

Academic Governance Policy

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Purpose

This policy mandates the Academic Governance structures and operations for Federation University Australia in accordance with the *Federation University Australia Act 2010* and any other applicable legislative and regulatory requirements. This policy must be followed in conjunction with supporting procedures, operating manuals and work instructions.

Reconciliation statement

Federation University is deeply committed to embedding Indigenous and reconciliation matters throughout all areas of the University. Our key policy areas will complement and engage with our Indigenous and reconciliation strategies across the University.

Policy statement

(Note: definitions throughout this Policy can be accessed via the [Policy Glossary](#))

Academic Governance is concerned with the maintenance and self-assurance of reputable, high quality tertiary education activities in teaching, research, and scholarship. It ensures that qualifications awarded to graduates are at sufficient quality and standard to meet the requirements of the Australian Qualifications Framework and that academic risks are identified and dealt with.

Academic Governance is primarily overseen by the Academic Board (established by the *Federation University Australia Act 2010 (Part 3)*). The Academic Board provides the University with oversight of Academic

responsibilities including learning and teaching and the review and development of courses and ensuring all delivery is in accordance with the Scope of Registration and the Course Registers. The Academic Board reports to the University Council and includes the following Standing Committees to assist in fulfilling its obligations:

- a. Academic Board Steering Committee;
- b. Curriculum Committee;
- c. Learning and Teaching Quality Committee; and
- d. Research Committee.

Through the *Federation University Australia Act 2010*, Council has ultimate responsibility for overseeing and monitoring academic activities of the University and establishing the powers, functions and membership of the Academic Board as part of its responsibility for the university's corporate governance. Active, ongoing academic oversight is required by regulatory bodies including the Tertiary Education Quality and Standards Agency (TEQSA) and Australian Skills Quality Authority ASQA.

1. Course design, review and compliance

1.1 Planning, design and approval

Federation University courses are developed with clear learning outcomes, coherent structures and manageable workloads for students.

Through a cycle of development, implementation and evaluation, courses are customised and/or contextualised appropriately to meet the needs of the learner and reflect industry trends. Course development incorporates the development of academic knowledge, skills and graduate attributes/capabilities and clear evidenced based assessment outcomes.

Course designs include opportunities for students to access seamless educational pathways and networks that encourage and support lifelong learning.

The names of awards and post-nominals are proposed and confirmed at the course approval stage. The nomenclature must reflect the level of award and be readily understood within the University sector and the broader community.

Supporting documents

- [Approval and Maintenance of Higher Education Courses Procedure](#) AG1252
- [Copyright and Takedown Procedure](#) CG1509
- [Honours Course Guidelines](#) AG1889
- [Marketing Governance Procedure](#)
- [Marketing Information and Practices Procedure](#) AG876
- [University Awards Guidelines](#) CG1995
- [VET Program Approval and Maintenance Procedure](#) AG1334
- [Higher Education and VET Placement Procedure](#) AG2111

Research focus

Federation University has rigorous compliance requirements for research and research training governance. Courses that incorporate research elements undertake a rigorous planning and approval process, supported by robust ethics, data management and biosecurity procedures to maintain the highest level of academic integrity. Please see [Research and Research Training Policy](#) for further detail about research governance.

Supporting documents

- [Research Ethics and Institutional Biosafety Procedure](#) RS2096
- [Research Data Management Procedure](#) RS1836
- [Research Export Controls Procedure](#) RS2050
- University Research Centres (URC) Procedure RS1346

1.2 Course delivery

Course delivery relies upon a solid foundation of academic scholarship, appropriate resource allocation and links to professional accreditation bodies (dependent upon the course of study).

Teaching and supervision that supports the development of learning is well organised and enhanced through the cyclical process of reflection, revision and improvement.

Through formalised agreements, Third Party Partner Providers deliver Federation University courses online, interstate and overseas.

