

Learning and Teaching Plan 2026-2030

Federation University Australia

Purpose and Vision

Federation University's purpose is to deliver the transformative education, training and research that our regions need to thrive.

Our 2040 strategy sets out a bold vision to build a co-operative university model that responds to the needs of our students and regions.

As Victoria's only university headquartered in the regions, Federation is committed to bridging critical skills gaps and driving economic, social and cultural prosperity across Ballarat, the Wimmera, Gippsland, Berwick and Greater South-East Melbourne.

We are adopting a co-operative (Co-op) learning model across the university, TAFE and research – with strong employer and industry partnerships ensuring learners gain practical skills and career opportunities.

Federation University Australia acknowledges the Traditional Custodians of the lands and waters where our campuses, centres and field stations are located, and we pay our respects to Elders past and present and honour their knowledge and traditions that have been nurtured on these lands for tens of thousands of years.

We recognise Traditional Custodians as the first teachers and learners, whose sophisticated education systems, cultural knowledge and ways of knowing, being and doing continue to shape and enrich our learning environments today.

We are committed to fostering an educational community that strengthens and celebrates First Peoples', cultures and languages, and to walking together in a spirit of respect, partnership and self-determination.

The Traditional Custodians of the lands and waters where our campuses, centres and field stations are located include:

Ballarat: Wadawurrung

Berwick: Boon Wurrung

Gippsland: Gunaikurnai Nations

Melbourne: Wurundjeri

Nanya Station: Mutthi Mutthi and Barkindji

Wimmera: Wotjobaluk, Jaadwa, Jadawadjali, Wergaia, Jupagulk



Federation 2040 Strategy

Federation's strategy aligns our priorities with the needs of our regions.

Our [Federation 2040 Strategy](#) focuses our efforts over the coming years to ensure that everything we do, from education and training to research and innovation, directly benefits the learners, employers and communities we serve.

Underpinning the strategy are rolling five-year sub-strategies and enabling plans.

The Learning and Teaching Plan is designed to deliver Strategic Driver 2: Supporting sustainable and thriving regions and Driver 3: Empowering learners and expanding opportunities, noting there is overlap between strategic drivers.

Purpose	To deliver the transformative education, training and research that our regions need to thrive.					Why we exist
Vision	To build a co-operative university model that responds to the needs of our students and regions.					The desired future state to deliver our purpose
Living Values	 Inclusion	 Collaboration	 Innovation	 Empowerment	 Excellence	The values that guide our culture
Strategic Drivers Daring to be different Building a new model of co-operative education and research that seamlessly integrates work and study. Supporting sustainable and thriving regions Equipping communities with the talent, knowledge and innovation for the future. Empowering learners and expanding opportunity Offering outstanding educational experiences and expanding access to reach more learners in the regions. Prioritising First Peoples and reconciliation matters Advancing First Peoples' leadership and success and embedding First Peoples' knowledges, histories and cultures respectfully. Remaining proudly local, with global reach Staying deeply connected to place while pursuing global co-operative opportunities. Fostering an inclusive and rewarding workplace Delivering rewarding careers that make a difference in a workplace that values people.						Focus areas for 2026 and beyond
Enablers Deep partnerships with employers and industry Dynamic learning precincts and technology parks Digitally enabled, human centred solutions Purpose-driven leadership and governance Strong advocacy and supportive policy for regional education and research						Capabilities required

Background

Federation University Australia is Victoria's premier regional, multi-sector institution, delivering education across all levels of Higher Education, TAFE from campuses in Ballarat, Berwick, the Melbourne CBD, Gippsland, and the Wimmera. Our reach enables us to provide education where it is needed most, supporting communities through inclusive, career-focused learning.

We are proud to be aligned with the principles of the Universities Accord, and our Learning and Teaching plan reflects this commitment to access, equity, excellence, and innovation. Our dual-sector model allows us to offer seamless pathways into and between vocational training and higher education, and into jobs, with co-operative education embedded across our courses.

