LEARNING, TEACHING & STUDENT SUCCESS PLAN 2018-2020

This plan sets out Federation University Australia's strategy for learning and teaching and student success for the next three years. The plan builds on a strong tradition of quality learning, teaching and student support at FedUni, which has been recognised by students, peers and employers. FedUni is among the best universities in Australia for student support, social equity and skills development with 5 star rankings in these areas in the Good Universities Guide of 2017. The federal government QILT data identified that, in 2017, FedUni continued to be the number one Victorian headquartered university for overall graduate employment and the 2017 Employer Satisfaction Survey (ESS), found that FedUni graduates are among Australia's best, and job-ready when entering the workforce.

This plan affirms FedUni's commitment to ensuring a quality student-centred learning experience for all of our students regardless of the mode in which they study (be it on-campus, online, blended or through our partner network) in both Vocational Education and Training (VET) and Higher Education (HE). The plan supports the university's strategic goals of offering a high-quality student experience by:

- fostering accountability, responsibility and empowerment through student-centred learning,
- successfully embedding blended and online delivery to meet the needs of students from a wide variety of geographical, cultural and socio-economic backgrounds
- enhancing learner support for online/external learning to improve student experience, retention and success
- improving retention for international students studying through partner providers
- offering all students the opportunity for work-integrated learning.

Developed through consultation with staff, students and key stakeholders in Learning and Teaching and Student Success, the planning process has been informed by a thorough analysis of internal and external drivers, as well as consideration of trends in tertiary learning, teaching and student support, retention and success which impact both our staff and students.

FedUni is operating in a climate of rapid educational change in Australia and around the world. We are challenged by a widening of participation and increased diversity in our student cohorts. We recognise that the expectations of our students are increasingly oriented towards outcomes and employability and understand the need to equip our students with the skills they will need as they move into an ever-changing employment market. This plan takes into account the changing nature of VET and HE in Australia, including an increasingly competitive market, a freeze on funding of the Commonwealth Grant Scheme for two years at 2017 levels, and regulatory changes from Australian Skills Quality Authority (ASQA), Higher Education and Skills Group (HESG) and Tertiary Education Quality Standards Agency (TEQSA). There will also be a focus on student outcomes, employability, completion rates and attrition under the Australian government proposal to link funding to performance from 2020. In this environment, it is critical that we focus on continuing student support to increase completion and retention rates, providing our students with employability skills, and accurately measuring and responding to quality in our learning and teaching activities.

As FedUni expands across locations and modes of delivery, the student experience will continue to be our primary focus. BOLD (Blended, On-line and Digital) learning will allow increased

flexibility for our students, giving them the opportunity to study at a time and place that best meets their needs. This will need to be underpinned by continued development of our infrastructure and support for our staff and students. This plan will expand the scope of our previous plan to include embedding employment readiness and work integrated learning experiences into all of our offerings. This will ensure our students leave FedUni with the skills and capabilities relevant to both current and future career needs. We must continue to support students as they approach tertiary study from a variety of backgrounds, providing them with the transition support they need throughout their programs. We also need to maximise the opportunities we have as a dual-sector university by exploring and articulating pathways for our students between VET and HE.

Improving student retention is a vital component of the university's vision, strategy and future. Building a firm foundation for student retention, success and completion requires high quality learning and teaching; promotion of student engagement, creation of positive student experiences and provision of strong student support. We recognise the challenges of retention and completion in a regional university with diverse cohorts and this plan continues the work of the Student Retention and Success Initiative implemented in 2015. The initiative has identified key strategies in ensuring student retention and success including, student support services, clear intervention strategies, staff development and availability of accurate and timely data. As we move to integrate learning, teaching and student success into one plan, we consider the development of holistic transition support in the areas of academic support, student engagement and employability skills throughout the student lifecycle to be fundamental to achieving our goal of improving student retention and completion rates.

Key Goals

- Attracting new students with the recognition of quality teaching and learning at FedUni
- Meeting the new performance criteria for funding by 2019
- Consistent 5 stars rating for teaching quality by the Good University's Guide.
- Highly ranked in the areas of employment rates in the Graduate Destinations survey.
- Improvement in ratings for skills development in the Student Experience Survey.
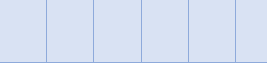- Improvement in student retention and completion rates

The development of this plan champions three key principles:

- The strength of learning, teaching and student success at FedUni is supported by strong engagement between and amongst staff and students. The plan ensures this will be maintained as we move into more flexible and online offerings and increasingly diverse student cohorts;

- We are committed to ensuring our students leave FedUni with appropriate employability skills and are career capable, through a focus on ensuring professional practice is prioritised throughout our curriculum and that all our teachers are supported to become/remain engaged with the industry/community sector relevant to their teaching; and

- We recognise that timely, relevant and accessible data will guide evidence-based decision making in learning, teaching and student success.

