

# Teaching Quality and Innovation 2020 Mid-year Report

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Teaching Quality and Innovation Team

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## Teaching Quality and Innovation (TQ&I) Portfolio Reporting

This report describes projects the outputs and achievements of the Teaching Quality and Innovation (TQ&I) portfolio during Semester 1, 2020.

The TQ&I portfolio consists of two key functional areas:

1. [Policy and Quality Services](#) (P&QS) and
2. [Centre for Learning Innovation and Professional Practice](#) (CLIPP).

These two functions formally joined on Monday 2 December, 2019 under the leadership of the (Interim) Pro Vice Chancellor (PVC) TQ&I, Associate Professor Nina Fotinatos.

The purpose of the Policy and Quality Services team is to:

- facilitate regulatory compliance and continuous improvement
- monitor quality and compliance within the University
- provide policy advice and manage the University Policy Administration system
- Includes international quality assurance processes

The Department is composed of three teams:

- Quality Services
- Policy Services
- International Compliance

The purpose of the Centre of Learning Innovation Professional Practice is to:

- support, enhance and advance learning and teaching practices
- provide quality teaching practices
- provide quality learning through embedding student academic support
- enhance learning and teaching practices through professional development
- enhance learning and teaching through course and curriculum design
- develop and disseminate sustainable digital resources
- encourage and support teaching excellence
- advance learning and teaching through scholarship and research
- advance learning and teaching through academic projects and partnerships

The Centre is composed of four teams:

- Academic Enhancement Team (AET)
- Learning Design (LD)
- Learning and Teaching Technology Support (LTTS)
- Student Academic and Study Support (SASS) including Learning Skills Advisers

## TQ&I Portfolio Successes and Challenges during COVID-19

On Thursday 28 May, 2020 the TQ&I portfolio held a Mid-Year All Staff Meeting via Adobe Connect, in which the Vice Chancellor, Professor Helen Bartlett, also participated. Prior to the virtual meeting, each team discussed key aspects relevant to the influence of COVID-19 and summarized their responses to the following questions:

1. Current challenges you have encountered over the past 3 months
2. Strategies the team have implemented to address the challenges
3. Current opportunities your team has identified over the past 3 months
4. Describe how you have acted on these opportunities
5. Consider how these newer strategies can be used to support the university meet plans and priorities
6. Consider how your strategy might be useful more broadly
7. Develop key suggestions for future improvements and implementation of strategies within the TQ&I Portfolio role and functions

The following is a summary from each team highlighting success and challenges experienced during Semester 1, 2020.

## 1. Policy and Quality Services (P&QS) Team

### **CURRENT CHALLENGES YOUR TEAM HAS ENCOUNTERED OVER THE PAST 3 MONTHS**

- Working from home
- Turnover of staff creating knowledge loss has required new staff to spend time learning new skills impacting work output and stakeholder relationships while skills are being imbedded.
- Delays in stakeholders providing critical information
- Technical and further education (TAFE) projects veering off scope impacting audit schedules due to activities having to be realigned
- Large amount of documents are scheduled for review – more than previous years
- Resourcing for the department
- International Office faces the challenge of Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) submission to Tertiary Education Quality and Standards Agency (TEQSA) whilst managing its current Internal Audit Schedule requirements and undertaking remote audits previously conducted on site
- Increased reporting burden to meet our regulatory and funding bodies to demonstrate how the University have actioned / responded to modified delivery for training and assessment during COVID-19

### **STRATEGIES THE TEAM HAVE IMPLEMENTED TO ADDRESS THE CHALLENGES**

- Be innovative when engaging with University stakeholders to ensure regulatory milestones and ongoing support to stakeholders could still be met
- The Quality Team increased their time with new staff to further prepare documentation for reregistration submissions and to develop their knowledge of compliance requirements

### **CURRENT OPPORTUNITIES YOUR TEAM HAS IDENTIFIED OVER THE PAST 3 MONTHS**

- Using TEAMS as a common source of information and a way to communicate and stay virtually connected
- Expansion of audits in Higher Education and working strategically with key stakeholders to get buy-in
- Further use of other technology and virtual meetings to enhance stakeholder engagement in meeting compliance requirements
- Virtual professional development (PD) attendance has been valuable with ability to participate in state-wide or national networks without needing to travel to meet with key Industry and stakeholder groups
- Ability to deliver support and training to University community stakeholders virtually has expanded our audience
- Rethinking Audits when cancelled/rescheduled due to COVID-19 restrictions and scheduling alternative desk-based audits to meet other areas of compliance has been very successful
- Clear Identification and prioritisation of Policies and Procedures aligned to TEQSA for actioning will commence
- Review and realignment of Policies and Procedures to relevant Policy Sponsors and Approval Authorities
- The creation of an International strategy and being part of something new into the future.

## 2. Academic Enhancement Team (AET)

### **CURRENT CHALLENGES YOUR TEAM HAS ENCOUNTERED OVER THE PAST 3 MONTHS**

- Managing and progressing core programs, whilst trying to increase availability to:
  - a. Support other CLIPP teams address immediate academic and student needs
  - b. Support PVC (TQ&I) with Deputy Vice Chancellor (Academic) (DVCA) learning and teaching requests
- Managing productivity with external impacts (i.e. home schooling)
- Inability to progress key initiatives or scholarly pursuits

### **STRATEGIES THE TEAM HAVE IMPLEMENTED TO ADDRESS THE CHALLENGES**

- Delayed delivery of the Graduate Certificate of Education (Tertiary Education) (GCETE) winter semester by one month
- Academic Induction Program (AIP) workshops scheduled for May postponed, and redeveloped in a virtual capacity for Semester 2
- CLIPP and University learning and teaching (L&T) projects put on hold for 6-8 weeks
- Sharing of workloads with careful attention to tracking of documenting of progress/impact
- Weekly meeting to ensure consistent approach to practice
- Increased flexibility with work days/hours

### **CURRENT OPPORTUNITIES YOUR TEAM HAS IDENTIFIED OVER THE PAST 3 MONTHS**

- Release of Professional Learning Modules (PLMs) coincided with increased need to access online just-in-time learning
- Highlighted value for increasing access to professional learning in an online mode
- Feedback from current GCETE participants and graduates stating how the GCETE had them feeling well 'prepared' - a chance to increase the marketability
- Appreciation of the Academic Enhancement Team (AET) teams knowledge, skills and proficiencies
- Documentation of ad-hoc requests not previously captured

### **DESCRIBE HOW YOUR TEAM HAS ACTED ON THESE OPPORTUNITIES**

- Re-prioritise the creation and release of Professional Learning Modules (PLMs) based on immediate L&T requests by Schools
- Identified a number of GCETE participants to record testimonials regarding benefits of GCETE
- Prioritised directorate requests to ensure teams reputation is maintained

### **CONSIDER HOW YOUR STRATEGY MIGHT BE USEFUL MORE BROADLY**

- More requests from School Associate Deans (Teaching Quality) (ADTQs) for professional learning to be delivered via online means. Challenge: Value is evident, but the process of updating, repurposing and/or creating takes time and resources.
- Revisit role of lecturers in Schools Support Teams. Inconsistent use of skills and expertise.
- Better marketing for GCETE that does not rely on FedNews, word of mouth or policy mandate.
- Revisit our marketing strategies within Schools – FedNews does not reach enough of our audience.

### **DEVELOP KEY SUGGESTIONS FOR FUTURE IMPROVEMENTS AND IMPLEMENTATION WITHIN THE TQ&I PORTFOLIO ROLE AND FUNCTIONS**

- Communication conventions – i.e. Consumer focused approach to advertising – the practice/learning need, not the product

### 3. Learning Design (LD) Team

#### **CURRENT CHALLENGES YOUR TEAM HAS ENCOUNTERED OVER THE PAST 3 MONTHS**

- Moving from supporting a small proportion of staff to supporting all staff to teach online in a very short space of time
- Supporting staff in using TEAMS and other staff to use Adobe Connect for virtual classes.
- Getting staff skilled up to teach fully online very quickly
- Differences generally in the approaches / processes between and within schools

#### **STRATEGIES THE TEAM HAVE IMPLEMENTED TO ADDRESS THE CHALLENGES**

- One the major strategies we have utilised to support large numbers of staff in a short period of time is strongly encouraging them to attend central PD webinars prior to receiving one-to-one learning designer support

#### **CURRENT OPPORTUNITIES YOUR TEAM HAS IDENTIFIED OVER THE PAST 3 MONTHS**

- Assessment (e.g. the suitability of invigilated exams, potential alternatives, related technology options).
- Web accessibility for staff and students
- Other identified 'pain points' which are really opportunities going forward include academic integrity in the online environment, privacy, copyright, information/data/system governance
- The biggest opportunity is the opportunity to keep discussing how to improve online learning and teaching

#### **DESCRIBE HOW YOUR TEAM HAS ACTED ON THESE OPPORTUNITIES**

- These opportunities have arisen in unique situations and we have dealt with and learned from them at the time

#### **CONSIDER HOW THESE NEWER STRATEGIES CAN BE USED TO SUPPORT THE UNIVERSITY MEET PLANS AND PRIORITIES**

- Central webinars are not new, but implementation in these circumstances has helped enable the upskilling of staff on mass

#### **CONSIDER HOW YOUR STRATEGY MIGHT BE USEFUL MORE BROADLY**

- It would be useful if a certain level of PD was required to be undertaken by staff each year
- It would also be great if we could implement central webinars for students about learning online

#### **DEVELOP KEY SUGGESTIONS FOR FUTURE IMPROVEMENTS AND IMPLEMENTATION WITHIN THE TQ&I PORTFOLIO ROLE AND FUNCTIONS**

- It would be good for the university to continue to have conversations about each of the current opportunity areas

## 4. Learning and Teaching Technology Support (LTTS) Team

### CURRENT CHALLENGES YOUR TEAM HAS ENCOUNTERED OVER THE PAST 3 MONTHS

- Increase of fully online students from 15% to 100%
- Staff who had previously sidestepped training and development in online delivery
- Underprepared students who had not intended to engage with online learning
- Virtual Classroom overloaded, predominantly due to poor vendor support
- Issues with Kaltura due to load of global population's need to work from home

### STRATEGIES THE TEAM HAVE IMPLEMENTED TO ADDRESS THE CHALLENGES

- Adding auto responders to the BOLDTech [boldtech@federation.edu.au](mailto:boldtech@federation.edu.au) email so users knew when the request had been received
- Include links to frequent support docs
- Changed Skype status description to include support information
- A rapid response to pinch points within systems was implemented – eg Moodle assignments with videos were slow to load – discussion with ITS, code change, test & implementation
- The team has now mandated a full workflow, removing the confusion and inefficiencies of ad-hoc request
- Reinstated weekly meetings, ensure that jobs are logged, and any work performed on tasks is described within the record
- Created a [Digital Production Service Agreement](#) for video and graphic projects.

### CURRENT OPPORTUNITIES YOUR TEAM HAS IDENTIFIED OVER THE PAST 3 MONTHS

- Increase communication assist in the following areas:
  - important to maintain morale
  - limit the potential for double handling
  - ensure that jobs are logged and all work performed on tasks is clearly described within the record
  - posts about emerging or outstanding issues were added to Team chat, everyone encouraged to contribute
  - Reduced the need to respond several times regarding requests

### DESCRIBE HOW YOUR TEAM HAS ACTED ON THESE OPPORTUNITIES

- Better documentation on work performed on service support
- Introduced service agreements and tracking of digital media requests

### CONSIDER HOW THESE NEWER STRATEGIES CAN BE USED TO SUPPORT THE UNIVERSITY MEET PLANS AND PRIORITIES

- Tracking work in a remote, multi-user environment requires good communication and record keeping
- Good recording reduces re-work and, if using the right tool, increases ease of reporting

### CONSIDER HOW YOUR STRATEGY MIGHT BE USEFUL MORE BROADLY

- Find a tool that helps manage, track and report on team tasks
- Informal group chats / message boards do help raise awareness

### DEVELOP KEY SUGGESTIONS FOR FUTURE IMPROVEMENTS AND IMPLEMENTATION WITHIN THE TQ&I PORTFOLIO ROLE AND FUNCTIONS

- Doubt the issues we have faced are unique; it was a case of finding what worked for our team



## 5. Student Academic and Study Support (SASS) Team

### **CURRENT CHALLENGES YOUR TEAM HAS ENCOUNTERED OVER THE PAST 3 MONTHS**

- The Peer Assisted Study Sessions (PASS) program had 569 unique students engage over 1700 times, thus a 37% increase from the same time in 2019
- Significant increase in Learning Skills Advisers (LSA) appointments from last year (see LSA report for further information)

### **STRATEGIES THE TEAM HAVE IMPLEMENTED TO ADDRESS THE CHALLENGES**

- Weekly campus based Student Academic Leaders (SAL) meetings replaced by cross-campus all SAL meetings twice a week
- Increased communication and problem solving within the team via Academic Skills and Knowledge (ASK) Moodle shell
- Adjustments were made to the online booking system to enable students to book an appointment with any LSA at a time that suits them
- Expansion of the ASK DESK service & communication with students
  - Email & phone
  - ASK Chat: Chat widget located on ASK, LibChat & LSA pages
  - 'Book a SAL': 15-minute appointments via LSA booking page
  - 'ASK a Question' forum in Online Transition Moodle
  - Weekly workshops via Adobe Connect in Online Transition
  - Moodle Shell: from Mahara to Motivation, In-Place to Topic Analysis & more

### **CURRENT OPPORTUNITIES YOUR TEAM HAS IDENTIFIED OVER THE PAST 3 MONTHS**

- Opportunities for LSAs to model aspects of academic writing using OneDrive and other platforms
- Delivery of workshops online: via Teams and Adobe in collaboration with academic staff
- Reimagining FedReady Online (On campus option unavailable in Semester 2)
- New Certificate level students commencing their studies in Semester 2 are proposed to be automatically enrolled in FedReady with an Opt-out choice and will be provided with a mentor for all of Semester 2

### **DESCRIBE HOW YOUR TEAM HAS ACTED ON THESE OPPORTUNITIES**

- LSAs are engaging with new technologies to offer a more diverse range of activities and learning opportunities for participants of FedReady

## **6. Student Engagement, Retention and Success (SERS) (Project Manager)**

### **CURRENT CHALLENGES YOUR TEAM HAS ENCOUNTERED OVER THE PAST 3 MONTHS**

- Liaising with stakeholders at a time when a lot of time sensitive and reactive work is in progress in response to the COVID-19 pandemic
- Reduced staffing over the past two years has meant that updates and progress on existing plans was overdue, so some sensitivity in obtaining these updates was required
- Emerging student retention issues needed to be responded to urgently, while considering staff workload, and involving many stakeholders outside the TQ&I area

### **STRATEGIES THE TEAM HAVE IMPLEMENTED TO ADDRESS THE CHALLENGES**

- Exercising stakeholder engagement and management skills, to smooth processes and ensure that priority actions are dealt with

### **DEVELOP KEY SUGGESTIONS FOR FUTURE IMPROVEMENTS AND IMPLEMENTATION WITHIN THE TQ&I PORTFOLIO ROLE AND FUNCTIONS**

- Consider the best way to provide updates on actions within strategic plans – a meeting is not always the most efficient
- Be honest about your knowledge and your workload
- Know your audience and adapt your strategies and communications to suit
- Focus on priority tasks communicate regarding outcomes, whilst encouraging others be get involved  
Look for opportunities to make things easier for stakeholders, to help support relationship development
- Understand the level of influence of each of the team members, sometimes the person in charge is not always the best person to negotiate with
- Know your skills and take on appropriate tasks to ensure that projects are able to progress efficiently

## TQ&I Portfolio Engagement with University-Wide Initiatives

The TQ&I portfolio plays a significant role in learning, teaching, academic PD and leadership associated initiatives. Each initiative is developed collaboratively and implemented in consultation with key stakeholders. A number of TQ&I staff have contributed to the following initiatives during Semester 1 2020.

