Centre for Teaching Innovation and Quality (CTIQ)

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2021 End of Year Report

Prepared by
Centre for Teaching Innovation and Quality Team Members

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Contents

Centre for Teaching Innovation and Quality (CTIQ) Reporting

This report describes projects, outputs and achievements of the Centre for Teaching Innovation and Quality (CTIQ) portfolio, **(pronounced: C-TICK)** during Semester 2, 2021.

CTIQ is inclusive of learning and teaching practice, innovation in pedagogy, design and delivery and essential policy and quality assurance services aligned to learning and teaching and broader institutional practice. **CTIQ** leads in the following domains:

- academic learning and teaching professional development, innovative practice, reward and recognition and course enhancements

- expertise in learning and teaching technology platform professional development, innovative practice, and support

- collaborative development of digital production services, project and resources

- policy writing, revision and review and

- quality assurance aligned to national and international stakeholders

CTIQ consists of three pivotal teams:

- Learning Design and Teaching Quality

- Learning and Teaching Support and Production

- Policy and Quality Assurance Services

1. CTIQ Portfolio Engagement with University-Wide Initiatives

The CTIQ portfolio plays a significant role in learning, teaching, academic professional development (PD) and leadership associated initiatives. Each initiative is developed collaboratively and implemented in consultation with key stakeholders. Numerous CTIQ staff have contributed to the following initiatives during Semester 2 (2021).

1.1 Australian Comparative Peer External Benchmarking

The **Australian Comparative Peer External Benchmarking** is an external benchmarking project that is hosted through the Peer Review Portal. External benchmarking is a higher education TEQSA requirement contributing towards the scholarship of learning and teaching.

In 2021, we became active partners in the national initiative in the following ways:

- Submitted courses for review (n = 23): Evidence submitted as part of course reviews included the following: Assessment rubrics, examples of course learning outcome mapping to program learning outcomes, evidence of involvement in scholarship of learning and teaching etc.
- Each course review also incorporated a Moderation of Assessment component. Course Coordinators submitted three student assessment pieces, their respective grading and evidence of staff feedback. This submission involved 23 Federation University staff.
- Submitted programs for review (n = 2): Evidence submitted as part of program reviews included the following: Program assessment mapping documents, examples of previous program reviews including follow-up reports, examples of industry engagement etc. This submission involved four Federation University staff.
- Federation University staff also volunteered their time to engage as peer reviewers for other higher education institutions (n = 10).

The initiative commenced February 2021 and **completed in December 2021** (except for two course reviews completions – delayed completion). This initiative has provided opportunity for our academic staff to engage with external benchmarking processes and an opportunity to reflect and enhance curriculum informed by sector-wide expertise and experience.

The initiative was seamlessly supported through the Peer Review Portal team led by Dr Sara Booth (Academic Director) through several phases and supported with monthly zoom check-in meetings. The meetings were attended by reviewers from public, private, and independent tertiary institutions.

I thank all the academic staff for their contribution towards this successful initiative. I will again facilitate a new cohort of peer review courses and programs for submission in 2022.

For any questions or comments regarding the **Australian Comparative Peer External Benchmarking** initiative, please contact Associate Professor Nina Fotinatos on n.fotinatos@federation.edu.au,

1.2 Institutional Quality Assurance Measures

CTIQ staff take an active role in leading university-wide initiatives to ensure quality learning and teaching through the ongoing review and enhancement of quality assurance tools and reporting.

1.2.1 BOLD Learning and Teaching Practices

The next reiteration of the BOLD Learning and Teaching Practices [version 3] remains a priority for completion and roll-out in 2022. The ongoing high demand for online learning and teaching support from CTIQ staff throughout 2021 made progression of this tool challenging to prioritise this past 12 months. This initiative and revision will work closely with the Program Design initiative in 2022.

1.2.2 Moderation of Assessment

The next reiteration of the Moderation of Assessment Resource [version 2] remains a priority for completion and roll-out in 2022. The ongoing high demand for online learning and teaching support from CTIQ staff along with the additional priorities of the other stakeholders throughout 2021 made progression of this tool challenging to prioritise this past 12 months.

1.2.3 Academic Integrity Education Project

To support the newly updated Academic Integrity Policy and Procedure, and the Academic Misconduct Policy and Procedure (currently under development), a collaborative approach to updating the educational resources across the University to support these enhancements is being taken to ensure consistency and breadth of message. Co-led by Tulsa Andrews (Manager, Learning Design and Teaching Quality | CTIQ) and Bianca Molloy (Manager, Organisational Development | HR), they bring together the expertise from CTIQ, SEAS (Student Experience and Administrative Services), Library, HR, TAFE and higher education Academic Integrity Officers to collectively update current resources, and identify gaps to develop new resources. Examples of work underway includes:

University-wide Focus
- Central web portal to access all resources

Student Focus
- Student Academic Integrity Module (both HE and TAFE versions) – mandated
- Updates to student Online Study Hub resources
- Updates Student Study Skills website
- Updates to student facing webpages

Staff Focus
- Staff Academic Integrity Module – mandated
- Updates to Professional Learning Modules
- Updates to staff facing webpages
- Updates to staff professional development programs – i.e.: GCETE, Academic Induction Program

This collaboration commenced in November 2021 and aims to conclude in April 2022.

1.2.4 Program Design Project

CTIQ have recently been approached to lead the development of a consistent university-wide approach to new program design, existing program review and renewal, and subsequent from this, new course design and existing course design progresses. To date a working group consisting of Learning/Instructional/Knowledge Designers from across CTIQ, TAFE and the New Business Accelerator Unit has been confirmed, and work will commence late January/early February 2022.

1.2.5 Release of procedure for learning and teaching technology

CTIQ's Adam Barbary – Manager, Learning and Teaching Support and Production, led the review for the Learning Content Management Procedure during 2021. The new procedure, now called the Learning and Teaching Technology Procedure, mandates which technologies that staff may use at Federation University. The procedure also includes a linked Guidance note that informs and supports staff in the purpose, selection, and application of specific learning technologies at Federation University.

Using the updated procedure, both staff and students receive clarity regarding which systems to use for a specific purpose as well as a guarantee of support. System data is secured and retained in line with the University and Government policy. Students can be confident of a uniform experience across their program, and sufficient information to make an informed decision on their technology requirements when purchasing equipment for study.

The procedure can be viewed via this link

1.3 Connected Classrooms: Enhancing flexible delivery

What is the '*Connected Classroom'* initiative all about?

This initiative utilizes enhanced technology equipment, platforms and innovative room equipment to deliver learning in multiple physical and online environments. The learning will be delivered online and in face-to-face environments across three potential campuses. The initial goal for room refurbishments includes four rooms at each of the following campuses: Mt Helen, Berwick and Churchill. The initiative has two significant streams of work:

- **Stream 1:** Infrastructure and Facilities (lead by Darren Holland) and
- **Stream 2:** Academic Professional Development Support and Implementation (lead by Associate Professor Nina Fotinatos)

How were academic staff supported with the *'Connected Classroom'* initiative?

Stream 1 focused on infrastructure, logistics of equipment, room refurbishments, timetabling scheduling and both key ITS, space and facility domains.

Stream 2 was led from the Centre of Teaching Innovation and Quality (CTIQ) by the following staff:

- Nina Fotinatos (n.fotinatos@federation.edu.au, Dean, Learning and Teaching, Project Lead)
- Emma Price (e.price@federation.edu.au, Scholarly Teaching Fellow)
- Tiffany Winchester (t.winchester@federation.edu.au, Learning Designer)
- Anthea Groessler (a.groessler@federation.edu.au, Learning Designer)

The academic pedagogy support was well aligned with technical support provided by Erin Penny (e.penny@federation.edu.au, Team Leader, IT Training and Development).

There were three phases in Stream 2.

Phase One - Establishing a *'Test and See'* group with early testing of room functionality, learning and teaching strategies and drafting academic professional development resources (August 2021 – December 2021). This phase had representatives from each school and was instrumental in developing a narrative focused on student-centred learning, _Community of Inquiry_ pedagogy suited to hybrid learning styles and identifying new opportunities associated with this learning practice.

Phase Two – Engaging with Pilot 1 Teaching Staff (Commenced mid-December 2021). Two '*Meet and Greet'* sessions were coordinated with the Pilot 1 Teaching Staff. It was great to meet new faces as part of this initiative and listen to academic views in preparation for the professional development sessions in the new year.

Phase Three – Delivery of targeted Connected Classroom professional development to Pilot 1 Teachers (January 2022 – February 2022). This will consist of three professional development sessions (each offered twice) to support teaching staff using the Connected Classroom spaces in Semester 1, 2022.

Although the initiative is only in its first four months of planning and implementation, there is much excitement for the opportunities it will bring in 2022.

Unexpected changes in planned delivery:

Due to unexpected and unavoidable delays with equipment, one fully functional room at Mt Helen will be available at the commencement of Semester 1 (2022) (H127). All academic staff involved with this initiative have been informed of late changes associated with room readiness. It is envisaged that the remaining rooms will be ready for full operation by Semester 2 (2022). I thank the timetabling team for their exceptional support in re-working classes into available teaching spaces.

I thank all the staff for their contribution towards this initiative and for committing to this innovation to expand our learning and teaching delivery options.

For any questions or comments regarding the **'Connected Classroom'** initiative, please contact Associate Professor Nina Fotinatos on n.fotinatos@federation.edu.au

1.4 Golden Thread Passport: Focused skilled development for the workplace

What is the 'Golden Thread Passport' initiative all about

The *Golden Thread Passport* sprint team was established in August 2021 and was responsible for providing strategic advice to the Program Renewal Project Team regarding new embedded skills into curriculum. The sprint team was led by Associate Professor Nina Fotinatos (Dean, Learning and Teaching) and met regularly between August 2021 and November 2021. The team membership included both internal and external university and TAFE stakeholders, including student representatives.

The team focused on identifying key *Golden Thread Passport* skills that would provide our students with additional embedded skills to better prepare them for the workplace. The notion of the *Golden Thread Passport* was to provide students with explicit common skill development threaded into curriculum across all programs as a form of jobs-ready passport. During the four-month sprint, the team focused on the following eight key milestones and reported into the Program Renewal Project Team on a regular basis.

The teams primary eight key milestones were:

1. Analyse **secondary data on common employer skills** in demand using national and international literature
2. **Triangulate** secondary data with **primary data** from *Golden Thread Passport* sprint team, industry contacts and university students enrolled in Australia
3. Preliminary identification of **five** *Golden Thread Passport* skills based on thematic analysis and discussion
4. Align current **Graduate Attributes** to future employment requirements and *Golden Thread Passport* identified skills
5. Preliminary mapping of *Golden Thread Passport* key skills to existing curriculum (competencies and capabilities) of accredited and non-accredited programs (commencing with HE)
6. Identify potential *Golden Thread Passport* **models suited for implementation** aligned to HE and VET programs
7. **Consultation and adjustment** of proposed models based on feedback
8. Suggest **implementation action plans**, dependencies and resourcing implications

What are the 'Golden Thread Passport' identified skills?

The *Golden Thread Passport* five key skills identified are listed below in **Figure 1**.

Figure 1: Golden Thread Passport Skills and thematic coding summaries

Interpersonal
- Listening, empathy, persuasion); Communication skills – Verbal; Communication skills – Written; Communication skills; Communication; Concise communication; Emotional intelligence; Adaptability to change; Adaptability; Resilience; Flexibility; Reliability Agile; Growth; Professional (rather than academic) communication: Written/email

Innovation
- Critical thinking; Creative thinking; Innovative; Design Thinking; Lateral thinker; Analytical thinking;

Digital Literacy
- Fast at using systems at work; Accelerating digital transformation; Facilitating digital interaction & exchange (planning and implementation); Technology Design; Technology use/application; Data and Information Literacy; Fact checking; General computer literacy; Digital competency

Problem Solving
- Problem Solving; Complex Problem Solving;

Leadership
- Leadership; Business strategy; Entrepreneurship; Mentoring; Coaching; Team management; Global/local perspective; Strategic decision-making; Influence

What 'Golden Thread Passport' implementation models might suit further exploration in 2022?

Model 1: Embedding Golden Thread Passport skills within existing, renewed and new curriculum

This model acknowledges that these skills may be already delivered in curriculum, although could be made more explicit and constructively aligned to renewed curriculum, active learning strategies and assessment. It is envisaged that this approach can be retrofitted to existing curriculum and incorporated as part of new curriculum developed in higher education, hybrid and VET qualifications. It is envisaged that students will have opportunities to selectively choose assessment tasks aligned to the *Golden Thread Passport* skills towards successful badge attainment expectations.

Model 3: Mini courses grouped as a single course embedded at 2nd or 3rd year

This model involves removing one course from a program and in its place adding 4 x 3-week *Golden Thread Passport* skill opportunities. This single course will contain three weeks of consecutive skill learning focus by introducing, consolidating and contextualization skills across a variety of disciplines. It is envisaged that students will have the opportunity to choose which four out of five skills are most pertinent to their learning and compliments their personal growth and preparation for the workplace. It is envisaged that students from various disciplines will learn and collaborate in multi-discipline environments to build new knowledge, concepts and mastery of skills towards successful badge attainment expectations.

What are the next stages with the Golden Thread Passport skills?

The next *Golden Thread Passport* sprint three will be led by Dr. Helen Weadon. This new sprint team formed December 2021 and will progress several target goals by April 2022. These goals include developing Golden Thread Passport descriptors, curriculum mapping tools, creation/identification of new mini-course curriculum packages and implementation business processes planning for use during Semester 2 (2022) and beyond.

For any questions or comments regarding the **'Golden Thread Passport'** initiative, please contact Associate Professor Nina Fotinatos on n.fotinatos@federation.edu.au or Dr. Helen Weadon h.weadon@federation.edu.au

2. Learning and Teaching Professional Development

2.1 Professional Development Portal

The CTIQ Professional Development Portal (PD) provides teaching staff with single portal to access learning and teaching information and support via the following strategies:

via TYPE
Access via the type of PD delivery

- Webinars
- Workshops – Central and School based
- Learning and Teaching Website
- Learning Technologies Hub
- Professional Learning Modules

via TECHNOLOGY
Access via the Learning & Teaching technology used

- Moodle
- Mahara
- Adobe Connect
- Kaltura
- Turnitin

Figure 2 – Learning & Teaching Professional Developmentwebsite

via TOPIC
See what is available on any given Learning & Teaching topic:

- Learning – Understanding your learners and their needs
- Assessment – Creating effective assessment tasks
- Design – Designing an inclusive learning journey
- Development – Building your online learning space
- Facilitation – Engaging face-to-face, blended, and online teaching practices
- Feedback – Quality feedback for learning and assessment
- Monitoring – Monitoring engagement and learning
- Evaluation – Reviewing for future enhancements

via PROGRAM
Access via the formal programs offered:

- Academic Induction Program (AIP)
- Graduate Certificate in Education (Tertiary Education)

There were **1542 page views** to the Professional Development home page within Semester 2. A large portion of the CTIQ team contribute to the design, development and/or facilitation of learning and teaching professional development.

2.2 Resource Flyers

To assist teaching staff navigate a range of information presented in a number of different platforms, one-page flyers on individual teaching topics were developed in the latter half of this year. Recent examples include:

- Monitoring Student Learning
- Online testing using Moodle quizzes

2.3 Academic Induction Program

The Academic Induction Program (AIP) is a formalised support program for higher education teaching staff, both new and returning to Federation University. All staff, whether sessional, contract or ongoing, are expected to complete this 15-hour program within their probation period (see Table 1). While previously all sessions

had been moved online to comply with COVID-19 restrictions, a brief easing of these restrictions in July/August saw one round of face-to-face sessions offered across the three main Victorian campuses. The reminder of the sessions in 2021 were then conducted fully online utilising both synchronous and asynchronous learning opportunities. While this was not the ideal learning environment to meet the goals of the program, it afforded suitable alternatives given the situation.

Key topics included introduction to:

- general and specific Federation University learning and teaching practices
- learning technologies to support BOLD Learning and Teaching Practices initiatives
- support networks available for academic wellbeing and enhancing learning and teaching practices
- support networks available to aid student retention and success

Table 1: Attendance figures Semester 2, 2021 (July, August, and September programs)

Campus	School							Total		
	FBS	SoA	SoE	SoEITPS	SoH	SoSciPS	Other	Sessional	Fixed/ Ongoing	Total
Ballarat*		2	3	2	8	1		8	8	16
Berwick	1	1	4		7			9	5	13
Brisbane				1						1
Churchill					4			2	2	4
Horsham										0
Total	1	3	7	3	19	1		19	15	34

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

A total of 34 participants completed all requirements across the four times the program was offered. AIP was offered as a face-to-face session and as an online session. Face-to-face sessions n=3 and online session n=1. Participants continue to show the value of the topics covered to support learning and teaching practices and promote engagement with supports and services. Plans to fully return to the blended version of the program are underway for delivery in Semester 1, 2022 where the program will have undergone redevelopment to align better with current needs of new academic staff.

