

# Federation University 2024 Learning and Teaching Plan

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Tuesday, 20 February 2024

Prepared by  
Learning and Teaching Quality Committee

Status: Interim | Version: V2.2 | Date: 20 February 2024

**Purpose** – The purpose of this plan is to highlight key activities that are required from both service centre staff and institute/school academic staff particularly in the process of **Co-Op Model implementation at the unit and course level and targeted quality assurance metrics.**

**Domain 1** – This domain lists several direct tasks that academic staff should be linking in their 2024 Annual Performance Review Development Plans in Workday as a commitment to enhanced learning and teaching practice focused on the Co-Op Model and ongoing quality assurance metrics. The key objectives for the academics are shaded LIGHT BLUE.

**Domain 2** – This lists several existing and new innovations currently being rolled out across the university.

# 2024 Learning and Teaching Plan

**Version:** V2.2 (Approved Academic Board, 20 Feb 2024)

**Note:** Revision may be implemented during 2024 as per the direction of the Provost. Revisions may be associated with innovations and/or Co-Op Model targets.

**Background:**

This plan focuses on higher education learning and teaching practices at Federation University with a specific lens in the following areas:

1. Successful rollout of the Co-Operative Model across the university in alignment with the [Minimum Cooperative Standards \(MiCS\) \(7 MiCS criteria\)](#)
2. Responding to areas of the Quality Indicators in Learning and Teaching ([QILT](#)), particularly the Student Experience Survey ([LINK](#))
3. Alignment with the [2021 – 2025 Federation Strategic Plan](#), [Learning and Teaching Quality Assurance Framework](#) and Institute Learning and Teaching Plans
4. Alignment with the [2023-2025 Learning and Teaching Quality Assurance Framework](#)

**Purpose:** The purpose of this plan to highlight key activities that are required from both service centre staff and institute/school academic staff particularly in the process of **Co-Op Model implementation at the unit and course level.**

- **Domain 1** – This domain lists several direct tasks that academic staff should be linking in their 2024 Annual Performance Review Development Plans in *Workday* as a commitment to enhanced learning and teaching practice focused on the Co-Op Model. The focus areas are shaded LIGHT BLUE.
- **Domain 2** – This lists several new innovations currently being rolled out across the university.

**Focus Areas:**

## Domain 1 – Alignment with the Minimum Cooperative Standards (MiCS) to support Co-Operative Model Rollout

1. Criteria 1 Co-design with industry and students
2. Criteria 2 Co-develop with industry and students
3. Criteria 3 Co-deliver with industry
4. Criteria 4 FedTASK
5. Criteria 5 Workplace and Career Preparation
6. Criteria 6 Authentic Assessment
7. Criteria 7 Industry facing experiences

### Links to Existing Key Resources

- Co-Op Model Sharepoint Site: [Link](#)
- Co-Op Definitions (Final): [Link](#)
- Minimum Cooperative Standards – Academic Staff Resources: Sharepoint [Link](#)

## Domain 2 - Continuous Quality Assurance (Sector Expectations)

8. Learning and Teaching Delivery Principles and Definitions
9. Inclusive and Diverse Practices
10. Scholarship of Learning and Teaching
11. Quality Assurance Schedule

## Abbreviations

- AB: Academic Board
- ADVC(AQ &A) Associate Deputy Vice Chancellor (Academic Quality and Accreditation)
- ADVC(E) Associate Deputy Vice Chancellor (Engagement)
- AIO: Academic Integrity Officer
- BLTP: Blended Online and Digital (BOLD) Learning and Teaching Practices
- CAI: Centre for Academic Innovation
- CC: Course Coordinators
- CEU: Co-Operative Education Unit
- CMS Curriculum Management System
- Co-Op: Co-Operative Model
- CXLO: Chief Experience Learning Officer
- D (IC): Director (Industry Cooperation)
- D (L&T): Director (Learning and Teaching)
- DiSSAT: Digital Skills Self-Assessment Tool
- DL: Discipline Leads
- FedTASK: Federation TASKS (Transferable Academic Skills and Knowledge)
- L&T: Learning and Teaching
- LD: Learning Designers
- Lib: Library
- LMS: Learning Management System (ie Moodle)
- LTQAF: Learning and Teaching Quality Assurance Framework
- LTQC: Learning and Teaching Quality Committee
- PD: Professional Development
- PRDP: Performance Review Development Program
- Q: Quarter 1 (Jan-March); Q2 (April-June); Q3(July-Sep); Q4(Oct-Dec)
- SELT: Student Evaluation of Learning and Teaching
- SoLT: Scholarship of Learning and Teaching
- UC: Unit Coordinator