1 ENHANCING TEACHING QUALITY

Objectives	Action	Targets/Outcomes	Responsibility	Timing
1.1 Employ and support quality teachers	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	Position descriptions to include key selection criteria relating to teacher's capacity to undertake course development.	HR Faculty Business Managers VET Executive Director	July 2018
	2. Ensure all commencing teaching staff, including sessional staff and partner staff complete appropriate induction within 12 months of commencement.	Develop and implement *Induction Program* for TAFE Staff.	CLIPP VET Practice Unit	July, 2018
		Incorporate *Student Progress and Retention Knowledge* (*SPARK*) *Training* into *Academic Induction Program* for VET and HE staff	CLIPP VET Practice Unit	Ongoing from 2018
		Academic Induction Program (incorporating *SPARK Training*) to be completed as a requirement of academic probation.	HoS VET Executive Director CLIPP	Ongoing from 2018
		SPARK Training to be completed by all partner teaching staff	PVC (International) HoS	Ongoing from July 2018
		Identify and implement appropriate *SPARK Training* and student-centred/service excellence modules for professional staff and frontline administrative staff	Director, CLIPP Director, HR	Ongoing from 2019

Objectives	Action	Targets/Outcomes	Responsibility	Timing
	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 *Graduate Certificate of Education (Tertiary Teaching)* within three years of commencement	HoS CLIPP	Ongoing from 2018
		All commencing TAFE teachers complete the *DipVET* within three years of commencement	VET Executive Director CLIPP	Ongoing from 2018
	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	HoS VET Executive Director	Ongoing from July 2018
	5. Review and renew L&T criteria related to promotion for Academic Staff	Review and implementation of refreshed promotion criteria specific to L&T	DVC A CLIPP HR	2019

Objectives	Action	Targets/Outcomes	Responsibility	Timing						
1.2 Support staff to continuously develop skills in BOLD delivery of courses	1. Identify courses and programs for targeted development in BOLD delivery	Faculties/Divisions to identify courses and programs for development aligned with *FedUni BOLD Standards* with support from CLIPP and learning designers.	HoS ADLT VET Executive Director CLIPP							Ongoing from 2018
		Where quality measures indicate required improvements (ie 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	HoS ADLT VET Executive Director							Ongoing from 2018
	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.	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	HoS ADLT VET Executive Director CLIPP							Ongoing from 2018
1.3 Encourage staff to engage with the scholarship of learning and teaching, disseminating effective practice to bring about positive change	1. Provide opportunities for staff to partake in scholarship of learning and teaching practice.	Establishment of *Research into Scholarship of Learning and Teaching Program* and associated workshops and implementation in conjunction with faculties/divisions.	CLIPP ADLT							March, 2018

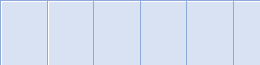| 1.4 | 1. Provide opportunities for staff to partake in learning communities (proactive collaborative learning and teaching teams) across the university to support excellence in L&T. | Establishment of faculty/division/campus based learning communities. | Director, VET Practice ADLT | December 2018 |
		Track Learning Community engagement and specific purpose through PRDP process.	HoS VET Executive Director	Ongoing from 2019
Use Peer Enhancement and Communities of Practice to cultivate excellence and innovation	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	2018
		All teaching staff undertake peer enhancement at least once within a three year period according to the *Peer Enhancement of Learning and Teaching Procedure (Model 1)*	HoS, ADLT Peer Enhancement Teams	Ongoing from 2018
	3. Provide opportunities for staff to experience the teaching practice of others through the *Open Classrooms Week*	*Open Classrooms Week* offered across HE and TAFE annually.	CLIPP ADLT VET Executive Director	Ongoing from 2018

Objectives	Action	Targets/Outcomes	Responsibility	Timing
1.5 Recognise excellence and promote and share achievements in L&T and student success.	1. Recognise excellence in L&T and Student Success through annual *Vice Chancellor Awards*	Support at least 3 staff from each faculty/division to apply for *VC Awards* in learning and teaching and student success via the PRDP process.	HoS VET Executive Director CLIPP	Ongoing from 2018
	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	HoS CLIPP	Ongoing from 2018
		Continue to submit applications for Victorian Training Awards	VET Executive Director	Ongoing from 2018
	3. Instigate a student-generated teaching award recognising learning and teaching	Criteria for student award developed and award implemented.	Student Senate Director, VET Practice ADLT	December 2018
	4. Host an annual FedUni Learning and Teaching Conference to share L&T effective practice	Establish annual conference showcasing excellence in L&T across VET, HE and partner providers. Engage with the dissemination and best practice showcase event	CLIPP HoS	November, 2018
	5. Develop *FedTalks* to increase awareness of effective practice in L&T	Establish bi-monthly seminar series showcasing effective practice in L&T across campuses and sectors.	CLIPP Director, VET Practice	from 2019