2.4 Learning and Teaching Website

The Learning and Teaching website holds over 105 pages of learning and teaching information and resources readily available to support teaching staff with just-in-time needs. The CTIQ website is structured under two main sections; **Teaching Practice** and **Curriculum Design** – and is supported by CTIQ Lecturers, Learning Designers, BOLD Support Officers and Digital Production team. A sub-group of staff from the Learning Design and Teaching Quality and Learning Skills Adviser teams strategically review the content of the website page by page for currency and clarity, starting with the most viewed pages. See **Table 2** and **Table 3** for details on pages viewed.

Table 2: The top 10-page views of the Learning and Teaching website within the Teaching Practice section between 01 July 2021 and 07 December 2021.

Teaching Practice section | Top 10-page views	Pageviews
learning-and-teaching/teaching-practice/feedback/types-of-feedback	89,215
learning-and-teaching/teaching-practice/assessment/self-and-peer-assessment	10,121
learning-and-teaching/teaching-practice/learning/principles-of-learning	7,364
learning-and-teaching/teaching-practice/learning/delivery-modes-for-learning	5,980
learning-and-teaching/teaching-practice/assessment/types-of-assessment	5,031
learning-and-teaching/teaching-practice/feedback/principles-of-feedback	3,621
learning-and-teaching/teaching-practice/learning/principles-of-learning	2,562
learning-and-teaching/teaching-practice/facilitation/collaborative-team-teaching	1,891
learning-and-teaching/teaching-practice/feedback	1,869
learning-and-teaching/teaching-practice/development/principles-of-learning-environment	1,684

Table 3: The top 5-page views of the Learning and Teaching website within the _Curriculum Quality_ Section between 1 July 2021 – 7 December 2021.

Curriculum Quality section | Top 5 Pageviews	Page views
learning-and-teaching/curriculum-quality/work-integrated-learning	**1,233**
learning-and-teaching/curriculum-quality/work-integrated-learning/wil-medical-and-legal-requirements/legal-agreements/student-placement-agreements	**1,179**
learning-and-teaching/curriculum-quality/institutional-standards-frameworks/bold-learning	**1,044**
learning-and-teaching/curriculum-quality/internationalisation-of-the-curriculum	**966**
learning-and-teaching/curriculum-quality/work-integrated-learning/wil-medical-and-legal-requirements	**942**

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

2.5 Learning and Teaching Webinars

2.5.1 Central based

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

Central webinars are scheduled twice a month on Tuesdays and Thursdays and focus on supporting staff to develop their teaching and learning skills, coinciding with key practices within the teaching semester. Adobe Connect is used to record all webinars for later viewing. Presenters include members of CTIQ, the Library, Learning Skills Advisors, and school academic teaching staff. **Table 4** and **Table 5** detail the number of sessions each month and the number of attendees.

Summary of 2021 Semester 2 webinars delivered:
- Quarter 3: **3 webinars** - August (n = 13 sessions)
  2 webinars were each presented six times over the week. This was to provide data on what the optimum time staff are available to attend these sessions.
- Quarter 4: **3 webinars –** October (n=3 sessions),

Feedback from staff on webinars conducted in Semester 2 2021:

How to use the different forum's' of Feedback. Breaking down the lessons and presenting on specifics is great - less confusing to remember what you have learnt

Session was comprehensive

Table 4: Learning and Teaching webinars Semester 2, 2021 – Participant registrations vs attendance

	August 13 sessions	**October** 3 sessions	**TOTAL** 16 sessions
Total individual registered participants	47	29	76
Participants in the sessions	25	22	47
	53% attendance	**76% attendance**	**62% attendance**

NOTE:
1. BOLD Learning and Teaching Practices professional development webinars are recorded for later access.
2. Some staff register and do not attend.
3. Some staff do not register but log on to attend.
4. Some staff attend multiple webinars.

Table 5: Learning and Teaching webinars Semester 2, 2021 – Participants by School

Total Individual Participants by School		Participants by month by school	
		August	**October**
FBS	**0**	0	0
SoA	**3**	1	2
SoE	**10**	10	0
SoEITPS	**2**	2	1
SoH	**9**	7	4
SoSciPS	**4**	3	2
TAFE	**1**	1	0
Partner/Associate	**0**	0	0
Other	**7**	2	5
Total	**36**	**26**	**14**

Legend: See page 49

2.5.2 School based

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

2.6 Learning and Teaching Workshops

2.6.1 Central based

The only central learning and teaching workshop currently offered is the 'Learning and Teaching Technology Bootcamp' which is traditionally delivered face-to-face the day after the Academic Induction Program (AIP). Due to the ongoing COVID-19 pandemic, the n=2 sessions bootcamp sessions in Semester 2 were offered online. See **Table 6** for participants by school.

Table 6: Learning and Teaching Technology 'Bootcamp' Workshops Semester 2, 2021 – staff by school who completed the workshop

	FBS	SoA	SoE	SoEITPS	SoH	Other
Number of participants per school	0	1	2	0	8	0

2.6.2 School based

CTIQ offers a range of 'on request' face-to-face, blended, and virtual workshops tailored to address specific school/program learning and teaching needs. CTIQ Learning Designers work closely with their School Deans, Deputy Deans, Associate Dean Teaching Quality (ADTQ) and other key staff, to develop targeted professional development opportunities aligned to staff and school priorities.

Workshops delivered during Semester 2 were predominantly delivered online using Adobe Connect or MS Teams. **Table 7** lists the sessions delivered in each School. NOTE: Sessions offered were dependant on prioritisation from School leadership teams and allocation of Learning Designer EFT per School.

Table 7: Professional Development (PD) workshops delivered per School

SCHOOL	PD WORKSHOPS	ATTENDEES
Federation Business School	No PD Workshops conducted	N/A
School of Arts	Programme Course Design (2-day workshop)	5
	Assessment Moodle Template and Course Readings (half day workshop)	5
School of Education	Adobe Connect training (2 sessions)	9
	Moodle house keeping	17
	How to optimise asynchronous content design, increase student engagement & monitor progression	10
School of Engineering, Information Technology & Physical Sciences	Program Coordinator final meeting, Welcome to Course Coordinator training introduction	47
	Course Readings and Copyright	26
	Moodle Magic - All things Moodle	24
	Student supports	31
	Peer enhancement for improved practice	24
School of Health	Student Support systems – Monitoring student participation FDL	13
	Discussion Forums + Group Discussions	8
	Creating quizzes in Kaltura videos.	14
	OT/PT Common course curriculum review day (specifically constructive alignment)	4
School of Science, Psychology & Sport	Exam Design (4 sessions)	24
	H5P bite	13
	Psychology Workshop - Assessment	14

2.7 Learning Technologies Hub

The Learning Technologies Hub is a repository of tools, resources, guides, advice, and links relevant to learning and teaching technologies. **Table 8** details data on the top three pages viewed for each of the Learning and Teaching technologies guides available. Page views listed in brackets. The data from the corporate website and Learning Technologies Hub have been combined to reflect full Semester 2 access.

Table 8: Top 3 pages viewed for each Learning and Teaching technology within the Learning Technologies Hub

Moodle	Mahara	H5P	Connect	Turnitin	Kaltura	Video	Audio
Add an assignment (247)	Create a Journal (107)	Drag and drop (146)	Breakout Rooms (127)	What is Turnitin (260)	Kaltura Video V2.3 - Support & Instructions book for staff (306)	Stage 1: Planning your video: Tips & Pre-production (110)	Import and play an existing audio file (11)
Course format, topic images & Sch banners (204)	Using skins in Mahara (78)	Accordion (114)	Access a recording (114)	Moodle assignment with Turnitin vs Turnitin Tool (29)	Planning your Kaltura video (232)	Stage 2 & 3: Production (Filming) and Editing (44)	Record your voice (6)
Assignment Workflows (183)	Manage files and folders (68)	Virtual Tour 360 (93)	Create a course meeting room (93)	Turnitin Information Sheet (26)	Creating Welcome videos (70)	Branded Video Slides 2020 (8)	

2.8 Professional Learning Modules

The Professional Learning Modules (PLMs) are an integrated suite of online micro-learning packages with the aim of supplying flexible, targeted, accessible, just-in-time knowledge and skills growth opportunities for both academic and professional staff, in all aspects of learning and teaching practice development. The modules are organised to align with the eight key domains of Teaching Practice (listed on the Learning and Teaching website), with an added focus area that supplies guidance and support for staff nominating for institutional or national learning and teaching awards to create a 'one-stop-shop.' Content development is provided through strategic collaborations between expert learning and teaching academic and professional staff across Federation University.

More than 100 modules have been identified within the scope of the project planning with 21 currently completed and open for completion. Unfortunately, due to resourcing and an increased demand to support immediate online design needs of academic staff, meant that further development of this initiative was put on hold. No new PLMs were released in 2021, and inability to update current modules meant that advertising of this resource was minimal. There is a plan to release more PLMs in 2022, in tandem with other university strategic priorities.

Modules can be viewed multiple times by a participant, with or without full completion and issue of certificate. See **Table 9** for participant views for the top 10 PLMs.

Table 9: Number of views and users for top 10 PLMs available – with completion certificate

PLM	Views
PLM002: Blended Online & Digital (BOLD) learning	9
PLM101: Student-centred learning	15
PLM106: Learning considerations for international students	12
PLM201: Assessment and learning	19
PLM202: Designing quality assessment	15
PLM206: Importance of effective marking criteria	1
PLM212: Effective assessment question types	4
PLM911: Applying for an institutional learning and teaching award	71
PLM913: Components of a learning and teaching award application	3
PLM915: Writing a strong learning & teaching award application	1

2.9 Graduate Certificate of Education (Tertiary Education)

The Graduate Certificate of Education (Tertiary Education) (**GCETE)** is a postgraduate award program that explores the foundations of supplying innovative and contemporary learning and teaching practices in the tertiary setting. This program curriculum is approved by the School of Education. It aims to supply both a theoretical underpinning and practical application of new knowledge, skills, and ideas. It also supports the Scholarship of Learning and Teaching (SoLT) through development of professional practice. Current University policy stipulates a 50% completion for new ongoing teaching staff without formal education qualifications, within the probation period.

To accommodate the teaching workloads of participants, the program is offered part-time, wholly online, and facilitated across 15 weeks (12 weeks teaching and 3 weeks self-study) in the winter and summer semesters. All courses are delivered at an AQF Level 8. Participants are primarily Federation University teaching staff and teaching support staff, with representation also from the TAFE sector and full fee-paying external students. There has been a dramatic increase in external enrolments in 2021 due to the Government re-classification of the Student Contribution fee bands significantly reducing the price for external students. A staff study scholarship is available to cover course fees for eligible university teaching employees.

The program currently has **72 participants actively studying** (see **Table 10**) and **38 staff taking leave of studies** as of December 2021. There continues to be an ongoing challenge shared by participants that they have insufficient time (10 hours per week) to study given their teaching and research workloads.

Feedback from students in Winter 2021:

* *EDGCT 5009 | "I always enjoy learning about the experiences of other academics, especially with problem solving and gaining new ideas on how to improve teaching practices within the tertiary environment."*

* *EDGCT 5009 | This is the best tertiary course I have had the pleasure of completing... I have really enjoyed this course and look forward to the next semesters.*

* *EDGCT 5007 | "For me the course has really supported my understanding of my new role. I would have been lost without it. It has been pivotal to my understanding of the new role."*

* *EDGCT 5010 | "The main point I enjoyed about this course is to think from students' perspective which as teachers, we sometimes ignore."*

Table 10: Participants engaged with GCETE between July - December 2021

School	FBS	SoA	SoE	SoEITPS	SoH	SoSCiPS	TAFE	Other FedUni	External	Total
EDGCT5007 Tertiary Teaching and Learning										
Winter 2021	0	1	2	2	4	1	0	0	8	**18**
Summer 2021 (complete February 2022)	3	2	1	1	2	2	0	2	3	16
EDGCT5008 Professional Practice in Tertiary Teaching										
Summer 2021 (complete February 2022)	3	2	3	8	8	8	0	0	8	**40**
EDGCT5009 Contemporary Issues in Tertiary Teaching										
Winter 2021	4	2	0	10	7	9	1	2	3	**38**
EDGCT5010 Tertiary Teacher as Researcher and Practitioner										
Winter 2021	1	3	1	4	0	2	0	1	1	**13**
Summer 2021 (complete February 2022)	0	1	2	0	7	3	0	2	1	16

3. Learning Design Projects and Support

Learning Designers play an integral role in **leading and supporting university staff to enhance their teaching practices through program and course learning design projects and support**. Each of the learning designers are active members of School Learning and Teaching Quality committees, provide School staff with professional development opportunities, aid in the planning and reviewing of courses and programs, and develop and implement tailored learning journeys to address student needs. Their role includes:

- New Program and Course Design
- Existing Curriculum Enhancement Projects (lead or co-lead with ADTQ)
  - Program level
  - Course level – Intensive rounds
  - Course level – Short, medium and long term
- Staff capability projects
- Adhoc, just-in-time support

Learning Designers advise on all aspects of learning and teaching (excluding content expertise) within courses and programs and encompass the five (5) focus areas of the <u>BOLD Learning and Teaching Practices:</u>

1. Course organisation, information and learner supports
2. Teacher presence, communication, facilitation, and interaction
3. Learning activities
4. Learning resources
5. Student progress, assessment, student feedback, streamlining staff workflow, copyright, and academic integrity

3.1 Curriculum Enhancement Projects – Program level

Learning Designers play a pivotal role in providing pedagogical expertise on the design of learning across a whole program, in any delivery mode or domain, to ensure a well scaffolded and supported learning journey and to maximise student success. See **Table 11** for list of programs currently utilising learning designer expertise across whole program design (new programs) or re-design (existing programs). NOTE: The number of Program – Curriculum Enhancement Projects (CEP) undertaken will depend on the allocated EFT of Learning Designers per School

Table 11: Programs currently utilising learning designer expertise across whole program design or re-design

School	Program	Pedagogical and design involvement
Federation Business School	Bachelor of Applied Management	Existing	Revision of program design and delivery. Assessment Review including sequencing and alignment with Intended Learning Outcomes.Course design and curriculum review.
	Bachelor of Business	New	Input into Moodle design, development and delivery. Resource organisation and course description feedback
	Bachelor of Cognitive Enterprise	New	Input into Moodle design, development and delivery. Resource organisation and course description feedback
School of Arts	Bachelor of Visual Arts (BVA)	New	Development of mapping spreadsheets to outline the new program, identify theory/prac streams, outline discontinued courses and their correlation to new courses, identify all prior theory/prac course instances from Moodle and map how they could relate to the new course outlines. Use of Qualtrics to survey current staff and students to gather feedback on current program to inform development of future program. Prepared analysis by theme of results. Researched elective options across other programs/schools and developed an elective table to support the elective stream within the new BVA. Setting up new Moodle courses with consistent template/approach
	Master of Social Work	New	Complete involvement in the preparation of the Master of Social Work (Qualifying) program for re-accreditation. Significant support was provided for this program throughout 2021.
	Bachelor of Criminal Justice	Existing	Identified opportunities as part of a course CEP – Intensive #2 for the development of 'the criminal justice landscape' resources that will benefit the whole program as a longer-term project.