Federation University is consistently recognised for excellence in teaching and the student experience, through five-star ratings in the Good Universities Guide in categories such as Social Equity, Skills Development and First-Generation Access. These are the building blocks that will enable us to reach five-star ratings for Teaching Quality and for the Overall Student Experience. The performance of our TAFE exceeds the Victorian TAFE network average in student and employer measures. Our TAFE and Higher Education teachers have won national teaching excellence awards.

The recognition and integration of First Peoples cultures, languages, and knowledge systems within the curriculum form a central component of the Learning and Teaching strategy. Federation University acknowledges the need to critically examine and restructure institutional frameworks, ideologies, and discourses that have historically privileged Western perspectives, often to the exclusion and disadvantage of First Peoples. The University is committed to the decolonisation of curricula and to the empowerment and elevation of First Peoples individuals, epistemologies, ontologies, and pedagogies across all areas of academic practice.

We are committed to sector-leading innovation. We embrace digital transformation, ethical AI integration, and co-designed curricula with students and industry. We are proactive and responsive to student feedback. We are supporting our academics and TAFE teachers to deliver best practise teaching and research supervision via our own professional development programs, so our academics and TAFE teachers are modelling lifelong learning. This positions Federation University as a thought leader in contemporary education.

Learning and Teaching Plan 2026–2030

Strategic Priorities

Federation University's award-winning teachers and top-ranking disciplines have demonstrated our potential to be the best in the country, and these are the foundation that will help us further elevate teaching quality and the overall student experience for all AQF levels across Higher Education and VET.

Our strategic learning and teaching priorities aim to position the University as an exemplar in global co-operative education by 2030 and to become a leading provider of lifelong learning for our alumni, partners and communities in the regions we serve.

To achieve this, we are committed to fostering a culture of excellence to attract and retain the best lecturers and teachers as an employer of choice, who are empowered to provide an outstanding experience for our students, so they succeed.

Our strategic learning and teaching priorities for 2026–2030 are:

1. Exemplar in Co-operative Education
2. Outstanding Student Experience and Success
3. Enabling Environments for Excellence in Learning and Teaching

2030 Targets

Learning and Teaching Plan 2030 Targets	
Strategic Priority	Target
Exemplar in Co-operative Education	#1 in Australia for Co-operative Higher and Vocational Education
Outstanding Student Experience and Success	#1 attrition rate among regional universities
	5-Star Rating in the Good Universities Guide for Teaching Quality and for Overall Student Experience for undergraduate and postgraduate students, i.e. rank in the top 20% of universities
	Ranked #1 across the TAFE Network for student & employer satisfaction for teaching quality and relevance to employment (from TAFE learner surveys).
	All our courses will have First Peoples learning areas integrated throughout the curriculum
Enabling Environments for Excellence in Learning and Teaching	All our courses are viable and future-focused
	Employer of Choice for excellent teachers
	Our systems are fit for purpose and enable our strategy, today and into the future, by embedding best practice and maximising staff engagement.

Based on Office of TAFE Coordination and Delivery Victorian Network Benchmarking.

Priority 1: Exemplar in Co-operative Education

Our co-operative education integrates academic learning with meaningful, structured workplace experiences. It is grounded in collaboration with industry, community, Traditional Custodians and First Peoples' as subject matter experts to co-design curriculum and research initiatives. This inclusive approach embeds opportunities for work-based learning for academic credit. Federation's dual sector strength enables flexible, lifelong learning pathways, enabling seamless transitions between vocational and higher education.

Our objective is to be the exemplar in Australian co-operative Higher and Vocational Education and set the benchmark for the sector.

To achieve this, we will focus on the following objectives:

