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

VERSION: 15.8.24

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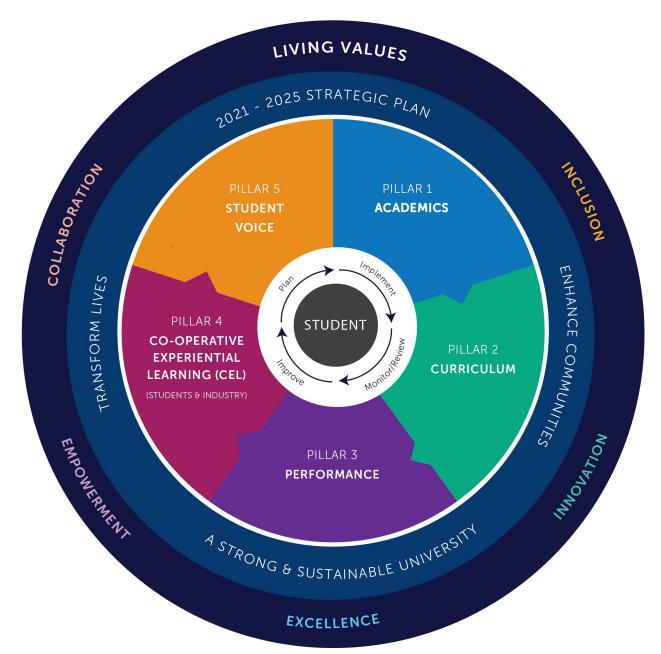
Figure 1: Learning and Teaching Quality Assurance Framework (LTQAF)

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 *Learning and Teaching Capability Support* Officer in collaboration with staff providing AIP	1. The *Learning and Teaching Capability Support* Officer provides reports to Learning and Teaching Quality (LTQC) including the Institute *Associate Deans, Learning and Teaching* (ADLT)	1. Institute leaders identify staff that require AIP and provide names to the *Learning and Teaching Capability Support* Officer.
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	Institute ADLT support staff to complete annual SoLT activity templates. Global and Engagement teams support partners with completing and submitting SoLT activity templates	1. The Chair, LTQC tables the reports on the LTQC agenda for review and evaluation	1. LTQC provides advice to Academic Board (AB) regarding SoLT Institute and partner engagement. 2. The ADLTs may recommend PD to the *Pro Vice Chancellor (Learning and Teaching)* portfolio for upcoming delivery. 3. PD topics, timing of release and mode of delivery to be reviewed and adjusted as per PVC (L&T) portfolio recommendations
Ensuring academic staff have an 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/Dean 2. Alignment with this expectation is also reviewed as part of higher education audits
Learning and Teaching Reward and Recognition initiatives	Data aligned to reward and recognition of awards at several levels: National, University, Institute, and Head of Discipline (HoD) (as stipulated in each discipline)	Statistics available through the *Pro Vice Chancellor (Learning and Teaching)* portfolio	1. The *Deputy Pro Vice Chancellor (Learning and Teaching)* leading process specific to the desired outcomes 2. ADLT and/or DD lead institute award process	1. ADLT and Deputy Dean (DD) and/or staff engage with reward/recognition process and link it with Your Growth Matters planning

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/Curriculum Centre (Curr Cen.)	Extraction report by FDL analysts. ADLTs, Course Coordinators and HoD support staff in completion of this task in accordance with the Unit Quality Assurance Metrics	1. Bi-annual reporting to Institute Learning and Teaching Committee (ILTC) and LTQC 2. Review current progress at discipline level	1. LTQC make recommendations for increase targets for 'Unit *Description Peer Review*' engagement to Institutes and report progress to AB
BOLD Learning and Teaching Practices (See *Peer Review and Benchmarking Manual*)	Dashboard extracting data from FDL/Curriculum Centre (Curr Cen.)	Extraction report by FDL analysts. ADLTs, Course Coordinators and HoD support staff in completion of this task in accordance with the Unit Quality Assurance Metrics	1. Bi-annual reporting to Institute Learning and Teaching Committee (ILTC) and LTQC 2. Review current progress at discipline level	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 Learning, Teaching and Assessment Coach (part of PVC (L&T) Portfolio*	Dashboard extracting data from FDL/Curriculum Centre (Curr Cen.) *Learning and Teaching Capability Support Officer* can develop Assessment Activity Maps as part of scheduled Course	Collaborative Institute developed reports	1. Progress led by *Learning, Teaching and Assessment Coach* with the Course team. 2. Annual reporting on Course Level Assessment Blueprinting at Institute Teaching Committee (ILTC) and LTQC 3. Course Coordinators can request that the *Learning and Teaching Capability Support Officer d*evelops an	1. The Course Coordinator reviews Assessment Course Level Blueprinting evidence in conjunction with ADLT and makes recommendations for improved practice. 2. The Course Coordinator oversees implementation of the recommendations for future enhancements.