School of Education	English for Academic Purposes(EAP)	Existing | Creation and setup of a central assessment repository Moodle Shell for the storage and management all online assessment quizzes. Detailed instructions have been created that outline the quiz settings, gradebook setup, complication restriction configurations and question naming conventions. To date, there have been a total of 45 listening quizzes and 25 reading quizzes setup on this site and 850 questions imported, renamed, and filed.
	Professional Experience (Placement)	Existing | Extensive redesign and reconceptualization of the Professional Experience Moodle Shell structure and organisation to enhance ease of navigation, provide additional student information and track student usage. Work completed includes development of new asynchronous content; addition of interactive placement readiness activities; consolidation of placement information touchpoints and drafting of an associated placement roadmap; design of a Key Resources Database and Key Contacts Database. Setup for students to self-self into relevant groups and groupings allows for configuration of restriction settings and a communication strategy that accommodates 19 Programs, 6 campus locations and 35 individual course codes.
	FAST	Existing | As the FAST program will be undergoing program renewal in 2022, the Learning Design team has run a specific professional development and question and answer session around asynchronous content design and student engagement. Support will also be provided on student progress tracking, grading and gradebook setup.
	LANTITE	New | Design and creation of resource Moodle Shell to provide advice, resources and activities to prepare students for the Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE).
School of Engineering, Information Technology & Physical Sciences	Master of Engineering Project Management	New | Course planning, content revision, assessment tasks developed and linked to the learning outcomes, industry standards and competencies, media collection, interactive course design, program content mapping, program assessment mapping, pedagogical advice, technological advice, timing advice and modelling best practices and workflow strategies.
	Master of Cognitive Enterprise	New | Course planning, content revision, assessment tasks developed and linked to the learning outcomes, industry standards and competencies, media collection, interactive course design, program content mapping, program assessment mapping, pedagogical advice, technological advice, timing advice and modelling best practices and workflow strategies.
	Master of Data Science	New | Course planning, content revision, assessment tasks developed and linked to the learning outcomes, industry standards and competencies, media collection, interactive course design, program content mapping, program assessment mapping, pedagogical advice, technological advice, timing advice and modelling best practices and workflow strategies.
School of Health	Midwifery	Existing | Design of all assessment tasks across the program to ensure task are well-scaffolded and the development of new course rubrics. Copyright review and updating of course readings. Content mapping across the course. Support for Articulate interactive scenario tasks.
	Bachelor of Physiotherapy	New | Course planning and introduction of BOLD Learning and Teaching Practices. Development of resources, activities, and assessment tasks. Induction and support for new staff; integration and support of Articulate Storyline resources.
	Occupational Therapy (2nd year)	New | Support staff to apply adaptive learning and branching using Articulate Storyline for course resources, set up of new course shells, support to use integrated technologies and development of learning activities.
	Master of Health (child and family)	New | Support new staff with course design, introduce BOLD Learning and Teaching Practices, design and develop weekly content, support use of technologies, implement PebblePad ePortfolio.
	Master of Health (Perinatal & Infant Health)	New | Course planning, re-visit BOLD Learning and Teaching Practices, development of new resources and assessment tasks.

	Master of Health (perinatal and infant mental health)	New | Course planning, support with technology to enhance learning activities, support with designing assessments (constructive alignment).
	Master of Health (Neonatal care)	New | Course planning, re-introduction of BOLD Learning and Teaching Practices; design and development of 25 videos to support case study narrative, support in the development of activities and assessment tasks.
	Master of Health (Mental Health)	New | Support to develop course resources, introduce BOLD Learning and Teaching Practices; plan and scaffold activities, constructively align assessment tasks
School of Science, Psychology & Sport	Bachelor of Sustainable Food Systems	New | Course planning, learning and assessment design.
	Master of Professional Psychology	Existing | Ongoing learning design support of revised program rollout.
	Master Psychology (Clinical)	Existing | Ongoing learning design support of revised program rollout.

3.2 Curriculum Enhancement Projects – Course level (Intensive Rounds)

This year, CTIQ Learning Designers led two 'rounds' of intensive support for courses that were identified as benefitting from small, immediate enhancements based on student feedback or challenges noted from previous delivery. These rounds were conducted between March – May (Round # 1 | 10 weeks) and August – November (Round # 2 | 12 weeks) and were a collaboration between the School Learning Designers, School ADTQs, CTIQ staff, Library and LASS staff in conjunction with course teaching staff.

3.2.1 Round #01/2021 | March – May

There were 26 courses that took part in Round 1, undergoing small enhancements during the period of March – May 2021, in preparation for course delivery in Semester 2, 2021. These enhancements ranged from updating Moodle templates, assessment redesign, marking criteria redesign, copyright compliance, learning resource updates, and enhancing online learning activities to improve engagement, just to name a few.

Evaluation processes were conducted in December to measure the impact of these enhancements on student engagement and/or learning outcomes post-delivery. SELT data was not available at the time of review, thus analysis utilised the likes of the BOLD Learning and Teaching Practices (before and after), informal student feedback, and teacher feedback.

Successes:

- For each of the enhancements completed, some improvement in student learning outcomes were noted. Whether that be improved navigation of online materials through an updated Moodle template, or less student questions noted from improved assessment instructions, or increase engagement in an online activity with the introduction of case studies or small video vignettes.

- For those courses whom the Course Coordinator was heavily engaged in the process, the outcome was more significant as the online enhancements were supported by an enrichment in facilitation practices.

- An extensive review of each course enabled the identification of a number of enhancements that could be prioritized as future short-, medium- and long-term projects.

- Feedback from Course Coordinator, School of Health… *"The students have commented throughout virtual sessions that they liked that all the content, sessions and learning was directly related and relevant to their assessment tasks. This made is applicable and relevant to their learning. Several students also emailed to provide this feedback. They enjoyed using the Padlet interface for sharing their brainstorming activities for their assessment tasks as its much more visually appealing…was well worth the effort of engaging with this process".*

- Feedback from Associate Dean, Teaching Quality, School of Engineering, IT and Physical Sciences… *"The CEP Intensives has been conducted on these courses and the process, learnings and outcomes have produced very positive results. The work has highlighted the broader challenges within the School around staff knowledge, staff capability, copyright (and broad compliance issues), course readings (and knowledge gaps in how and what can be accesses via the library etc.), use of current and appropriate learning materials, clarity of information and instructions to students, and student and staff academic integrity. These statements are not intended as criticisms, but they do reflect that the School is on a journey to address all these items over all courses in the next four years… Although beyond the purview of my role, I note that this work has significant workload issues and will continue to require the guidance of the Learning Designers and other stakeholders".*

Challenges:

- In courses where the Course Coordinator was unable to devote time to the project enhancements, or unable to complete their agreed allocation of tasks, impact on student engagement or learning was minimal. The enhancements completed by the CTIQ, Library and SEAS staff tended to be 'cosmetic' (e.g.: Moodle templates, Course Reading widgets, copyright statements), thus impact on student learning appeared minimal.

- Several enhancements agreed to by teachers were not completed, and/or there was no improvement to facilitation practices. Thus, student outcomes remain unchanged without significant teacher presence in the online learning environment.

- Feedback from Learning Skills Advisor… *"Without time allocation of coordinators or teachers to devote to these projects, there are limits to what LD, Library and LSA staff can do without the content experts, to support ongoing enhancements to benefit student learning outcomes".*

- Feedback from Learning Designer, School of Education… "*It must be noted that this required considerable out of hours work on behalf of the Course Coordinator and disproportionate focus on that course from the Learning Designer to achieve such exceptional results in the limited time frame".*

- Feedback from Associate Dean, Teaching Quality, School of Engineering, IT and Physical Sciences… *"Although beyond the purview of my role, I note that this work has significant workload issues and will continue to require the guidance of the Learning Designers and other stakeholders".*

3.2.2 Round #02 / 2021 | August – November

The total number of courses included in this project round was 26 – which was pro-rata as per the allocated EFT of School Learning Designers.

- Federation Business School x 2
- School of Arts x 4
- School of Education x 5
- School of Engineering, IT and Phys. Sci x 6
- School of Health x 3
- School of Science, Psychology & Sport x 6

The courses included in this round have been listed as part of 3.3 Curriculum Enhancement Projects – Course Level. Reports to School Deans, Dean Learning and Teaching and DVCA were provided in Week 4 (*Planning Report*),Week 8 (*Progress Report*) and Week 12 (*Final Report*). An *Impact Report* will be conducted at the end of Semester 1, 2022 to explore the impact of these enhancements on student experience and/or learning outcomes.

The project round involved ten (10) key steps within four (4) phases:

ANALYSIS PHASE (< Week 1-2)

*Step 1 | Course identification – Identify courses for inclusion in project round.

The inability to access current Student Evaluation of Learning and Teaching (SELT) and Student Retention and Success (SRS) data for all courses meant prioritisation was based on internal department reports, use of CTIQ practice checklists and the School-based knowledge of the Associate Dean, Teaching Quality (ADTQ).

Graph 1: Step 1 | Information/expertise used to identify and prioritise courses for inclusion in project round

- SELT data - 16%
- SRS data - 3%
- BOLD Learning and Teaching Practices - 27%
- CTIQ/SEAS/Library Reports - 13%
- Volunteer - 3%
- ADTQ - 35%
- Other - 3%
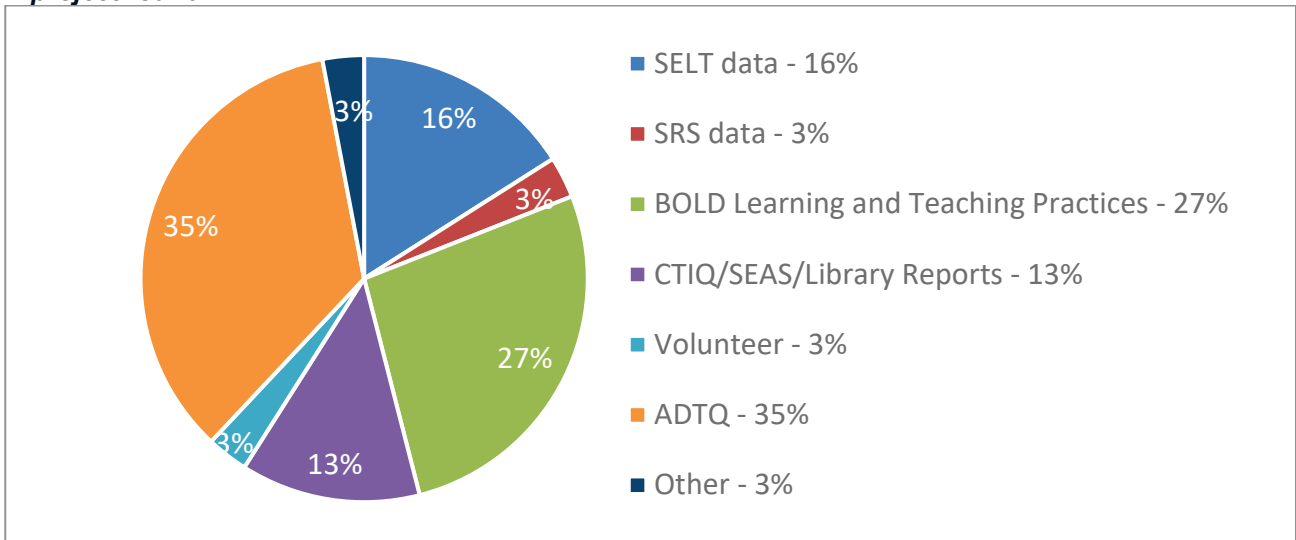
Step 2 | Review practices – *Undertake review of current design, development and delivery practices*

Step 3 | Identify enhancements – *Identify elements for enhancement within allocated timeframe*

Based on reviews undertaken in Step 2, stakeholders identified required knowledge (pedagogy), skills (digital), application (learning design, content, development + learning resources) and student support (resources) – matched with BOLD Learning and Teaching Practices (BLTP) focus areas. From this, enhancements that are attainable with an 8-week period are selected for allocation. All other identified enhancements are forwarded to Course Coordinator as proposed future short, medium and long-term projects.

Graph 2: Step 3 | BOLD Learning and Teaching Practices (BLTP) - Focus areas of enhancements Number of courses per School

Legend:
- BLTP 1 - Course organisation
- BLTP 2 - Teacher presence & communication
- BLTP 3 - Learning resources
- BLTP 4 - Learning activites
- BLTP 5 - Assessment
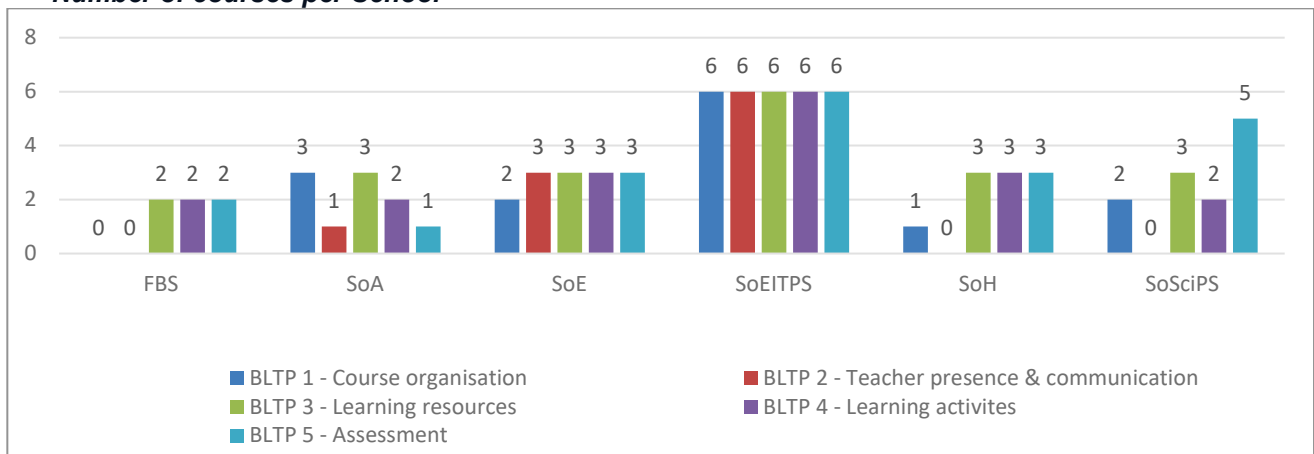
PLANNING PHASE (Weeks 2 – 4)

Step 4 | Allocate expertise – *Identify and allocate expertise to undertake enhancements and determine timelines for implementation.*

Challenges continue with the availability of the necessary expertise within the project round timeline set, due to other workload commitments and core priorities of each stakeholder.

Step 5 | Project agreement – *Signed agreement on resources, deliverable, and timelines of each stakeholder.*

Graph 3: Step 5 | Stakeholders involved number of courses per School
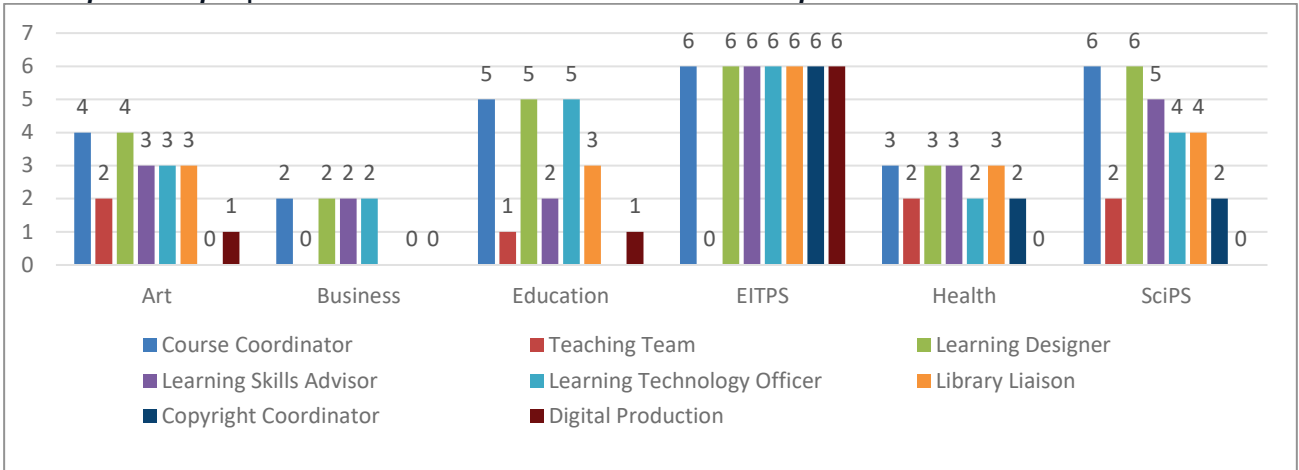
IMPLEMENTATION PHASE *(Weeks 4 – 12)*

Step 6 | Implementation A

Stakeholders utilise MS Teams for all communication and document storage, embedded with MS Planner to monitor progress of each step of each enhancement

Step 7 | Mid-project review – Mid-term project progress review for each stakeholder

10% of enhancements are already completed (see **Graph 4**), these were predominantly 'cosmetic' elements such as importing Moodle templates by Learning Designers or implementing Course Reading widgets by three Library Liaisons.

