

Learning and Teaching Quality Assurance Framework (LTQAF) (2023-2025)

VERSION: 13.6.24

Scope: This scope of this Higher Education Learning and Teaching Quality Assurance Framework (LTQAF) is to bring together all the learning and teaching quality assurance activities that directly impact the quality of the staff and student experience. The LTQAF relates to coursework learning and teaching activities. Monitoring ongoing implementation and performance of the LTQAF (Figure 1 and Table 1) strategies and targets is the responsibility of the Learning and Teaching Quality Committee. These activities align to the following: (1) [Strategic Plan 2021-2025](#); (2) University [2023 Learning and Teaching Plan](#) and (3) Areas of improvement aligned to the external [Quality of Learning and Teaching Indicators \(QLT\)](#).

Figure 1: Learning and Teaching Quality Assurance Framework (LTQAF)

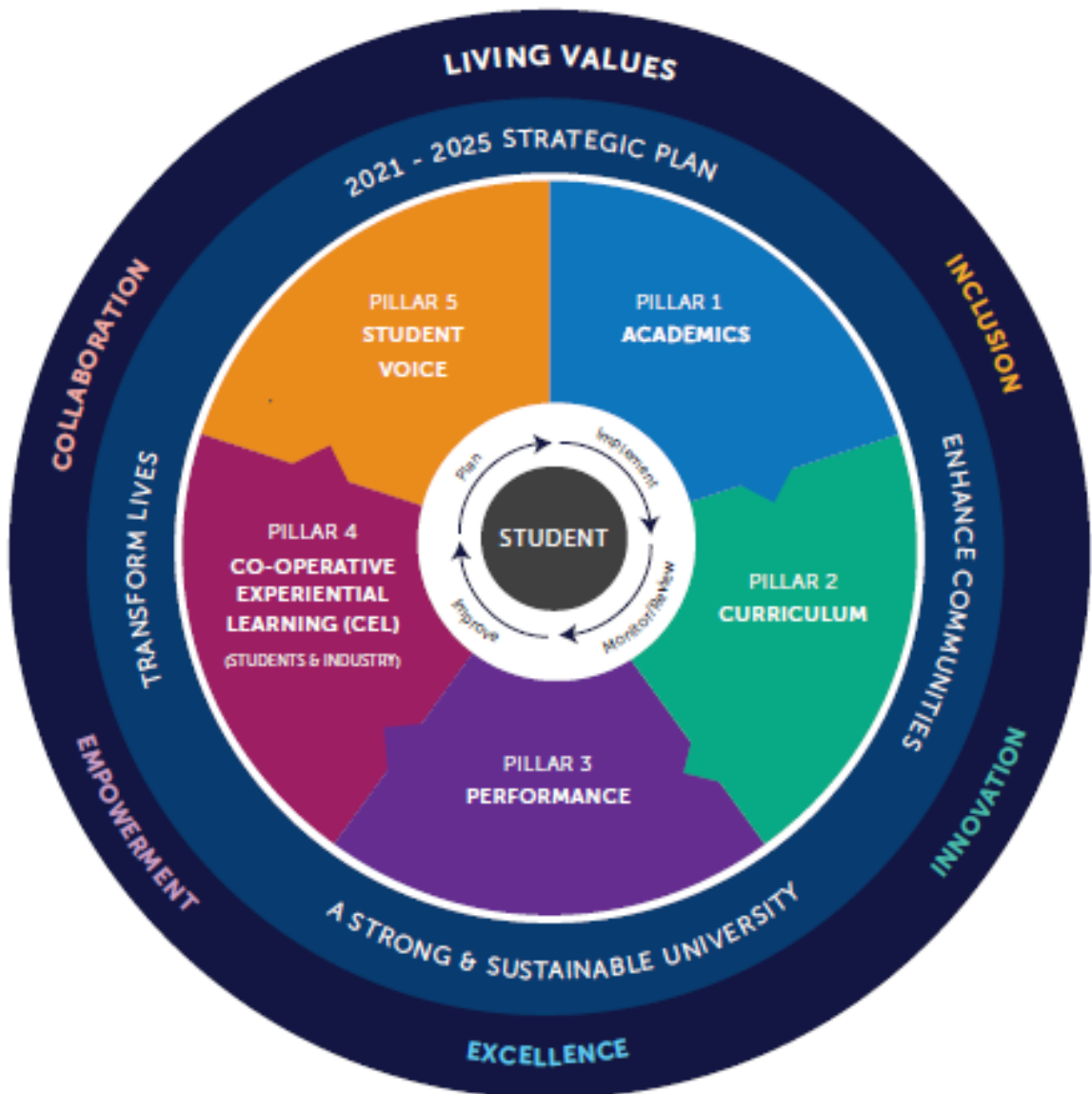


TABLE 1 – LEARNING AND TEACHING QUALITY ASSURANCE FRAMEWORK METRICS

DATA OPTIONS	PLAN WHAT DATA IS AVAILABLE?	IMPLEMENT HOW?	MONITOR/REVIEW WHO? WHEN? WHAT PROCESS?	IMPROVE WHEN? REPORTING TO WHO?
Pillar 1 – Academics				
Academic Induction Program (AIP)	Details of staff who complete AIP	Statistics are tracked by Centre for Academic Innovation (CAI) and Academic Support Services Directorate (ASSD)	1. CAI, Executive Officer provides reports to Institute Boards twice a year for consideration	1. Executive Leadership Team/ ASSD identifies staff that require AIP and provide names to CAI for follow-up.
