTQ	On advice from Student Connect, informal input is usually sought from students.	SoE – Program review of OE5 course included a panel of students for input on the review. SHaLS – program review of SN5 and ST5 included a panel of students to provide input.
	3. Establish <i>eVALUate Working Party</i> to implement actions to increase response rates and number of courses with usable data.	Implementation plan submitted to L&T Committee.	<i>eVALUate Working Party</i>	The <i>eVALUate Working Party</i> was superseded by the Student Evaluation of Learning and Teaching (SELT) working party in February 2019.	Progress in 2019 was focused on new platform (Qualtrics) and revised questions to potentially increase student response rates.

		<p>Implementation of recommendations results in greater than 50% response rates in eVALUate surveys for more than 75% of courses surveyed.</p>	<p>Dean Chair, Learning and Teaching Committee <i>eVALUate</i> Working Party Student Senate</p>	<p>Staff are encouraged to promote eVALUate to their students and “Closing the loop” initiatives that demonstrate the importance of student feedback are conducted. SNHP has trialled small incentives for survey completion but eVALUate response rates remain persistently low.</p> <p>The SELT working party is active and has tabled initial proposals for changes to boost eVALUate response rates in Semester 1, 2019. A wider university survey tools working group has also been established.</p> <p>Chair, L&T Committee presented the challenges with eVALUate at a meeting of the Student Senate in March 2019.</p>	<p>SoA Response rates to eVALUate remain persistently low.</p>
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Objectives	Action	Targets/Outcomes	Responsibility	Response 2018	Progress (2019)
2.5 Highlight pathways between sectors within the university and ensure they are flexible	1. Review and renew pathways information provided to students via FedUni web pages.	Identify and articulate pathways between programs and sectors.	Dean	Formal articulation agreements are in place in all schools, for example Diploma holders gain advanced standing in Bachelor of Community and Human Services, and Bachelor of Nursing. Certificate IV in Food Technology is a pathway into a Bachelor of Food and Nutritional Sciences and community health or nursing certificate qualified students gain credit in the BN. Accredited programs in SSEIT and SHaLS have approved pathways to/from industry.	SoA The new program approved during 2019 (BHSE) includes pathways into and out of the degree. SHaLS - Certificate IV in Food Technology is a pathway into a Bachelor of Food and Nutritional Sciences was updated.
		Update information regarding pathways on <i>CourseFinder</i> and <i>Credit Search</i> .	School Business Managers Director, Marketing	No additional progress	No additional progress

3. ENHANCING CURRICULUM AND THE LEARNING ENVIRONMENT

Objectives	Action	Targets/Outcomes	Responsibility	Response 2018	Progress (2019)
3.1 Develop new Graduate Attributes/Capabilities for the university	Develop implementation plan for Graduate Attributes/Capabilities which clearly articulates how they should be embedded within the curriculum and co-curricular activities.	Graduate Attributes/Capabilities implementation plan developed, training provided, evaluation and review.	Graduate Attributes Working Party	No progress	No progress
	Include a capstone course in each program, which explicitly assesses graduate attributes/capabilities.	Evidence of explicit assessment of graduate attributes/capabilities in final year of each program.	Dean Program Coordinators	This action is not scheduled until December 2019. However, professional requirements in, e.g. teaching or nursing, mandate an outcomes-based, reverse designed curriculum.	SoA. Mapping of graduate attributes against learning outcomes and assessments is carried out for all new courses and course modifications. SoE and SHaLS- As above.