Of the 15% of enhancements yet to commence and 25% of enhancements behind schedule, this tended to be elements requiring input from Course Coordinators or Teaching Teams. Examples include the likes of assessment redesign, redevelopment of marking criteria or development of online learning activities that support department staff cannot progress without content expertise.

Step 8 | Implementation B

Graph 4: Step 7 | Progress of enhancements (collectively across all Schools) in Week 8 of the project round
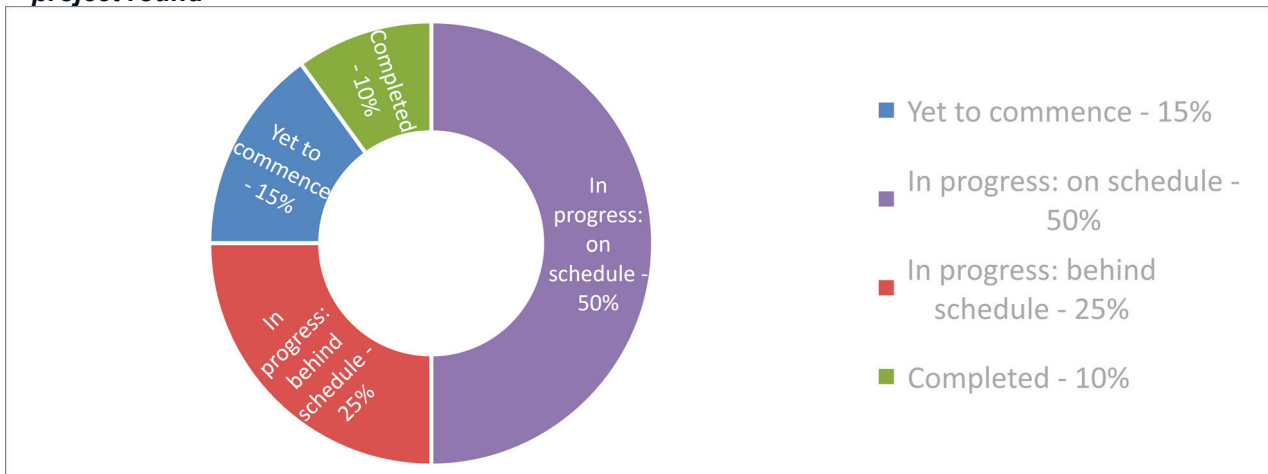
EVALUATION PHASE *(Week 12 >)*

Step 9 | Evaluate process – Final report and review of process

A final report is completed at the end of the timeline outlining what enhancements have been completed and which are still outstanding and why.

Table 12: Percentage of enhancements completed within the allocated timeline and beyond, as per Final Report.

	Progress key	Course progress
🟢	**COMPLETED** – Enhancements prioritised and completed within the 12-week scope of the CEP #2/2021 round.	**100%** | 26/26 courses had some enhancements completed in full within the 12-week timeframe set.
🔵	**IN PROGRESS** – Incomplete enhancements to be completed within the next 6 weeks (prior to commencement of Semester 1, 2022).	**46%** | 12/26 courses had outstanding enhancements scheduled for completion in Dec 2021/Jan 2022
🟠	**IN PROGRESS** – Outstanding enhancements planned to be completed with next 7 – 12 weeks (by Week 4 of Semester 1, 2022).	**53%** | 14/26 courses had outstanding enhancements schedule for completion in Feb 2022 /Mar 2022.
🔴	**EXTENSION PROJECTS** – Outstanding enhancements, recommendations or additional mid- to long-term projects identified beyond the timeline of this CEP #02/2021 round.	**69%** | 18/26 courses identified ongoing or outstanding enhancementswith no timeline identified

Feedback is sought from all stakeholders at the end of each round to enable continuous improvement of cross-collaborations with all curriculum enhancement projects.

Successes

- Process reviews continue to show value in cross-departmental collaborations between teaching staff, CTIQ, Library and SEAS in identifying, addressing, implementing and reviewing course enhancements.

Challenges

- As per previous rounds, the scheduled timeline of the intensive rounds means not all staff who need to be involved are available. If teaching staff as content experts are unavailable or limited in time, enhancement completed by support staff are often 'cosmetic'.
- Majority of enhancements identified in Steps 1 – 4 require longer than intensive timeline allocated.

__Step 10 | Review impact__ – Impact of enhancements on student learning/experience.

This project round will conclude at the end of Semester 1, 2022 once all courses involved have been evaluated to determine the impact of enhancements undertaken on student learning, engagement, success and/or retention.

3.3 Curriculum Enhancement Projects – Course level (All)

The following curriculum enhancement projects are led or co-lead by CTIQ Learning Designers in collaboration with key stakeholders from the School and/or expertise across the University. Work can include blended, online,and digital enhancements for existing courses, or development of new courses. Project can be short, medium, orlong-term depending upon the timeframes available or the enhancements require. See **Tables 13 – 18** for detailsby School. **NOTE:** The number of Course level – Curriculum Enhancement Projects undertaken will depend on the allocated EFT of Learning Designers per School.

Figure 3: Curriculum enhancement project key for project progress and project length

Key: Project length						
I	Intensive (<3 months)	**S**	Short Term (3-6 months)	**M**	Medium term (6-9 months)	**L** Long term (9-12 months)

Key: Project progress						
⚪ Just commenced	🔵	In progress – On schedule	🟠	In progress – Behind Schedule	🔴	In progress – Beyond schedule	🟢 Completed

Key Stakeholders:

ADTQ = Associate Dean – Teaching Quality	CC = Course Coordinators	CoC = Copyright Coordinator
CR = Course Readings Coordinator	DL = Disability Liaison	DP = Digital production
LD = Learning Designer	LIB = Library	LL =Library Liaison
LSA = Learning Skills Advisor	LTTS = Learning & Teaching technology Support	
PC = Program Coordinator	TT = Teaching Team	

Table 13: Federation Business School | Curriculum Enhancement Projects – Course level

Course	Term	Progress	Key stakeholders	Prioritised enhancements
BUACC2607	I	🟢	LD, LSA, LTTS, LIB	Resource review and organisation, course description and assessment review, Moodle delivery enhancements
BUMGT5921	I	🟢	LD, LSA, LTTS, LIB	Resource review, course description and assessment review, enhanced delivery discussions
BSMAN3193	M	🔴	CC, ADTQ, LDs	Revision of curriculum and resources; assessment review,study skills (Rolling over from the CEP Semester 1 Project)
BSMAN3005	M	🔴	CC, LDs, ADTQ,LSA, CR	Curriculum design, Moodle shell build, assessment crafting,study skills (Rolling over from the CEP Semester 1 Project)
BUHRM3706	M	🟠	CC, LDs, ADTQ,LSA, CR	Revision of curriculum and resources, Moodle shell re-design, assessment crafting/updating, study skills,Course Readings and Copyright compliance
BUECO1508	L	🔵	CC, ADTQ, LDs,LSA, LS, CR	Revision of curriculum and resources, Moodle shell re-design, assessment crafting/updating, study skills,Course Readings and Copyright compliance
BUECO1509	L	🔵	CC, ADTQ, LDs,LSA, LS, CR	Revision of curriculum and resources, Moodle shell re-design, assessment crafting/updating, study skills,Course Readings and Copyright compliance
BUECO2617	L	🔵	CC, ADTQ, LDs,LSA, LS, CR	Revision of curriculum and resources, Moodle shell re-design, assessment crafting/updating, study skills,Course Readings and Copyright compliance
BUECO2622	L	🔵	CC, ADTQ, LDs,LSA, LS, CR	Revision of curriculum and resources, Moodle shell re-design, assessment crafting/updating, study skills,Course Readings and Copyright compliance
BUECO3703	L	🔵	CC, ADTQ, LDs,LSA, LS, CR	Revision of curriculum and resources, Moodle shell re-design, assessment crafting/updating, study skills,Course Readings and Copyright compliance
BUECO3722	L	🔵	CC, ADTQ, LDs,LSA, LS, CR	Revision of curriculum and resources, Moodle shell re-design, assessment crafting/updating, study skills,Course Readings and Copyright compliance

Legend: Refer to Figure 2

Table 14: School of Arts | Curriculum Enhancement Projects – Course level

Course	Term	Progress	Key stakeholders	Prioritised enhancements
CRJUS1285	I	🟢	LD, LSA, LTTS, LL	Re-design of assessments, development of assessment resources and instructions, embedding student learning support, identification of more current and relevant resources, re-development of some activities for online cohort, updating/tidying up of Moodle site.
MSWPG7106 & MSWPG7208	I	🟢	LD, LTTS	Developing a combined placement resource/course Moodle shell that all MSW(Q) students and staff have access to.
VCHAT1011	I M	🔴	LD, LSA	Ensure sufficient content, resources, learning tasks, instruction and clarity of Moodle look/feel to facilitate online delivery
BVA Prac Assess	I M	🔴	LD, LSA	Develop consistent assessment practices/processes including submission of evidence through Moodle and marking guides/rubrics
MSWPG7210	M	🟢	CC, LD	Moodle course development, book creation, advice on assessment and activity design, gradebook configuration.

Course	Term	Progress	Key stakeholders	Prioritised enhancements
MSWPG7108	**SL**	🟢	CC, LD	Development of method to capture peer assessment for group work projects. Short-term solution developed using MS forms. Longer term more effective solution being discussed with the Learning tech team to be implementeduniversity wide.
MSWPG7202	**M**	🟢	CC, LD	Moodle course development, book creation, advice on assessment and activity design, gradebook configuration.

Legend: Refer to Figure 2

Table 15: School of Education | Curriculum Enhancement Projects – Course level

Course	Term	Progress	Key stakeholders	Prioritised enhancements
EDBED1016	**I**	🟢🟠	LD, LSA, LTTS, LL, CC	Discussion forum instructions added; assessment instructions reviewed; online submission process improved; activities reviewed. Embedding writing and research skills outstanding.
EDBED3016	**I**	🟢🔴	LD, LSA, LTTS, LL, CC	Discussion forum instructions added; selection activity created for assessment; online marking guides created; activities reviewed. Staff training on managing online marking and feedback processes for self-selecting groups outstanding.
FASTP1015	**I**	🟢	LD, LSA, CC	Learning resources reviewed and future development needs analysis.
ISEAP2102	**I**	🟢	LD, LSA, LTTS, LL	Quiz repository Moodle shell set-up, quiz questions categorised and instructions for quiz setup created.
School Professional Experience	**L**	🟢🔴	LD, LTTS, CC	ePortfolio student support review and support strategy. Placement information H5P interactive book planning. Extensive work remains to be done with this resource that has been redefined as a long-term project.
EDBED1018	**M**	🟢	CC, LD, Digital Production	Digital Storytelling linked to assessment tasks and online activities Curriculum design and mapping continuing from CEP; Moodle Shell setup; assessment scaffolding, marking, workflow and gradebook configuration
EDBED3111	**M**	🟢	CC, LD	Conversion of resources to Moodle Books, with embedded activities continuing as extension of CEP Professional Development for new Course Coordinator taking over in Semester 2 Implementation of recommendations from copyright review
EDBED2114	**M**	🟢	CC, LD	Curriculum and assessment review Enhancements to student engagement approaches and online delivery
EDECE2020	**L**	🔴	CC, LD, PC, LIB, LSA	Moodle Shell review and restructure Updating of resources and designing of activities
EDECE2019	**L**	🔴	CC, LD, PC, LIB, LSA	Moodle Shell review and restructure Updating of resources and designing of activities

Legend: Refer to Figure 2

Table 16: School of Engineering, Information Technology & Physical Sciences | Curriculum Enhancement Projects – Course level

Course	Term	Progress	Key stakeholders	Prioritised enhancements
ENGIN3401	I	🟢	LD, CC, LSA, LIB, CoC, DP	Template + review digital, copyright, course readings and student instructions
ENGIN3501	I	🟢	LD, CC, LSA, LIB, CoC, DP	Template + review digital, copyright, course readings and student instructions
ENGIN5512	I	🟢	LD, CC, LSA, LIB, CoC, DP	Template + review digital, copyright, course readings and student instructions
ITECH1100	I	🟢	LD, CC, LSA, LIB, CoC, DP	Template + review digital, copyright, course readings and student instructions
ITECH1101	I	🟢	LD, CC, LSA, LIB, CoC, DP	Template + review digital, copyright, course readings and student instructions
ITECH1103	I	🟢	LD, CC, LSA, LIB, CoC, DP	Template + review digital, copyright, course readings and student instructions
SCGEO 6 courses	L	🔵	LD, CC, DL, ADTQ	• Create assessment submission points • Allocate activity completion settings and link to progress bar • Delete old blocks and outdated materials • Install new blocks ordered them appropriately • Conduct BOLD Learning and Teaching Practices Review
SCMET 2 courses	L	🔵	LD, CC, DL, ADTQ	
MGGGC 1 course	L	🔵	LD, CC, DL, ADTQ	
MATHS 7 courses	L	🔵	LD, CC, DL, ADTQ	Tasks to be completed include: • Implement Master Template • Install Course Readings widget • Update welcome book • Realign course content • Check and update labels and headings
ENGIN 11 courses	L	🔵	LD, CC, DL, ADTQ	

Legend: Refer to Figure 2

Table 17: School of Health | Curriculum Enhancement Projects – Course level

Course	Term	Progress	Key stakeholders	Prioritised enhancements
HEALN6012	I	🟢	LD, LSA, LL, CC	Copyright review, redesign of assessment tasks, design and development of assessment rubrics, activity design (using Articulate)
NURBN1015	I	🟢	LD, LSA, LTTS, LL, CC	Development of video resources, facilitation of 18 virtual support sessions and drop-in sessions, scaffolding student academic supports, redesign of assessment tasks and learning activities, tailored assessment library guides
NURBN1016	I	🟢	LD, LSA, LL, CC	Development of video resources, academic supports, assessment instructions, tailored assessment library guides, review of learning activities and planning design, pedagogical and digital learning support
MIDGD 6004	M	🟢🔴	LD, LL, CC, Lecturer	Course review, copyright audit, course re-design and development of video resources and activities, new course reading widget and replacement of images to meet copyrightcompliance.
NURBN 1017	M	🟢	LD, LL, CC	Course review, copyright audit, re-design and development of weekly course content using Moodle Lessons and H5P, proper referencing and attribution of all imagery.

NURBN 2027	**M**	🟢🔴	LD, LIB, CC	Course review, copyright audit, updating of resources and Moodle banners. Development of readings widget, proper referencing and attributing of all images and diagrams. Development of weekly formative H5P activities in every learning module.
NURBN 2025	**M**	🔴	LD, LIB, CC	Course review – As this was a late inclusion, the unavailability of CC made this project impossible.
NURBN 3035	**M**	🟢	LD, LIB, CC	Course review and assessment re design, inclusive of constructive alignment, explicit instructions, re design of marking rubric. Creation and Implementation of interactive resource using Articulate Rise.

Legend: Refer to Figure 2

Table 18: School of Science, Psychology & Sport | Curriculum Enhancement Projects – Course level

Course	Term	Progress	Key stakeholders	Prioritised enhancements
EXPHS6001	**I**	🟢	CC, LD, LSA, LTTS	Moodle development and creation for formative assessment
HMPRC2170	**I**	🟢	CC, LD, LSA, LIB	Assessment complexity and marking guide development
PSYCM7125	**I** **M**	🔴	CC, TT, LD,	Moodle template development
PSYCM7123	**I**	🟢	CC, LD, LSA, LTTS, LIB,	Assessment redesign and redevelopment
SCENV2600	**I**	🟢	CC, LD, LSA, LTTS, LIB,	Assessment redesign and redevelopment
SCFSS100	**I**	🟢	CC, TT, LD, LSA, LTTS, LIB,	Assessment and activity redesign and redevelopment
PSYCB 3110	**L**	🟢	CC, LD, LIB	Review of assessment feedback changes for efficiency
SCCOR 1200	**L**	🟢	CC, LD, LIB	Updating of resources and designing of activities
EXSCI 3174	**L**	🟢	CC, LD, LIB	Updating of resources and designing of activities

Legend: Refer to Figure 2

3.4 Staff Capability Support

In addition to curriculum enhancement projects and school based professional development, CTIQ/ Learning Designers are involved in a range of committees and working parties to provide pedagogical advice around blended and online learning and teaching initiatives, development of resources and liaise with other key stakeholders within the University to enhance student learning outcomes. See **Table 19** for details of staff capability support provided by School.