### 1.1 Academic Integrity

Working as part of the Academic Integrity Working Party, CLIPP staff have contributed to the drafting of a new [Academic Integrity Policy](#). This policy brings together the University's existing Plagiarism and Academic Integrity policies. Some minor adjustments have also been made to the [Academic Integrity Module \(AIM\)](#). Currently, the processes and communications to students are being simplified and re-drafted to fit with the updated policy.

### 1.2 Course Moderation of Assessment Project

In 2019, the DVCA and the Learning and Teaching Committee (LTC) endorsed a focused project on the Course Moderation of Assessment. Lecturer staff, in collaboration with Information Technology Services (ITS) and Centre for University Partnerships (CUP) formed a working party in 2019 to progress with work. This group developed tools required to document and report on the three stages of the moderation. Moderation of Assessment is aligned to the [Higher Education Assessment Procedure](#). Roll-out of the entire process was scheduled for Semester 2 2020, however the COVID-19 pandemic has put a strain on the resources in CLIPP and ITS, therefore slowing progress. New timelines have been established that will see an incremental roll-out in Semester 2 via paper-based documentation and full integration in 2021.

### 1.3 COVID-19 Academic Workstream Support

Support has been provided to the Academic Portfolio by lecturing staff in the following ways:

- Preparing a '**Global Higher Education Response**' to the impact of COVID-19 on the Higher Education sector (March 2020, Kate Roberts, DVCA request)
- Preparing course quality assessment summaries on Cohort 2007 Partner Courses (Week 3) – Desktop analysis of 5 partner courses (across up to 6 providers) to ascertain readiness to teach wholly online in Week 6 using the [BOLD Learning and Teaching \(L&T\) Practices](#) – Focus Areas 1 – 5 (AET, DVCA request)
- A repeat analysis was conducted in Week 11 in Focus Area 2

The following short-term initiatives were also prioritised in Semester 1 (2020)

- Development of a Moodle resource to help students transition to online learning
- Expanded Virtual Classroom support
- Extended Peer Assisted Study Sessions (PASS) Program
- Virtual Study Skills Workshops
- Academic Skills and Knowledge (ASK) desk extended hours
- Identification and prioritisation of support for priority courses
- Webinar series to support transition to online
- Additional support Bachelor Nursing Staff and Students

Further information about the just-in-time support provided as part of the COVID-19 response can be found throughout each section of this report.

## Policy and Quality Services (P&QS) Team

### 2.1 Quality Services

[Quality Services](#) proactively delivers a professional service to all Federation University stakeholders, providing solution-based outcomes, respectful communication and professional engagement.

Quality Services supports University regulatory compliance in higher education and Vocational Educational Training (VET) by conducting audits, undertaking gap analysis reviews, provision of guidance on legislative requirements and the administration of the VET scope of registration.

Quality Services provides training as required to enhance skills and knowledge and support the development and understanding of legislation and compliance requirements throughout the University community. Quality Services also aids in developing and maintaining the regulatory and legislative compliance of policies and procedures, templates and related documents.

#### The Quality Services team is responsible for:

- Development of compliant tools and templates that support registration practices
- Participating in the development of policies and procedures
- Participating in sector networks and monitor trends and practice to provide advice to the University
- Completion of annual self-assessment for the VET Funding Contract
- Completion of annual Australian Skills Quality Authority (ASQA) delegated internal review to maintain delegate status
- Completion and submission of Annual Quality Indicators
- Submission of Annual Declaration of Compliance
- Preparation of professional development training material and delivery of training
- Interpreting and disseminating regulatory compliance updates to key stakeholders
- Maintaining the University's VET scope of registration through ASQA delegate status
- Conducting internal audits to monitor compliance with regulatory and funding bodies
- Reporting internal audit results to relevant committees and provide advice and/or support where applicable
- Participating and providing advice at relevant internal stakeholder working groups and University committees

### 2.2 Quality Services Performance Measures

Quality Services successful stakeholder engagement activities for Semester 1 2020 included:

- Membership and participation in committees and working groups
- Reporting and dissemination of critical information to committees and working groups specifically aligned to meeting regulatory and funding body requirements
- Development of compliance, education and support documentation for stakeholders
- Policy and procedure development in consultation with key stakeholders
- Successful completion of scheduled internal audits for quarters 1 & 2 in consultation with University stakeholders
- Coordination of Department of Education and Training, External Audit Business Process and Transactional Compliance audit and subsequent Management Action Plan responses
- Reregistration support, advice and coordination of reregistration submissions to Victorian Curriculum and Assessment Authority (VCCA) and Victorian Registration and Qualifications Authority (VRQA)
- Review and reporting of ASQA reregistration project, stage 1 - in support of Federation TAFE

## 2.3 Quality Audits

Quality Services have successfully rolled out and completed the first 2 quarters of the 2020 Quality Services Internal Audit Schedule. Internal audits have successfully been conducted in consultation with stakeholders, including revised and modified review processes when conducting audits in line with COVID-19 restrictions and challenges.

### Audit activities completed:

1. Scope of Registration/Internal Monitoring and Management – Two reviews completed. February & May 2020
2. Delegate management and reporting of additions and deletions of scope in alignment with national register – six additions to scope and seven deletions from scope
3. Internal Audit 2019 – Compliance against Standards for Registered Training Organisations – Monitoring of Rectifications (in progress)
4. External Audit - HESG BPA/TCA site audit and Management Action Plan
5. VET Evidence of Participation Audits – 100 student files
6. VET Evidence of Eligibility & Concession Audits – 49 student files
7. VET Qualification Audits – 10 Qualifications across Scope of Registration
8. VET Marketing Audit – 117 qualifications across Scope of Registration
9. VET Third Party Delivery Contract Reporting – 38 Contracts
10. Delivery Sites Audit – 140 delivery site confirmations against ASQA/TGA data
11. VET Requests to enrol in superseded qualifications – 20 applications for 248 students over six qualifications
12. Higher Education Standards Framework (HESF) – Academic Staff Qualifications and Equivalency Audit – To be finalised
13. HESF –Delegations Framework Audit
14. HESF – Standard 1 – Student Participation and Attainment

## 2.4 Quality Services Recent Achievements/Improvements

Quality Services have further extended their scope of practice by successfully conducting 3 higher education audits in the first half of the year and are working proactively with stakeholders to assist and identify compliant practices with the Higher Education Skills Framework.

### 2.4.1 Quality Services have provided significant assistance and support to Federation TAFE with the following activities

- Roll out of audits in support of the ASQA reregistration project and subsequent reporting
- VCCA and VRQA reregistration
- Four contextualized education sessions to Schools/Departments
- Development of documents to assist in capturing compliant evidence in response to internal and external Higher Education and Skills Group (HESG) audit management action plans
- Development of compliant support documentation in response to COVID-19 and regulatory and funding body reporting requirements

### 2.4.2 Other achievements

- ASQA annual declaration of compliance submitted
- HESG annual internal audit checklist completed with rectification plan disseminated to stakeholders
- Internal audits reviewed, rescheduled, reimagined and reconfigured to meet COVID-19 restrictions successfully completed
- Increased number of higher education audits conducted at this time of year in comparison to 2019
- Participant of online enrolment working group project
- Greater stakeholder engagement with the commencement of remote delivery of education and support sessions

### 2.4.3 Just-in-Time Support

Just-in-time support has been provided to:

- Federation College in relation to recent VCCA and VRQA reregistration. Quality Services provided a significant amount of advice and support to ensure the College would have relevant documentation to submit for reregistration. Quality Services completed a large amount of work in reviewing, rectifying, collating and preparing documentation to ensure applications were current and accurate and submitted in line with the regulator's requirements
- Federation TAFE, by identifying through internal audit activities, that the ASQA reregistration project was not meeting the intended scope outcomes. A subsequent review of the project has been conducted and expected outcomes updated. A revised focus on specific high-risk qualifications has been implemented and should provide good foundation for successful ASQA reregistration in 2022.
- Federation TAFE by developing supporting documents to meet regulatory and funding body requirements.

Just-in-time support is being provided at the request of the Chair, Academic Board to conduct a higher education quality audit confirming the compliance of credit transfer processes.

## 2.5 Quality Services Current Challenges/Future Initiatives

### 2.5.1 Current Challenges

- Monitoring of rectifications and gaining traction to ensure ongoing compliance with stakeholders
- Conducting quality VET and higher education audits to validate internal quality processes during COVID-19 restrictions
- Ongoing high-level support to Federation TAFE aligned with current resourcing
- Stakeholder engagement regarding scheduled review of VET policies and procedures
- Ongoing, monitoring of contractual compliance with regulatory bodies as identified in the Higher Education & Skills Group Management Action Plan.
- Ongoing monitoring, maintenance and reporting for the registration requirements of ASQA delegate status

### 2.5.2 Future Initiatives

As of 11 May 2020, the International and Strategic Compliance team merged with Policy and Quality Services within the TQ&I Portfolio. There will be a transition period for Policy and Quality Services as the department further develops relationships with higher education international stakeholders, and acquires a more in-depth understanding of Education Services for Overseas Students (ESOS) and the national reporting code requirements.

## 2.6 Policy Office

The purpose of the [Policy Office](#) is to maintain and update the Policy Library ensuring correct process are followed by providing support to designated Policy Sponsors.

The Policy Office team is responsible for:

- Maintaining and updating the Policy Library which consist of 400+ policy documents and 800+ forms
- Providing advice and guidance to policy owners on correct processes when creating, amending and rescinding policies
- Issuing documents for university wide comment and collating feedback for policy sponsors
- Creating and updating / deleting policy documents in the Policy Administration Management System (PAMS)
- Providing policy writing support to policy sponsors, particularly on documents aimed at addressing legislative and or regulatory gaps

- Contributing to working parties reviewing policy documents
- Providing status reports to the Academic Board and its standing committees
- Maintaining the University's Policy Central website
- Maintaining the University's Quality Diagram

## 2.7 Policy Office Performance Measures

From January to May 2020, the following work was completed:

- Full review completed, including seeking university wide comment, on 13 policy documents. Four policies are awaiting approval to publish.
- Minor amendments completed, excluding university wide comment, on 41 policy documents
- 85 forms updated
- Status reports provided for eight documents

## 2.8 Policy Office Recent Achievements/Improvements

- Maintaining service levels, providing advice and reporting to the University community with limited resourcing
- Providing policy writing assistance on the Student Evaluation of Learning and Teaching Policy and Procedure
- Providing policy writing assistance on the Approval and Recognition of Non-Award, Shorter Form Credentials Procedure
- Proactively flagging the:
  - large volume of reviews due in 2020 (n =153)
  - number of documents already overdue (n =75)
  - challenges this situation creates with current resourcing levels and system limitations
- Policy have developed and are implementing a more strategic approach to document review by:
  - identifying documents aligned to and required by TEQSA
  - prioritizing documents by domain, commencing with the Learning & Teaching domain and the specific touchpoints that impact the student experience
  - categorizing documents into low priority, important and critical
- Refining communication to approval authorities and policy sponsors with documents due for review encouraging them to:
  - delete documents that are no longer required
  - streamline their policy suite where possible and
  - circulating documents for university-wide comment and feedback
- Ongoing review and realignment of policy sponsorship to the correct role to ensure that reviews are conducted as efficiently as possible
- Training a new Policy Administrator and refining training resources
- Upskilling a department team member in updating forms to allay resourcing issues

## 2.9 Policy Office Current Challenges / Future Initiatives / Just-in-time support

### 2.9.1 Current Challenges

The main challenges that the Policy Office encountered are:

- The volume of documents in the Policy Library (n=400+ to maintain and n=800+ forms)
- The number of documents already overdue (n=75) and due for review in 2020 (n=153)
- Policy Services current resourcing is a challenge and this has increased with reduced administration capacity with working from home arrangements

- The limitations of the PAMs system requires updates to policy documents to be made manually by copying and pasting individual changes from Word documents into PAMs. This makes changes very labor-intensive
- Responsibility for revising documents lies with policy sponsors whose reporting lines are not aligned to Policy Services and consequently can reduce traction in progressing document reviews

In addition:

- Policy administration tasks continue to take priority and limit capacity to provide policy writing services
- Policy administration tasks are variable and unpredictable making it difficult to schedule policy writing / strategic policy work
- No capacity to undertake mapping exercise to identify opportunities to streamline policy suites which would reduce policy administration required for both Policy Services and policy sponsors.
- Stakeholders often request rework that could have been avoided with greater organisation. For example, by sending through versions of the same form in quick succession

### **2.9.2 Future initiatives**

- Developing a detailed work plan in collaboration with policy sponsors to update TEQSA aligned documents within the Learning and Teaching domain
- Enhancing internal policy mapping tools to prevent duplication of policy documents and assist in streamlining opportunities. This will reduce overall administration and the number of reviews, benefiting both Policy Services and policy sponsors
- Developing more user-friendly information on Policy Central to clearly advise stakeholders about their most frequently asked questions e.g. how to action scheduled / non-scheduled reviews and what paperwork is required

### **2.9.3 Just-in-time support**

Just-in-time support is delivered to the Federation University community by updating forms, policies and procedures and other support documents within PAMS. Professional support is provided to assist stakeholders with policy and procedure development from drafting to publishing.

Policy Services will continue to provide the required support to the University community in a timely fashion, ensuring that policies and procedures are reviewed and/or are developed to reflect current business and education needs in accordance with regulatory and funding bodies.

## **2.10 International & Strategic Compliance**

International & Strategic Compliance (ISC) is responsible for tertiary regulatory compliance and maintaining registration specific to International Education both onshore and offshore. ISC works closely with University stakeholders including operational management, senior leadership and partner education providers to ensure compliance is maintained in accordance with current registration and legislative requirements.

On May 8 2020, one International & Strategic Compliance staff member transitioned into Policy and Quality Services as into the new Teaching Quality and Innovation Portfolio. This development has aligned university registrations and compliance reporting for all regulatory and legislative bodies within one portfolio.

### **2.10.1 International & Strategic Compliance coordinates and delivers the following activities:**

- Development, implementation and reporting of 2020 International Audit schedule for onshore and offshore educational partner quality audits and reviews.
- Maintenance and review of policies and procedures specific to ESOS and the National Code.
- Reregistration support, advice and coordination of reregistration submissions legislation for international education.
- Maintenance and management of the Federation University CRICOS Program information register.