- 1.1. Industry linked education:** Establish deeper connections with our partners with mutual value exchange, including bi-directional staff exchange programs between partners, our Institutes, the Graduate Research School, and TAFE, to firmly embed co-design and co-delivery of our educational programs, knowledge exchange, enable cutting-edge and innovative curriculum and upskilling of staff. Become the learning provider of choice for our partners. Increase the number of cadetship programs where students are sponsored by their employers to study with us. Expand co-operative placements and paid internships for academic credit. Assess our courses against the co-op quality framework.
- 1.2. Relevant and responsive course portfolio:** Proactively refine and develop our course offerings to remain relevant, responsive, aligned with industry, employer and community demands and national skills priorities, and the highest standards of excellence through regular reviews for quality and assurance of learning. Support professional development for teaching staff. Introduce new courses in areas of emerging demand and critical skills shortages and phase out those that no longer serve our strategic direction. Leverage comprehensive data and analytics to inform decision-making. Ensure units and courses meet established benchmarks and standards and deliver strong academic and financial outcomes.
- 1.3. Sector harmonisation:** Leverage our dual sector status and create seamless pathways and blur boundaries from enabling into TAFE and higher education courses across all AQF levels where students can enter and exit qualifications or credentials as it suits their circumstances, to become a leading provider of lifelong learning for our regions. Enable streamlined development and deployment of micro credentials.
- 1.4. Students as leaders in the workforce:** Our students and staff are trained in safe and ethical use of the latest technologies such as Generative AI (GenAI) and automation and our graduates model effective use of Gen AI in their future workplaces. Students not only learn during their work placements but also assist our partners to adopt innovative and leading practices and become highly sought-after. Our students give back to the community as brand ambassadors, lifting our reputation. Our graduate attributes will reflect students who have developed the skills, attitudes, knowledge, and understandings necessary to engage effectively with diverse cultural contexts. These attributes will support inclusive practices and cultural responsiveness, preparing graduates to contribute meaningfully within global environments that value equity, respect, and collaboration with First Peoples and other communities.

1.5. Research led teaching: Integrate research ideas, methods, and opportunities into our teaching and learning, providing students with opportunities to engage in research across their academic journey. Increase and develop staff capacity for the supervision of research students and strengthen engagement with the scholarship of learning and teaching.

Priority 2: Outstanding Student Experience and Success

Our students are at the heart of all that we do. We will cultivate a culture of excellence and innovation in learning and teaching, supporting our staff through ongoing professional development, evidence-based practice, and recognition of innovation and achievement. By investing in educational technologies and fostering safe spaces for experimentation, we empower staff to deliver outstanding, inclusive, student-centred learning environments that enhance wellbeing, drive retention, and personalise support through data-informed insights and timely support.

Our objective is to be recognised for excellence in teaching quality and the student experience and to be sector leading for both student success and graduate employability. We also aim to become the employer of choice for excellent and innovative teaching academics and TAFE teachers.

To achieve this, we will focus on the following objectives:

- 2.1. Education focused academics, education champions and lead practitioners:** Establish and nurture a community of education focused academics and TAFE teachers, maintain an education focused academic promotions pathway, and build Scholarship of Learning and Teaching capability across Higher Education and TAFE. Build leadership capability for education champions and lead practitioners.
- 2.2. Trained and supported teaching staff:** Develop a mentoring program to support teaching staff, targeted to their roles and situations, and ensure all teaching staff complete regular professional development sessions including on GenAI, technology use in teaching and academic integrity, regulatory requirements and scholarship. Ongoing academic staff new to the university complete the Graduate Certificate in Education (Tertiary Education) if not already awarded and undertake research supervision training. All staff teaching online units, and all staff teaching in connected classrooms participate in targeted professional development.
- 2.3. Continuous improvement:** Establish clear objectives and increase participation in unit and teacher student feedback surveys and pulse surveys, as well as Quality Indicators for Learning and Teaching (QILT) surveys. Formulate and execute action strategies, regularly assessing their impact. Ensure student feedback is acknowledged and acted upon. Recognise and celebrate outstanding achievements through Learning & Teaching awards. Foster and sustain networks of communities of practice to encourage knowledge sharing and drive innovation.
- 2.4. First Peoples' knowledge and perspectives:** Embed respectfully First Peoples' knowledges and perspectives across curriculum design and delivery. By centring First Peoples' ways of knowing, doing, and being, the University promotes relational, experiential, and holistic learning. This approach honours First Peoples' self-determination and knowledge sovereignty, fostering culturally responsive education and inclusive learning environments.
- 2.5. Cultural Capabilities:** Cultural capabilities are a lifelong process requiring ongoing reflection on the worldviews of both staff and students, and how these perspectives shape institutional practices and relationships. Through professional development initiatives, we will foster awareness of our culturally diverse community, with particular emphasis on

recognising and valuing First Peoples' cultures and contributions. By advancing cultural capability and anti-racism, Federation University is committed to addressing systemic inequities and promoting inclusive, culturally responsive practices that support transformative change across the institution.