Supporting documents

- [Australian Apprenticeship Traineeship Delivery \(VET\) Procedure](#) AG1340
- [Completion within the Expected Duration of Study Procedure](#) AG892
- [Outside Studies Program \(Higher Education\) Procedure](#) PC1536
- [Use of Learning and Teaching Technology Procedure](#) IM1955
- [VET Qualification Delivery Procedure](#) AG1023
- [Vocational Education and Training Delivered to Secondary Students \(VETDSS\) Course Development and Delivery Procedure](#) AG1044

Third party delivery

- [Third Party Delivery of VET Training and Assessment Procedure](#) AG1900
- [CRICOS Registration of Higher Education and VET Programs Procedure](#) AG878

1.3 Course and unit reviews

University course quality processes are designed to create a continuous cycle of improvement, encouraging excellence and innovation in the design, delivery and assessment of courses as well as satisfying all regulatory requirements. Course reviews are a critical mechanism for understanding the ongoing needs of learners, measuring course performance and informing the scholarly activity required to maintain the quality and relevance of course offerings.

Courses are required to be reviewed every five years from the date of commencement (not date of approval), and involve internal and external perspectives, industry and student representation to ensure comprehensive input from key stakeholders. In special circumstances, such as newly emerging or rapidly changing fields of study, Academic Board may require a course to undergo a course review more frequently.

Supporting documents

- [Higher Education Course Quality Annual Monitoring Procedure](#) AG2116
- [Higher Education Course Quality Assurance and Review Procedure](#) AG2117
- [Student Feedback Survey \(SFS\) Procedure](#) CG1703

2. Learning and teaching

2.1 Learning environment

Federation University provides appropriate knowledge, resources, and facilities to support the student learning journey. This includes, but is not limited to library facilities, information technology, study spaces, laboratories, simulated environments, and classrooms. These resources are appropriate in size, design, and availability to support students and ensure quality teaching and learning.

The diversity of our students is recognised and welcomed. Equal opportunities are offered to all students to succeed through reasonable adjustments for protected attributes under law, engagement, reflection and commitment to learning. Student wellbeing and safety provisions ensure that students have access to support services and grievance mechanisms.

Supporting documents

- [Use of Learning and Teaching Technology Procedure](#) IM1955
- [Complaints Management Procedure](#) CG1091

2.2 Teaching requirements

Academic staffing is guided by legislative and regulatory requirements and academic teaching staff must have the appropriate scholarship, skills and experience to teach at Federation University.

Approaches to teaching at the University are varied and adaptive to new demands in learning and will include effective use of appropriate technologies and innovation. Enhanced teaching is achieved through:

- recognition of excellence in teaching;
- support for innovative and inclusive learning and teaching practices;
- supportive and sustained professional/educational development/scholarship that is meaningful, applicable, cooperative and collegial; and
- critical inquiry and research into aspects of HE/VET teaching, education and training which links teaching practice with research.
- Supervision of Higher Degrees by Research candidates must be undertaken by a person who holds a doctoral degree (AQF level 10 research qualification).

Supporting documents

- [Higher Education Academic Teaching Requirements Procedure](#) CG1999
- [VET Qualification Delivery Procedure](#) AG1023

2.3 Co-operative learning and associated learning opportunities

The Co-operative education model incorporates a wide range of learning and teaching activities which integrates theoretical learning with its application in the workplace. Federation University includes Co-operative learning across a wide variety of courses. Placement opportunities are an important component of employability, engagement and skills development in a variety of Vocational Education Training (VET), VCE Vocational Major (VCE VM) and the Victorian Pathways Certificate (VPC) and Higher Education learning and teaching environments, ensuring our graduates are fully prepared for entry into the workforce.

The University may also provide opportunities for students to undertake voluntary placements, industry-based projects, simulated work experiences and other alternatives in the same field as their studies to further enhance the educational experience. Reasonable adjustments will be offered for protected attributes under law.

Supporting documents

- [Australian Apprenticeship Traineeship Delivery \(VET\) Procedure](#) AG1340
- [Evidence of Student Participation / Engagement \(VET\) Procedure](#) AG1259
- [Higher Education and VET Placement Procedure](#) AG2111
- [Vocational Education and Training Delivered to Secondary Students \(VETDSS\) Course Development and Delivery Procedure](#) AG1044

3. Assessment

3.1 Assessment conditions

Assessment is central to the vision, mission, culture, activities, practices and educational development of the University.