### **2.10.2 International Compliance responsibilities**

- Management and review of International Compliance for reporting purposes via conducting audits as scheduled within the 2020 International Audit schedule
- Report audit findings to relevant committees
- Maintain University CRICOS registration, reporting to TEQSA as required
- Membership and participation in International Education Committee
- Adhere to International Governance Framework as the Chair of the Joint Operation Committee in collaboration with Education partner groups
- Policy and procedure review relevant to key international compliance

### **2.10.3 International Compliance Performance Measures**

- TEQSA Submissions including:
  - Non-statutory reporting (Third Party Arrangements)
  - CRICOS Reregistration (Initial) – October 2019
  - CRICOS Reregistration – submission in response to TEQSA assessment report - June 2020.
- Membership and participation in relevant International Committees and stakeholder groups
- Commencement of scheduled audits as per the 2020 Internal International Audit schedule (COVID adjusted)
- Commencement of scheduled reviews for International Policy and Procedures

### **2.10.4 International Compliance Recent Achievements/Improvements**

- Submission of Federation University TEQSA CRICOS reregistration assessment report - 19 June 2020
- Submission of TEQSA Third Party Reporting requirements - March 30 2020
- Contributor to the current International Strategy - 2020 DRAFT
- Implementation of Quality improvement projects such as program management and marketing.
- Completion of 4 partner provider timetable audits confirming delivery of scheduled courses
- Marketing reviews specific to the International course guide and alignment with Federation University course finder

### **2.10.5 International Compliance current challenges**

- Impact to 2020 International Audit schedule as a result of COVID-19 resulting in rescheduling and redirection of how audits will be conducted in response to travel restrictions due to COVID-19
- Conducting International Audits in a digital environment to confirm partner compliance

### **2.10.6 Future initiatives**

- Managing the growing regulatory burden imposed on the University from the regulator (TEQSA)

### **2.10.7 Just-in-time support**

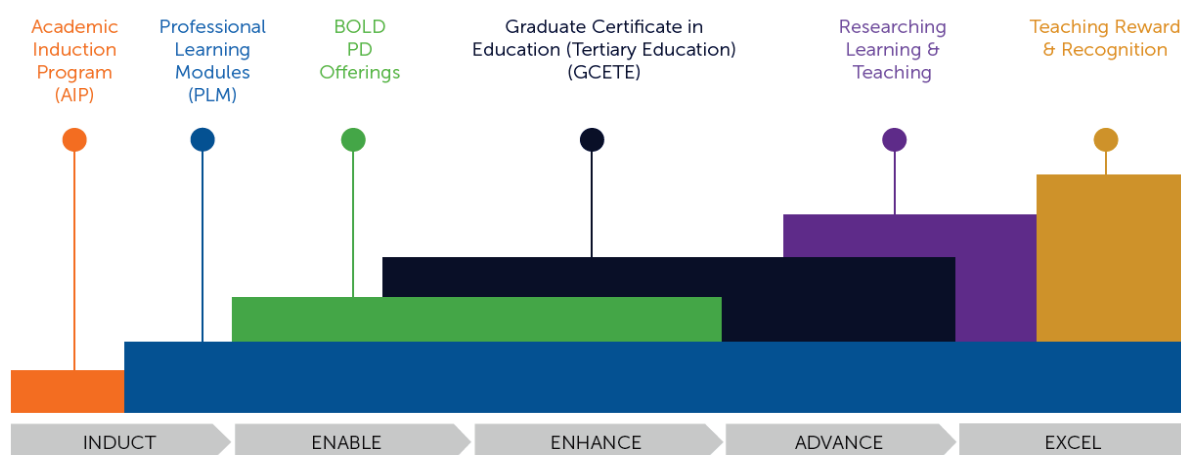
- Collaborating with University stakeholders on innovative solutions to compliance specific to Agent Management, Marketing and Program Management

## Academic Enhancement Team (AET)

### 3.1 Professional Development Framework

The CLIPP [Professional Development Framework](#) provides teaching staff with fundamental through to advanced knowledge and skills to proficiently undertake face-to-face, blended and online teaching within a higher education institution. The image below (**Figure 1**) depicts a model of progression to assist staff to navigate the professional development opportunities offered by CLIPP. Teaching staff have an opportunity to identify, in consultation with their line manager, a continuing professional development pathway that accommodates their identified learning needs, in an agreed timeframe, as set by various University policies such as the [Academic Probation \(Higher Education\) Procedure \(Policy Code: HR955\)](#), the [Learning and Teaching and Student Success Plan \(2018-2020\)](#), and the [Performance Review and Development Program \(PRDP\)](#).

**Figure 1: Supporting quality learning and teaching practice from induction through to excellence**



### 3.2 Academic Induction Program

The [Academic Induction Program](#) (AIP) is a formalised support program for higher education teaching staff, both new and returning to Federation University. All staff, whether sessional, contract or ongoing, are expected to complete this 15 hour blended program within their probation period (see **Table 1**). Prior to the COVID-19 lockdown, one program was delivered in Berwick, Brisbane, Churchill and Mt Helen. Key topics included introduction to:

- general and specific Federation University learning and teaching practices
- learning technologies to support BOLD initiatives
- support networks available for academic wellbeing and enhancing learning and teaching practices
- support networks available to aid student retention and success

**Table 1: Attendance figures Semester 1, 2020**

Campus	School							Total		
	SoA	FBS	SoE	SoHLS	SoNHCP	SoSEIT	Other	Sessional	Fixed/Ongoing	Total
Ballarat	2		2		1	1		1	5	6
Berwick			2	1	1		1	0	5	5
Brisbane		2						1	1	2
Churchill				1	3	1		1	4	5
Horsham	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>15</b>	<b>18</b>

*Note: Ballarat includes Mt Helen, SMB and Camp St*

A total of 18 new staff completed the Academic Induction Program in February (2020). There are currently 40 staff who enrolled in workshops scheduled for early April and mid-July that had to be cancelled due to the COVID-19 pandemic. Plans are underway to redesign a virtual offering in mid-July to assist with preparation of Semester 2. Participants continue to indicate the value of the topics covered to support learning and teaching practices, and the campus networking that promotes engagement with supports and services.

### 3.3 Professional Learning Modules

The [Professional Learning Modules \(PLMs\)](#) are an integrated suite of online micro-learning packages which are currently under development, with the objective of providing flexible, targeted and accessible, just-in-time knowledge and skills growth opportunities for both academic and professional staff, in all aspects of learning and teaching practice development. The modules are organised to align with the eight key domains of Teaching Practice (listed on the CLIPP website), with an additional focus area that provides guidance and support for staff nominating for institutional or national learning and teaching awards.

#### 3.3.1 Design and development

More than 100 modules have been identified within the scope of the project planning, intended to amalgamate expertise, resources and materials from a variety of institutional professional learning initiatives into a 'one-stop shop', with content development facilitated through strategic collaborations between academic and professional staff with learning and teaching expertise across Federation University.

In line with this collaborative approach, module development over the past months has sought to be agile and responsive, particularly to the needs and directions identified by 'frontline' staff dealing with the contingencies generated by the COVID-19 pandemic. For example, by undertaking specific module development in response to requests for a fresh focus on online assessment design, and for suggestions on strategies to monitor and motivate students in online environments. The nature and frequency of such requests highlights the potential of this type and structure of professional learning to fill a significant gap for academic staff and affirms the value of the time which has been invested in module development.

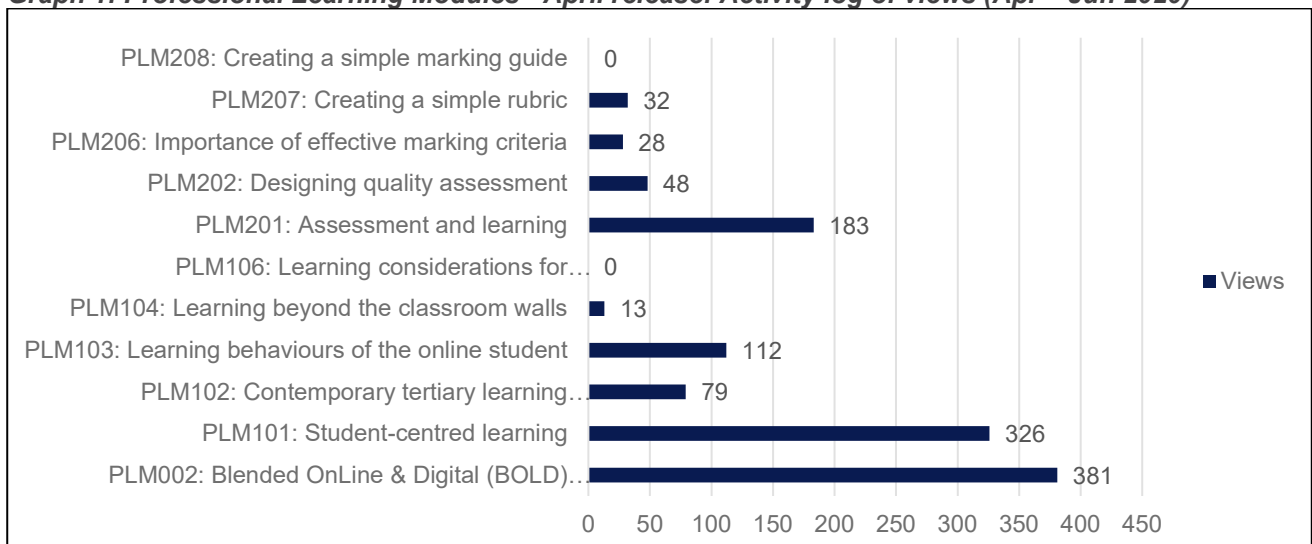
#### 3.3.2 Release and uptake

Modules are being released in incrementally as they were developed.

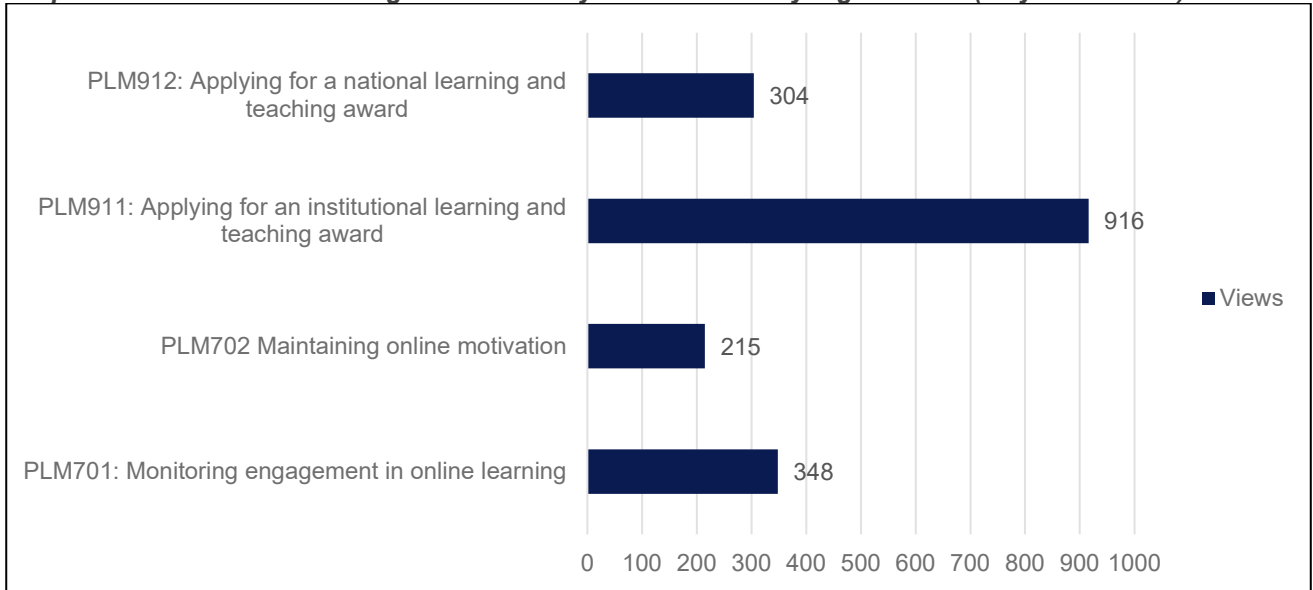
- Released April 2020 – 11 Modules
- Released May 2020 - 4 Modules
- Released June 2020 – 6 Modules

The Moodle activity logs indicate that module uptake has been steady since the roll-out began. See **Graph 1** and **Graph 2** for user numbers and module views for the first two sets of modules. Feedback received so far has been positive (though not extensive in quantity).

**Graph 1: Professional Learning Modules - April release: Activity log of views (Apr – Jun 2020)**



**Graph 2: Professional Learning Modules - May release: Activity log of views (May – Jun 2020)**



### 3.4 BOLD Professional Development Offerings

CLIPP recognises the need to provide ongoing quality professional development aligned to the eight key domains of [Teaching Practice](#) (listed on the CLIPP section of the Federation University Website):

- Learning - Understanding your learners and their needs
- Assessment - Creating effective assessment tasks
- Design - Designing an inclusive learning journey
- Development - Building your online learning space
- Facilitation - Engaging face-to-face, blended and online teaching practices
- Feedback - Quality feedback for learning
- Monitoring - Monitoring engagement and learning
- Evaluation - Reviewing for future enhancements

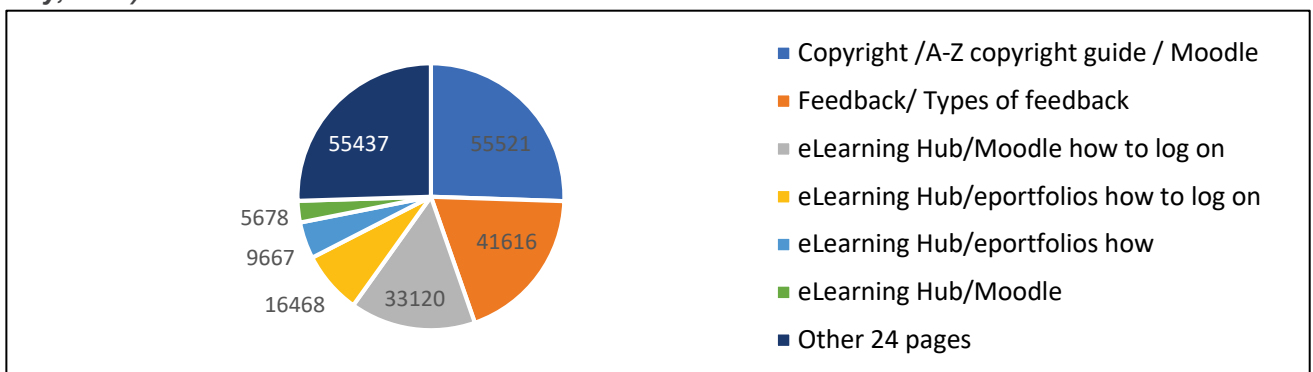
Professional Development is offered in three formats:

1. [Resources](#) that are self-paced, online and support just-in-time requirements
2. [Centrally](#) offered webinars and workshops and
3. [School specific](#) targeted professional development sessions on request.

#### 3.4.1 BOLD Professional Development Offerings | [Resources](#)

Self-paced, online learning and teaching [Resources](#) are readily available to support staff. The CLIPP website was recently restructured under the leadership of the CLIPP digital and graphic production team and ITS. The domains (as listed above) provide logical pathways to access an array of support material. The top 30 pages had **217,507 page views** on the *Learning and Teaching* section of the website (see **Graph 3**).

**Graph 3: Top 5 most accessed pages within learning and teaching pages of CLIPP website (Jan 1 - 31 May, 2020)**



### 3.4.2 BOLD PD Offerings | [Central](#)

CLIPP offer a range of sessions to support general and specific professional learning needs related to BOLD pedagogy and learning and teaching technologies. These are delivered in the form of webinars and workshops and are facilitated, online and offered quarterly.

- [Webinars](#)

Webinars are an online presentation medium, targeted at building capability and encouraging peer discussion and collaboration. The focus of webinars is sharing BOLD teaching practice experiences that are aligned to current and innovative learning technologies. Webinars are normally scheduled on the second Thursday and third Tuesday of each month, with additional sessions delivered in February and July coinciding with the commencement of teaching semesters. Adobe Connect is used to record all webinars for later viewing. Presenters include members of CLIPP, the Library and school academic teaching staff. Due to the COVID-19 situation and the requirement to move all teaching online, the planned BOLD PD Webinar program had to change. Webinars in March and April focussed on, preparing and teaching online, then online marking and assessment (see **Table 2** and **Table 3**).