- 2.6. Safe space for innovation:** Create a dedicated space for academics and teachers to develop curriculum, integrate cutting-edge technologies, and explore innovative teaching methods and delivery models. Also provide support to evaluate initiatives and upscale, share ideas and failures. Encourage entrepreneurship and explore new, and disruptive, ways of educating our students to reach new markets. Leverage Employability.Life's technology expertise and software development capabilities.
- 2.7. Digital Empowerment:** Integrate Generative Artificial Intell (GenAI) ethically into our educational framework, setting standards and best practices, to support assurance of learning and innovation. Utilise our assurance of learning framework to improve assessment practice, upholding integrity, fairness, and rigorous standards. Upskill all staff and students and pioneer the use of agentic AI and smart technologies to deliver intuitive support across all modes of study and levels and cohorts of education. Ensure students can access the right tools and information at the right time, with real-time responsiveness and scalable innovation. Empower our professional, academic and TAFE staff with learning and teaching innovations.
- 2.8. Students as active partners:** Foster a student-centred approach by engaging students as collaborators in their educational experience, ensuring their feedback, perspectives, and ideas directly inform ongoing improvements and innovation in teaching and learning. Students will be empowered to influence decision-making, co-create curriculum, assessment and learning experiences, and lead innovative projects. Collaborate with students, including the Student Senate, to understand barriers and areas of difficulty, and to drive innovation and continuous improvement in learning and teaching. Automate and triage requests from students so interactions between students and staff are of high value and communicate transparently to clarify expectations up front.
- 2.9. Belonging and Inclusion:** Foster a vibrant, inclusive student life and accessible learning that reflects the diversity of our learners. Equity, inclusion and wellbeing will be embedded across services, communications, and learning environments. Enhance existing equitable curriculum design and teaching approaches and continue to support students with diverse learning needs, ensuring that all students have the opportunity to actively shape their learning journey. Refresh our campus environments aligned with the campus vision, motivate staff and students to come back, and actively engage industry partners and the broader community in campus activities.

Priority 3: Enabling Environments for Excellence in Learning and Teaching

We are committed to creating learning and teaching environments that empower students and staff to thrive—where innovation, quality, and sustainability underpin the experience. Our approach meets students and staff where they are, while building capacity for the future. We will align offerings with student demand, workforce needs, regional priorities and the United Nations Sustainable Development Goals, leverage digital platforms and new delivery models. We will foster cross-campus collaboration and shared resource models across and within institutes and schools, creating a culture of best practice. We will create a course portfolio that achieves optimal student load within enrolment caps and anticipate future opportunities for sustainable growth and margin improvement to enable investments in innovation, flexibility, and the continual enhancement of the student experience.

Our objective is to achieve efficiencies, consistency, and flexible delivery models, all driven by a relentless commitment to quality. This will be demonstrated through attaining top-quartile national student satisfaction and engagement survey results, high graduate employability, and industry recognition for excellence in teaching and learning.

To achieve this, we will focus on:

- 3.1. Optimisation of physical teaching spaces and timetables:** Deploy advanced analytics and smart scheduling solutions to enhance the utilisation of our campuses, aligning our technology and laboratory infrastructure with evolving pedagogical and operational needs. Bring higher education courses to the SMB campus, review the academic calendar, teaching periods and student timetables (including scheduling in person classes on fewer days) and align campus course offers and the campus master plan.
- 3.2. Fit for purpose systems and processes:** Embed excellence and maximise interoperability in every system and process we implement. Fed Services will take the lead in implementing the digital roadmap, streamlining administrative processes through automation, and enhancing the user experience, all in accordance with internal and external accreditation standards. This involves charting the academic staff experience and addressing any shortcomings by implementing innovative and scalable digital solutions. Consider a joint roadmap for digital infrastructure supporting both academic activities and student services. Implement course architecture to bring distinctiveness, clarity, structure and coherence to the education offering.
- 3.3. Consistency in the quality of the student experience:** Ensure that digital platforms, learning management systems, and analytics tools deliver a consistently exceptional experience across all physical and virtual locations and delivery modes, for all student cohorts, backed by principles for delivery and design of our courses and units. This includes assessment, marking, delivery hours and design of Learning Management System sites, higher degree by research candidature management and the empowerment of academics and teachers. Achieve full capability in the availability and use of data.
- 3.4. Increased flexibility in our offers:** Pursue new levels of flexibility – provide ongoing professional development to enable high-quality online education, streamline delivery modes, and leverage emerging technologies. In an ever-changing sector, create a