Objectives	Action	Targets/Outcomes	Responsibility	Response 2018	Progress (2019)
<p>3.2</p> <p>Investigate opportunities for cross-discipline collaboration in curriculum with a view to avoiding course duplication</p>	<p>1. Implement common courses across schools.</p>	<p>Identify opportunities for cross-discipline collaboration in course offerings.</p>	<p>Dean HECC</p>	<p>SoA offered 14 cross discipline courses in 2018 and that number is expected to increase as the transformation program, Future FEA, is implemented.</p> <p>SHaLS has common courses shared in psychology and clinical exercise physiology, with shared teaching in the life science area.</p> <p>SoNHP includes four common courses servicing five undergraduate programs.</p> <p>Cross discipline courses are under discussion at the FBS L&T Committee.</p>	<p>SoA In addition to cross discipline courses, a new program Bachelor of Human Services and Entrepreneurship (BHSE) has been approved for delivery with FBS.</p>
		<p>Increase number of cross-disciplinary courses offered across schools.</p>	<p>Dean HECC</p>	<p>There are shared electives at Masters level between SNHP and FBS. While many non-nursing/ midwifery / paramedicine / VIOSH courses are available to other schools in theory, practical timetabling issues prevent other schools' students from participating. Other schools do a great deal of "service teaching" for example to provide the specialist teaching subject for Bachelor of Education students.</p>	

Objectives	Action	Targets/Outcomes	Responsibility	Response 2018	Progress (2019)
<p>3.3 Enhancement of course and program review processes to ensure quality of curriculum</p>	<p>1. Development of program level quality data provision for use in program reviews.</p>	<p>Program level quality data available to faculties including enrolment data, performance data, student experience data, student retention data, student evaluation data, and student employment outcomes data.</p>	<p>L&T Committee HECC Data and Reporting Quality Services</p>	<p>The L&T Committee has received presentations on QILT data, student evaluations and student progression/attrition statistics; these are all shared with schools to support their program reviews.</p>	<p>The Data and Reporting team are currently developing QILT 2019 FED data reports to allow for comparisons, This data will be tabled at the LTC Meeting 4.</p>

Objectives	Action	Targets/Outcomes	Responsibility	Response 2018	Progress (2019)
<p>3.4 Assessment</p>	<p>1. Develop assessments that are varied, authentic, relevant, valid, fair and flexible.</p>	<p>Review assessment practices within faculties with regard to these criteria as part of the program review process and in alignment with BOLD Standards</p>	<p>Program coordinators HECC Dean CLIPP</p>	<p>The majority of schools use the ratification process to formally review their assessments practices.</p> <p>SoA reported using a wide range of assessment tasks and only 27 exams were timetabled for 2018.</p> <p>SNHP mixes diagnostic, integrative, formative and summative assessments.</p> <p>Learning designers and CLIPP lecturer staff available to work with academic staff, on request, to support quality, evidence-based assessment design.</p>	<p>Professional Development (PD) offered via BOLD PD offerings (Resources, Central & School-based)</p> <p>Professional Learning Modules on assessment are due for release in Jan 2020 as self-paced learning.</p> <p>Ongoing involvement of CLIPP School Support Teams to assist staff in developing quality assessment tasks at course level. (Academic Enhancement Team, CLIPP)</p> <p>SoA continues to use a range of assessment types, with very few exams. Case studies that reflect industry practices are used in Bachelor of Community and Human Services, and Bachelor of Criminology and Criminal Justice.</p>
		<p>Undertake a mapping of assessment types, weighting and timing across all programs as part of the program review process</p>	<p>Program coordinators HECC Dean</p>	<p>The self-assessment reports for all program reviews included an assessment mapping.</p>	<p>Progress (2020) – Assessment mapping made possible with additional L&T admin support provided to the PVC (Teaching Quality and Innovation). Five programs have been mapped and provided to ADTQ.</p>

		Ensure all programs have distribution of assessment types and even load across semester	Dean Executive Director, VET ADTQ CLIPP	<p>In Sem 2, 2018, the distribution of assessments across the semester in SoA was mapped and analysed, with concentrations occurring in Weeks 1-4 and Weeks 11 – 13.</p> <p>This is carried out at TAFE/VET program level and determined by the TP. Validation also supports this work.</p> <p>Learning designers and CLIPP lecturer staff available to work with academic staff, on request, to support quality, evidence-based assessment design.</p>	
	2. Undertake moderation of assessment and external benchmarking of assessment as per university policy	Implement moderation of assessment process as per the Assessment procedure	Dean Program coordinators	<p>The HE assessment procedure is currently under review. Moderation of assessments occurs in all schools but there are reports that time taken for moderation can delay returning feedback to students on their assessment tasks.</p>	SoA The new HE Assessment policy and procedure were implemented in Semester 2, 2019. The School plans to trial the new Moderation Resource in Sem 1, 2020 prior to comprehensive adoption in Sem 2.