#### Summary of Semester 1 webinars delivered:

- Quarter 1: **28 webinars** - February (n = 12), March (n=16)
- Quarter 2: **25 webinars** - April (n=18), May (n=3), June (n= 4)
- A total of **143 participants** registered for these webinars. March COVID-19 inspired sessions had a participant rate of 118%.

#### Staff Feedback:

*"I found that the sessions were useful but I actually was aware of a lot of the information provided but understand that that the sessions were set for all levels. I needed more specifics of actually doing rather than discussion"*

*"Timing wasn't ideal as background took up 30 of the 45 min session. I was waiting for the key focus to begin, then it ran over. Very knowledgeable presenters."*

**Table 2: BOLD professional development webinars Semester 1 2020 participants**

	FEBRUARY - 12 SESSIONS	MARCH – 4 SESSIONS	MARCH COVID-19 – 12 SESSIONS	APRIL COVID-19 – 18 SESSIONS	MAY COVID-19 – 3 SESSIONS	JUNE COVID-19 – 4 SESSIONS
Total individual registered participants	118	27	181	142	26	21
Actual participants	56 Participant Data on 4 sessions not available	15 Participant Data on 1 sessions not available	213	122	19	16
	<b>47%</b>	<b>70%</b>	<b>118%</b>	<b>86%</b>	<b>73%</b>	<b>76%</b>
<b>NOTE:</b>						
<ul style="list-style-type: none"> <li>• BOLD PD Webinars are recorded for later access</li> <li>• Some people register and don't attend.</li> <li>• Some people don't register but just log onto attend</li> </ul>						

**Table 3: BOLD professional development webinars Semester 1 2020 participants by School**

Total Individual Participants by School		Participants by month by school					
		February	March	April	May	June	July
SoA	15	1	1	13	2	1	0
SoE	25	5	2	21	2	0	0
FBS	11	1	1	7	6	2	0
SoHLS	17	6	2	5	8	1	1
SoNHCP	15	2	3	4	8	4	4
SoSEIT	23	3	2	10	17	4	5
Brisbane	5	0	0	4	1	0	0
Partner/Associate	21	3	3	13	8	0	0
TAFE	6	1	1	3	1	0	0
Other	9	5	5	3	0	0	0
<b>Total</b>	<b>143</b>	<b>27</b>	<b>20</b>	<b>83</b>	<b>46</b>	<b>12</b>	<b>10</b>

See abbreviation page for further description

- [Workshops](#)

Face-to-face learning and teaching technology 'bootcamp' workshops are offered at the beginning of each semester. The purpose of these is to enable basic and intermediate skills focus on designing and developing online learning and teaching practices. *Bootcamp* workshops are delivered the day after existing *Academic Induction Program* workshops held in Mt Helen, Berwick and Churchill. These workshops target new and current teaching staff. In Semester 1, 2020, five workshops were conducted. Three were cancelled due to COVID-19 situation. A total of **13 staff from across the schools** attended these **five sessions** from a variety of schools (see Table 4).

**Table 4: BOLD professional development workshop Semester 1 participants by School**

	SoA	FBS	SoE	SoHLS	SoNHCP	SoSEIT	Brisbane Campus	Other
<i>Participants per school</i>	0	0	3	3	2	0	3	2

### 3.4.3 BOLD PD Offerings | [School](#) & Campus

CLIPP offers a range of 'on request' face-to-face, blended and virtual workshops tailored to address specific school/program learning and teaching needs. CLIPP Learning Designers work closely with their allocated Deans, Schools' Associate Deans, Teaching Quality (ADTQ) and other key staff, to develop targeted professional development opportunities aligned to staff and school priorities. [School](#) focused sessions requested in semester one included:

- Using a virtual classroom / conducting virtual classes
- Turnitin marking and quick marks
- Updating course materials, including course readings
- Course descriptions (& other FDL features)
- Developing marking guide and rubrics
- Cultural and linguistically diverse (CALD) classrooms
- Engaging, advising and monitoring students

Sessions were conducted within all six schools. There were **17 sessions attended by a total of 94 staff**.

### 3.5 Graduate Certificate of Education (Tertiary Education) (GCETE)

The [GCETE](#) is a postgraduate award program that explores the foundations of providing innovative and contemporary learning and teaching practices in the tertiary setting. It aims to provide both a theoretical underpinning and practical application of new knowledge, skills and ideas. It also supports the scholarship of learning and teaching (SoLT) through development of professional practice. Current University policy stipulates a 50% completion for new ongoing teaching staff without formal education qualifications, within the probation period.

To accommodate the teaching workloads of participants, the program is offered part-time, wholly online, and facilitated across 15 weeks (12 weeks teaching and 3 weeks self-study) in a winter and summer semester. All courses are delivered at an AQF Level 8. Participants are predominantly Federation University teaching and teaching support staff, with representation also from the TAFE sector and full fee-paying external students. A staff exemption for course fees is available for eligible university employees.

The program currently has **82 participants actively studying** (see Table 5). There continues to be an ongoing challenge voiced by participants that they have insufficient time allocated (ten hours per week) to study given their staff workload.

*Feedback from student in summer 2019 cohort, EDGCT5008:*

*“The course has supported or given lots of ideas which can be used in subject teaching. Peer discussions are very constructive and lead to new directions. I have benefited and put into practice many of the concepts in my teaching. This course has improved my understanding of student learning and what would work better in contemporary learning environment.”*

**Table 5: Participants engaged with GCETE between January – June 2020**

School	SoA	FBS	SoE	SoHLS	SoNHCP	SoSEIT	TAFE	Other FedUni	External	Total
<b>EDGCT5007 Tertiary Teaching and Learning</b>										
Intake: Summer 2019	3	0	0	3	7	9	0	1	1	<b>24</b>
Intake: Winter 2020	4	1	0	4	5	3	0	1	1	<b>20</b>
<b>EDGCT5008 Professional Practice in Tertiary Teaching</b>										
Summer 2019	6	0	1	15	3	10	3	2	3	<b>43</b>
<b>EDGCT5009 Contemporary Issues in Tertiary Teaching</b>										
Winter 2020	10	1	2	14	10	12	2	1	3	<b>55</b>
<b>EDGCT5010 Tertiary Teacher as Researcher and Practitioner</b>										
Summer 2019	3	1	0	2	1	6	2	0	0	<b>15</b>
Winter 2020	0	0	1	1	0	3	0	0	2	<b>7</b>

In response to the COVID-19 pandemic, the commencement of the 2020 winter semester was delayed by one month to provide time for participants to focus on any adjustments to their own online teaching, and to free up CLIPP lecturers to be available to support immediate school needs. A number of current participants have commented that *“The course is proving invaluable”* (summer 2019 participant) to their preparedness to move courses online and engage with students.

### 3.6 Vice-Chancellor Academic Learning and Teaching Awards (VCALT)

CLIPP continue to coordinate of the [Vice Chancellor Learning and Teaching Awards](#) to **celebrate innovative and exceptional learning and teaching practices** across Federation University. The process is supported over a four-month period, commencing with an Expression of Interest in early June, and final submission at the end of September, with successful recipients announced in early November. Nominees are identified by self, peers and senior management. CLIPP provide support through information on the website, professional learning modules, and mentors within CLIPP and the academic portfolio.

A total of **n=19 nominees have submitted an Expression of Interest for the VCALT 2020**, which is a significant increase from n=8 in 2019. The VCALT process was delayed by one month to accommodate the immediacy of transition of teaching wholly online for the months of April and May.

- Citations for Student Learning (n=14). A maximum of seven (7) citations are available with prize money of \$1000 per award.
- Citations for Student Services (n=3). A maximum of three (3) citations are available with prize money of \$1000 per award.
- Award for Teaching Excellence (n=2). A maximum of one (1) award is available with prize money of \$3000.

Significant work was completed to:

- enhance the information available on the website
- create a user-friendly Moodle site to support the process, and
- develop Professional Learning Modules to increase awareness and improve expectations

### 3.7 Australian Awards for University Teaching (AAUT)

CLIPP coordinates the support of academic staff nominating for the [Australian Awards for University Teaching](#) to **celebrate innovative learning, and teaching practices at a national level**. Winners of the VCALT awards are approached each year to continue developing their application for submission of a national learning and teaching award application. The process is supported over a four-month period, commencing with an Expression of Interest in early June, and then a final submission at the end of September. Nominees are identified by senior management and CLIPP through previous success in learning and teaching awards at an institutional level. CLIPP provide support through information on the website, professional learning modules, and mentors within CLIPP and the academic portfolio.

A total of **n=8 nominees have submitted an Expression of Interest for the AAUT 2020**, which is an increase from n=1 in 2019.

- Citations for Student Learning (n=6). The University can nominate a maximum of six (6) citations. The AAUT award a total of 100 awards, with no prize money.
- Award for Teaching Excellence (n=2). The University can nominate a maximum of three (3) awards. The AAUT award a total of seven (7) awards with prize money of \$15,000.

Significant work was completed to enhance the information available on the website, create a user-friendly Moodle site to support the process and develop Professional Learning Modules to increase awareness and improve expectations.

### 3.8 Learning and Teaching Scholarship

Due to COVID-19, progress in enhancing resources to support the Scholarship of Learning and Teaching (SoLT) was suspended to provide immediacy of academic teaching staff in moving wholly online. Current resources are scheduled for updating and repurposing as part of the newly released Professional Learning Module Moodle site as a one-stop-shop for all things learning and teaching.



### **3.9 Just-in-time pedagogical support**

In addition to their core roles, lecturers within CLIPP also avail themselves to provide pedagogical advice and strategic support for a range of central and school stakeholders. School support is in a range of key areas:

- Creation of information related to 'collecting informal student feedback'
- Creation of information related to 'online engagement in learning'
- Collation of information related to the 'community of inquiry' framework for quality online learning
- Support with marking criteria development and sharing of GCETE orientation materials for adaptation

## Learning Design (LD) Team

The Learning Design team plays an integral role in **leading and supporting university staff to enhance their teaching practices**. Each of the learning designers are active members of School Learning and Teaching Quality committees, provide School staff with professional development opportunities, assist in the planning and reviewing of courses and programs, and develop and implement tailored learning modules to address student needs.

Learning Designers advise on all aspects of learning and teaching (except content) within courses and programs and encompass the 5 focus areas of the [BOLD Learning and Teaching Practices](#):

- Course organisation, information and learner supports
- Teacher presence, communication, facilitation and interaction
- Learning activities
- Learning resources
- Student progress, assessment, student feedback, streamlining staff workflow, copyright and academic integrity

The Learning Designers also lead the various CLIPP School Support Teams. Each school has a CLIPP aligned multi-discipline support team which collaboratively support schools in addressing small or large scale priorities.

### 4.1 Support for online teaching and assessment due to COVID-19

In response to COVID-19, the Learning Design team has focused on supporting staff to teach and assess online effectively. Examples of key focus areas include:

- Prepared and presented the central BOLD PD webinars
- Redeveloped a central Moodle course to provide staff with access to self-paced resources
- Collectively created the self-paced resources about using Adobe Connect (for virtual classes), Kaltura (for pre-recorded lectures) and Quizzes (for online tests)
- Central, self-paced resources were developed for students on how to use Kaltura (including for staff on how to set up virtual student presentations) and taking online Moodle tests (also including suggestions for staff on how to set up timed and take home tests)

Many of these resources were customised, or varied by each Learning Designer, to accommodate the specific needs of the School or groups of staff within their School.

### 4.2 Contribution to Central Projects

The Learning Designers have contributed to several central and school-focused projects that have had a continuing positive impact on teaching quality and ultimately the learning experiences of students.

#### 4.2.1 BOLD Learning and Teaching Practices

The BOLD Learning and Teaching Practices have been developed into a [draft online form/survey](#). Feedback from Schools and staff is yet to be gathered.

In addition, variations of this survey were created for Federation University and Partner Course Delivery Check-in's in Week 6 and repeated in Week 11 of Semester 1, 2020.

#### 4.2.2 Academic Integrity Module (AIM)

Prior to the beginning of Semester 1, 2020 some minor adjustments were made to the [Academic Integrity Module \(AIM\)](#). These included requiring students to complete the lesson activity, in order to access the Quiz activity, and then pass the Quiz with a minimum of 80% in order to complete the module. This made AIM completion tracking consistent for both students and staff. In addition, the wording of some quiz questions were changed to make the questions clearer for students.

Finally, although eventually postponed due to the impacts of COVID-19, prior to the beginning of Semester 1 a program of work had been agreed with Information Technology Services (ITS) to progress a more comprehensive tracking of students completing the Academic Integrity Module, to support it becoming a compulsory module for students. Before being postponed, some work was completed to have all Higher

Education students bulk enrolled into the Academic Integrity Module (students no longer needed to self-enrol), making the module automatically visible on their Moodle dashboard.

#### 4.2.3 Connected Classrooms Enhanced Learning (CCEL) Pilot Project

Although eventually postponed due to the impacts of COVID-19, several CLIPP members contributed to the CCEL initiative in 2020. The focus of the project prior to COVID-19 impacts was:

- Explore how Moodle and Office 365 (including TEAMS) might be integrated
- Evaluate teaching spaces and furniture
- Develop draft online staff and student surveys
- Select potential candidates for pilot delivery

#### 4.2.4 Increased use of Course Readings

The CLIPP Learning Designers have worked closely with Library staff to support school staff to increase their use of the Course Readings system to comply with copyright requirements as well as use these copyright compliant resources as part of their course design.

### 4.3 School Projects and Professional Development


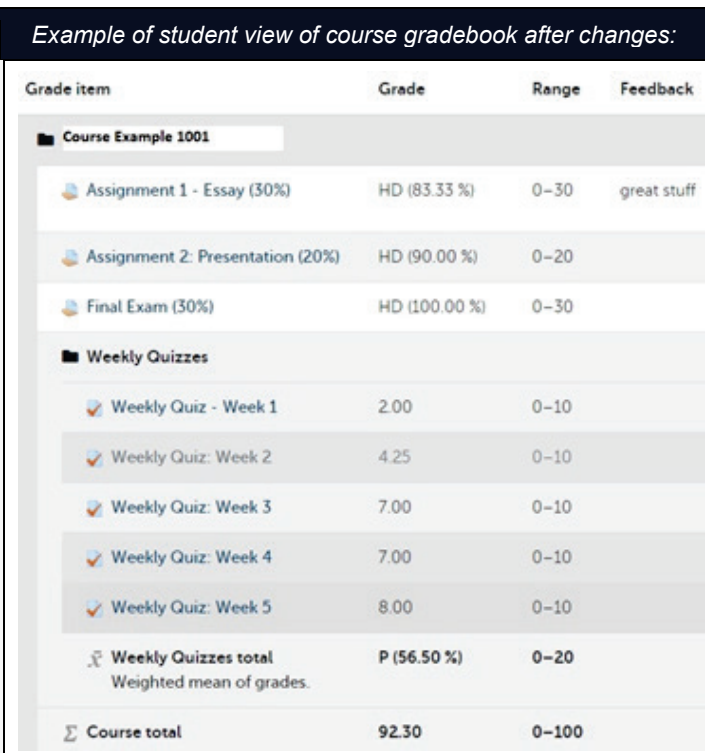
#### 4.3.1 School of Arts (SoA)

For Semester 1 2020 the School of Arts undertook a project to ensure consistency in the use of Moodle to record marks and provide feedback across the school, specifically ensuring:

- The Moodle gradebook calculations adds up to 100 (100%)
- Students see Letter Grades (MF-HD) as well as numerical grades through Moodle
- Students receive timely (i.e. 2 weeks) feedback on their assignments through Moodle without having to wait for marks in FDL

Training and an information campaign to advise staff of the changes and what they needed to do/know was completed. Learning Designers also worked directly to implement the changes, using categories and settings, in the gradebooks across the majority of courses within the school (see Figure 2).