future-ready university, synonymous with excellence, adaptability, and forward-thinking solutions that anticipate and exceed needs of learners and broader community. Decrease complexity for students and staff.

- 3.5. Precision and early intervention:** Support student success and retention through targeted advising, mentoring, and early identification of non-engaging students. Academic and TAFE teachers collaborate closely with retention experts in the Learner Experience team and Aboriginal Education Centre to build momentum and confidence. Timely, personalised interventions are enacted using data-driven insights and AI-powered tools.

Success Measures 2026-2030

Owner

The Pro Vice-Chancellor, Learning and Teaching is responsible for delivering outcomes and reporting progress against the Learning and Teaching Plan success measures.

Evaluation and reporting

Progress against this plan is monitored quarterly by the Vice-Chancellor's Senior Team (VCST) and twice per year at the Learning and Teaching Quality Committee.

This plan is reviewed annually by the owner to ensure it remains current. Major amendments require approval by VCST and the relevant governing body (where applicable).

Success measures

[Detail the success measures and targets by year in the table below. Try and limit this to no more than six targets, however there may be various lead and lag measures for each target]

Strategic Priority	Measure	Targets				
		2026	2027	2028	2029	2030
Exemplar in Co-operative Education	Courses aligned with the Co-op framework					100%
Outstanding Student Experience and Success	QILT Ratings - teaching quality UG - overall student experience UG - teaching quality PG - overall student experience PG	83% 79% 80% 76%	83% 79% 81% 77%	84% 80% 83% 79%	Five stars (Top 20%) 85% 81% 85% 81%	Five stars (Top 20%) 85% 81% 85% 81%

	Student & employer satisfaction score for teaching quality and relevance to employment (from TAFE learner surveys) *	Top-half performance across TAFE Network Ranked (1-8)	Top-quartile performance across the TAFE network Ranked (1-4)	Top-quintile performance across the TAFE network Ranked (1-3)	Ranked # 1 across TAFE Network	Ranked #1 across TAFE Network
	Teaching quality results through Student Feedback Survey	No units require an overall experience action plan in consecutive teaching periods				
	Student attrition rate	20%	19%	18%	17%	#1 among regional universities (under 17%)
	% of HE and TAFE courses with First Peoples learning areas integrated throughout the curriculum					100%
Enabling Environments for Excellence in Learning and Teaching	% of our HE and TAFE courses that are viable and future-focused					100%
	YVM academic staff engagement score, particularly for education focused academics					Academic staff at the same level as non-academic staff Education focused academics at least at the same level as T&R academics

Explanatory material

[For information only. Delete in final versions]

Strategic Planning Definitions	
Strategy	The university-wide strategy, Federation 2040.
Sub-strategy	A rolling five-year sub-strategy outlining how we will deliver the Federation 2040 Strategy. Aligned with a relevant Strategic Driver in the strategy, noting there is overlap between drivers.
Enabling plan	A rolling plan outlining how we will deliver our strategies, e.g. focused on physical or digital infrastructure.
Strategic driver	A core area of focus that propels the university toward its long-term vision. Strategic drivers reflect what the university must do well to succeed. The use of this term is restricted to the Federation 2040 Strategy which outlines six university-wide strategic drivers.
Strategic priority	An area of identified priority in the relevant sub-strategy.
Objective	A specific outcome the university aims to achieve under each strategic priority. Objectives should be measurable and time-bound where possible.
Target	A quantifiable goal that defines success for a strategic priority or objective. Targets help track progress and accountability.
Measure	A metric used to assess performance against a target.
Action	A concrete initiative or activity undertaken to achieve an objective. Actions are practical steps that guide implementation.