Assessment must:

- Encourage and reinforce learning.
- Enable robust and fair judgements about student performance.
- Be fair and equitable for all students.
- Be authentic and meaningful.
- Maintain academic standards.

Assessment seeks to assure all stakeholders that:

- exemplary practice in assessment is being applied consistently across the institution, its courses and by partner providers;
- student performance is being properly, fairly, equitably, consistently and transparently judged across all students undertaking the same course of study; and
- standards expected of, and achieved by students are appropriate, reliable and comparable to best practice at the University, including partner providers.

Moderation is a crucial mechanism for assessment quality assurance for coursework courses and as a collegial process by which Institutes, Schools and Centres develop, maintain, and monitor good practice in the assessment of students. Moderation contributes to the continuous improvement of assessment practice and to sharing good practice among colleagues.

The assessment of courses undertaken entirely by research is included in the [Research and Research Training Policy](#).

Supporting documents

- [Gap Training and Assessment Procedure](#) AG1901
- [Higher Education Academic Credit Transfer Procedure](#) AG2031
- [Higher Education Assessment \(inclusive of FedTASKs\) Procedure](#) AG1254
- [Higher Education Examinations Procedure](#) AG1940
- [Supplementary Assessment Procedure](#) AG2032

- [VET Assessment Procedure](#) AG1241
- [Artificial Intelligence Guidelines](#) CG2102

3.2 Academic credit and Recognition of Prior Learning (RPL)

Credit, on the basis of prior formal learning or recognition of skills and knowledge, through the credit transfer process towards Federation University's Higher Education awards, is available to students. Credit can accelerate student progress, completion and mobility, however, the integrity of Federation University awards are paramount and credit will not be granted if it would impair the integrity of the award or reduce a student's likelihood of success in the course.

Credit arrangements for students are made on the basis of:

- formal credit agreements within Federation University;
- formal credit agreements between Federation University and other tertiary institutions;
- formal agreements between Federation University and industry partners; and
- credit granted by Federation University in response to applications from individual students.

VET

RPL and Credit Transfer are alternative pathways to achieving an Australian Qualifications Framework AQF qualification. They are distinguished by the way they relate to learning achieved through recognition of equivalence of formal education and training (Credit Transfer) and assessment of an individual's relevant prior learning (RPL). By removing the need for duplication of learning, RPL and Credit Transfer encourages diverse and inclusive pathways to lifelong learning, formal qualifications and improved employment outcomes.

Granting of RPL and Credit Transfers in VET is established and maintained in accordance with:

1. The Standards for National Vocational Education and Training Regulator (NVR) Standards for RTOs 2025.
2. VRQA Guidelines for VET Providers 2024
3. AQF Qualifications Pathways Policy.

The University implements an assessment system that ensures that VET assessment (including Recognition of Prior Learning) complies with the assessment requirements of the relevant training package or VET accredited programs conducted in accordance with the ASQA [Principles of Assessment](#) and the [Rules of Evidence](#).

Supporting documents

- [Gap Training and Assessment Procedure](#) AG1901
- [Higher Education Academic Credit Transfer Procedure](#) AG2031
- [Higher Education Recognition of Prior Learning Procedure](#) AG2081
- [Third Party Delivery of VET Training and Assessment Procedure](#) AG1900
- [VET Recognition of Prior Learning \(RPL\) and Credit Transfer Assessment Procedure](#) AG1290

4. Academic integrity & misconduct

4.1 Academic integrity

Academic integrity is essential to excellence in learning, teaching, research and scholarly endeavour. This policy applies to all Federation University students and staff (both current and former) including those at partner organisations as is consistent with our contractual arrangements. Federation University is committed to honesty,

trust, fairness, respect, and responsibility in academe and promoting a culture of academic integrity for students and staff. Federation University also acknowledges that academic integrity is vital to employers and the community.