## Definitions

- Unit: Formerly known as course
- Course: Formerly known as a program
- Co-Operative Model: [Link](#)
- Co-Op Definitions (Undergraduate): [Link](#)

## DOMAIN 1 – MINIMUM COOPERATIVE STANDARDS – TOWARDS CO-OP MODEL SUCCESSFUL DELIVERY

Criteria	Objectives	Evaluation Metrics	Responsibility	Timeline
<b>1. Co-design with industry and students</b>  <a href="#">Link to Sharepoint Resources</a>	Complete Co-Design mapping at the Course Level	<ul style="list-style-type: none"> <li>Completed Excel Spreadsheet* mapping at the Unit level towards Course level mapping based on existing resources</li> </ul>	UC; CC CAI to assist	Q1-Q4
	Develop guidelines for academic staff approaching <b>industry</b> for the purpose of co-designing for academic activities (learning, teaching and research)	<ul style="list-style-type: none"> <li>Completed guidelines for academic staff use at the Course Level (not all units) (AQF 7)</li> <li>Disseminate the instructions and evaluate their effectiveness within 3 months</li> <li>Develop ease of tracking progress and engagement with this MiCS criterion</li> <li>Link with Engagement Framework</li> </ul>	D(IC); D(L&T) CAI (LD); ADV(C)(E); ADV(C) (AQ &A)	Q2
	Develop guidelines for academic staff approaching <b>students</b> for the purpose of co-designing	<ul style="list-style-type: none"> <li>Completed guidelines for academic staff use at the Course Level (not all units) (AQF 7)</li> <li>Disseminate the instructions and evaluate their effectiveness within 3 months</li> <li>Develop ease of tracking progress and engagement with this MiCS criterion</li> </ul>	D(IC); D(L&T); CAI; ADV(C)(E); CXLO ADV(C) (AQ &A)	Q2
<b>2. Co-develop with industry and students</b>  <a href="#">Link to Sharepoint Resources</a>	Complete Co-Develop mapping at the Course Level	<ul style="list-style-type: none"> <li>Completed Excel Spreadsheet mapping at the Unit level towards Course level mapping based on existing resources</li> </ul>	UC; CC CAI to assist	Q1-Q4
	Develop guidelines for academic staff approaching <b>industry</b> for the purpose of co-developing	<ul style="list-style-type: none"> <li>Completed guidelines for academic staff use at the Course Level (not all units) (AQF 7)</li> <li>Disseminate the instructions and evaluate their effectiveness within 3 months</li> <li>Develop ease of tracking progress and engagement with this MiCS criterion</li> </ul>	D(IC); D(L&T) CAI; ADV(C)(E) ADV(C) (AQ &A)	Q2
	Develop guidelines for academic staff approaching <b>students</b> for the purpose of co-developing	<ul style="list-style-type: none"> <li>Completed guidelines for academic staff use at the Course Level (not all units) (AQF 7)</li> <li>Disseminate the instructions and evaluate their effectiveness within 3 months</li> <li>Develop ease of tracking progress and engagement with this MiCS criterion</li> </ul>	D(IC); D(L&T) CAI; ADV(C)(E) ADV(C) (AQ &A)	Q2 2024