Table 19: Staff capability support by School

School	Activity	Pedagogical advice / leadership / development / consultation
Federation Business School	• Learning & Teaching Committee • Bachelor of Applied Management Program Re-design. • Bachelor of Cognitive Enterprise/Bachelor of Business – writing group • Hybrid Degree Working Party	• Pedagogical and learning technology advice/consultation. • Design and maintain School Moodle page, provide advice and direction, materials and content related to all Learning & Teaching topics, provide professional development to academics, leadership and professional support staff in relation to using and maintaining the site. • Advice and support for program mapping, progress of development of new and redeveloped courses.
School of Arts	• School of Arts Learning, Teaching and Student Success committee. • Master of Social Work (Qualifying) program accreditation sub- group • Bachelor of Visual Arts development workshop working group.	• Strategic advice on all of school enhancements for online delivery (e.g., new template rollout, gradebook setup) • Advice and support for program mapping, progress of development of new and redeveloped courses. • Development of workshop activities, program mapping advice and consultation around structure and delivery options for program.
School of Education	• Education Teaching Quality (ETQ) Committee • Snapshot Sharing Teaching Practices Organising Committee • Staff Resources and Sharing Practices Moodle Shell	• CITQ representative at ETQ meetings • Coordination of Sharing Practices internal Professional Development sessions • Development and maintenance of School Staff Resources and Sharing Practices Moodle Shell, launched at the beginning of 2021
School of Engineering, Information Technology & Physical Sciences	• Reconciliation Action Plan School Project • Teaching Quality Committee meetings • Discipline group meetings • Staff Resources Moodle shell • Induction for new staff and staff new to roles. • Learning and teaching planning strategic group • Professional development • Assessment mapping project • Professional learning website	• Development of school acknowledgement, development of school's reconciliation action plan within Learning & Teaching. Development of professional development plan for academic staff. Mapping current and future Indigenous content and materials within programs. • Providing professional development, updates, advice and suggestions for the Teaching Quality Committee and Discipline groups. • Design and build staff resources Moodle page, provide advice and direction, materials and content related to all Learning & Teaching topics, provide professional development to academics, leadership, and professional support staff in relation to using and maintaining the site. • Long term and ongoing professional development for new staff and staff that are taking up new roles within the school such as program coordinators and course coordinators. • Providing detailed learning and teaching objectives, projects and long-term plans for the school in relation to all aspects of learning and teaching. • Assessment mapping project is the cornerstone to a larger project towards course and program quality and constructive alignment. Key conversations are being held around learning outcomes, weightings, industry competencies, relevance to industry related activities and WIL. • Liaising with, and upskilling GPS leadership.

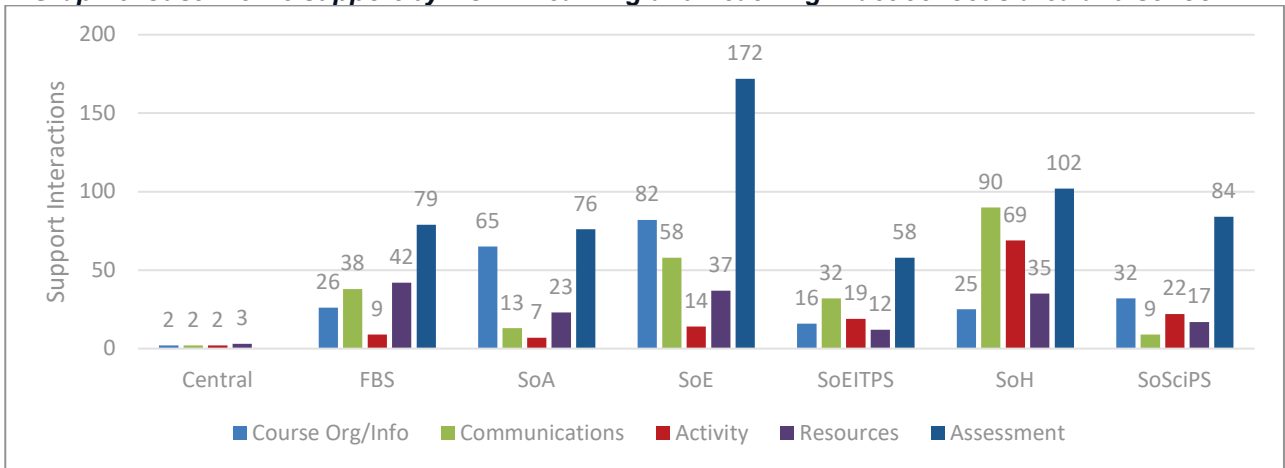| School of Health	• Teaching Quality &Student Retention meetings • School of Health Learning and TeachingMoodle site • Online Moodle testworking group • Professional Development workinggroup	• In consultation with ADTQ, provide strategic Learning & Teaching advice and support to SoH staff. Provide information and advice about Learning & Teaching opportunities, best practices and university initiatives that mayimpact staff teaching. • Ongoing development and maintenance of the Learning &Teaching Moodle site for staff, inclusive of teaching resources, best practice examples, policies, professional development opportunities and staff announcements. • Coordinate and facilitate fortnightly Digital Sprints, offering staff just-in-time professional development to enhance digitalskills. • Provide advice to staff around designing and developing online Moodle tests, updating resources and providing Professional development in best practices. • CTIQ representation on Professional Development workinggroup – contribution to designing a framework that will build staff capability in digital and online teaching.
School of Science, Psychology & Sport	• Teaching Quality &Student Retention meetings • Exercise and Sports Science Discipline Group Meetings • Life sciences Discipline Group Meetings • Online learning (including studentfocus) committee • SoSciPS Online Delivery ProfessionalDevelopment (PD) Resources Moodle shell	• Pedagogical and learning technology advice/consultation. • Development and maintenance of SoSciPS Online DeliveryPD Resources Moodle shell and support for SoSciPS Staff Resources Moodle Shell.

3.5 Adhoc Learning Designer Support

Just-in-time support is delivered to individuals or in small group settings and often focuses on one or more key areas aligned with the BOLD Learning and Teaching Practices. The following data represents the depth and breadth of just-in-time support that CTIQ Learning Designers provided from 1 July to 10 December 2021. This datahighlights the importance of embedded Learning Designers and the adhoc work undertaken to support staff and enhance learning and teaching across the university. (See **Table 20**, **Graph 5** and **Graph 6**)
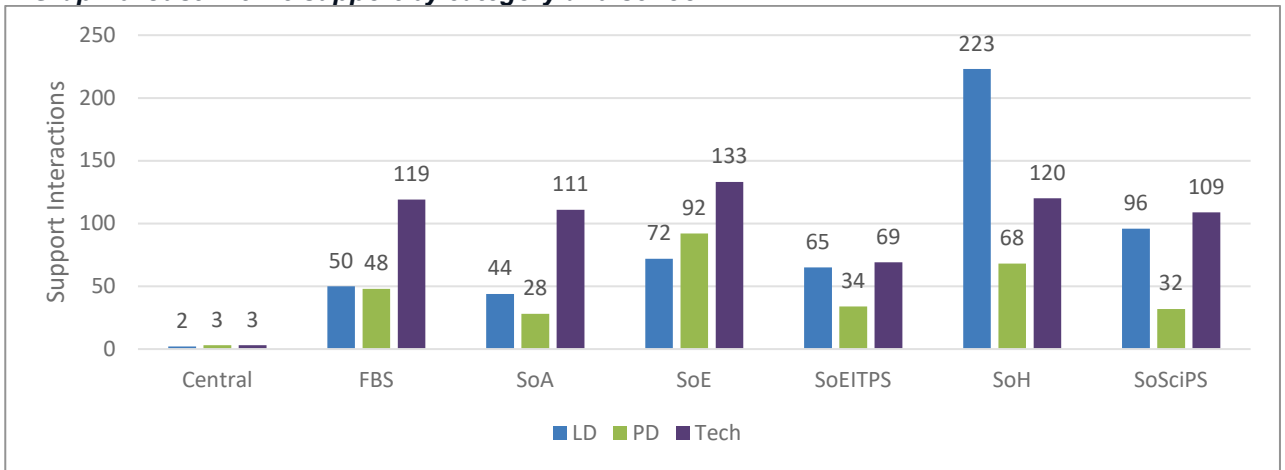
Table 20: Individual or small group just-in-time support - 1 July 2021 – 10 December 2021

School	Instances of support provided
Central	**5**
Federation Business School	**165**
School of Arts	**120**
School of Education	**214**
School of Engineering, Information Technology and Physical Sciences	**69**
School of Health	**274**
School of Science, Psychology and Sports	**141**
University Total	**1010**

Graph 5: Just in time support by BOLD Learning and Teaching Practice focus area and school

Graph 5 shows Support Interactions by school with categories Course Org/Info, Communications, Activity, Resources, Assessment:

- Central: 2, 2, 2, 3
- FBS: 26, 38, 9, 42, 79
- SoA: 65, 13, 7, 23, 76
- SoE: 82, 58, 14, 37, 172
- SoEITPS: 16, 32, 19, 12, 58
- SoH: 25, 90, 69, 35, 102
- SoSciPS: 32, 9, 22, 17, 84

Graph 6: Just in time support by category and school

Graph 6 shows Support Interactions by school with categories LD, PD, Tech:

- Central: 2, 3, 3
- FBS: 50, 48, 119
- SoA: 44, 28, 111
- SoE: 72, 92, 133
- SoEITPS: 65, 34, 69
- SoH: 223, 68, 120
- SoSciPS: 96, 32, 109

CTIQ Learning Designers provided support across a range of learning systems and areas, including Moodle, Kaltura, Adobe Connect, Course Readings, Mahara, Teams, H5P and Turnitin (see **Graph 7**). The breadth of support encompasses a mixture of learning design advice, technology support and professional development. Template, communication, assessment setup and design have noticeably high levels of support university wide.

Graph 7: Just in time support by learning system and school.

Graph 7 shows Number of requests by learning system, stacked by school (Central, FBS, SoA, SoE, SoEITPS, SoH, SoSciPS):

Template: 118, Navigation: 46, Groups: 58, Completion track: 26, Adobe Connect: 61, Teams: 27, Forums: 47, Comms advice: 107, Lesson: 19, H5P: 21, Quiz (Act): 20, Group self-select: 3, Choice, Feedback: 7, Other activity: 72, Course Readings: 55, Label/book/etc: 59, Kaltura: 55, Asst setup: 150, Workflow: 60, Gradebook: 84, Quiz (Asst): 100, Turnitin: 68, Mahara: 5, Rubrics: 55, Asst design: 49, Course...: 18, Course design: 64, Other: 187

4. Learning and Teaching Technology and Support

Although 2021 was a challenging year for the Learning and Teaching Support and Production, the team demonstrated strong positive culture and unwavering commitment to support staff and students. The extension of lockdowns and work from home orders prevented a return of students to campus, and online delivery remained core to teaching. Whilst remote working suits most of the support officers, digital media production was hampered by limited windows for engaging with staff, to film and for general access to community resources. This made it difficult to coordinate shoots with restrictions on visiting work sites, and the number of people who could be involved. Despite all these challenges, the Production crew still managed, through careful scheduling and guideline management, to achieve some amazing results.

Support requests have remained high despite a slight reduction in student numbers. Key trends highlighted students continuing to struggle with the shift to online, and exhausted staff seeking relief from another year of further developing their online presence. Teaching staff have been looking for ways to either streamline practices or, more often, outsource their tasks to the University's various support teams. For the support officers, this was particularly noticeable during peak assessment periods, with requests occasionally eclipsing 2020's demand by up to 50%.

Lower staffing levels, and high support demands has forced the team to reduce some duties that are typically handled within the workload. One major disruption this year has been the testing and development of Moodle's yearly upgrade. Struggling to complete thorough testing, the Team did manage to complete sign-off for the 2022 upgrade. Whilst this was completed just in time for Semester 1 there were major holdups due to low staffing numbers in other areas which required external vendor support. The major focus for 2022 will be a major upgrade to our Moodle environment as we shift to the Moodle 4 branch. This major change to the Moodle environment will not only require a significant update to Moodle, but also will require training and change management, along with a substantial overhaul of support resources

4.1 Learning Technology Applications

4.1.1 Moodle

This semester continued to see a slight decrease in overall Moodle activity, attributed to lower overall student numbers (see **Graph 8**). Overall activity matches similar numbers to Semester 2 2019, indicating that even with fewer students, engagement with the Learning Management System (LMS) has increased significantly per student. Moodle continues to be one of the most used systems for the University and at the core of our student's online study experience.
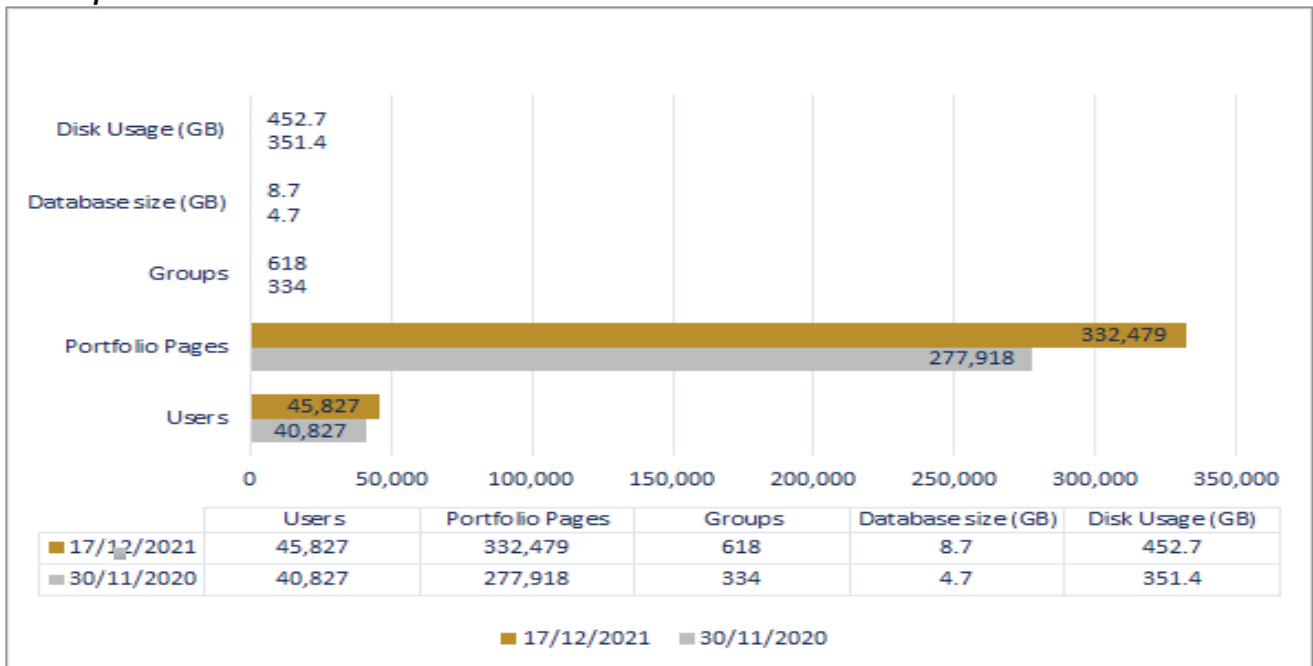
Graph 8: Moodle activity
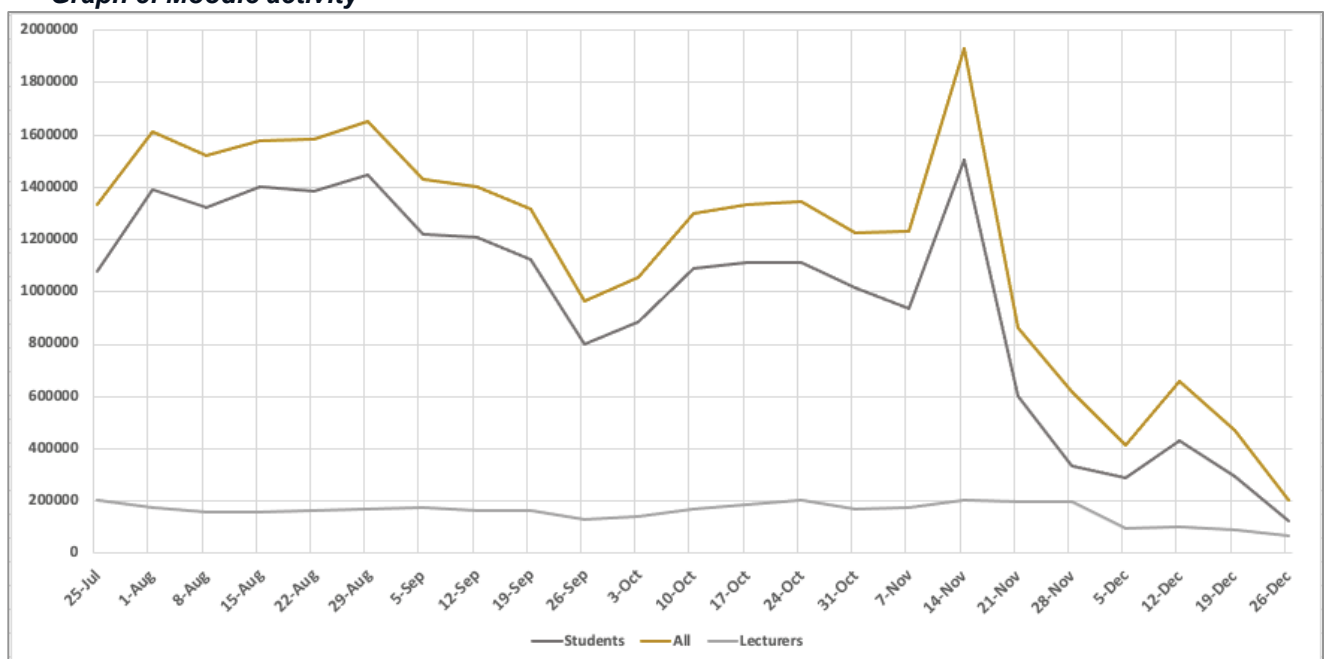
4.1.2 Mahara (ePortfolios)