Professional Development (PD)	Scholarship of Learning and Teaching (SoLT) Institute reports. This includes engagement with peer review and benchmarking opportunities, internal and external PD opportunities	Director, Learning and Teaching (DLT) support Institute staff to complete report template. International Quality support partners with completing and submitting SoLT activity reports	1. Chair, LTQC tables the reports on the Learning and Teaching Quality Committee (LTQC) agenda for review and evaluation	1. LTQC provides advice to Academic Board (AB) regarding SoLT Institute and partner activities. 2. DLT may recommend PD to CAI for upcoming delivery and relevance. 3. CAI should review PD calendar based on Institute feedback on a cyclic basis
Ensuring academic staff have a Australian Qualification Framework (AQF) level qualification one above what they teach (or equivalent) (TEQSA Requirement)	Staff upload qualifications according to the process requested by People and Culture (P&C)	Check P&C reports	1. Executive Deans or nominee(s) and Dean, Global Professional School	1. Reports from P&C to be shared with Executive Deans 2. Alignment with this expectation is also reviewed as part of higher education audits
Learning and Teaching Reward and Recognition aligned to 'Awards'	Data aligned to reward and recognition of awards at several levels: National, University, Institute, and Discipline (as stipulated in each discipline)	Statistics available through the CAI) (university and national) and the DLT (institute)	1. Associate Deputy Vice Chancellor (Accreditation and Quality Assurance) leads university and national award process 2. DLT and/or Director, Academic Operations (DAO) lead institute award process	1. DLT and/or DAO identify staff ready for reward and recognition and provide mentoring and/or other support mechanisms towards success