<b>3. Co-deliver with industry</b>  <a href="#">Link to Sharepoint Resources</a>	Complete Co-deliver mapping at the Course Level	<ul style="list-style-type: none"> <li>Completed Excel Spreadsheet mapping at the Unit level towards Course level mapping based on existing resources</li> </ul>	UC; CC CAI to assist	Q1-Q4
	Develop guidelines for academic staff approaching <b>industry</b> for the purpose of co-delivering	<ul style="list-style-type: none"> <li>Completed guidelines for academic staff use at the Course Level (not all units) (AQF 7)</li> <li>Disseminate the instructions and evaluate their effectiveness within 3 months</li> <li>Develop ease of tracking progress and engagement with this MiCS criterion</li> </ul>	D(IC); D(L&T) CAI; ADV(C)(E) ADV(C) (AQ &A)	Q2 2024
<b>4. FedTASK alignment</b>  <a href="#">Link to Sharepoint Resources</a>	Complete FedTASK mapping at the Course Level	<ul style="list-style-type: none"> <li>Completed mapping in FDL at the Unit level towards Course level mapping based on existing resources</li> </ul>	UC; CC CAI to assist	Q1-Q4
	Meeting university target of all courses meeting FedTASK alignment by December 2024	<ul style="list-style-type: none"> <li>Disseminate FedTASK Assessment Framework across institutes</li> <li>Report in quarter increases as reported to LTQC with each Institute and School</li> </ul>	D(L&T) ADV(C) (AQ &A)	Q1-Q4
<b>5. Workplace learning and career preparation</b>  <a href="#">Link to Sharepoint Resources</a>	Complete Workplace Learning and Career preparation mapping at the Course Level	<ul style="list-style-type: none"> <li>Completed Excel Spreadsheet mapping at the Unit level towards Course level mapping based on existing resources</li> </ul>	UC; CC CAI to assist	Q1-Q4
	Successful roll out of COOPC 1021 Professional Identity supported by cross discipline team-teaching	<ul style="list-style-type: none"> <li>Confirm team teaching arrangement for Semester 2 (2024)</li> <li>Evaluate student feedback on the effectiveness of this unit</li> </ul>	D(L&T) Course Coordinator	Q1-Q4
<b>6. Authentic Assessment</b>  <a href="#">Link to Sharepoint Resources</a>	Complete Authentic Assessment mapping at the Course Level	<ul style="list-style-type: none"> <li>Completed Excel Spreadsheet mapping at the Unit level towards Course level mapping based on existing resources</li> </ul>	UC; CC CAI to assist	Q1-Q4
	Engagement with benchmarking and quality assurance activities aligned to enhanced practice	<ul style="list-style-type: none"> <li>Making Assessment MiCS mapping (Deep dive) at discipline levels accessible</li> </ul>	CAI; ADV(C) (AQ &A)	Q1-Q4
<b>7. Industry-linked facing experiences</b>  <a href="#">Link to Sharepoint Resources</a>	Complete Industry-Linked facing experiences mapping at the Course Level	<ul style="list-style-type: none"> <li>Completed Excel Spreadsheet mapping at the Unit level towards Course level mapping based on existing resources</li> <li>Evidence of Courses redeveloping structure to allow for new Co-Op Model placement unit</li> </ul>	UC; CC CAI to assist	Q1-Q4
	Courses undergo review and restructure to provide space for new Co-Op Model placement Unit			