		<p>Undertake external assessment benchmarking every three years, as part of the program review process.</p>	<p>Dean Program coordinators Course coordinators CLIPP</p>	<p>External moderation and benchmarking is a feature of most accredited programs. Engineering courses in SSEIT were included in a national benchmarking exercise.</p> <p>The Moderation Resource Document (Part A and Part B) was developed by CLIPP in 2017. Since 2017, this document has been waiting for a comprehensive review of the HE Assessment Procedure document. This will commence Thursday March 21, 2019. Schools have access to the Moderation Resource and can choose to use it. Some schools are more advanced in their moderation practices than others. This process needs to be led by ADTQs at the school level and with full support by their school leadership team.</p>	<p>Members of CLIPP co-facilitating the development of the professional development package to roll-out the Assessment Moderation Learning Package across all higher education Schools in Semester 1, 2020. (Academic Enhancement Team and Learning Designer Team, CLIPP)</p> <p>SoA Benchmarking of assessment was part of the program review of the Bachelor of Communication Design.</p> <p>SoE – In Sem 2, a range of de-identified GTPA responses were submitted for the first time, for Cross-institutional GTPA moderation .</p>
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Objectives	Action	Targets/Outcomes	Responsibility	Response 2018	Progress (2019)									
<p>3.5</p> <p>Continue to establish physical and virtual spaces appropriate for formal and informal learning across all modes of teaching.</p>	<p>1. Ensure continuous and stable Wi-Fi access across all campuses including teaching and non-teaching spaces.</p>	<p>Establish a roll-out plan to provide consistent Wi-Fi across all campuses as per the <i>IT Enabling Plan 2018-2022</i></p>	<p>ITS</p>	<p>Review conducted on all campuses Wifi in 2018 by ITS in preparation for the Learning Spaces Refurbishment Project.</p>	<p>ITS conducted a full-service mapping of the WIFI across all campuses. The outcome with the roadmap has been added to the Learning Spaces Assets project for budget approval.</p>									
	<p>2. Ensure all teaching and student study spaces on campus meet the minimum requirements of the <i>Learning and Teaching Spaces Framework</i> and are appropriate for the teaching activities occurring</p>	<p>Review teaching spaces utilisation in line with the <i>Learning and Teaching Spaces Framework</i> as per the <i>IT Enabling Plan 2018-2022</i></p>	<p>ITS Facilities Timetabling DVC SSS</p>	<p>ITS is currently reviewing all teaching and Learning spaces to ensure that the appropriate technical facilities are in place.</p>	<p>ITS conducted technology in teaching and learning spaces. The recommendation with the roadmap has been added to the mapping of the WIFI across all campuses. The Learning Spaces Assets project for budget approval.</p>									
		<p>Appropriate technology specifications designed for large, flexible, on-campus classrooms with relevant technology at all campuses to allow interactive teaching</p>	<p>ITS Facilities, DVC SSS</p>	<p>ITS is scheduling face to face sessions at all campuses at the start of each semester in addition to ensuring that all instructions in the spaces are up to date.</p>	<p>A review to the technology specifications designed for large, flexible, on-campus classrooms across all campuses was conducted and a set of new standards were established with the roadmap for implementation.</p>									
		<p>Standardization of naming conventions for teaching activities within the timetable system to accurately reflect the learning experience</p>	<p>L&T Committee Timetabling</p>	<p>L&T Committee expects to review the naming conventions for teaching activities (lecture, webinar, tutorial, etc.) in early 2020</p>	<p>No additional progress</p>									
	<p>3. Provision of reliable video-conference classrooms at all campuses to facilitate cross-campus classes</p>	<p>Increased number of teaching-only video conference spaces at each campus and rationalisation to one platform to reduce complexity</p>	<p>ITS DVC SSS</p>	<table border="1"> <thead> <tr> <th>Endpoint Name</th> <th>Room Capacity</th> </tr> </thead> <tbody> <tr> <td colspan="2">Berwick</td> </tr> <tr> <td>Berwick – 902 Classroom</td> <td>25/30</td> </tr> <tr> <td>Berwick – 903 Classroom</td> <td>25/30</td> </tr> <tr> <td>Berwick 902-159 Classroom</td> <td>30</td> </tr> </tbody> </table>	Endpoint Name	Room Capacity	Berwick		Berwick – 902 Classroom	25/30	Berwick – 903 Classroom	25/30	Berwick 902-159 Classroom	30
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Berwick														
Berwick – 902 Classroom	25/30													
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Berwick 902-159 Classroom	30													