	Reviews (See *Review of Established Sealed Award Programs (Higher Education) Procedure)*		assessment map based on Curriculum Centre data.	3. The Course Coordinator and Institute ADLT reports progress to the Institute Board and LTQC for (noting)
Academic Integrity Focus	Annual reporting aligned to academic misconduct with following identification factors: cohort; discipline; type; outcomes linked to the statistics. Meeting Academic Integrity Audit Findings (Nov 2023)	Data is accessed from Chief Learning Experience Officer sub team (Director, Student Services and Registrar) as part of the Student Integrity Unit	1. Annual reporting to LTQC 2. Reports provided to ADLTs and Heads of Disciplines (HoD) and tabled at LTQC 3. Review current progress at discipline level	1. HoDs work with the ADLT to provide a response document to their academic integrity statistics. 2. Chair, LTQC to provide advice to AB on institute management of academic misconduct and comment on key trends and confirmed actions. 3. LTQC provide advice to PVC (L&T) portfolio regarding PD enhancements
During Delivery				
Moderation of Assessment (MoA) (Note: There are several types; See *Moderation of Assessment Sharepoint Resource*)	Dashboard extracting data from FDL/Curr Cen.	Extraction report by FDL/Curr Cent. analysts. ADLTs, Course Coordinators and HoD support staff in completion of this task.	1. Bi-annual reporting to LTQC 2. ADLTs share at Institute Learning and Teaching Committee 3. Review and monitor for trends	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 within Curr Cen.	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 ADLTs, Course Coordinators, HoDs and Learning Designers	1. The Chair, LTQC to access unit and course level mapping and share at LTQC. 2. Review and monitor for trends	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) until all courses meet Co-Op Model expectations.
Peer Review and Benchmarking	See the 13 Options for *Peer Review and Benchmarking Manual*	Academic staff choose the appropriate option suited to the scenario	1. Managed by line manager or nominee as part of the growth discussion for the teacher,	1. Line manager monitors outcome and supports teacher with the process

				their teaching journey and student feedback	

Post Delivery

Ratification Reports (See *Higher Education Assessment Procedure [Inclusive of Fed TASKS]*)	Unit Coordinator Reports Course Coordinator Reports	As part of Ratification Meetings led by Institutes and ADLT	1. The process is overseen by ADLT with outcomes endorsed by the Ratification Committee prior to grade release	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. 3. Institute Board oversees the quality of the L&T of all their courses. 4. Course Level Ratification Summary reports are approved at Institute Board. These reports will be provided to LTQC for noting. 5. Chair, LTQC provides advice to AB regarding trends based on Course Ratification Reports

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	Reports in various formats. Note: This is also time dependant as part of the student journey	Strategy Lead, Learner Retention six weekly update regarding key timepoints and strategies implemented to support students (Note: Acknowledge discipline variations)	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)	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	Develop Course and Unit respective level Health Check report based on existing data1 (3) Enrolment; (4) Attrition; (5) Progression (6). Marketing and Demand (7) Alignment with Co-Operative Model and (8). Staff Capability	BI Team provide annual report based on 5 key indicators: Reports highlight links to cohorts and all locations including onshore and third-party providers	1. Chair, LTQC supports collation of data by collaborating with BI. Finance, Institutes (CC and ADLT), 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) 3. 12-month update provided to Institute Board and LTQC regarding progress post implementation of strategies	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
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	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	See the *Peer Review and Benchmarking Manual* (for example , Peer Review Portal, Regional University	Depends on the type of activity: For example: - Course performance	1. Depends on the selected process	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.