**Figure 2: Moodle course gradebook changes**

Example of course gradebook before changes:	Example of student view of course gradebook after changes:																																																																												
 <p>Course Example 1001</p> <table border="1"> <tr><td>Weekly Quiz - Week 1</td><td>10.00</td></tr> <tr><td>Weekly Quiz: Week 2</td><td>10.00</td></tr> <tr><td>Weekly Quiz: Week 3</td><td>10.00</td></tr> <tr><td>Weekly Quiz: Week 4</td><td>10.00</td></tr> <tr><td>Weekly Quiz: Week 5</td><td>10.00</td></tr> <tr><td>Practice Quiz</td><td>10.00</td></tr> <tr><td>Lesson 1 - Endocrine Communication</td><td>20.00</td></tr> <tr><td>Assignment 1 - Essay (30%)</td><td>30.00</td></tr> <tr><td>Assignment 2: Presentation (20%)</td><td>20.00</td></tr> <tr><td>Final Exam (30%)</td><td>30.00</td></tr> <tr><td>Weekly Quizzes</td><td>-</td></tr> <tr><td><b>Course total</b></td><td><b>180.00</b></td></tr> </table>	Weekly Quiz - Week 1	10.00	Weekly Quiz: Week 2	10.00	Weekly Quiz: Week 3	10.00	Weekly Quiz: Week 4	10.00	Weekly Quiz: Week 5	10.00	Practice Quiz	10.00	Lesson 1 - Endocrine Communication	20.00	Assignment 1 - Essay (30%)	30.00	Assignment 2: Presentation (20%)	20.00	Final Exam (30%)	30.00	Weekly Quizzes	-	<b>Course total</b>	<b>180.00</b>	 <table border="1"> <thead> <tr> <th>Grade item</th> <th>Grade</th> <th>Range</th> <th>Feedback</th> </tr> </thead> <tbody> <tr> <td colspan="4"><b>Course Example 1001</b></td> </tr> <tr> <td>Assignment 1 - Essay (30%)</td> <td>HD (83.33 %)</td> <td>0-30</td> <td>great stuff</td> </tr> <tr> <td>Assignment 2: Presentation (20%)</td> <td>HD (90.00 %)</td> <td>0-20</td> <td></td> </tr> <tr> <td>Final Exam (30%)</td> <td>HD (100.00 %)</td> <td>0-30</td> <td></td> </tr> <tr> <td colspan="4"><b>Weekly Quizzes</b></td> </tr> <tr> <td>Weekly Quiz - Week 1</td> <td>2.00</td> <td>0-10</td> <td></td> </tr> <tr> <td>Weekly Quiz: Week 2</td> <td>4.25</td> <td>0-10</td> <td></td> </tr> <tr> <td>Weekly Quiz: Week 3</td> <td>7.00</td> <td>0-10</td> <td></td> </tr> <tr> <td>Weekly Quiz: Week 4</td> <td>7.00</td> <td>0-10</td> <td></td> </tr> <tr> <td>Weekly Quiz: Week 5</td> <td>8.00</td> <td>0-10</td> <td></td> </tr> <tr> <td>Weekly Quizzes total Weighted mean of grades.</td> <td>P (56.50 %)</td> <td>0-20</td> <td></td> </tr> <tr> <td><b>Course total</b></td> <td><b>92.30</b></td> <td><b>0-100</b></td> <td></td> </tr> </tbody> </table>	Grade item	Grade	Range	Feedback	<b>Course Example 1001</b>				Assignment 1 - Essay (30%)	HD (83.33 %)	0-30	great stuff	Assignment 2: Presentation (20%)	HD (90.00 %)	0-20		Final Exam (30%)	HD (100.00 %)	0-30		<b>Weekly Quizzes</b>				Weekly Quiz - Week 1	2.00	0-10		Weekly Quiz: Week 2	4.25	0-10		Weekly Quiz: Week 3	7.00	0-10		Weekly Quiz: Week 4	7.00	0-10		Weekly Quiz: Week 5	8.00	0-10		Weekly Quizzes total Weighted mean of grades.	P (56.50 %)	0-20		<b>Course total</b>	<b>92.30</b>	<b>0-100</b>	
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#### 4.3.2 School of Education (SoE)

##### Projects:

- **Bacchus Marsh Grammar:** Collaboration with staff on a professional development offering for Teachers at Bacchus Marsh Grammar. Design and development of interactive online content, including the use of trackable Moodle activities and H5P, to compliment live seminar sessions. This project can be used as a model for Micro-credentialing in the future
- **Professional Experience:** Learning Designer and School of Education staff have embarked on an extensive review and re-design of the Professional Experience Moodle Shell, focusing on improved navigation, reduced repetition of content, enhanced clarity of information and clearer expectations provided to students. Creation of a pre-placement activity/evaluation to ensure students understand the Victorian Teaching Profession Codes of Conduct and Ethics and are aware of their professional responsibilities prior to commencing placement.
- **Team Enterprise Online Exhibition:** Use of the Mahara ePortfolio system for students enrolled in EDBED 4006 Team Enterprise to work in small groups to curate and present information and examples of the resources they worked on in conjunction with external agencies. Previously presented as an on campus exhibition, CLIPP assisted with providing clear instructions to students on using ePortfolio in groups and combined these individual piece of work into an online flyer advertising the student work to the wider community.
- **EAP Online Tests:** Implemented a combined approach employing the use of Adobe Connect to deliver auditory material in a live session and the use of Moodle Quiz (with a hidden link provided to students in the live session) with specific timing restrictions that mirrored the previous test delivery on campus. The changes made have allowed the transition to an online format during the current circumstances and have prepared the courses for offshore delivery.
- **Assessment Changes during COVID-19:** Learning Designers worked with a number of staff to assist in modifying assessments previously conducted on campus, such as the use of Kaltura for students to submit video assignments instead of live class presentations and the use of Moodle features to enable peer marking and feedback.

##### Professional Development:

CLIPP delivered two professional development sessions across Mt Helen, Gippsland and Berwick on using Turnitin for assessments. These sessions were well attended and covered: marking guides and rubrics; filtering the similarity report to exclude templates and investigate the impact of use of quotations, small matches and reference lists; strategies for providing feedback online; and how to create, use and share Quick Mark sets.

During the transition to online delivery in Semester 1, many course team groups within the School, also arranged individual sessions with Learning Designers covering how to effectively and efficiently use Adobe Connect.

#### 4.3.3 Federation Business School (FBS)

Over the past 6 months, the Federation Business School has faced a number of hurdles, none more so than the COVID-19 university shutdown. During this period, all courses were changed to an online mode of delivery. Learning Designers worked tirelessly to support staff and students manage this new way of teaching and learning. Some of the projects undertaken before and during this time are:

##### Projects:

- The **Master of Business Administration – Experiential Learning (EL)** – has continued to run over the beginning of 2020. During this period, an additional four courses have been developed using an experiential model of design, pedagogy and delivery. Each course has required intensive support from the FBS Learning Designer. This support has encompassed assessment design, development of learning materials and activities, layout and structure of course content and use of Moodle, as well as intensive support to build all of these features within specific Moodle shells.

This intensive support has been a key component of ensuring a high quality continuation of learning for our MBA students during the COVID-19 shutdown of face to face teaching

- Online Digital Assessment development and delivery for FBS

During the COVID-19 shutdown the FBS Learning Designers were asked by the Discipline Leader for Commerce to help design an end of semester alternative digital assessment structure using the functionality of Moodle, which would fulfil the following requirements:

- Be a timed assessment to ensure compliance with accreditation bodies
- Available to students over a set period of time (in line with university requirements)
- Ensure that academics could develop this with minimal support from the Learning Designers

Given the requirements, the Learning Designers developed an alternative online assessment prototype that utilised the Moodle quiz function, but did not demand staff set up question banks and other technical aspects. Throughout development, feedback was sought from a range of stakeholders, including staff, the Student and Study Skills Support team, and Learning Skills Advisers from our Brisbane Campus. This feedback ensured that the prototype which was presented to Commerce staff had been rigorously tested from a range of perspectives. Alongside this development, the Learning Designers also developed a range of 'how-to' documents which walked staff through the process and included clear student instructions. At present, **this prototype has been picked up by approximately 30 courses within the Business School for their Semester 1 alternative assessment task.**

### Professional Development:

#### Early 2020 – upskilling FBS staff

Working in conjunction with the ADTQ of the Business School, a series of professional development workshops were created by the Learning Designers, and other invited experts, with the aim of increasing staff confidence and ability with regards to their teaching and learning skills. Between the start of February and the COVID-19 shut down, five sessions were conducted which 50 staff members attended. These sessions covered the following topics:

- **Course Descriptions (& other FDL features)** Presented by Kylie Turville (7 participants)
- **Updating Course materials, including Course Readings**, Presented by Clare Duffy (7 participants)
- **Conducting virtual classrooms**, presented by Heath Diwell and Emma Price (23 participants)
- **Fundamentals of Turnitin**, presented by Heath Diwell and Emma Price (10 participants)
- **Developing marking guides and rubrics**, presented by Talia Barratt (3 participants)

Feedback provided by some attendees indicated they would be extremely likely to recommend these workshops to a colleague.

#### Feedback

*“These workshops are always useful because there is always something that I can learn which I didn't know about. In this case, I didn't know about the availability of the training site to test things out. There is so much to know about FDL and where to find things. I did learn and therefore, was good use of my time.”*

Further sessions were also planned, but due to the university shutdown, were unable to run. It is hoped that these sessions (and others) will become a regular part of staff professional development.

#### Course Review – shift to Experiential Learning

In April 2020, the Dean of FBS tasked the Learning Designers to lead a project aimed at examining the current learning and teaching practices undertaken within the Federation Business School. The key foci of this review were twofold. The first stage was to review current online course delivery in line with the BOLD Learning and Teaching Practices. The second stage will focus on an examination of staff's capacity and willingness to learn and implement a new Experiential Learning pedagogy (Kolb & Kolb, 2009) as the underpinning approach for all programs and courses. The outcomes of this review will help provide a baseline for the current status of FBS

staff teaching and learning capabilities, and further inform discussion about staff's willingness and attitudes towards engaging in a new pedagogical approach. It is anticipated that this review will inform the development of teaching and learning practices aimed at implementing an Experiential Learning pedagogy in 2021.

#### 4.3.4 School of Health & Life Sciences (SoH&LS)

##### Projects:

A number of projects were completed prior to, some continued through, and new ones emerged from, the demands of the rapid move to fully online delivery during Semester 1:

- Completed for Semester 1: In early 2020, all Moodle banners for Semester 1 were updated to the same simple design for a consistent look and feel in all SoH&LS course shells. This is particularly pertinent to the school as many courses serve multiple programs rather than just one discipline
- Completed for Semester 1: another issue addressed in early 2020 was the problem of multiple versions of student support information found across course shells – some redundant or in danger of being redundant. To address this Leigh Albon (Learning Skills Advisor) kindly narrated a video walk-through of the student support resources centrally updated and accessible from all Moodle shells. The inclusion of this video in all shells is a sustainable approach to ensure all students are aware of the existence of, and how to access, support resources - without Coordinators having to regularly check and update documents within their courses
- Continuing focused support: the school support team was able to continue the focused support for staff by delivering a number of courses identified as in need by the School. Having Brendan Dent (Learning Technology Support) and Emma Gould and Charlie Duddridge (Learning Designers) available for face-to-face support at Berwick and Gippsland further enhanced the effectiveness of this focused support
- Additional focused support: COVID-19 lockdowns also created challenges for the delivery of HUST (Hebei University of Science and Technology courses) course. With a rapid turn-around time of a couple of weeks we were able to intensively support two Course Coordinators to convert their previously on-campus courses to fully online delivery, including the development of effective alternative learning activities and practicable assessment tasks
- New: It became apparent in discussions between Learning Designer and ADTQ, Lara Wakeling, that the school needed a readily accessible dedicated location for staff professional development and resource access to support the move to fully online course delivery. A new dedicated section in the staff Moodle shell was created in collaboration with the ADTQ. This evolved in response to staff needs and timeline to present staff with a one-stop-shop of school specific resources as well as links to CLIPP support materials elsewhere. Much resource development was effectively supported or developed by members of the greater CLIPP team

##### Professional Development:

The CLIPP-School Professional Development focus shifted significantly from a general assessment-feedback focus to the specific identifies needs and implementation of online alternatives to exams.

##### Sessions:

- In response to the drive for fully online delivery 'just-in-time' professional development, sessions were designed and run in conjunction with the ADTQ, Lara Wakeling. These were extremely well attended. The professional development sessions consisted of:
  - Replacing invigilated exams - what are my options? (1 April)
  - Alternative assessments for invigilated exams - the next steps (24 April)

To continue this 'just-in-time' professional development and also to identify and respond to emerging instructional and advice needs, the Learning Designer participated in multiple School Q&A sessions, Disciplinary Group Meetings and Program/Course level team meetings in Semester 1.

### Individual and small group staff support:

One-to-one (and teaching team) support is always a large component of Learning Design work in SoH&LS but the demands of fully online delivery has increased this workload massively (by at least 40% on 2019 Semester 1). The major issues addressed this semester were:

- **Exam alternatives:** discussion and advice reflected the need to find satisfactory alternative solutions from both academic integrity and security standpoints for coordinators across a breadth of approaches (due to the diverse nature of disciplines in the School, and even courses within disciplines)
- **Weekly activities:** another large demand has been the need to design effective alternatives for learning activities including presentations. Extensive thought and training around the use of Moodle integrated tools such as Adobe Connect and Kaltura was necessitated this semester

### 4.3.5 School of Nursing & Healthcare Professions (SoN&HCP)

All SoN&HP Projects were started in late January and were put on hold in early March due to COVID-19 priority initiatives, such as supporting staff with transitioning to fully online teaching and assessment modifications.

#### Projects

##### Design and Development of OT courses

- Reviewed and updated JCU course learning materials, redeveloped for new Federation University program. In collaboration with LTTS team, rebranded and contextualized learning materials and updated service and support links
- Introduced new academics to learning and teaching support services, provided Moodle support and designed and developed new course shells
- Provided academic support to implement BOLD Learning and Teaching practices
- Collaborated with academics to design and developed alternative learning resources

##### VIOSH: Targeted support for re development of VIOSH course (merging of two courses)

- Design of learning resource templates
- Advice and support around designing online activities and re-structuring assessments for Block Mode delivery

##### Block Mode

- Emma Gould collaborated with Berwick staff to implement staggered delivery and assessment dates to accommodate block teaching in second and third year courses. Emma Gould built new Moodle template and provided PD for Berwick staff who were tasked with implementing the course changes. Jess Robertson provided PD and support for Mt Helen impacted staff.