## DOMAIN 2 - CONTINUOUS QUALITY ASSURANCE (SECTOR EXPECTATIONS)

Focus Area	Objective	Evaluation Metrics	Responsibility	Timeline	
8. Learning and Teaching Delivery Principles and Definitions	8.1	Redefine and implement <b>L&amp;T Delivery Principles and Definitions Charter</b> that aligns with learning activities, curriculum and engagement in accordance with inclusion and diversity and minority group expectations and practices (Ref: Accessibility Action Plan).	<ul style="list-style-type: none"> <li>Completed <b>L&amp;T Delivery Principles and Definitions Charter</b> aligned with timetabling and learner flexibility.</li> <li>Implementation of the <b>L&amp;T Delivery Principles and Definition Charter</b> across the university.</li> </ul>	ADVC (AQ &A) Library Institutes ASSD TAFE Institute Academics CXLO Managers	Q2
	8.2	Finalise the <b>Digital Skills Self-Assessment Tool (DiSSAT)</b> for all academic that identifies capabilities aligned with professional development (PD) opportunities.	<ul style="list-style-type: none"> <li>Pilot the <b>DiSSAT</b> with teaching champions across 3 institutes with automated feedback summary aligned to PD options.</li> <li>Evaluate the effectiveness of the DiSSAT and adjust as required.</li> </ul>	CAI UC CC	Q1-Q4
9. Inclusive and Diverse Practices	9.1	Develop an ' <b>Indigenous Teaching and Learning Guide</b> ', which will assist academic staff to stronger engage with Indigenous teaching and learning.	<ul style="list-style-type: none"> <li>Development of the '<b>Indigenous Teaching and Learning Guide</b>'.</li> <li>Completed rollout of the Indigenous Teaching and Learning Guide.</li> <li>Communication strategy implemented.</li> <li>Review new resources in line with the 2024-2028 Reconciliation Action Plan.</li> </ul>	CC UC D(L&T) CAI Library	Q2
	9.2	Provide streamlined professional development aligned to the ' <b>Indigenous Teaching and Learning Guide</b> '	<ul style="list-style-type: none"> <li>Development and release of <b>30min Professional Learning Module (PLM)</b>.</li> <li>Update website resources.</li> <li>Increased <b>targeted PD sessions</b> provided to each institute and school.</li> </ul>	ADVC (AQ &A) Aboriginal Education Centre	Q3
	9.3	Evaluating the effectiveness and impact of the ' <b>Indigenous Teaching and Learning Guide</b> '	<ul style="list-style-type: none"> <li>Evaluation of <b>effectiveness and impact</b> from the staff perspective.</li> <li>Evaluation of the learner experience in collaboration with Unit Coordinators.</li> </ul>		Q4
10. Scholarship of Learning and Teaching	10.1	Deliver learning and teaching professional development that is innovative, fit-for-purpose and focuses on staff capability	<ul style="list-style-type: none"> <li>Review University Central Institute resources aligned to innovative L&amp;T practices including resource type, timing, format, alignment with Co-Op Model and linkages with Workday offerings other key strategic areas.</li> <li>Ensure target professional development resources to support academic staff with managing challenges and benefits associated with artificial intelligence.</li> </ul>	CAI; ADVC (AQ &A) Library P&C	Q1-Q4
11. Quality Assurance Schedule	11.1	Improve <b>academic integrity</b> and <b>academic misconduct</b> awareness, processes towards consistent and best practice across the university (Review findings from the October 2023 Academic Integrity Audit and implement management responses as agreed and university endorsed)	<ul style="list-style-type: none"> <li>Address Finding 1 - Academic integrity case management is highly manual</li> <li>Address Finding 2 - Inconsistencies in academic integrity investigative processes</li> <li>Address Finding 3 - Further analysis and reporting over academic integrity breaches and trends is required</li> <li>Address Finding 4 - Gaps in training and education for Academic Integrity Officers</li> </ul>	LTQC (Chair) Director (Student Services and Registrar) Executive Deans Academic Integrity Officers	Q1-Q4
	11.2	Adherence to the <a href="#">2023-2025 Learning and Teaching Quality Assurance Framework</a> and the 2024 Learning and Teaching Quality Metrics particularly the <a href="#">BOLD Learning and Teaching Practice, Moderation of Assessment</a> and Unit Description Peer Review measurements.	<ul style="list-style-type: none"> <li>Refer to the university and institute metrics for engagement, reporting and accountability</li> <li>Refer to the <a href="#">2023-2025 Learning and Teaching Quality Assurance Framework</a></li> </ul>	LTQC (Chair); D(L&T)	Q1-Q4

- Development details:** Learning and Teaching Quality Committee (LTQC) members; D(IC), ADVC(Engagement); GRS representations; Institute Representative: Monday 16 Oct -Tuesday 21 Nov 2023
- University-wide consultation:** Wednesday 22 November – Friday 1 December 2023
- Interim Plan released:** Wednesday 14 February 2024 (Process led by Chair, Learning and Teaching Quality Committee (LTQC); Approved through Academic Board 20 Feb 2024; Additional minor amendments updated post meeting; *Objective 9 is still in discussion between ADVC (QA & A) and ADVC (R) as per instructions of the Academic Board and LTQC Chair (Updated 12.4.24)*

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