Pillar 2 – Curriculum

Pre-Delivery

DATA OPTIONS	PLAN WHAT DATA IS AVAILABLE?	IMPLEMENT HOW?	MONITOR/REVIEW WHO? WHEN? WHAT PROCESS?	IMPROVE WHEN? REPORTING TO WHO?
Unit Description Peer Review (See Peer Review and Benchmarking Manual)	Dashboard extracting data from FDL	Reports	<ol style="list-style-type: none"> 1. Bi-annual reporting to Institute Learning and Teaching Committee (ILTC) and LTQC 2. Review current progress at discipline level 	<ol style="list-style-type: none"> 1. LTQC make recommendations for increase targets for 'Unit <i>Description Peer Review</i>' engagement to Institutes and report progress to AB
<u>BOLD Learning and Teaching Practices</u> (See Peer Review and Benchmarking Manual)	Dashboard extracting data from FDL	Reports	<ol style="list-style-type: none"> 1. Bi-annual reporting to Institute Learning and Teaching Committee (ILTC) and LTQC 2. Review current progress at discipline level 	<ol style="list-style-type: none"> 1. LTQC make recommendations for increase 'BOLD Learning and Teaching Practice' engagement targets to Institutes and report progress to AB 2. Percentage increase of engagement is reported and monitored by the LTQC.
Assessment course level blueprinting Note 1: This can be completed prior to semester commencement or during Note 2: The Assessment Framework will also add additional strategies for assessment enhancements (See the Assessment Transformation, Project Lead).	Dashboard extracting data from FDL CAI, Executive Officer developed Assessment Activity Maps as part of scheduled Course Reviews (See Review of Established Sealed Award Programs (Higher Education) Procedure)	Collaborative Institute developed reports	<ol style="list-style-type: none"> 1. Progress led by Assessment Transformation, Project Lead in collaboration with program team. 2. Bi-annual reporting to Institute Learning and Teaching Committee (ILTC) and LTQC 3. Review current progress at program level. 4. Course Coordinators can request CAI, Executive Officer to develop these Assessment Activity Maps (as required) 	<ol style="list-style-type: none"> 1. The Course Coordinator reviews discussions and recommendations aligned to improved practice and alignment with the Minimum Co-Operative Standards (MiCS). 2. The Course Coordinator oversees implementation of the recommendations for future enhancements. 3. The Course Coordinator and DLT reports progress to the Institute Board and LTQC (noting)
Academic Integrity Focus	Annual reporting aligned to academic integrity with clear cohort,	Academic Services and Support Directorate	<ol style="list-style-type: none"> 1. Bi-annual reporting to Institute Learning and Teaching Committee (ILTC) and LTQC 	<ol style="list-style-type: none"> 1. Disciplines Leaders provide response document to their academic integrity statistics.

	discipline, type and outcomes linked to the statistics	(ASSD) lead reporting from variety of sources	<ol style="list-style-type: none"> 2. Reports provided to DLT and further disseminated to Discipline Leaders 3. Review current progress at discipline level 	<ol style="list-style-type: none"> 2. Chair, LTQC to provide advice to AB on institute management of academic integrity. 3. LTQC provide advice to CAI regarding PD aligned with academic integrity
<i>During Delivery</i>				
Moderation of Assessment (MoA) (Note: There are several types; See Moderation of Assessment Sharepoint Resource)	Dashboard extracting data from fdl	Engagement with practices of MoA are collected at a Discipline level by Assessment Transformation, Project Lead	<ol style="list-style-type: none"> 1. Bi-annual reporting to Institute Learning and Teaching Committee (ILTC) and LTQC 2. Review and monitor for trends 	<ol style="list-style-type: none"> 1. LTQC make recommendations for increase targets related to Moderation of Assessment types to Institutes and report program level progress to AB
Minimum Co-Operative Standards (MiCS) (See Minimum Co-Operative Standards Sharepoint Resource)	Data collected part of MiCS mapping	The data is collected at the course and unit level (as appropriate). The collated unit data is feed into Course level reporting. The process is supported by CAI and led by the Course Coordinator and DLT	<ol style="list-style-type: none"> 1. Chair, LTQC share MiCS benchmarking at LTQC (Can be more than 1 criteria) 2. Review and monitor for trends 	<ol style="list-style-type: none"> 1. LTQC make recommendations for increase MiCS engagement progression targets to Institutes and report program level progress to AB (for programs part of program review) 2. Repeat reporting annually through the Curriculum Centre (as required)
Peer Review and Benchmarking	See the 13 Options for Peer Review and Benchmarking Manual	Academic staff choose the appropriate option suited to the scenario	<ol style="list-style-type: none"> 1. Managed by line manager or nominee as part of the growth discussion for the teacher, their teaching journey and student feedback 	<ol style="list-style-type: none"> 1. Line manager monitors outcome and supports teacher with the process
<i>Post Delivery</i>				
Ratification Reports (See Higher Education Assessment Procedure [Inclusive of Fed TASKS])	Unit Coordinator Reports	As part of Ratification Meetings led by Institutes and DLT	<ol style="list-style-type: none"> 1. The process is overseen by DLT with outcomes endorsed by the Ratification Committee prior to grade release 	<ol style="list-style-type: none"> 1. Issues identified with course level grades are discussed prior to ratification endorsement. 2. Where appropriate, mitigation strategies are agreed to for rectification prior to next delivery.