Berwick 903-G121 Lecture Theatre	231
Camp St	
Camp St C301 Classroom	18
Churchill	
Churchill 1E-207 Library Learning Space	32
Churchill 2E-101 Lecture Theatre	125
Churchill 2E-201 Lecture Theatre	125
Churchill 5N-158 GS5	25
Churchill ITS Portable VC Unit - 0849	N/A
Gillies St	
None	
Horsham	
None	
Mt Helen	
Mt Helen C001 Lecture Theatre	359
Mt Helen F200 Classroom	30
Mt Helen F301 Lecture Theatre	106
SMB	
None	
Brisbane	
BRI-A708	30

supporting any future transition to Microsoft Teams.

	<p>4. Staff training and support in use of teaching and relevant technology in teaching spaces</p>	<p>Staff training in use of teaching spaces embedded in <i>Academic Induction Program</i></p>	<p>CLIPP ITS Dean</p>	<p>Academic Induction Program (AIP) – Workshop includes introduction to Moodle for all new teaching staff, and online component includes links to just-in-time resources to support L&T technology use.</p> <p>L&T Technology Bootcamps – Offered on each campus two weeks prior to commencement of semester (and the day after AIP) on updates and use of L&T technologies supported by FedUni (eg: Moodle, Kaltura, Adobe Connect, Mahara)</p>	<p>Staff training in the use of teaching spaces currently sits with School Induction processes, not CLIPPs, as each Campus and School has different resources and needs. (Academic Enhancement Team, CLIPP)</p> <p>Approval from Learning and Teaching Committee to improve student assessment declaration process from Semester 1 2020. (Learning Design Team, CLIPP)</p> <p>Involvement in CCEL project (Learning Teaching and Technology Support and Learning Design Team, CLIPP)</p> <p>SoA has nominated a staff member for the Connected Classroom Enhanced Learning (CCEL) working group. One course from the school has been included in the pilot to be run during 2020.</p> <p>At the start of the year (2020) ITS launched activities focused on ensuring new and existing staff were provided with training and development opportunities to assist them in being ready for the academic year. Training was provided across all campuses and covered the following topics:</p> <ul style="list-style-type: none"> • fdIGrades – fdIGrades for academic staff. • AV (Audio Visual) in Teaching Spaces – In room training covering the different technologies being used in
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					<p>teaching and meeting spaces across campuses.</p> <ul style="list-style-type: none">• Getting Started at Federation University – Covering IT basics, support and an overview of Federation University Systems.• SharePoint/OneDrive – Overview of the SharePoint and OneDrive applications.• MS Teams – Introduction to Microsoft Teams• Skype for Business – Covering the day to day use of Skype for Business as well as the technology in classrooms and meeting rooms. <p>In addition, Student focused training sessions were offered to students with a focus on IT literacy and support to ensure students were “study ready”</p> <p>Session topics included:</p> <ul style="list-style-type: none">• Basic PC skills• Finding IT resources and support• Connecting to eduroam Email• InPlace• My Student Centre• MS Teams• Office 365
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4. ENHANCING EMPLOYMENT READINESS