##### New Course Banners and student support resource video

- Updated all SoNHP courses with new Discipline banners

##### Individual and small group support

- NURBN 1001: Collaborated with Talia Barret to design Moodle check-in activity for students, supporting them with assessment instruction and expectations
- Provided ongoing support for staff around teaching and learning practices and tips to suit multiple large cohorts
- Redesigned Moodle courses to reflect flipped model of teaching
- Provided ongoing advice and support around assessments
- Collaborated with Lecturer in NURBN 3024 to;

- Provided advice and resources to design video assessment activity
- Provided advice and resources to assist with increasing student engagement online
- Development of new Moodle Resource Site and Moodle templates
- Designed two new Moodle Templates for SoN&HCP
- Initiated and started the design of a new SoN&HP resources site

### Professional Development

- Professional development (PD) support for new staff in Occupational Therapy Program, in use of Moodle and implementation of BOLD teaching practices
- PD support for VIOSH, NURBN 1001, NURB 3024, online teaching practices, enhance and monitor student engagement and assessment design
- Designed and delivered PD for Midwifery Students in using Kaltura
- Provided extensive staff support to transition learning content for online delivery. This included support to redesign and deliver lectures and group activities online using Adobe Connect, Teams and Kaltura
- In collaboration with the ADTQ and discipline leads, established the needs of programs and the school to shape advice and support around assessment modifications. Provided advice for writing effective exam questions and designing quality assessments
- In consultation with the LTTS team and school ADTQ, well developed detailed resources for staff to guide them with a consistent process that was technically robust and would aim to minimize cheating and collusion
- Staff resources included:
  - Building Case Study Scenarios
  - SoNHP Online Test Process
  - How-to set up online Moodle Tests
  - Managing different quiz types in an Online Moodle Test
  - Alternative Assessment Options

### 4.3.6 School of Science, Engineering & Information Technology (SoSEIT)

The School of Science, Engineering and Information Technology (SoSEIT) has sixty-four (64) diverse programs, offered over several discipline areas, multiple campuses, including onshore and offshore locations, with unique equipment and practical components and demanding accreditation requirements amongst their learning and teaching operations.

#### Projects

##### Master Template Project

At the start of the year, focus was placed on the continuation of the SoSEIT master template throughout all course Moodle shells. Establishing a more consistent look and feel to the course structures and information in the Learning Management System (Moodle) has not only helped the rebranding of the school structure and complements the rebranding of the University, but, contributes to the University's student retention and success goals by delivering an effective, well-structured educational experience.

##### Key Objectives:

- Provide consistency in look and feel across all Moodle shells within SoSEIT
- Facilitate Moodle navigation for both staff and students
- Increase student access to information about their courses, programs and the university
- Create a professional product consistent with Federation University rebranding
- Assist staff in the implementation of BOLD Learning & Teaching Practices
- Assist SoSEIT to meet the University's strategic goal of offering a high-quality student experience, as detailed in ***Transforming lives and enhancing communities. Strategic Plan 2018-2022***



Feedback from students and staff has been overwhelmingly positive towards the changes. Currently, nearly 50% of the Moodle shells have been converted over to the new template.

#### **New academic staff induction:**

New staff arrived to develop and deliver four new programs in the SoSEIT area. Time was spent organising and implementing induction into Federation University and an introduction to the BOLD learning and teaching practices. Professional development involving topics such as Moodle, academic integrity, assessment and moderation processes, marking practices, copyright and University strategic goals. This has enabled academic staff to quickly be accustomed to their new environment.

#### **Response to COVID-19:**

When the impact of COVID-19 required working and studying from home, Sara Warren - as the embedded SoSEIT learning designer (LD)- led the school project team alongside the school leadership, to orchestrate a rapid response to assist students and academics with the task of transitioning all their course, tutorials, labs (where possible) and lectures into the online environment within a very short space of time. Online resources, examples, guides and videos were quickly created and/or collated and disseminated through leadership channels, whilst simultaneously organising and implementing individual, group and central bespoke training and professional development sessions specifically to assist the school.

Being able to assuage staff fears and alleviate their stress during this time made Sara's pedagogical, technological, onlinegogical (Warren, 2018 – unpublished thesis) and management expertise more effective in the successful rapid transition to online learning and teaching. The facilitation of the prompt and individualised response has contributed in establishing a great foundation for future high-quality learning and teaching developments within the school.

#### **Other projects:**

- SEIT Staff Resources Moodle Site – collaboration with Admin and L&TTS team
- MRE program modification – collaboration with CLIPP Admin, AE team and LSA team
- Review of staff instructions to students for exams – collaboration with LSA
- Brisbane professional development – collaboration with SoSEIT plagiarism officer Dr Cameron Foale, L&TTS team, AE team and LSA team
- Preparing for four new programs – collaboration with Library liaison Clare Duffy, L&TTS team, LSA team, AE team
- Advice and professional development for staff of new MACsec program for 2020.

#### *Feedback from Associate Professor Kim Dowling – Associate Dean, Teaching Quality*

*“You and your team have had a significant impact on the school staff in ameliorating our challenges and fears in moving online. You have guided us with emails, School Newsletter articles (with illustrations), active engagement in all our discipline meetings (and remaining positive even when some of the discussions were difficult). As a final note, I would like to mention the pivotal role you have played in getting SEIT ready for the end of semester summative assessment. We have had tailored training, detailed conversation on design, integrity and technicalities in each of the specific discipline domains (Geology, IT, Math, Engineering). In this time of change, your guidance has been exemplary.”*

#### *Feedback from Associate Professor Shyh Wei Teng – Deputy Dean*

*“I totally agree and strongly support the need for LDs embedded in our School to support our staff in developing the many new programs planned to be rolled out next few years, as well as other initiatives such as the expediting of teaching via online mode. From our School's recent experience during the past few months of COVID-19, having the LDs assisting our staff members directly is invaluable in ensuring better teaching.”*

#### 4.4 Just-in-Time Learning Design Support

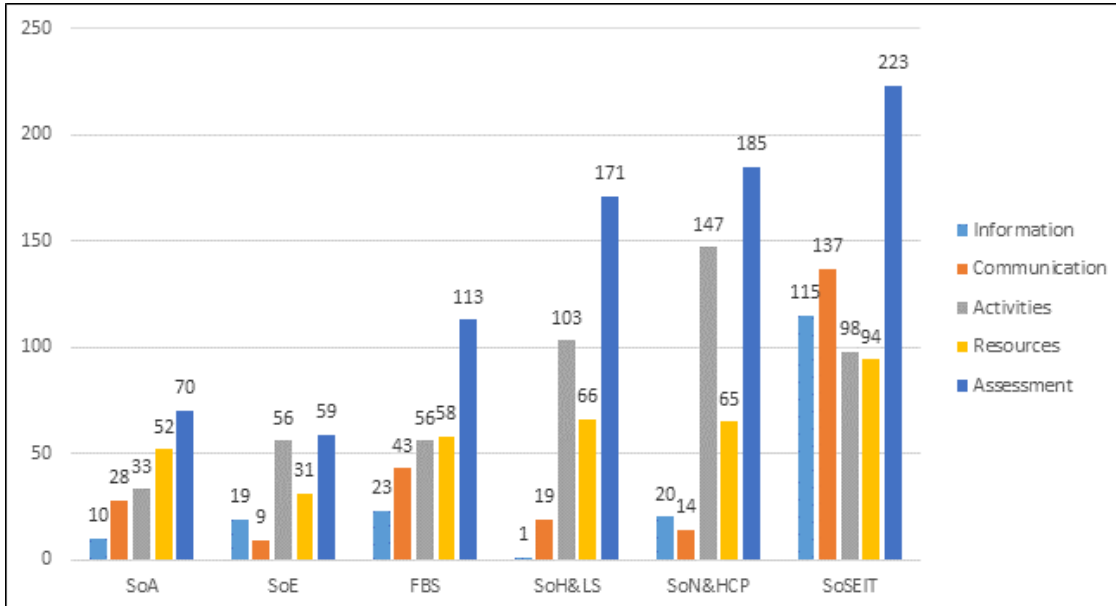
Just-in-time support is delivered to individuals or in small group settings and often focuses on one or more key areas aligned with the BOLD Learning and Teaching Practices. (See **Table 6**, **Graph 4**, **Graph 5** and **Graph 6**).

**Table 6: Individual or small group just-in-time support (Dec 2019 – June 2020)**

School	Instances of support provided
School of Arts	145
Federation Business School	328
School of Education	141
School of Health and Life Sciences	256
School of Nursing and Healthcare Professions	311
School of Science, Engineering, Information Technology	362

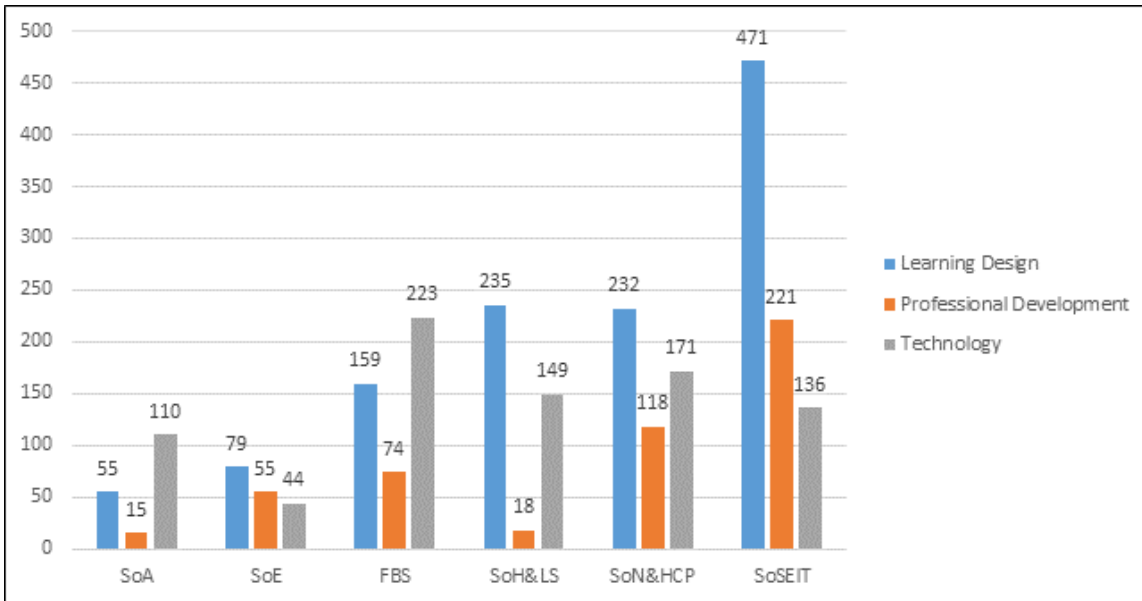
This semester has seen a large growth in staff seeking support for activities development and assessing online.

**Graph 4: Just in time support – BOLD Learning and Teaching Practices. Support provided by focus area and by School.**



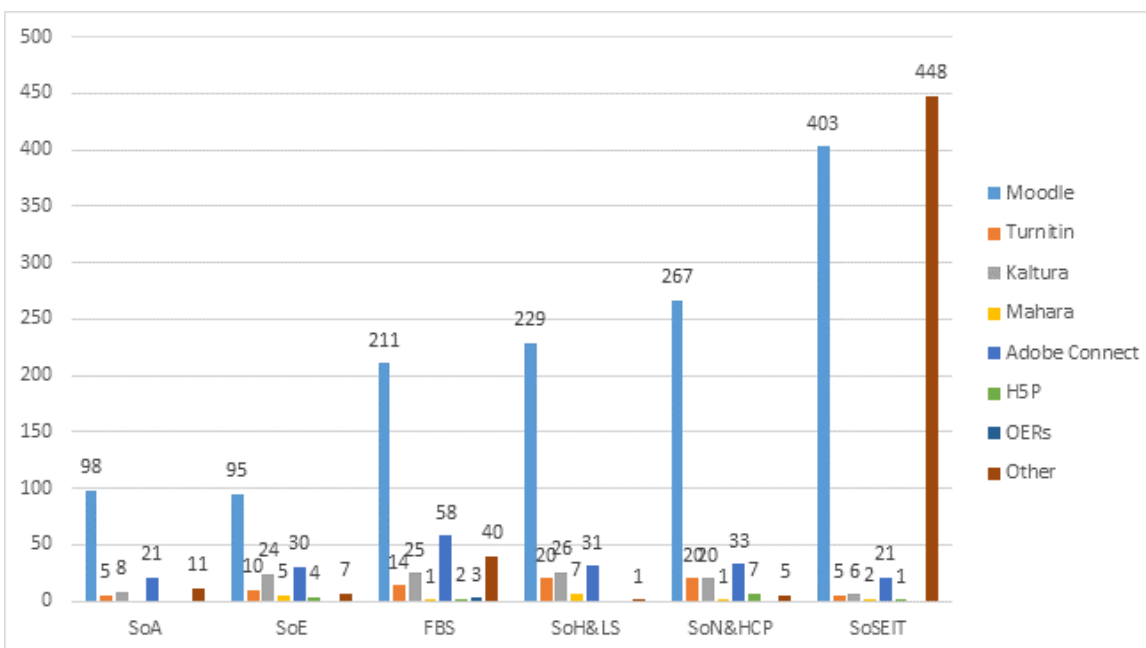
Much of the just-in-time technical support was provided to staff by Learning Designers as a part of providing learning design support.

**Graph 5: Just in time support – Support provided by category and by School.**



Moodle aside, the major systems that learning designers provided support in overall were Kaltura (pre-recorded lectures), Adobe Connect (Virtual Classes) and Other, which is mostly Course Readings, copyright compliance system.

**Graph 6: Just in time support – support provided by learning technology and by School.**



## Learning and Teaching Technology Support (LTTS)

The year commenced rather uneventfully with the update of Moodle to version 3.8 with some improvements to the establishment of teaching shells. An update in the duplication tool saw all teaching staff present in Master Shells copied across into teaching shells. This provided instantaneous access for staff as soon as the course was created, removing a delay of several days. Then COVID-19 happened.

The initial impacts of COVID-19 began to manifest within the first week of teaching and working from home (early March). Preparations made during the weeks prior to the return to teaching online began to show signs of weakness largely due to the underlying public networks. The National Broadband Network, and its associated providers, were not prepared for the massive leap in bandwidth requirements, and those data heavy applications, such as video streaming and video conferencing were the first to be affected. As support requests flooded in, the CLIPP support officers were stretched beyond limits dealing with issues that were predominantly out of their control. Federation University's Adobe Connect provider scrambled to increase server capacity and tune databases for the four-fold increase in use, as users struggled to gain access to the Virtual Classroom. Students reported delays with Kaltura, and uploads were affected as network traffic boomed.

To further complicate the skyrocketing support numbers, as the percentage of **online students jumped from 15% to 100%**; many of those students shifting to online for the first time were underprepared technologically. Without access to decent networks or computers, many of these students were forced into a study mode that was vastly different to what they had agreed to at the start of the year. Staff who had not prepared to teach online also faced a steep learning curve with migrating to online delivery methods. All of this was reflected in the number of requests for support with learning and teaching technologies.