				<ol style="list-style-type: none"> 3. Institute Board oversees the quality of the L&T of all their courses. 4. Summary reports post ratification are provided to LTQC. 5. LTQC provides advice to AB regarding quality of L&T based on Institute Board reports
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Pillar 3 – Performance

Learning Retention Updates

DATA OPTIONS	PLAN WHAT DATA IS AVAILABLE?	IMPLEMENT HOW?	MONITOR/REVIEW WHO? WHEN? WHAT PROCESS?	IMPROVE WHEN? REPORTING TO WHO?
Enrolments/Attrition/Withdrawals (including reasons) and Completions	<p>Reports in various formats.</p> <p>Note: This is also time dependant as part of the student journey</p>	Strategy Lead, Learner Retention six weekly update regarding key timepoints and strategies implemented to support students (Note: Acknowledge discipline variations)	<ol style="list-style-type: none"> 1. LTQC Standing Agenda Item 2. Meetings with Institute Leadership Teams 3. Updates at other university meetings lead by Chief, Learner Experience Officer (CLXO) and other key stakeholders from the Student Experience Administration Services (SEAS) 	<ol style="list-style-type: none"> 1. Institute leadership team representative (ie DLT) provides response to identified retention data 2. Institute leadership team representative (ie DLT) provides update regarding mitigation strategies specific to retention data 3. SEAS target areas collaborate with Institutes to adapt student support services to meet context and trends

Course Reviews

Course and Unit Health Check Reviews	<p>Develop Course and Unit respective level Health Check report based on existing data (3) Enrolment; (4) Attrition; (5) Progression (6). Marketing and Demand (7) Alignment with Co-</p>	<p>BI Team provide annual report based on 5 key indicators: Reports highlight links to cohorts and all locations including onshore and third-party providers</p>	<ol style="list-style-type: none"> 1. Chair, LTQC supports collation of data by collaborating with BI. Finance, Institutes (CC and DLT), and Marketing 2. Collated reports are provided to CC to review and provide response summary including strategies to address potential issues, to Institute Boards (and LTQC for noting) 	<ol style="list-style-type: none"> 1. Institute approved documents provided to VCST for strategic discussion 2. LTQC reviews annual trends and provides update to AB regarding learning and teaching quality successes and challenges
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	Operative Model and (8). Staff Capability		3. 12-month update provided to Institute Board and LTQC regarding progress post implementation of strategies	
Course Review Schedule (5 yearly)	See Review of Established Sealed Award Programs (Higher Education) Procedure	Part of university-wide annual cycle	1. Cycle lead by Chair, LTQC	<ol style="list-style-type: none"> 1. Completed Program Self-Review report is endorsed at Institute Board. The Panel Review Report is endorsed at Institute board describing the future recommendations. The Panel Review Report is endorsed at LTQC and approved at AB. 2. Program Coordinators provide an update progress report regarding program recommendations 24-month after the approval Panel Review Report at AB.
Benchmarking				
Benchmarking with external partners/other universities	<p>See the Peer Review and Benchmarking Manual (for example , Peer Review Portal, Regional University Network (RUN) benchmarking etc</p> <p>Seek advice from DLT and/or Executive Dean</p>	<p>Depends on the type of activity:</p> <p>For example:</p> <ul style="list-style-type: none"> - Course performance - Course Performance - Quality assurance processes - Student feedback 	1. Depends on the selected process	<ol style="list-style-type: none"> 1. Reports developed as part of the benchmarking activity, will be tabled at the LTQC 2. The data is critically reviewed with identified opportunities to enhance practice at Federation University. 3. It is also an opportunity to celebrate existing best practice undertaken across the institutes and university.
Unit Viability Review	Collate data annually aligned to enrolment, progression, and quality at the unit level	BI and FDL analysts collaborates with finance and institutes who have undertaken quality	<ol style="list-style-type: none"> 1. Discipline Leads and DLT will review full unit data and provide. 2. The group would make recommendation for modifications. 	<ol style="list-style-type: none"> 1. Reported to Institute Board with key recommendations based on evidence.