Objectives	Action	Targets/Outcomes	Responsibility	Response 2018	Progress (2019)
4.1 Promote and enhance understanding of employment readiness for all staff	1. Establish an <i>Employment Readiness Working Party</i> to develop a framework to support program-level implementation of employment readiness	<i>Employment Readiness Working Party</i> established.	DVCA nominee	The Employment Readiness Working Party was terminated during restructuring of the academic portfolio in mid-2018.	No additional progress
		Discussion Paper and Framework submitted to L&T Committee.	Manager Student Development	No additional progress	No additional progress
	2. Update the WIL policy to articulate the role and scope of WIL including HDR requirements	Publish and implement amended HE, TAFE and HDR WIL policy, procedures, documentation, and training for staff.	Chair, L&T Committee Employment Readiness Working Party Research Higher Degree Committee	Work Integrated Learning Placement Policy and Higher Education Work Integrated Learning Placement Requirements Procedure are to be reviewed in late 2019. A Coordinator, Work Integrated Learning has been appointed. The Employment Readiness Working Party was terminated during restructuring of the academic portfolio in mid-2018.	Documents are progressing to Learning and Teaching Committee and Academic Board for approval during June 2020. Dr. Carolyn Johnson (chair, Working Group) has been instrumental in progressing these documents.

Objectives	Action	Targets/Outcomes	Responsibility	Response 2018	Progress (2019)
4.2 Clear articulation of workplace and employability knowledge, skills and their application within Curriculum and Assessment	1. Undertake a mapping of employment readiness and WIL activities across HE, TAFE and HDR programs to ensure programs are designed to develop work readiness.	Embed Employability Skills and WIL mapping requirement into Program Review process.	HECC VET CQC Student Development Course Coordinators	Student Development has been established and tasked with establish mapping activity for HE.	No additional progress
	2. Embed WIL activities in all programs.	Evidence of assessable WIL activities embedded in all programs and mapped at the program level.	Dean Program Leaders/Coordinators Course Coordinators	11 programs include embedded assessable WIL. In addition there is an option to complete a major study sequence of WIL in FBS. SSEIT does not hold records of WIL in its 2018 programs. IPP continues as a WIL program for Students not included in school based WIL programs or student who may be suitable for specialised opportunities as high performing students.	SoA has approved new WIL courses in the Bachelor of Criminology and Criminal Justice (CRJUS3203 and CRJUS3302) so all programs now include WIL activities. SHaLS – IPP option for all science students. Science student can also complete SCCCOR3013 Workplace experience.
	3. Ensure course content continues to be industry relevant by providing opportunities for all staff to engage with industry through research, work placements, site visits, expert visits to the classroom or engagement with industry advisory groups	Academic engagement with industry recorded via PRDP process	Dean VET Executive Director	Staff teaching in accredited programs are most likely to be engaged with industry, e.g. Social Workers, clinical staff in SoNHP. SSEIT and SHaLS encourage staff to complete consulting activities. Examples of engagement include participation in the Australian College of Nursing annual expo by SoNHP, industry lecturers in SHaLS courses, arts students perform at community events, and SoA History staff	SoA Nothing to report SoE- ePAC meetings with community stakeholders including principals from local school and representatives from DET were conducted in Sem 1 and Sem 2. Fed Uni TAFE has a teacher industry release program that engages with industry to ensure our training is relevant and to industry standard. It also

				<p>and students are active in the local heritage industry.</p> <p>Fed Uni TAFE has a teacher industry release program that engages with industry to ensure our training is relevant and to industry standard. It also assists with teachers maintaining or uplifting their vocational currency. Visits are logged for recording purposes/compliance.</p> <p>Student Development's Community and Business continues to engage with host organisations to deliver industry relevant opportunities for students and to contribute to the design and implementation.</p>	<p>assists with teachers maintaining or uplifting their vocational currency. Visits are logged for recording purposes/compliance.</p>
	<p>4. Engage industry experts in developing curriculum and assessment</p>	<p>Demonstrated evidence of industry engagement in curriculum development via Industry Advisory groups and the program review cycle.</p>	<p>Program coordinators Industry Advisory Groups Course Coordinators Student Development</p>		