Supporting documents

- [Academic Integrity Procedure](#) AG1944

4.2 Academic misconduct

The University is committed to minimising any [academic misconduct](#) that conflicts with the principles of academic honesty and academic integrity and leads to an unfair advantage. The University undertakes preventative strategies to mitigate the risk of academic misconduct. Academic misconduct is concerned with all breaches of academic integrity, which includes (but is not limited to):

- Plagiarism
- Contract cheating
- Examination cheating
- Duplicate submission
- Fabrication
- Impersonation
- Academic Fraud
- Solicitation and promoting the breach of academic integrity
- Collusion
- Non-compliance with examination instructions/requirements
- Unauthorised use of artificial intelligence to create part thereof or all assessable content
- Text-spinners
- Use of techniques to disguise plagiarised work

Where allegations of academic misconduct arise, hearings may be conducted through the Student Misconduct Committee. Where a student disagrees with a decision made by the Student Misconduct Committee, they have an opportunity to make an appeal to the Student Appeals Committee in accordance with the procedure.

Supporting documents

- [Appeals to the University Appeals Committee Procedure](#) CG1840
- [Research Integrity and Misconduct Procedure](#) RS1502
- [Student Appeal Procedure](#) CG1464
- [Student Misconduct Procedure](#) AG2062

5. Scholarship and VET industry currency

Federation University creates and maintains an environment supporting scholarly activity and requires academic and research staff to engage in ongoing scholarship and maintain VET currency. Teaching staff conduct activity that advances knowledge or professional practice in a field, and/or transmits the advances of knowledge through learning and teaching, research or training.

Scholarship at Federation University is demonstrated throughout the course design process; teaching and learning processes, including staffing of academic roles; and, through ongoing research pursuits at Institutional and Research Centre level.

Supporting documents

- [Disclosing and Exploiting Intellectual Property Procedure](#) RS2027
- [Peer Review and Benchmarking Manual](#)

6. Library services and academic resources

Library Services staff should provide support for learning, teaching and the research needs of the University. This includes for enrolled students and the partner provider employed staff who teach or provide services to the University, enrolled students at partner campuses / sites who have access to the University library website.

The library is responsible for supporting the implementation and provision of Library Services. This includes the use of electronic resources, access to print resources held in the University Library collection, inter-campus borrowing and online information for international students. The library will also assist in the use of resources as well as enabling borrowing from other University Libraries.

Library Services are responsible for ensuring appropriate and timely responses are provided to feedback enquiries received through the on-line Library Feedback link/s on the University Library website.

Open access resources

The University is committed to Open Access principles providing educational resources that are freely accessible and openly licensed. These teaching and learning materials can include, but are not limited to, textbooks, lecture notes, assignments and tests. That can be reused, shared and revised.

Supporting documents

- [Library Services at Partner Providers Procedure](#) IM2042

Legislative context

- [Australian Qualifications Framework AQF](#)
- [Australian Skills Quality Authority ASQA – Standards for RTOs 2025](#)
- [Commonwealth Register of Institutions and Courses for Overseas Students \(CRICOS\)](#)
- [Educational Services for Overseas Students \(ESOS\)](#)
- [Federation University Australia Act 2010](#)
- [Federation University Australia Statute 2021](#)
- [Higher Education Standards Framework \(Threshold Standards\) 2021](#)
- [Tertiary Education Quality and Standards Agency \(TEQSA\)](#)
- [Victorian Registration & Qualifications Authority \(VRQA\)](#)
- Other Federal and State Legislation and Regulations as appropriate

Policy governance responsibilities and communications

All documentation within the Governance Framework will be communicated throughout the University including, but not limited to, internal communications such as FedNews, VC Comms, staff emails, staff inductions and documentation distribution.

Policy document owners are responsible for identifying and managing information-related risks and issues for their assigned information entities and for escalating these to Approval Authorities accordingly. Owners of Policy

documents are accountable for their respective procedures, manuals and work instructions in alignment with their position descriptions and Your Growth Matters cycles.

Glossary