		<p>benchmarking using the following measures:</p> <ul style="list-style-type: none"> - Unit Descriptions - Ratification Reports - Student Feedback - Self-Review BOLD - LTP evidence, - Moderation of Assessment evidence, - Headcount enrolments (and other guidance from the Provost) 	<p>3. Create discipline level reports for discussion at Institute Board</p>	<p>2. This is feed up to VCST with clear justification on retainment of units for the following year.</p> <p>3. DLT monitor progress to the recommendations</p>
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Pillar 4 – Co-Operative Experiential Learning (Student and Industry)

DATA OPTIONS	PLAN WHAT DATA IS AVAILABLE?	IMPLEMENT HOW?	MONITOR/REVIEW WHO? WHEN? WHAT PROCESS?	IMPROVE WHEN? REPORTING TO WHO?
MiCS - Criteria 1 – Co-Design MiCS - Criteria 2 – Co-Develop MiCS – Criteria 3 – Co-Deliver MiCS - Criteria 7 – Industry Facing (CEL) or Industry- Relevant (EL) Experiences	Course reporting as part of MiCS benchmarking	Reported to DLT and Course Coordinators	<ol style="list-style-type: none"> Course Coordinator leads process for enhancement. Encourage staff are directed to target resources regarding engaging with industry For further understanding of Co-Op Definitions and placement aligned to payment, contact your DLT 	<ol style="list-style-type: none"> Reporting updates on course progression to LTQC annually, on Experiential Learning (in alignment with the Co-Op Definitions) Reporting enhancements aligned to university strategic targets
Assure quality of Experiential Learning (including Co-Operative Experiential Learning)	<p>Use existing surveys to capture the student experience engaging with Experiential Learning.</p> <p>Data and analytics regarding experiences to be streamlined in accordance with 'Co-Op Definitions' for co-op programs, and university expectations.</p>	Gather feedback via survey tool	<ol style="list-style-type: none"> As defined by the Experiential Learning or Co-Operative Experiential Learning (Engagement) Team (see ASSD) This might be aligned to Co-Op Experience stages (induction, early, midway, exit stage) for both the student and the industry/community and/or government partner/agency as co-op programs are implemented. Annual summaries to be provided to the Chair, LTQC 	<ol style="list-style-type: none"> Chair, LTQC to table reports from respective team on an annual basis. Reports are reviewed and discussed and advice is provided to the LTQC and AB aligned to progress, identify and managing any risks and improvements aligned to trends