Over the past twelve months Mahara has shown a steady increase in all areas (see **Graph 9** and **Graph 10**). Notably the Groups and Database size statistics have **increased by 85%**. The team have continued to respond to students requests for additional data storage with assessments requiring the uploading and embedding of images and videos.
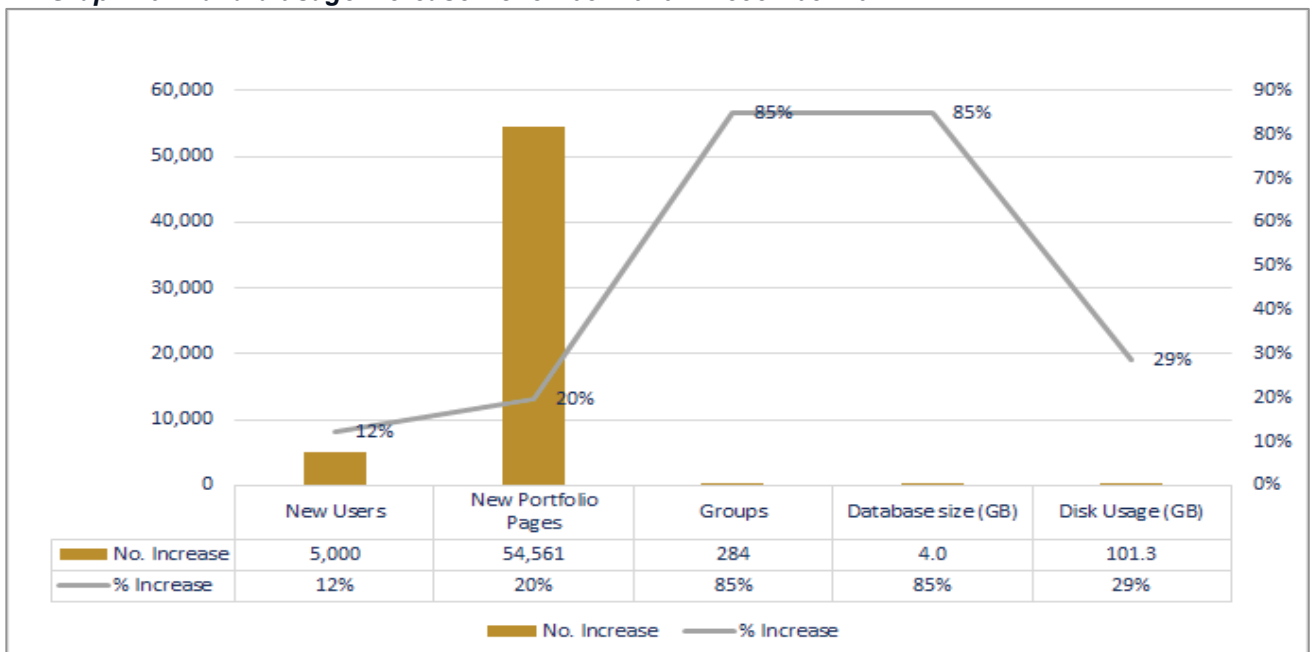
There has been a recent hive of activity in Mahara for the Learning & Teaching Support and Production team with user assessment testing of the newly released Mahara 21.10 and a Mahara re-design to provide a new look, better accessibility and to improve the user experience.

The team are excited to announce that Mahara 21.10 will be released in Semester 1, 2022 for Federation University staff and students use.

Graph 9: Mahara Statistics 2020 vs 2021

	Users	Portfolio Pages	Groups	Database size (GB)	Disk Usage (GB)
17/12/2021	45,827	332,479	618	8.7	452.7
30/11/2020	40,827	277,918	334	4.7	351.4

Graph 10: Mahara usage increase November 2020 – December 2021

|	New Users	New Portfolio Pages	Groups	Database size (GB)	Disk Usage (GB)
No. Increase	5,000	54,561	284	4.0	101.3
% Increase	12%	20%	85%	85%	29%

4.1.2 Kaltura

The Kaltura multimedia content contributions for 2021 are down slightly as compared to 2020 (see **Graph 11**). This is attributed to the return to campus toward the end of 2021, where Face-to-Face integrations were able to take place and the demand for video interaction, in the form of welcome style videos and weekly updates by lecturing staff, was reduced. Content interaction has remained healthy through the second half of 2021(**see Graph 12**). This is a good indication that both our staff and students have continued their engagement with Kaltura as a tool.

Graph 11 Multimedia content contributions to Kaltura
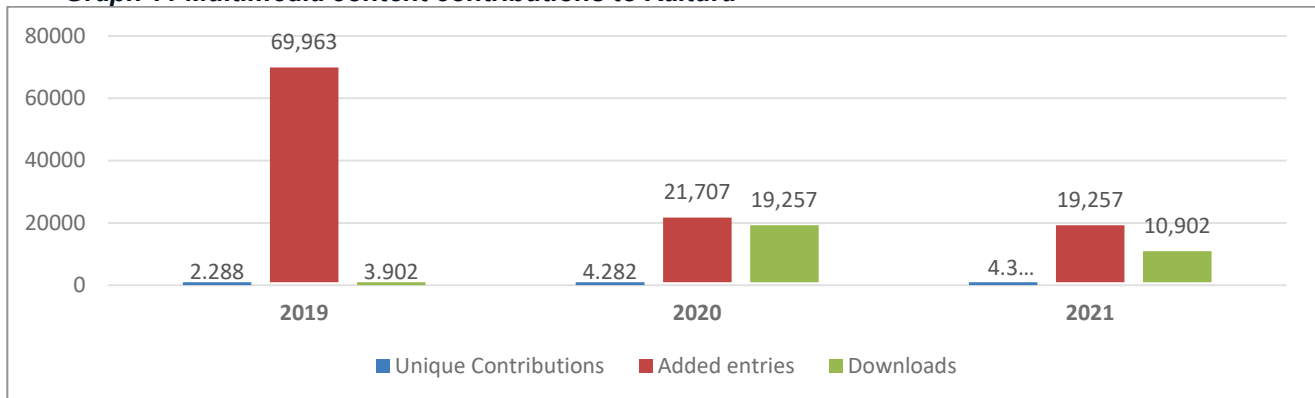
Graph 12: Multimedia content interaction via Kaltura and Moodle
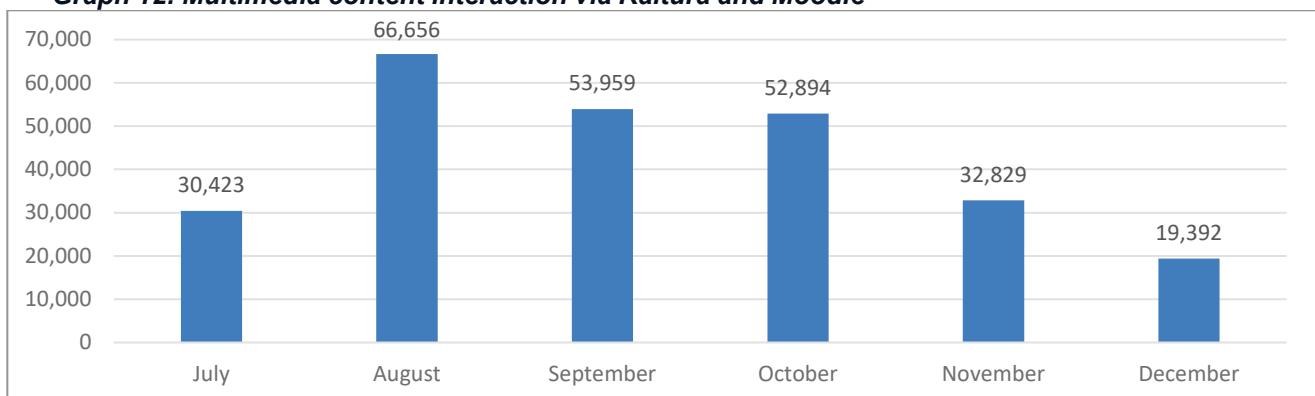
4.1.3 Adobe Connect

During 2021, there was an expected trend of support related requests with several sessions (see **Graph 13**) and support requests peaking at the commencement of Semester 2 (see **Graph 14**), followed by a slow decrease throughout the remainder of the year. Traditionally August, September and October have been higher demand months as most online classes operate at that time. The Learning Technology Support & Production team has continued to work closely with vendors to ensure the most stable release of Adobe Connect and its integration provides problem free high-quality sessions incorporating high quality video and audio with Adobe's move away from flash.

Graph 13: Number of Adobe Connect sessions by month, Semester 2 2021
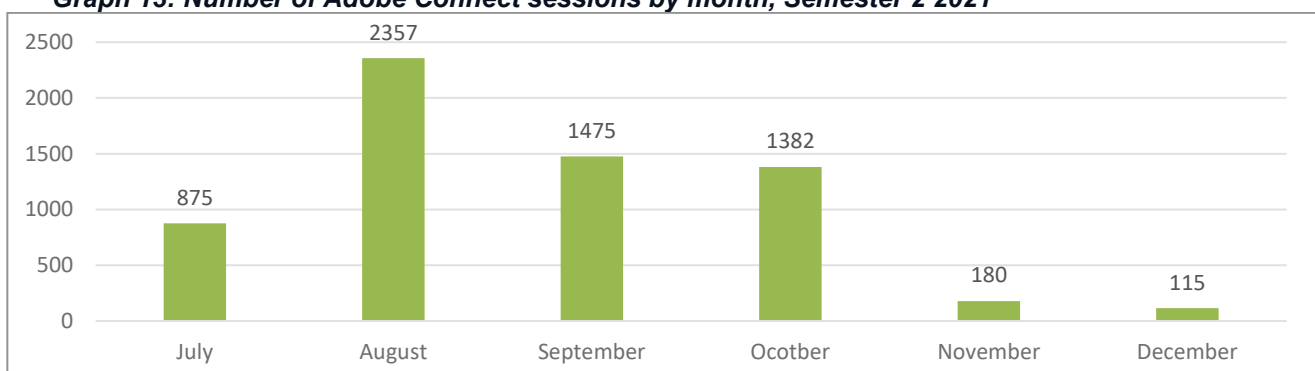
Graph 14: Number of Adobe Connect support requests logged by month, Semester 2 2021
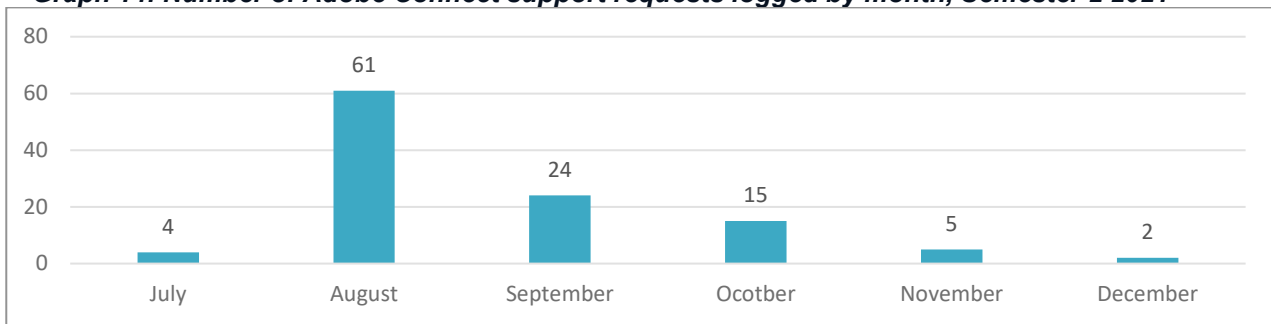
4.1.4 Turnitin

Despite a slight reduction in overall student numbers, the use of Turnitin within the University has become almost universal across all programs and courses. The resultant change to assessment gathering, utilising the Moodle Assignment/Turnitin integration, saw the number of Turnitin submissions up slightly on last year. However, the request for similarity reports has increased significantly, with students requesting reports at a **rate three times higher than the previous year** (**See Table 21**). This likely indicates a combination of the following factors:

- students are more concerned about penalties due to increased academic integrity awareness, and/or
- students are becoming more concerned about the percentage match and are working to reduce this.

Determining the root cause of the increased report requests is difficult, and the change in the levels of matching doesn't particularly provide much of a clue. Those with a 0% match have only increase a single percentage point over last year, with 4.2% of total submissions. The bulk of students again fall into the 1-24% range with around 56%, which has barely changed from last year's 58%.

Staff have been more experimental with Turnitin's Voice Feedback, which has doubled over the previous year, and almost 1000 students received feedback in this way during 2021. Rubric use fell slightly with staff opting for the more flexible grading form. Grading form use now accounts for four times as many assignments than Rubrics. However, Turnitin Quickmarks are the clear winner with use increasing by around 25%. It is heartening to see staff adopting a more efficient practice of grading using the comprehensive Turnitin Feedback Studio interface.

Table 21: Number of Turnitin support requests logged annually

| Year	Assignment Submission requiring Turnitin	Student Requests for Reports
2020	90,336	139,311
2021	94,734	399,072

4.2 Just in Time Support

4.2.1 Service Now

Requests for Assistance (RFA) during Semester 2 (**Graph 15**) illustrates a similar story as Semester 1. Leading into the Semester we see staff are better prepared and experienced with the online teaching model, and RFAs were down over the same period in the previous year.

RFA numbers remained more consistent over Semester 2 (2021) when compared to Semester 2 (2020) (**Graph 16**). A re-alignment of Support Officers within the school support teams and more engagement with Learning Designers and Academic staff likely attributed to the higher numbers of RFAs in the second half of the semester.

Semester 2 did see the team start with one FTE less, and more pressure was placed on the team as a result. The Support Offices did their best to limit the impact on services provided, however, online test creation (replacing invigilating Exams) was one area where the team needed to manage expectations. With academics feeling the strain of final assessments and tests continuing online, there was an increase of support requests focused on having the Support Officers create effective tests in Moodle. The addition of more Digital Resource Developers would ease the strain on the Support Officers and increase the team's ability to provide content creation, especially during higher load times for academics.