Objectives	Action	Targets/Outcomes	Responsibility	Response 2018	Progress (2019)
4.3 Ensure students have access to opportunities to develop employability skills in the curriculum	1. Increase opportunities for students to access WIL at all levels and within all subjects including work placements	Increased student uptake of placement opportunities.	Dean WIL co-ordinators Research Higher Degrees Committee Program Coordinators	Total numbers of WIL placements not available but in excess of 3000 (SNHP) and over 300 (SoA). All accredited engineers complete 12 weeks of placement and WIL is embedded in all FBS programs.	No additional progress
	2. Provide opportunity for students to experience international contexts within their learning including international placements, overseas study/exchange and leveraging the opportunities of having international students in our classes	Development of pre and post placement activities which prepare students for overseas travel	International Student Development	The Careers Advantage program is a series of professional development sessions which is conducted throughout your first and second year of study. Each session is tailored to develop your employability skills and effectively prepare you for a full-time placement. https://federation.edu.au/connect/partnerships/industry-placement-program/professional-development-sessions International have future strategies to implement for the study abroad and exchange programs, and to increase student awareness of the opportunities open to them by holding general Info Sessions, Drop In Clinics, as well as sessions targeted at students studying specific academic areas. Developing pre-departure and reintegration sessions for out outbound students. A review is underway of the current exchange partners to ensure viable and suitable.	No additional progress

		Increased uptake of study abroad and exchange opportunities, including international placements	Dean ADTQ VET Executive Director Research Higher Degrees Committee	Destinations for outbound exchanges in 2018 included China, Nepal, UK and India. The international placement for students majoring in Japanese was cancelled due to funding limitations. This is difficult within the TAFE context, however our Chinese Automotive students do engage with some of our domestic students providing a cultural experience.	SoE – several third year BEd students undertook international placements, as part of their Diversity placement. SHaLS – 14 students from SE5, SV5, SC5 travelled to Nepal to experience wildlife management in this context. See previous update.
	3. Integrate career development learning activities and resources into programs across the university	Evidence of career development learning activities and resources in all programs	Student Development Program Leaders/Coordinators Program Coordinators		SoE – principals from local schools invited to chair roundtable presentations given by final year students.

Legend

- ADSRS = Associate Dean (Student Retention and Success)
- ADTQ = Associate Dean (Teaching Quality)
- AET = Academic Enhancement Team
- AIP = Academic Induction Program
- ASK = Academic Skills and Knowledge
- BOLD = Blended Online and Digital
- CLIPP = Centre for Learning, Innovation and Professional Practice
- CoP = Community of Practice
- DVC (SSS) = Deputy Vice Chancellor (Student Support Services)
- DVCA = Deputy Vice Chancellor (Academic)
- FBS = Federation Business School
- HE = Higher Education
- HECC = Higher Education Curriculum Committee
- HQ = Head Quarters
- HR = Human Resources
- IPP = Industry Professional Practice
- L&T = Learning and Teaching
- LTC = Learning and Teaching Committee

- PASS = Peer Assisted Study Sessions
- PD = Professional Development
- PET = Peer Enhancement Teams
- PLM = Professional Learning Modules
- PRDP = Performance Review Development Program
- PVC = Pro Vice Chancellor
- QILT = Quality Indicators of Learning and Teaching
- RiSOLT = Research into Scholarship of Learning and Teaching
- SEM = Semester
- SHaLS = School of Health and Life Science
- SoA = School of Arts
- SoE = School of Education
- SoNHP = School of Nursing and Healthcare Professions
- SRS = Student Retention and Success
- SSEIT = School of Science Engineering and IT
- TAFE = Technical and Further Education
- VC = Vice Chancellor
- VET = Vocational Education and Training
- WIL = Work Integrated Learning