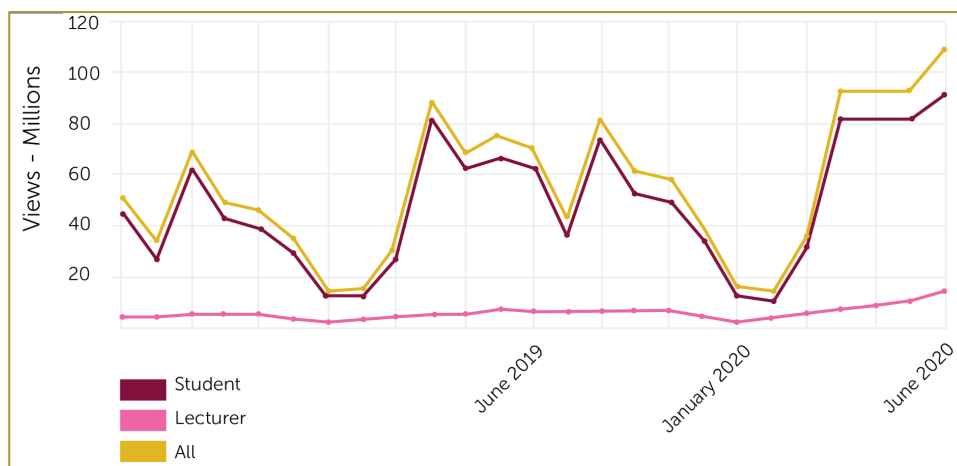
On a positive side, when support volumes are high, it is much easier to identify trends in pain points within the service requests. These items were then analysed for an effective outcome and implemented as soon as practical. The strong relationship that CLIPP maintains with ITS's Digital and elearning team ensured that these items were given high priority and were implemented to improve staff and student's experience within very short timeframes. An example being the load times of assignment overview screens when grading video submissions. This view can take upwards of 5 minutes to load with large classes, so CLIPP worked with ITS to remove the video preview from this screen, reducing load times to seconds.

### 5.1 Learning Technology Applications

#### Moodle

Moodle has coped remarkably well with the increase of traffic due to COVID-19. Early in 2020 ITS migrated the Moodle system to an advanced combination of local hardware and cloud clustering which has resulted in the ability to scale Moodle's performance at a moment's notice. Failsafe procedures within this environment also allow for catastrophic recovery within minutes, should a failure ever occur, rather than the hours or even days it took in the past. See **Graph 7** for Moodle activity.

**Graph 7: Moodle All Activity by Role**



At the end of Semester 1, CLIPP and ITS have just released Moodle's latest enhancement, an automated course format template. The new format automatically configures the banner of the course by taking the course name, code and school directly from Moodle. A suite of selectable banners ensures that images are appropriate and copyright requirements are met. Section headers automatically resample images to ensure they are compact and fast loading, can include reference information and hyperlinks to source, and the text requires no HTML knowledge to achieve a perfect layout every time.

## Mahara

The [Mahara ePortfolio](#) system continues to grow, and new portfolio pages are up significantly over previous semesters (see **Table 7**). Unfortunately, the planned upgrade of Mahara has failed to materialise due to the added workloads around COVID-19. However, Mahara has not been forgotten and works to upgrade the system will progress through Semester 2 2020. It is still hoped that Mahara version 20.10 will be possible for first semester 2021.

**Table 7: Mahara Users 2020**

	ACTIVE USERS	GROUPS	PAGES	SYSTEM FOOTPRINT
2020	39028	320	244085	286.3GB
2019	35104	278	202476	218.6GB
Change	<b>3924 (10%)</b>	<b>42 (13%)</b>	<b>41609 (17%)</b>	<b>67.7GB (24%)</b>

## Kaltura

Like most of our online systems, Kaltura has also seen a marked increase in traffic, with usage spiking during the April – May COVID-19 shutdown. The substantial increase in video content, (see **Table 8**) is not just a result of better capture tools but represents an increased confidence in staff and students with utilising video for both teaching and assessment. **In the previous 3 months alone, there have been 16,560 videos uploaded** from the Kaltura Capture app, which represents over 60% of all new video contributions.

**Table 8 Multimedia Content Contributions to Kaltura**

Multimedia content contributions to Kaltura			
Year	Video	Audio	Image
Jan – May 2019	6379	262	34
Jan – May 2020	26,745	262	217
Change	<b>419%</b>	<b>0</b>	<b>638%</b>

Online views of Kaltura media have more than doubled over the same time last year, and media downloads for offline viewing have tripled (see **Table 9**). The introduction of a new process for managing video captioning saw over 200 videos captioned for student facing content.

**Table 9 Multimedia content interactions via Kaltura and Moodle**

Multimedia content interactions via Kaltura and Moodle		
Year	Plays	Downloads
2019	109162	4222
2020	239531	13258
Change	<b>219%</b>	<b>300%</b>

Whilst support requests for Kaltura have increased along with all other support requests, the predominant issues have remained consistent. Uploading of video content is extremely bandwidth intensive and desktop captured content (including webcam and screen) is generally quite large due to having two separate video streams. Home internet connections often have poor upload speed resulting in long transfer times and timeouts.

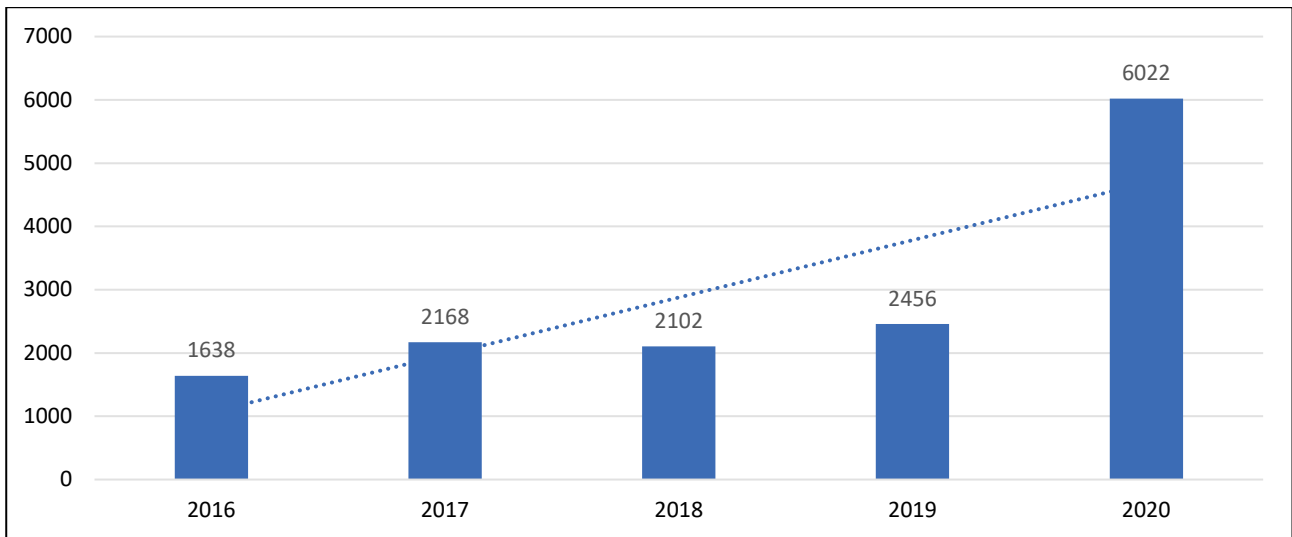
The Learning and Teaching Technology Support Officers have also noted that staff and students have not been updating the Kaltura Capture application, which can also cause issues with capture and uploads.

### Adobe Connect

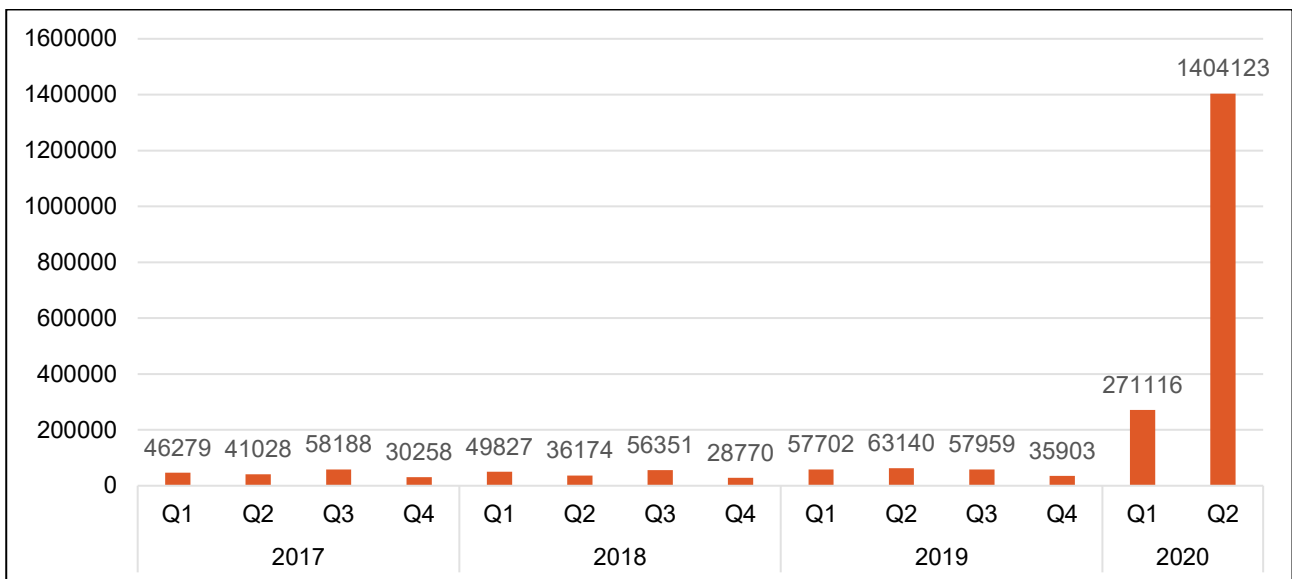
Adobe Connect users have grown dramatically as the University moved to online learning in Semester 1. Mobile device connection statistics related to Adobe Connect indicate the number of sessions initiated from phones was 45,793 and tablets was 4,830. With this many mobile users, it is clear that any consideration of a replacement or of additional learning technologies must take into account mobile and tablet support.

Usage almost tripled this semester with peak monthly usage averaging 6000 users, up from 2000 in previous years. Adobe Connect only reports peak usage, Graph 8 shows the combined daily peak usage for the first half of 2020 but fails to consider the many smaller classes running. Graph 9 better indicates the level of usage with the total number of minutes spent in virtual classrooms by all Federation University staff and students. In total, a combined 1.4 million minutes was spent in virtual classrooms between April and June this year. Both the number of students utilising the system and the amount of time spent in online classrooms ballooned during the COVID-19 restrictions.

**Graph 8: Adobe Connect Daily Peak Usage**



**Graph 9: Adobe Connect Total Number of Minutes Spent in Virtual Classrooms**



## Turnitin

Turnitin has again seen a marked increase in submissions for 2020. By early June, there had been close to 64,000 reports generated at FedUni from 41,549 submissions (see **Table 10**). This is a strong increase over last year of around 27%. Turnitin has been remarkably robust this year and outages have been few and far between however, it hasn't escaped completely. Due to a work process in place at FedUni, that of reusing of past student email accounts, we've been experiencing issues with some students as Turnitin uses an email address as a unique identifier. This causes confusion in the system and can leave students without a similarity report, as the newly submitted document is assigned to a no longer active student account. CLIPP is currently working with ITS to address this issue.

On a brighter note, the use of advanced grading features has expanded amongst staff with a marked increase in Rubric use and voice feedback for students.

**Table 10: Turnitin submissions**

	SUBMISSIONS	SIMILARITY REPORTS	SUBMISSIONS SCORED WITH RUBRIC	VOICE COMMENTS
2020	41549	63352	5479	134
2019	34400	46045	4231	15
Change	<b>7149 (17%)</b>	<b>17307 (27%)</b>	<b>1248 (22%)</b>	<b>119 (89%)</b>

## 5.2 Just In Time Support

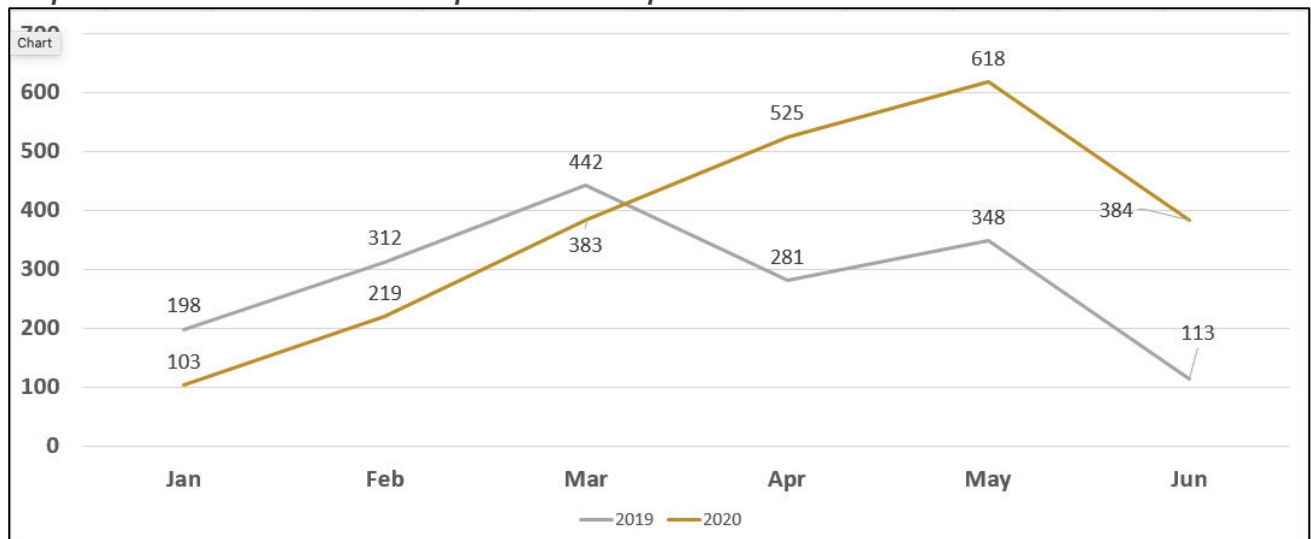
### Service Now:

Numbers were down during the first two months of 2020. This was a result of working with the ITS Service Desk in late 2019. Realigning service delivery agreements has meant SD Officers are now able to solve level one L&T calls with greater confidence, reducing the number of calls being passed through to LTTTS.