Objectives	Action	Targets/Outcomes	Responsibility	Timing
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 *Standards for Teaching* implemented, training provided, evaluation and review.	L&T Committee CLIPP DVCA	2018
		Evidence of use of *FedUni Teaching Standards* in academic PRDPs	HoS	Ongoing from 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 ADLT and equivalent CLIPP HoS	Ongoing from end of 2018

2. ENHANCING STUDENT SUCCESS AND THE STUDENT EXPERIENCE

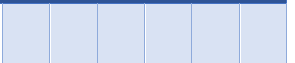| Objective	Actions	Targets/Outcomes	Responsibility	Timing
2.1 Use quality data to improve attrition and student success	1. Identify and respond to Top 10 Hotspot Programs for domestic undergraduate Students studying at a FedUni Campus; for students studying at Partner providers; and for VET/TAFE students	Undertake a detailed analysis of attrition and student progression for each identified program in consultation with Faculties/divisions	SRS Data Analyst	Ongoing from 2018
		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	Ongoing from 2018
		Report on actions taken for Top 10 Hotspot programs	HoS	Ongoing from 2018
	2. Continue to utilise reliable and valid attrition, retention and success data, and develop predictive analytics to identify students at risk of non-completion.	Provide timely analysis and reporting on attrition, retention & success for HE and VET.	SRS Data Analyst Data & Reporting	Ongoing from 2018
		Improve collection and storage of student withdrawal and leave data.	Student HQ DVC SSS	January 2018
		Implement predictive modelling analysis and reporting including forecasting models and at-risk models	SRS Data Analyst Data & Reporting	June 2018
		Establish *Learning Analytics Working Party* to evaluate and trial opportunities for real-time feedback on student progress and success	Director, ITS Director, CLIPP SRS Data Analyst	From July 2018

Objective	Actions	Targets/Outcomes	Responsibility	Timing
2.2 Provide academic and transition support for students across all locations and modes and across the student life cycle	1. Implement the *Student Transition Support Project* to enhance student engagement and experience in curricular, co-curricular and extra-curricular student life cycle	Complete and implement recommendations associated with the *Student Transition Support Project* (FedReady, FedForward and FedFuture)	CLIPP, Student Connect, PVC (International), Partner Providers	From July 2018
	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 ADLTs Director, Library Services Director, VET Practice Director, Fed College	2019
	3. Ensure timely provision of resources for student learning including course descriptions (HE) /unit outlines (VET), text books and Moodle pages	Peer reviewed course descriptions and Moodle pages available to students two weeks prior to the commencement of semester.	HoS VET Executive Director Course Coordinators	Ongoing from 2018
2.3 Ensure curriculum resource selection is appropriate and minimises the cost burden to students	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	Implementation plan submitted to L&T Committee	Director, Library Services *Learning Resource Working Party*	July 2018
		Implement recommendations of *Learning Resource Working Party*	L&T Committee	Ongoing from July 2018

Objective	Actions	Targets/Outcomes	Responsibility	Timing
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, VET CQC Academic Board Student Senate	Ongoing from December 2018
	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 CQC HoS ADLT	December 2019
	3. Establish *eVALUate Working Party* to implement actions to increase response rates and number of courses with usable data	Implementation plan submitted to L&T Committee	*eVALUate Working Party*	July 2018
		Implementation of recommendations results in greater than 50% response rates in eVALUate surveys for more than 75% of courses surveyed	HoS Chair, Learning and Teaching Committee *eVALUate Working Party* Student Senate	Ongoing from July 2018
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	Exec Dean, HoS	December 2018
		Update information regarding pathways on *CourseFinder* and *Credit Search*	Faculty Business Managers Director, MACE	February 2019

3. ENHANCING CURRICULUM AND THE LEARNING ENVIRONMENT
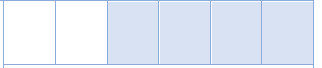
Objective	Actions	Targets/Outcomes	Responsibility	Timing
3.1 Develop new Graduate Attributes/Capabilities for the university	1. Develop new Graduate Attributes/Capabilities statement for the university	Graduate Attributes/Capabilities statement developed	Chair, Academic Board *Graduate Attributes Working Party*	February 2018
	2. 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*	June 2018
	3. 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	HoS, Program Coordinators	December 2019
3.2 Investigate opportunities for cross-discipline collaboration in curriculum with a view to avoiding course duplication	1. Implement common courses across faculties	Identify opportunities for cross-discipline collaboration in course offerings	Exec Dean HoS HECC	July 2018
		Increase number of cross-disciplinary courses offered across faculties.	Exec Dean HoS HECC	Ongoing from July 2018