Graph 15: Service Now RFA's closed per month
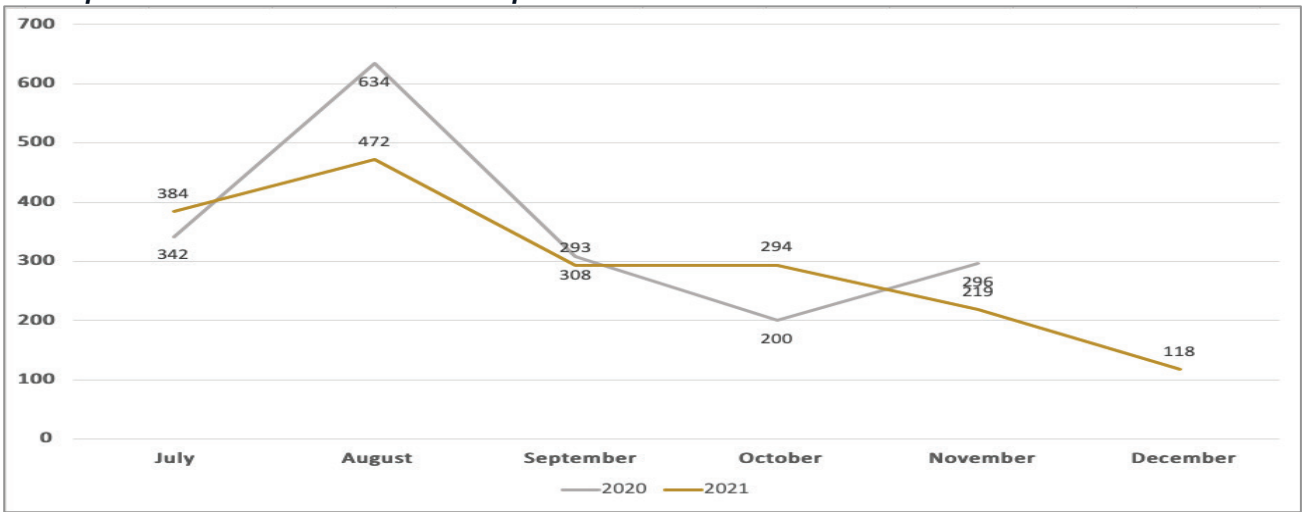
Graph 16: Service Now RFA's in 2021 compared with 2019 and 2020
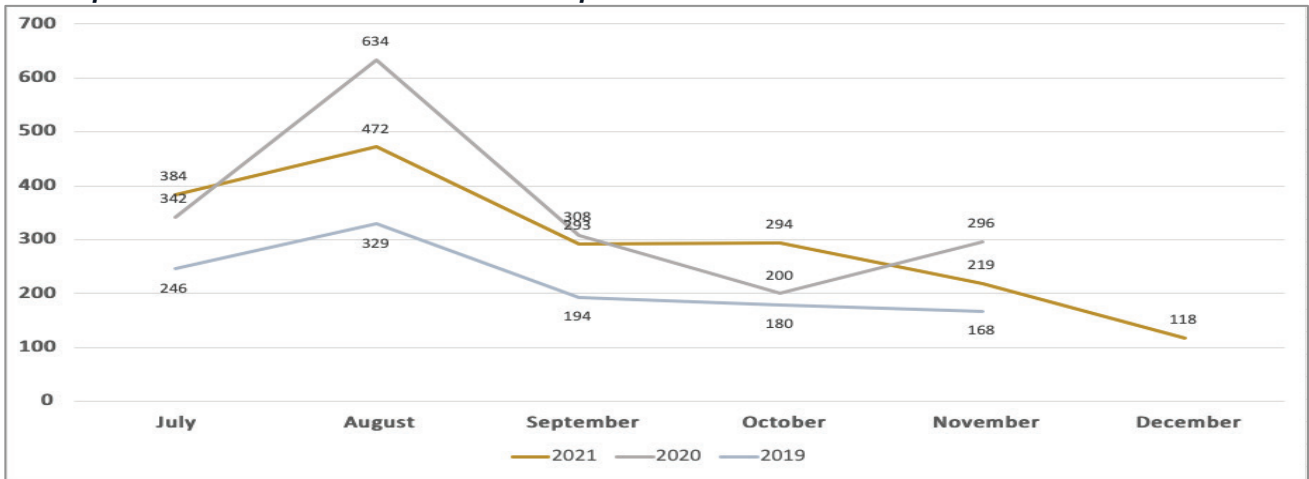
Requests for Assistances (RFA's) by environment have seen some minor changes (**Graph 17**). Moodle remains the biggest source of RFAs. Mahara has continued to experience an increase in use over the year as Academics look to increase the diversity in their teaching. There has been a slight drop in RFAs for both Kaltura and Adobe Connect compared to Semester 1. This is likely due to first-year students and other first-time users gaining confidence in the systems over Semester 1 and requiring less support during Semester 2.

Graph 17: Requests for Assistance (RFA) per environment

![Federation University logo]
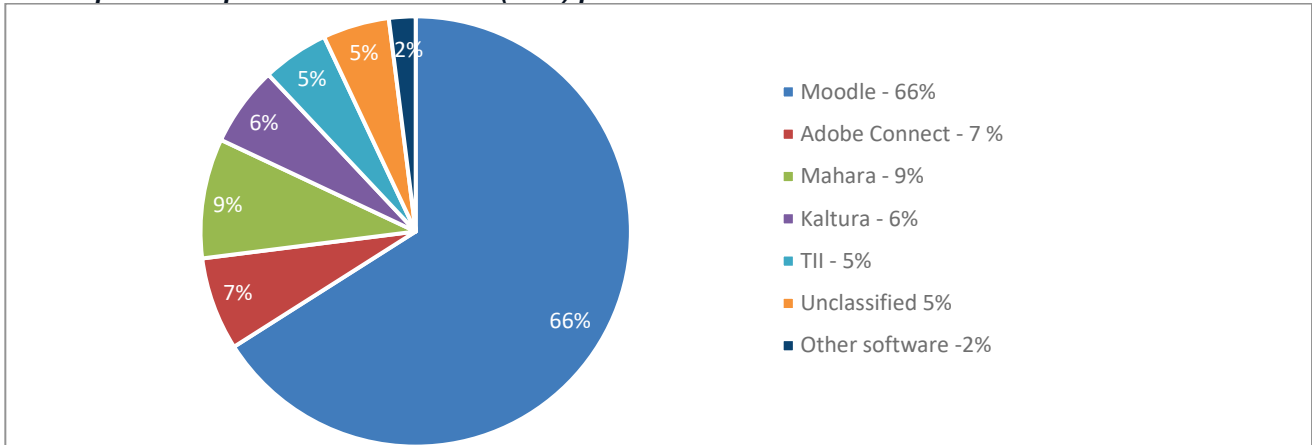
5. Learning Content Development

[CTIQ's Digital Production team](#) supports all Schools in two main ways:
- Developing engaging graphic and interactive resources to enhance course material
- Designing and producing high-end digital media, narratives, animation, and video

July - December 2021 Statistics	Do you have an idea? Get in contact…
539 jobs have been completed by the team	We are happy to discuss new resource or project ideas with staff. Our process and Service Agreement can be found on the [Digital production website](#).

NEW View the Digital Production Moodle Portfolio

Digital narratives collaboration – School of Education – Bachelor of Health and PE

Click to watch Mr Murray's Classroom trailer

Staff collaborated with the **School of Education** to film, edit and produce a series of **short narrative episodes** to enhance the Bachelor of Health and Physical Education. These engaging videos follow the learning journey of a health educator, Mr Murray who improves classroom instruction by employing a range of effective skills and strategies. As part of our commitment to Work Integrated Learning we engaged six amazing FedUni students, from both the Arts Academy and Physical Education courses, to work with us on the project.

TRAILER NOW AVAILABLE

We can now share the Bachelor of Health and Physical Education trailer.

Creating Augmented Reality (AR): WebXR interactive 3D model tools
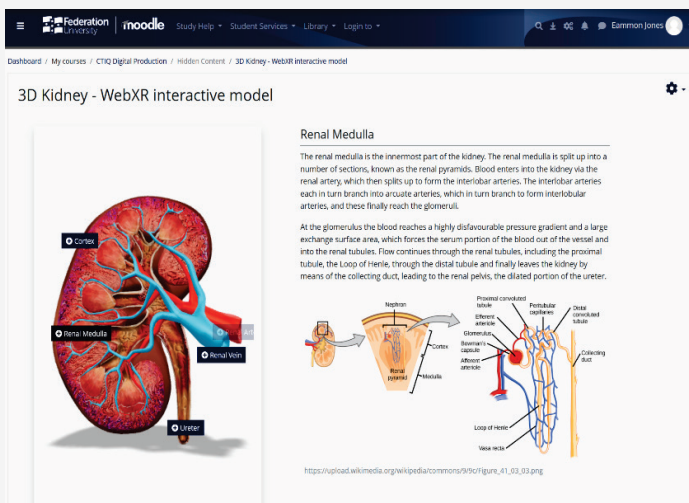
Click to experience using this model within Moodle

To complement our augmented reality (AR) pilot, digital designers collaborated with Michael Grant from the *VET Practice Unit* to develop code that enables us to embed dynamic, interactive, annotated 3D models with clickable hotspots within Moodle. When selected, the hotspots can display more detailed content, such as descriptions, photographs and video.

If that wasn't impressive enough, the 3D models can also be viewed in an AR mode if content is viewed on mobile devices!
Huge thanks to Michael Grant for his expertise and assistance with developing this engaging, zero cost innovation.

![Federation University logo]

Infographic – Student Retention & Success

The team worked with Ellen Sabo and Anna To from SEAS, to create two infographics and a branded version of the Student Retention and Success Strategy and Plan (2021-2022).

Vector Design: Online Study Hub Structure

CTIQ staff continue to work closely with the Digital Literacy workspace to create a **new and improved** Online Study Hub. The new look and feel adds a tab group with coloured buttons per section for students to quickly find information which then links to the updated source location. This also streamlines updating content from the appropriate teams who manage that content.

Informative poster design

The Digital production team worked with a number of Learning Designers, and the Library & the Copyright office, to create a graphical representation for the *Ethical Selection & Use of Teaching Resources*.

Motion Graphics: Timetabling using MySchedule

The team were recently engaged by ITS and Timetabling to create our very own Federation University monster.
Munna the monster helps explain how the new *MySchedule* timetabling system works.

6. Learning and Teaching Reward, Recognition and Excellence

CTIQ staff coordinate and resource two learning and teaching award processes – one internal at an institutional level, and the other external at a national level.

6.1 Vice Chancellor Awards for Learning and Teaching (VCALT)

CTIQ continue to coordinate the Vice Chancellor Learning and Teaching Awards to celebrate innovative and exceptional learning and teaching practices across Federation University. The process is supported over a four-month period, commencing with an Expression of Interest in early June, and final submission at the end of September, with successful recipients announced in early November. Nominees are identified by self, peers and senior management. CTIQ provide support through information on the website, professional learning modules, and mentors within CTIQ and the Academic portfolio.

A total of n=14 nominees submitted an Expression of Interest for the VCALT 2021, which is on par with 2020. **A total of n=10 nominees submitted a final application.**

- Citations for Student Learning - A maximum of seven (7) citations are available with prize-money of $1000 per award. There was n=11 Expressions of interest and a total of **n=9 final submissions**. A total of **n=6 citations awarded.**
- Citations for Student Services - A maximum of three (3) citations are available with prize money of $1000 per award. There was n=2 Expressions of interest and a total of **n=1 final submission**. A total of **n=1 citation awarded.**
- Award for Teaching Excellence - A maximum of one (1) award is available with prize money of $3000. There was n=1 Expressions of interest and a **n=0 final submissions**.

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

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

6.2 Australian Awards for University Teaching (AAUT)

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

A total of **n=6 nominees have submitted an Expression of Interest for the AAUT 2021**, which is on par with 2020.

- Citations for Student Learning (n=6). The University can nominate a maximum of six (6) citations. The AAUT award a total of 100 awards, with no prize money. There were n=5 Expressions of Interest; n=5 submitted drafts, and a total of **n=1 submission was sent to AAUT for evaluation**.
- Factors that influenced nominees not progressing through to submission include nominee workloads, mentor workloads and competing priorities.

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

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

6.3 Learning and Teaching Showcase

The 11th annual Federation University Learning and Teaching (L&T) Showcase was held virtually on Thursday 04 November, with over 120 staff in attendance throughout the day. The theme was *"Designing for Inclusion and Diversity in Learning and Teaching"*. A working party with representatives from Library, the six Higher Education Schools and Federation TAFE, led by members of CTIQ, worked collaboratively over a period of six months to ensure the success of the event.

Vice Chancellor, Professor Duncan Bentley opened the event, followed by a keynote address by Joanna Tai, Senior Research Fellow at the Centre for Research in Assessments and Digital Learning (CRADLE) titled *"What is inclusive assessment and how do we get there?"* The morning session also consisted of four excellent staff presentations selected by the organising committee from applications submitted by many discipline areas and departments. These presentations covered topics such as trauma-informed pedagogy, using augmented and virtual reality to enhance teaching practices and the introduction of digital scenarios to promote inclusive practice. The afternoon session included a brief presentation about the Program Renewal Project by Professor Andy Smith, Deputy Vice-Chancellor (Academic), information about the School of Engineering, IT and Physical Sciences' approach to addressing the Reconciliation Action Plan, an inspiring video highlighting the stories of three Federation students with a disability or who have a carer role that impacts their studies and a staff discussion panel, Designing for Inclusion and Diversity: What does it look like? The day ended with two webinars delivered by the Federation University Careers team and the Disability and Learning Access Unit.

All presentations can be viewed on the Learning and Teaching Showcase Moodle Shell, with captions enabled.

Feedback from staff for the event was overwhelmingly positive (see Graph 18), with comments such as

> *"It was great to see the collaboration and sharing across disciplines and campuses. Wonderful to see so many passionate about inclusion."*

> *"The staff presentations are always inspirational…"*

> *"Student voices were a powerful reminder of impact".*

Quantitative feedback on the event showed the following:

- Presentations were informative: average rating of 4.92 out of 5
- Presentations were inspiring: average rating of 4.92 out of 5

Graph 18: Learning and Teaching 2021 Showcase staff feedback
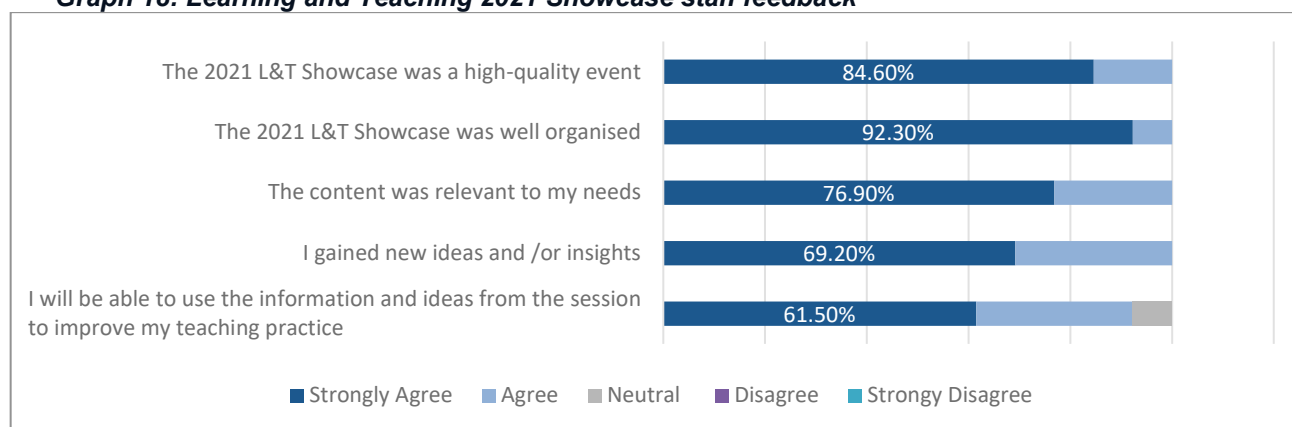
6.4 Vice Chancellor Award for Excellence – recipient

The Learning Design and Teaching Quality team, and the Learning and Teaching Support and Production Team, in collaboration with the library team and the Learning Skills and Academic Support team, were awarded a **Certificate of Commendation** in the category of **Cross-University Collaboration** in this year's **Vice Chancellor Awards for Excellence**. This award acknowledges the collegial work undertaken between CTIQ, SEAS and Library to utilise appropriate expertise, maximise work efficiencies and improve student outcomes through more collaborative approaches to curriculum enhancement projects within the Academic portfolio.

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

7.1 Quality Services

Quality Assurance Services deliver a professional service to all Federation University stakeholders providing solution-based outcomes, respectful communication, and professional engagement. Quality Assurance Services support University regulatory compliance in both higher education and Vocational Educational Training (VET) by conducting audits, undertaking gap analysis reviews, providing guidance on legislative requirements and by the administration of the VET scope of registration. Quality Services supplies training as needed to enhance skills and knowledge and supports the development and understanding of legislation and compliance requirements throughout the University community. Quality Services also aids in developing and supporting the regulatory and legislative compliance of policies and procedures, templates, and related documents.