Pillar 5 – Student Voice

DATA OPTIONS	PLAN WHAT DATA IS AVAILABLE?	IMPLEMENT HOW?	MONITOR/REVIEW WHO? WHEN? 1. WHAT PROCESS?	IMPROVE WHEN? REPORTING TO WHO?
Opportunity to collect and respond to student voice from the Student Senate	Student Senate can provide advice or request items for discussion as part of the LTQC meetings.	The LTQC student representative can raise and discuss the specific items aligned to learning and teaching that may have a significant impact on students	<ol style="list-style-type: none"> 1. Develop clear memo with supporting data related to the learning and teaching student focused issue 2. Discuss it with the Chair, LTQC 3. It may require discussing at full committee. Where the Chair, LTQC can escalate the issue more efficiently, this should be actioned 	<ol style="list-style-type: none"> 1. The LTQC Student Representative should report back to the Student Senate (as part of closing the loop). 2. Where appropriate the Chair, LTQC will escalate the issue to Academic Board and other senior university key stakeholders
Student Evaluation of Learning and Teaching (SELT) Procedure (after each teaching period) – Unit Level	Course feedback available through Business Intelligence (BI) Dashboards	Dashboard access provided by Survey Team to Unit Coordinators (and others in accordance with the procedure)	<ol style="list-style-type: none"> 1. Staff involved: Unit Coordinators, DLT; Chair, LTQC 2. Unit requiring action (as per procedure) need to provide a ‘<i>Course Survey Action Plan</i>’. All data from all locations are provided to the Unit Coordinators and DLT to ensure they are all considered as part of QA process including academic staff “Your Growth Matters” conversations. 3. DLT to submit ‘<i>Institute Unit Action Summary</i>’ to LTQC for discussion. 4. For further guidance, see procedure 	<ol style="list-style-type: none"> 1. LTQC to provide advice to AB regarding teaching quality based on student feedback at Unit level (only) 2. LTQC to provide advice to AB regarding the mitigation strategies in place to support teaching quality. 3. LTQC to review <i>Institute Unit Action Summary</i> as submitted by the DLT
Student Evaluation of Learning and Teaching (SELT) Procedure (after each teaching period) – Teacher Level	Teacher feedback available through Business Intelligence (BI) Dashboards	Dashboard access provided by Survey Team to teachers (and others in accordance with the procedure)	<ol style="list-style-type: none"> 1. Line managers discuss feedback with teachers and suggest recommendations for enhancements. 2. Documents of discussions as captured in the “Your Growth Matters” platform conversations. 	<ol style="list-style-type: none"> 1. Discussions and actions related to student feedback is captured in teaching staff “Your Growth Matters” platform. 2. Line managers discussions regarding enhancements to be reviewed prior to next unit delivery

Quality Indicators of Learning and Teaching (QILT) (lag data)	QILT BI Dashboards aligned to QILT data at the program level: Link	Dashboard data can be filtered by Program and exported into PDF	<ol style="list-style-type: none"> 1. Open to all FedUni staff 2. Programs also explore QILT feedback as part of 5 yearly Course Reviews 3. Chair, LTQC undertake annual reporting of each program. 4. Reports to be provided to CC, DLT and Directors (Academic Operations) 5. CC and teaching team to develop response documents and recommendations based on their data 	<ol style="list-style-type: none"> 1. Chair, LTQC request response documents from CC based on QILT feedback and identified trends. 2. LTQC consider PC response documents and provide advice to CC and AB on QILT indicators 3. Course Coordinators to provide update 12 months after the response documents have been provided to LTQC
Student Appeals and complaints	<p>Reports from Academic Secretariat led by Chair, Appeals Committee</p> <p>Gather Institute level Appeals reports with support of Director (Academic Operations)</p>	<p>Reports tabled at LTQC and provided by EO, Appeals</p> <p>Institute reports may also include complaints specific to learning and teaching</p>	<ol style="list-style-type: none"> 1. Data discussed and analysed at LTQC 	<ol style="list-style-type: none"> 1. LTQC discuss trends and provide update to AB 2. Chair, LTQC provide further recommendations or questions to DLT and relevant DL/CC (as appropriate)

LEGEND

AB	Academic Board
AIP	Academic Induction Program
ASSD	Academic Services and Support Directorate
BI	Business Intelligence
CAI	Centre for Academic Innovation
CEL	Co-operative Experiential Learning
CXLO	Chief Experience Learning Officer
DL	Discipline Lead
DLT	Director, Learning and Teaching
EO, Appeals	Executive Officer, Appeals
EO, CR	Executive Officer, Course Review
FoE	Field of Education
ILTC	Institute Learning and Learning Committee
L&T	Learning and Teaching
LTQC	Learning and Teaching Quality Committee
MiCS	Minimum Co-Operative Standards
PC	Program Coordinator
PD	Professional Development
QA	Quality Assurance
QILT	Quality Indicators of Learning and Teaching
SELT	Student Evaluation of Learning and Teaching

Note 1: Development of the Learning and Teaching Quality Assurance Framework was led by Chair, LTQC between May – September 2023

Note 2: Additional updates Feb 2024 (23.2.24); June 2024 (13.6.24)

End of document