	Network (RUN) benchmarking etc Seek advice from ADLT and/or Executive Dean	- Course Performance - Quality assurance processes - Student feedback		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 benchmarking using the following measures: - Unit Descriptions - Ratification Reports - Student Feedback - Self-Review BOLD LTP evidence, - Moderation of Assessment evidence, - Headcount enrolments (and other guidance from the Provost)	1. Head of Discipline Leads and ADLT will review full unit data and provide. 2. The group would make recommendation for modifications. 3. Create discipline level reports fort discussion at Institute Board	1. Reported to Institute Board with key recommendations based on evidence. 2. This is feed up to VCST with clear justification on retainment of units for the following year. 3. DLT monitor progress to the recommendations

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 ADLT and Course Coordinators	1. Course Coordinator leads process for enhancement. 2. Encourage staff are directed to target resources regarding engaging with industry 3. For further understanding of Co-Op Definitions and placement aligned to payment, contact your ADLT	4. Reporting updates on course progression to LTQC annually, on Experiential Learning (in alignment with the Co-Op Definitions) 5. Reporting enhancements aligned to university strategic targets
Assure quality of Experiential Learning (including Co-Operative Experiential Learning)	Use existing surveys to capture the student experience engaging with Experiential Learning. Data and analytics regarding experiences to be streamlined in accordance with 'Co-Op Definitions' for co-op programs, and university expectations	Gather feedback via survey tool	1. As defined by the Experiential Learning or Co-Operative Experiential Learning (Engagement) Team (Global and Engagement Portfolio) 2. 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. 3. Annual summaries to be provided to the Chair, LTQC	1. Chair, LTQC to table reports from respective team on an annual basis. 2. 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	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	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 BI Dashboards	Dashboard access provided by Survey Team to Unit Coordinators (and others in accordance with the procedure)	1. Staff involved: Unit Coordinators, ADLTs; Chair, LTQC 2. Unit requiring action (as per procedure) need to provide a '*Course Survey Action Plan*'. 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. ADLT to submit '*Institute Unit Action Summary*' to LTQC for discussion. 4. For further guidance, see procedure	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 *Institute Unit Action Summary* as submitted by the ADLT
Student Evaluation of Learning and Teaching (SELT) Procedure (after each teaching period) – **Teacher Level**	Teacher feedback available through BI Dashboards	Dashboard access provided by Survey Team to teachers (and others in accordance with the procedure)	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.	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	1. Open to all FedUni staff 2. Courses explore QILT feedback as part of 5 yearly Course Reviews 3. CXLO present lag QILT data (overarching and discipline) to LTQC 4. ADLT to share documents with Institute Learning and Teaching Committee to discuss enhancements. 5. CC to work with teaching teams to develop appropriate actions.	1. CXLO to present innovations based on data. 2. ADLTs to provide an overview of enhancements based on the evidence informed data at the discipline level and trends to their ILTC and LTQC 3. CXLO already reporting to AB on findings. 4. CC to provide update 12 months on action plans towards enhancement
Student Appeals and complaints	Reports from Academic Secretariat led by Chair, Appeals Committee Gather Institute level Appeals reports with support of Deputy Deans	Reports tabled at LTQC and provided by EO, Appeals Institute reports may also include complaints specific to learning and teaching	1. Data discussed and analysed at LTQC	1. LTQC discuss trends and provide update to AB 2. Chair, LTQC provide further recommendations or questions to ADLTs and relevant Head of Discipline/Course Coordinator (as appropriate)

LEGEND

AB	Academic Board
ADLT	Associate Dean, Learning and Teaching
AIP	Academic Induction Program
BI	Business Intelligence
CC	Course Coordinator
CEL	Co-operative Experiential Learning
Curr Cen.	Curriculum Centre
CXLO	Chief Experience Learning Officer
DD	Deputy Dean
Deputy PVC (L&T)	Deputy Pro Vice Chancellor (Learning and Teaching)
EO, Appeals	Executive Officer, Appeals
FoE	Field of Education
HoD	Head of Discipline
ILTC	Institute Learning and Learning Committee
L&T	Learning and Teaching
LTQC	Learning and Teaching Quality Committee
MiCS	Minimum Co-Operative Standards
PD	Professional Development
PVC (L&T)	Pro Vice Chancellor (Learning and Teaching)
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); August 2024 (15.8.24)

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