The Quality Assurance Services team delivers:

- Development of compliant tools and templates that support registration practices
- Participation in the review and development of policies and procedures
- Participation in sector networks and monitoring of trends and practice to supply advice to the University
- Completion of annual self-assessment for the VET Funding Contract
- Completion of mandated Self-Assessment for ASQA against the Standards for Registered Training Organisations (RTO's)
- Completion of annual Australian Skills Quality Authority (ASQA) delegated internal review to supportdelegate status
- Completion and submission of Annual Quality Indicators
- Submission of Annual Declaration of Compliance
- Preparation of professional development training material and delivery of training
- Interpreting and disseminating regulatory compliance updates to key stakeholders
- Maintaining the University's VET scope of registration through ASQA delegate status
- Conducting internal audits to monitor compliance with regulatory and funding bodies
- Reporting internal audit results to relevant committees and provide advice and/or support where applicable
- Participating and providing advice at relevant internal stakeholder working groups and University committees

7.2 Quality Services Performance Measures

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

- Enhanced stakeholder relationships through consultative audits and educative support sessions
- Membership and participation in committees and working groups
- Maintenance of the Quality webpage
- Development of compliance, education, and support documentation for stakeholders.
- Policy and procedure review and process management
- Successful completion of scheduled Internal Audits
- Facilitation, support, and subsequent reporting on behalf of TAFE during External Audits conducted by the Higher Education and Skills Group (HESG)
- Advice, support, and training to members of the ASQA Ready Project team in preparation for re-registration

7.3 Quality Services Audits

Audit activities completed during 2021:

- Roll out of 2021 Quality Services Audit Schedule
- Audits conducted in consultation with stakeholders with live rectification opportunities
- Scope of Registration management – n=6 additions and n=7 deletions

- Completion of Internal Audit - Standards for Registered Training Organisations
- Completion of ASQA Self-Assessment
- Completion of Delegate Agreement Internal Review and subsequent reporting
- External Audit - HESG Business Process and Transaction Compliance Audit
- Qualification reviews – n=32 Qualifications
- Secondary qualification reviews – n=20 secondary reviews
- Business Process and supporting document reviews – n=59 documents
- Policy Document review and support – n=16 Policy documents
- VET Evidence of Participation Audits – n=152 student files
- VET Evidence of Eligibility & Concession Audits – n=123 student files
- VET Qualification Audits – n=10 Qualifications across Scope of Registration
- VET Marketing Audit – n=135 qualifications across Scope of Registration
- VET Additional File Check Audits– n=152 student files
- VET Third Party Delivery Contract Reporting n=40 Contracts
- Higher Education Teaching Requirements Audit   – n=59 staff files
- VET Evidence of Assessment Audits – n=81 students

7.4 Quality Services Recent Achievements/Improvements

Quality Assurance Services provided targeted support to TAFE in preparation for ASQA Re-registration. This included drafting of the Re-registration Project Plan, developing reporting tools and support documents for internal use during qualification reviews and providing training to stakeholders to ensure a consistent approach was used by the ASQA project team during reporting and feedback cycles.

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

7.4.2 Just-in-Time Support

Just-in-time support has continued to be delivered to the broader University Community with key advice provided in relation to regulatory and funding bodies to the TAFE Senior Executive, TAFE Education Managers and their staff, Academic Board, Human Resources, and the library.
In particular, the Quality Assurance team have provided exceptional service to TAFE:

- when critical qualifications have had to be added to scope quickly as mandated either by government and / or business needs
- completion of mandated ASQA self-assessment on behalf of the TAFE

7.5 Quality Services Current Challenges/Future Initiatives

7.5.1 Current Challenges
- Continue to monitor rectifications and ensure ongoing compliance
- Continue to conduct VET and Higher Education audits to validate internal quality processes
- Ensure audits that have been postponed during restrictions are included in 2022 Audit Schedule
- Review and improve Quality systems and documentation to ensure ongoing compliance
- Continue to develop and review policies and procedures
- Ongoing monitoring of contractual compliance with regulatory and funding bodies
- Ongoing monitoring and maintenance of reporting to meet registration requirements in accordance with the Standards for Registered Training Organisations and Contract requirements of the

Delegation Agreement
- Critical monitoring and reporting of student enrolments in superseded qualifications to assure appropriate transition and/or completions in accordance with the Standards for Registered Training Organisations

7.6 TEQSA Reregistration Project

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

The Project team commenced work in August with all resourcing commencing by October 2021.
During this time the team have commenced the following activities:

7.6.1 TEQSA Re-registration Activities

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

- Analysis of existing evidence available that aligns to the Higher Education Standards Framework 2021 (HESF)
- Development of audit and review tools and templates that support re- registration practices
- Development of Internal Audit Schedule for Re-registration activities
- Development of reporting documentation for relevant Committees and groups.
- Systemic systems development in preparation for submission material
- Interpreting and disseminating regulatory compliance information and updates to key stakeholders
- Conducting internal audits to monitor and confirm compliance status to meet regulatory requirements
- Reporting internal audit results to relevant committees and provide advice and/or support where applicable
- Participating and providing advice at relevant internal stakeholder working groups and University committees

7.6.2 TEQSA Re-registration Performance Measures

The Re-registration team has completed the following activities:

- Membership and participation in committees and working groups
- Development and enhancement of stakeholder relationships
- Provision of advice and development of compliance, education, and support documentation for stakeholders.
- Undertaking of policy and procedure reviews and process management that are aligned to re-registration
- Successful completion of scheduled audits for 2021

7.6.3 TEQSA Re-registration Achievements/Improvements

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

- Targeted Policy analysis identifying gaps in existing documentation and processes aligned to the HESF
- Providing specific recommendations aligned to the HESF to assure rigorous compliant practice across the University
- Creation of evidence-based reporting templates aligned to the HESF
- Roll out of TEQSA Re-Registration Internal Audit Schedule Semester 2, 2021
- Audits conducted in consultation with stakeholders:
    - Standard 2 – Learning Environment – Phase 1 - Completed
    - Standard 1 – Student Participation and Attainment – Phase 1 - Commenced
    - Standard 3 – Teaching – Phase -1 Commenced

7.6.4 TEQSA Re-registration Team Compliance /Current Challenges

The TEQSA Re-registration teams current challenges are:

- Ensure internal reporting milestones are achieved to allow sufficient time for proactive rectification prior to Re-registration
- Provision of resourcing in support of other Quality Assurance activities not aligned to the TEQSA Re-registration Project.
- Undertake audits and provide sufficient response time for stakeholders prior to final reporting
- Continue to monitor rectifications and ensure ongoing compliance
- Review and improve Quality systems and documentation to ensure ongoing compliance
- Ongoing reviews of 'under review' and overdue policies and procedures

7.6.5 TEQSA Re-registration Team – Future Initiatives

The TEQSA Re-registration teams future initiatives include:

- Review of work instructions, process documentation and reporting mechanisms for clarity
- Enhancement of Quality Assurance webpage to provide resources and information to the University community impacted by the HESF and re-registration activities.

7.6.6 TEQSA Re-registration Team – Just in time support

The Re-registration team intend to provide just-in-time support to a range of university stakeholders via audit and process review to enhance compliant practice and achievement of regulatory requirements prior to TEQSA Re-registration.

7.7 Policy Office

The purpose of the Policy Office is to support and update the Policy Library ensuring correct processes are followed by supporting appointed Policy Sponsors.

The Policy Office team delivers:

- Maintaining and updating the Policy Library which consist of n=300+ policy documents and n=800+ forms
- Advising Policy Sponsors when their documents are due for review
- Providing advice and guidance to policy owners on correct processes when creating, amending, and rescinding policies
- Issuing documents for university wide comment and collating feedback for policy sponsors
- Creating and updating/deleting policy documents in the Policy Administration Management System (PAMS)
- Providing policy writing support to policy sponsors, particularly on documents aimed at addressing legislative and or regulatory gaps
- Contributing to working parties reviewing policy documents
- Providing status reports to the Academic Board and its standing committees
- Maintaining the University's Policy Central website
- Maintaining the University's Quality Diagram

7.8 Policy Office Performance Measures

During Semester 2 2021 to date, the Policy Office assisted Policy Sponsors to complete the following:

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

- n=122 forms have been amended and uploaded

The status on the Policy Library Documents is detailed in **Table 22.**

Table 22: Policy Library documents

Policy Library Documents	Number
Current – No review required	163
Current – Review in Progress	9
Overdue - Review Required	42
Overdue – Review in Progress *	74
Draft – Under Construction (New documents)	12

7.9 Policy Office Recent Achievements/Improvements

- Increasing communication to Approval Authorities to follow up with Policy Sponsors regarding the status of their documents.
- Ongoing communication/follow-ups with Policy Sponsors regarding reviewing overdue documents.
- Ongoing review and realignment of policy sponsorship to ensure reviews are conducted as efficientlyas possible.
- Providing policy advice and writing assistance on a variety of policy issues/documents on behalf of andat the request of the Chair, Academic Board.
- Providing policy writing assistance to other University stakeholders to enhance the clarity and usability/readability of documents.
- Identifying documents that could be incorporated into other policy documents and rescinded.

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

7.10.1. Current Challenges

- Policy Sponsors are responsible for keeping policies and procedures up-to-date and reviewing them every 3-5 years but do not have formal reporting lines to Policy. This, along with the volume of documents in the Policy Library, manual systems and under-resourcing makes reducing the number of overdue policy documents challenging.

- The Policy Administration Management System (PAMs) runs on Internet Explorer, the technical support for which is being withdrawn. Policy has developed a detailed user requirements document and is working with CeRDI and ITS to identify solutions.

- The forthcoming restructure may also present additional work in updating policy documents to align with new nomenclature/positions.

7.10.2 Future Initiatives

- Continue to monitor and track the status of documents within the Policy Library and communicate with Policy Sponsors regarding documents that require updating.

- Continue to provide advice and support to Policy Sponsors regarding the process for creating, amending, and rescinding their documents across the Policy Library.

- Continue to provide policy writing assistance to key stakeholders on priority documents.

- Continue to identify opportunities to amalgamate policy documents and reduce the number of documents in the Policy Library.

7.10.3 Just in time support

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

accordance with regulatory and funding bodies' requirements.

7.11 International and Strategic Compliance (ISC)

International and Strategic Compliance (ISC) handles tertiary regulatory compliance and supporting registration specific to International Education both onshore and offshore. ISC works closely with university stakeholders including operational management, senior leadership, and partner education providers to ensure compliance is supported following current registration and legislative requirements. ISC also provides advice and training as needed, along with assisting University stakeholders in the development and review of regulatory and legislatively compliantpolicies and procedures, templates and related documents.

A key focus of International and Strategic Compliance has been the development of a more mature and effective model for undertaking internal and partner provider audits. Additionally, ISC continues to review the functions of the role to ensure that thereis clear delineation between operational tasks and audit/risk and compliance activity to ensure an independent review process can be conducted and reported.

7.11.2 International and Strategic Compliance Activities

International and Strategic Compliance coordinates and delivers the following activities:

- CRICOS registration for all programs delivered to onshore international students
- Development of audit tools and templates that support registration practices
- Development of Internal Audit Schedule
- Systems development and enhancement
- Participation in the review and development of policies and procedures
- Participation in sector networks and monitoring of trends and practice to supply advice to the University
- Completion of quarterly reporting to TEQSA in relation to the University's CRICOS registration
- Preparation of professional development training material and delivery of training
- Interpreting and disseminating regulatory compliance updates to key stakeholders
- Creating and maintaining the University's CRICOS register
- Conducting internal audits to monitor compliance with regulatory and funding bodies
- Undertaking onshore and offshore partner audits to maintain compliance with regulatory and fundingbodies
- Reporting internal audit results to relevant committees and provide advice and/or support where applicable
- Participating and providing advice at relevant internal stakeholder working groups and University committees

7.11.3 International and Strategic Compliance Performance Measures

The International and Strategic Compliance stakeholder engagement activities for Semester 2 2021 included:

- Membership and participation in committees and working groups
- Preparation and submission of the University's quarterly response to TEQSA in accordance with requirements of CRICOS registration
- Development and enhancement of stakeholder relationships
- Provision of advice and development of compliance, education and support documentation for stakeholders.
- Undertaking of policy and procedure reviews and process management
- Successful completion of scheduled partner Audits
- Working with key stakeholders to ensure compliance with regards to the University's obligations under the Foreign Arrangements Reporting Scheme

7.11.4   International and Strategic Compliance Recent Achievements/Improvements

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

- Mapping of the Federation University student life cycle against regulatory standards / legislation (i.e., HESF, ESOS, ELICOS Standards, National Code, Standards for RTO's) andall current policies and procedures.

- Re-development and creation of evidence-based audit templates aligned with the student lifecycle

- Development of an internal CRICOS register that enables the University to demonstratecompliant practice at all stages of the CRICOS registration process as a Self-Accrediting Authority

- Provision of resourcing and support to ensure submission of all notifiable University contracts under the newly introduced Foreign Relations Act 2020

- Implementation of ServiceNow for partner provider marketing review requests to ensure compliance ofService Level Agreement indicators

- Working with key stakeholders to achieve compliance with the University's Modern Slavery obligations

7.11.5   International and Strategic Compliance Current challenges

The International and Strategic Compliance current challenges are:

- Ensuring that the area is appropriately resourced to achieve all compliance activities

- Supporting additional offshore partner organisations with regards to their compliance obligations as they commence working with the University

- Ensure all reporting milestones are achieved and all data is available to TEQSA in relation to CRICOSregistration requirements

- Undertake full review of all allocated responsibilities to ensure that there is clear delineation betweenoperational tasks and audit/risk and compliance activity

- Completing comprehensive audits for all partner providers and internal Schools and Departments

- Continue to monitor rectifications and ensure ongoing compliance

- Review and improve Quality systems and documentation to ensure ongoing compliance

- Continue to develop and review policies and procedures

- Ongoing monitoring of contractual compliance with regulatory and funding bodies

7.11.6   International and Strategic Compliance Future Initiatives

International and Strategic Compliance future initiatives include:

- Design and development of specific templates for all offshore partner audits

- Development and review of all work instructions and process documentation

- Creation of International and Strategic Compliance webpage to provide resources and information touniversity and partner provider stakeholders

- Increased operationalisation of ServiceNow for support requests

7.11.7   International and Strategic Compliance Just in time support

International and Strategic Compliance have provided just-in-time support to a range of stakeholders via educative sessions and process review meetings to enhance compliant practice and achievement of regulatory requirements.

End of body of report

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Abbreviation Index

ABBREVIATION	DESCRIPTION
AAUT	Australian Awards for University Teaching
ADTQ	Associate Dean (Teaching Quality)
AIM	Academic Integrity Module
AIP	Academic Induction Program
ASQA	Australian Skills Quality Authority
AQF	Australian Qualification Framework
BOLD	Blended On-Line and Digital
CCEL	Connect Classrooms Enhanced Learning
CTIQ	Centre for Learning Innovation and Professional Practice
CRICOS	Commonwealth Register of Institutions and Courses for Overseas Students
DVCA	Deputy Vice-Chancellor (Academic)
EAP	English for academic purposes
ELICOS	English Language Intensive Courses for Overseas Students.
ESOS	Education Services for Overseas Students
FBS	Federation Business School
FTE	Fulltime Equivalent
GCETE	Graduate Certificate of Education (Tertiary Education)
GPS	Global Professional School
HESF	Higher Education Skills Framework
HESG	Higher Education and Skills Group
HUST	Hebei University of Science and Technology courses
ITS	Information Technology Services
ISC	International and Strategic Compliance
LD	Learning Design
LDTQ	Learning Design and Teaching Quality Team
LTSP	Learning and Teaching Support and Production
P&QAS	Policy and Quality Assurance Services
PAMS	Policy Administration Management System

Abbreviation Index (continued)

ABBREVIATION	DESCRIPTION
PD	Professional Development
PLM	Professional Learning Modules
PRDP	Performance Review and Development Program
RFA	Request for assistance
RTO	Registered Training Organisation
SEAS	Student Experience and Administration Services
SELT	Student Evaluations of Learning and Teaching
SoA	School of Arts
SoE	School of Education
SoSciPS	School of Science, Psychology and Sports
SoH	School of Health
SoEITPS	School of Engineering, IT and Physical Sciences
SoLT	Scholarship of learning and teaching
SRS	Student Retention and Success
TAFE	Technical and further education
TEQSA	Tertiary Education Quality and Standards Agency
CTIQ	Centre for Teaching Innovation and Quality
VCALT	Vice-Chancellor Academic Learning and Teaching Awards
VCCA	Victorian Curriculum and Assessment Authority
VET	Vocational Education and Training
VPU	Vet Practice Unit
VRQA	Victorian Registration and Qualifications Authority

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