

Federation University 2024 Learning and Teaching Plan

Tuesday, 13 February 2024

Prepared by
Learning and Teaching Quality Committee

Status: Interim | **Version:** V2.1 | **Date:** 13 February 2024

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 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: V2.1 (Scheduled for endorsement at Academic Board, on 23rd April 2024) by Chair, Learning and Teaching Quality Committee.

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

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

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 L&T Delivery Principles and Definitions Charter 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"> Completed L&T Delivery Principles and Definitions Charter aligned with timetabling and learner flexibility. Implementation of the L&T Delivery Principles and Definition Charter across the university. 	ADVC (AQ &A) Library Institutes ASSD TAFE Institute Academics CXLO Managers	Q2
	8.3	Finalise the Digital Skills Self-Assessment Tool (DiSSAT) for all academic that identifies capabilities aligned with professional development (PD) opportunities.	<ul style="list-style-type: none"> Pilot the DiSSAT with teaching champions across 3 institutes with automated feedback summary aligned to PD options. Evaluate the effectiveness of the DiSSAT and adjust as required. 	CAI UC CC	Q1-Q4
9. Inclusive and Diverse Practices	9.1	Provide academics with a newly constructed First Nations Peoples Curriculum Review Tool that empowers academic staff to review and enhance the learner experience towards inclusivity and creating safe learning environments. Note: Decolonisation terminology	<ul style="list-style-type: none"> Development of the First Nations Peoples Curriculum Review Tool. Completed rollout of the First Nations Peoples Curriculum Review Tool. Communication strategy implemented. Review new resources in line with current Reconciliation Action Plan 	CC UC D(L&T) CAI Library ADVC (AQ &A)	Q2
	9.2	Provide streamlined professional development aligned to the First Nations Peoples Curriculum Review Tool .	<ul style="list-style-type: none"> Development and release of 30min Professional Learning Module (PLM). Update website resources. Increased targeted PD sessions provided to each institute and school. 		Q3
	9.3	Evaluating the effectiveness and impact of the First Nations Peoples Curriculum Review Tool .	<ul style="list-style-type: none"> Evaluation of effectiveness and impact from the staff perspective. Evaluation of the learner experience in collaboration with Unit Coordinators. 		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"> Review University Central Institute resources aligned to innovative L&T practices including resource type, timing, format, alignment with Co-Op Model and linkages with Workday offerings other key strategic areas. Ensure target professional development resources to support academic staff with managing challenges and benefits associated with artificial intelligence. 	CAI; ADVC (AQ &A) Library P&C	Q1-Q4
11. Quality Assurance Schedule	11.1	Improve academic integrity and academic misconduct 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"> Address Finding 1 - Academic integrity case management is highly manual Address Finding 2 - Inconsistencies in academic integrity investigative processes Address Finding 3 - Further analysis and reporting over academic integrity breaches and trends is required Address Finding 4 - Gaps in training and education for Academic Integrity Officers 	LTQC (Chair) Director (Student Services and Registrar) Executive Deans Academic Integrity Officers	Q1-Q4
	11.2	Adherence to the 2023-2025 Learning and Teaching Quality Assurance Framework and the 2024 Learning and Teaching Quality Metrics particularly the BOLD Learning and Teaching Practice, Moderation of Assessment and Unit Description Peer Review measurements.	<ul style="list-style-type: none"> Refer to the university and institute metrics for engagement, reporting and accountability Refer to the 2023-2025 Learning and Teaching Quality Assurance Framework 	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 October and Tuesday 21 November 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))

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