Objective	Actions	Targets/Outcomes	Responsibility	Timing
3.3 Enhancement of course and program review processes to ensure quality of curriculum	1. Development of program level quality data provision for use in program reviews	Program level quality data available to faculties including enrolment data, performance data, student experience data, student retention data and student evaluation data, student employment outcomes data	L&T Committee HECC Data and Reporting? Quality Services	July 2018
3.4 Assessment	1. Develop assessments that are varied, authentic, relevant, valid, fair and flexible.	Review assessment practices within faculties with regard to these criteria as part of the program review process and in alignment with BOLD Standards	Program coordinators HECC HoS CLIPP	Ongoing from July 2018
		Undertake a mapping of assessment types, weighting and timing across all programs as part of the program review process	Program coordinators HECC HoS	Ongoing from 2019
		Ensure all programs have distribution of assessment types and even load across semester	HoS Executive Director, VET ADLT CLIPP	Ongoing from July 2019
	2. Undertake moderation of assessment and external benchmarking of assessment as per university policy	Implement moderation of assessment process as per the Assessment procedure	HoS Program coordinators	Ongoing
		Undertake external assessment benchmarking every three years, as part of the program review process.	HoS, Program coordinators Course coordinators CLIPP	December 2019

Objective	Actions	Targets/Outcomes	Responsibility	Timing
3.5 Continue to establish physical and virtual spaces appropriate for formal and informal learning across all modes of teaching.	1. Ensure continuous and stable Wi-Fi access across all campuses including teaching and non-teaching spaces.	Establish a roll-out plan to provide consistent Wi-Fi across all campuses as per the *IT Enabling Plan 2018-2022*	ITS	Ongoing from 2018
	2. Ensure all teaching and student study spaces on campus meet the minimum requirements of the *Learning and Teaching Spaces Framework* and are appropriate for the teaching activities occurring	Review teaching spaces utilisation in line with the *Learning and Teaching Spaces Framework* as per the *IT Enabling Plan 2018-2022*	ITS, Facilities, Timetabling DVC SSS	July 2018
		Appropriate technology specifications designed for large flexible, on-campus classrooms with relevant technology at all campuses to allow interactive teaching	ITS, Facilities, SCIP DVC SSS	End of 2018
		Standardization of naming conventions for teaching activities within the timetable system to accurately reflect the learning experience	L&T Committee Timetabling	July 2018
	3. Provision of reliable video-conference classrooms at all campuses to facilitate cross-campus classes	Increased number of teaching-only video conference spaces at each campus and rationalisation to one platform to reduce complexity	ITS DVC SSS	From 2018
	4. Staff training and support in use of teaching and relevant technology in teaching spaces	Staff training in use of teaching spaces embedded in *Academic Induction Program*	CLIPP, ITS HOS	February 2018
		Increased support for facilitators through remote access IT support, knowledgebase articles, user instruction and information sessions.	ITS	February 2018

4 ENHANCING EMPLOYMENT READINESS

Objectives	Action	Targets/Outcomes	Responsibility	Timing					
4.1 Promote and enhance understanding of employment readiness for all staff	1. Establish an *Employment Readiness Working Party* to develop a framework to support program-level implementation of employment readiness	*Employment Readiness Working Party* established.	DVCA nominee			February, 2018			
		Discussion Paper and Framework submitted to L&T Committee.	*Employment Readiness Working Party*			August 2018			
	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			December 2018			
	3. Create specific professional development/resources which focus on understanding employment readiness and WIL opportunities	Professional development/resources to be developed and implemented across campuses with a clear communication and engagement plan with faculties and departments.	CLIPP Student Careers & Employment			December 2018			

Objectives	Action	Targets/Outcomes	Responsibility	Timing
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 and VET CQC Student Careers t and Employment Course Coordinators	December 2018
	2. Embed WIL activities in all programs.	Evidence of assessable WIL activities embedded in all programs and mapped at the program level.	HoS Program Leaders/Coordinators Course Coordinators	December 2019
	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	Academics engagement with industry recorded via PRDP process	HoS VET Executive Director	December 2020
	4. Engage industry experts in developing curriculum and assessment	Demonstrated evidence of industry engagement in curriculum development via Industry Advisory groups and the program review cycle.	Program coordinators Industry Advisory Groups Course Coordinators	December 2020

Objectives	Action	Targets/Outcomes	Responsibility	Timing
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.	Student Careers and Employment HoS WIL co-ordinators Research Higher Degrees Committee Program Coordinators	December 2020
	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	CUP Student Careers and Employment	October 2018
		Increased uptake of study abroad and exchange opportunities, including international placements	HoS, ADLT/- VET Executive Director Research Higher Degrees Committee	Continuous
	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 Careers and Employment Program Leaders/Coordinators Program Coordinators	December 2018