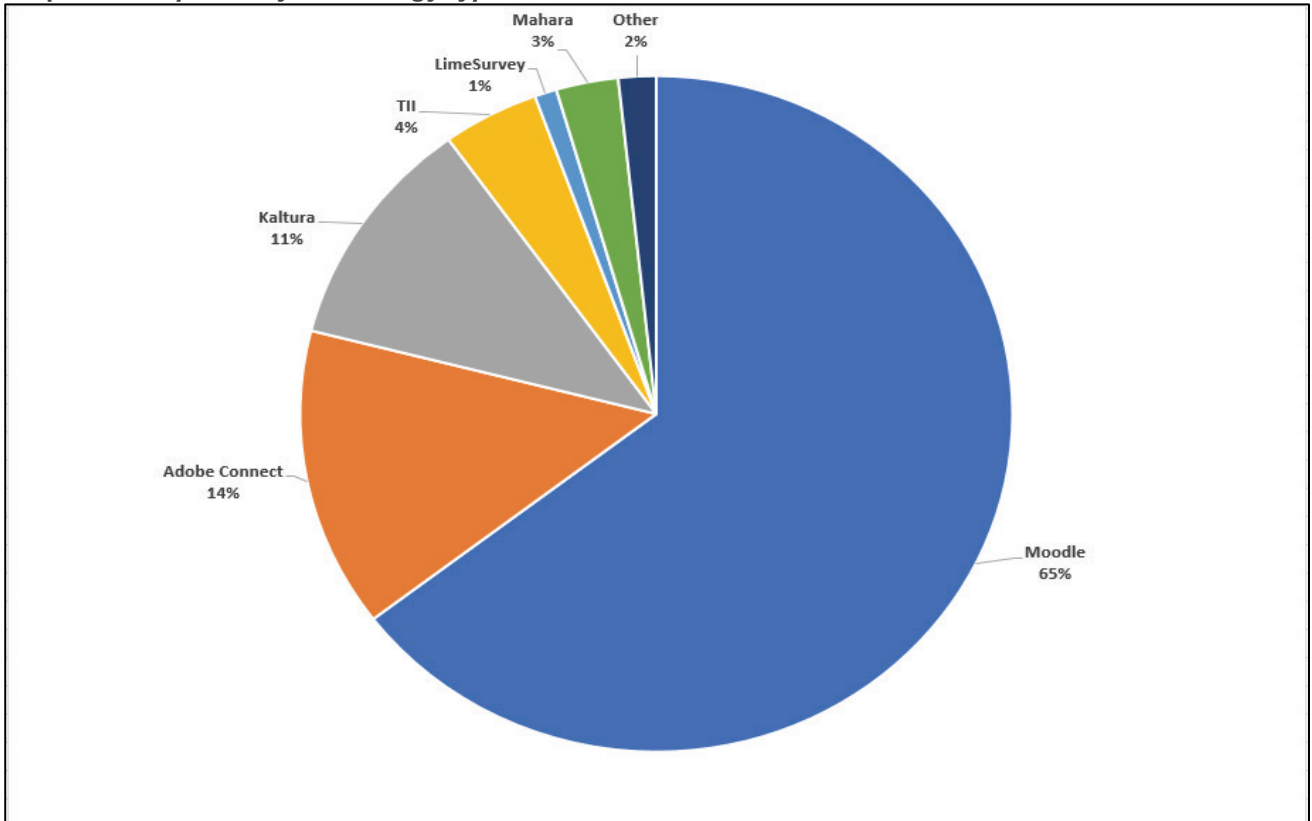
With the Pandemic taking hold in Australia we saw a shift from 15% online learning to 100% online learning for the University. The LTTTS team were at the forefront of support for both staff and students who found themselves needing to gain new skills and knowledge for online teaching and learning. Graph10 illustrates this resulted in a 77% increase in support requests by the end of May.

This increase in support also meant our different learning and teaching technologies were used by a wider selection of users. **Graph 11** shows Adobe Connect requests were 14% of the total tickets the team received. In 2019 Adobe Connect total tickets were 2%. Kaltura requests also rose from 8% to 11% over the same time.

**Graph10: Service Now 2020 tickets per month compared to 2019**



**Graph 11: Requests by technology type 2020**



### 5.3 Engagement with University Learning and Teaching Strategic Discussions

COVID-19 brought challenges not just in the form of teaching online, but also assessment. CLIPP, who had been assisting the Cross Campus Enhanced Learning (CCEL) project, evaluating teaching technology, spaces and furniture, now realigned their attention to more pressing needs. With students no longer attending campus, the need for new campus teaching spaces took a back seat to better online delivery and assessment.

A working party for online assessment was established in April and, so far, 8 vendors have demonstrated their products. These products include various combinations of live and artificial intelligence (AI) based proctoring to reduce the likelihood of academic misconduct. CLIPP, in particular the LTTS team have been involved in reviewing each of these products in order to assist with identifying the most appropriate tool for Federation University. LTTS were keen to address, solid integration with existing technologies i.e. Moodle, ease of use, and cross platform support for staff and students. Whilst the project continues, it is likely that pilots of the preferred provider will commence in Semester 2, with University wide implementation in 2021

Virtual Learning spaces have also been under scrutiny and, with the addition of other tools such as TEAMS, Federation University is looking to improve the online experience for both staff and students. Formerly best of breed, Adobe Connect is now outshone by a myriad of new arrivals into this space, many of which are more intuitive and require very little training investment to master. LTTS has been exploring some of these technologies in the hope of finding a better solution for 2021.

CLIPP also provides representation on the Information Technology Enterprise Architecture Advisory Committee, ensuring that Learning and Teaching has a voice in the University's technology direction.

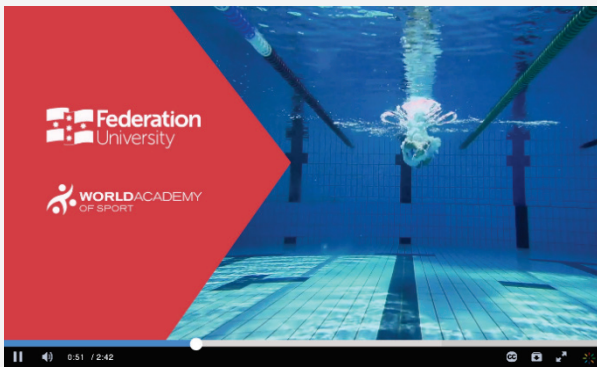


## 5.4 Learning Content Development

CLIPP's [Digital Production team](#) provides support to Schools in two main ways:

- Develop engaging graphic material to enhance course material
- Design and produce high-end digital media; animation, video, sound and interactives

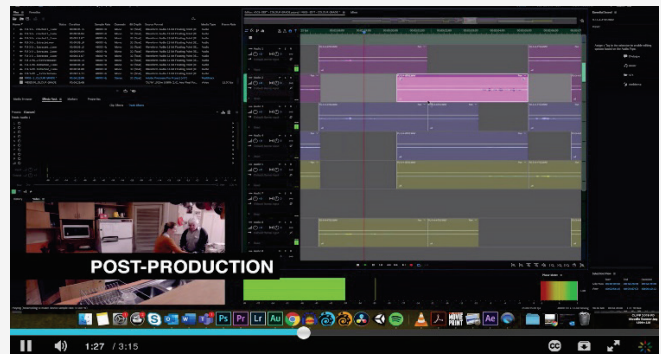
### World Academy of Sport Promo videos



CLIPP delivered 6 animated promotional videos to assist with the World Academy of Sport website launch in early May.

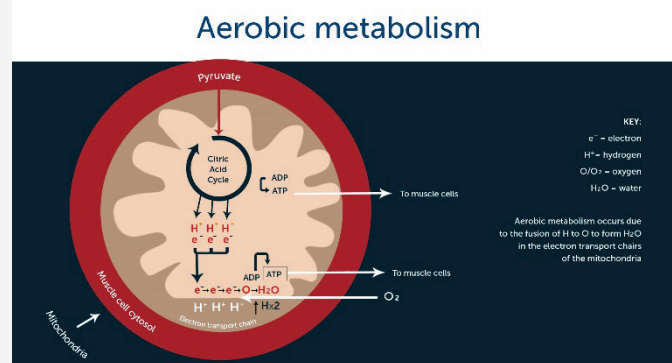
These animated sequences were constructed using a combination of detailed, manually key framed, animated sequences, custom graphics, stock images and existing FedUni marketing footage to engage the viewer to promote these dynamic new programs. [Watch video](#)

### DET Project - Simulated Street Project (TAFE)



In March, CLIPP delivered the final 18 Simulated Street scenarios including six interactive video story episodes. Funded by the Victorian State Government Department of Education and Training, this innovative product was a result of strong collaboration between TAFE Nursing, VET Practice Unit, ITS and CLIPP. Delivered on time and within budget, the project allows TAFE students to explore a fictional regional village and its residents using custom map navigation tools and innovative interactive video technology. [Watch video](#)

### Energy systems video with animation



In early 2020, Dr Brendan O'Brien approached the Digital Production team with a strong concept, and pre-developed script, to better explain complex energy systems utilised during exercise through animated sequences and real-time graphs. A combination of media including a voiceover track recorded in the Mt Helen Media Studio, video footage shot on location, and digital artwork produced and brought to life as animated processes were utilised. Through workshoping and revising the content, simplifying and enhancing the media, the final product is able to engage a wider audience including VCE students. [Watch video](#)

January - June 2020 - Statistics

**633 Jobs**

have been completed by  
Jaimee Westin and Eammon Jones  
from January – June 2020

Do you have an idea? Give us a call

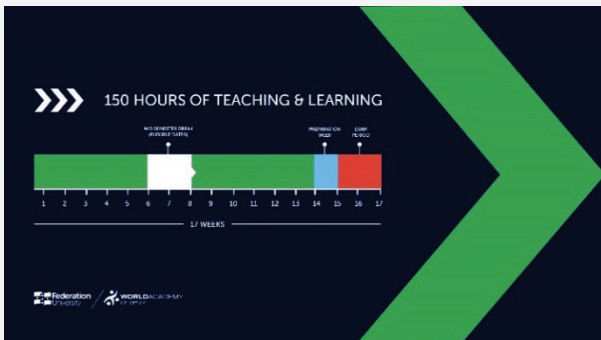
We are happy to discuss new resource or project ideas with staff.

[Our process](#) and [Service Agreement](#) is located on [our website](#) with the client brief form.

*We look forward to hearing from you.*

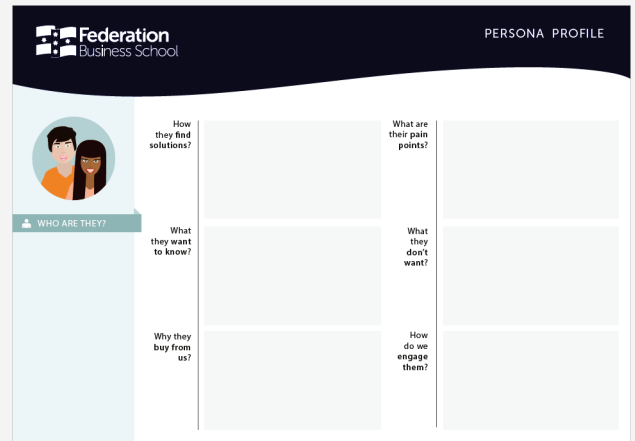
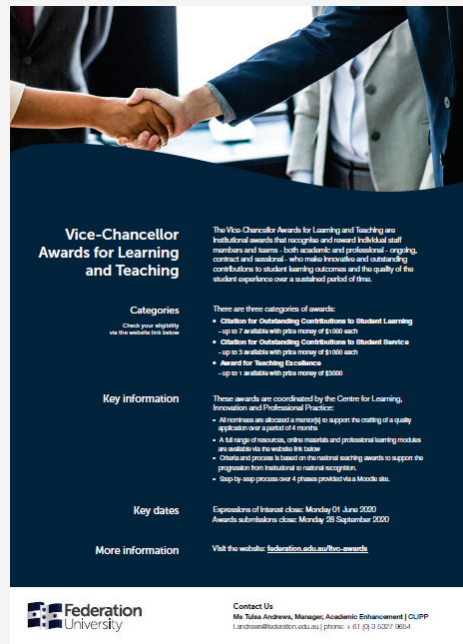
World Academy of Sport – Video Graphics

A number of graphics were created for the World Academy of Sport promotional videos. These were created in Adobe Photoshop and later animated in Adobe After Effects



School support – Editable student forms & Promotional Posters

An editable PDF form developed for business students to fill in based on their course assessment work.

**Vice-Chancellor Awards for Learning and Teaching**

The Vice-Chancellor Awards for Learning and Teaching are institutional awards that recognise and reward individual staff members and teams – both academic and professional – ongoing, contract and seasonal, who make innovative and outstanding contributions to student learning outcomes and the quality of the student experience over a sustained period of time.

**Categories**  
Check your eligibility via the website link below.

There are three categories of awards:

- Citation for Outstanding Contributions by Student Learning - up to 7 awards with prize money of \$1,000 each
- Citation for Outstanding Contributions by Student Staff - up to 3 awards with prize money of \$1,000 each
- Award for Teaching Excellence - up to 1 award with prize money of \$300

**Key information**

These awards are coordinated by the Centre for Learning, Innovation and Professional Practice:

- All nominees are assessed a majority to support the coding of a quality experience over a period of 6 months
- A full range of resources, on-line materials and professional learning modules are available via the website link below
- Online and process based on the national teaching awards to support the progression from institutional to national recognition
- Step-by-step process over 4 phases provided via Moodle site

**Key dates**

Expression of Interest close: Monday 01 June 2020  
Awards submissions close: Monday 26 September 2020

**More information**

Visit the website: [federation.edu.au/the-awards](http://federation.edu.au/the-awards)

Contact Us  
Ms Tania Andrews, Manager, Academic Enhancement | CLIPP  
t.andrews@federation.edu.au | phone: + 61 (0) 3 9277 9564

## Student Academic and Study Support (SASS) Team

There are six components of the Student Academic and Study Support (SASS) area that are integrated to enhance the skills of students at all stages of transition, from their pre-tertiary experience and throughout their undergraduate experience

### 6.1 Student Retention and Success

The SASS team works closely with the Project Manager, Student Engagement, Retention and Success (SERS). For further details regarding collaborative initiatives, please refer to Section 7.

### 6.2 FedReady

FedReady has been helping students transition to the tertiary academic environment since 2012. In Semester 1, 2020 the program ran at Berwick, Gippsland and Mount Helen campuses, as well as online (targeting online, flexi and Wimmera campus students). Of important note:

- In Semester 1, there were **858 registrants across all campuses and online**, despite a dramatic decline by 59% in on-campus registrations compared to Semester 1 2019
- **FedReady Online had a 226% increase in registrations**, while Federation University continuing-student registrations increased by 19%
- Participation rates across both versions of FedReady reflected completion rates of assessment tasks have increased this year in both programs although there was a consistent decline in participation throughout the duration of program delivery. This is mainly due to the completion of tasks being included in the timetables, rather than as non-compulsory tasks.

Program evaluation indicated students' satisfaction with the content. Pre and post-surveys for FedReady on Campus depicted improved self-efficacy related to academic writing and research skills especially:

#### *Student Feedback:*

*"I recommend FedReady because I was very nervous before starting uni and didn't know what to expect. It was a good opportunity for me to meet people in my course and I learnt heaps that I didn't know already. If I didn't attend FedReady I would not be prepared like I am now".*

#### Recommendations for the future

- Improve program promotion strategies for effective online enrolment, taking into account there being no FedReady on-campus mid-year 2020
- Increase participation of FedReady Online mid-year to include automatic enrolment of all commencing students with an 'opt-out' as supported by the Schools
- Increase participation and retention by contacting registrants with a reminder email just prior to FedReady commencement;
- Improve feedback response rates, especially in FedReady Online, through regular prompts from the tutors and Learning Skills Advisors
- Plan for longer-term evaluation of FedReady to determine if student perceptions of preparedness have a tangible effect on student success post-FedReady

### 6.3 Mentor Program

Semester 1 was extremely successful for the Mentor program in 2020. There was an **160% increase in student/mentor interactions** between first semesters in 2019 and 2020 (5,351 to 14,174). An increased uptake in weeks 4 and 5 may be attributed to a rise in the number of questions about transitioning to online study due to the COVID-19 pandemic, however this does not account for the unexpected increase in enquiries seen in Orientation through to week 3. Numbers of mentors hired in 2020 were comparable to 2019, as were communication processes, allocations and hours allocated to mentors. Some possible factors that may have influenced the rise include:

- Allocations beginning earlier, allowing mentors to contact more students prior to Orientation;
- A high number of international students in the School of Nursing and Healthcare Professions who initiated a larger number of interactions with their mentors; and
- Smaller training sessions that allowed mentors to engage more deeply with their role and with SASS staff.

### University connectedness

A common theme in student feedback was the connectedness students felt to their mentor peers and the wider University through the program:

#### Student Feedback:

*“I now feel like I belong to Federation University. When I first walked (in) on my first day ... I felt like a stranger. I was so clueless and quiet that I would just sit in a corner looking around. Now that I have had a mentor, I know that the University is always there to support me whenever I need it and that I will always be included at Federation University.”*

### The process

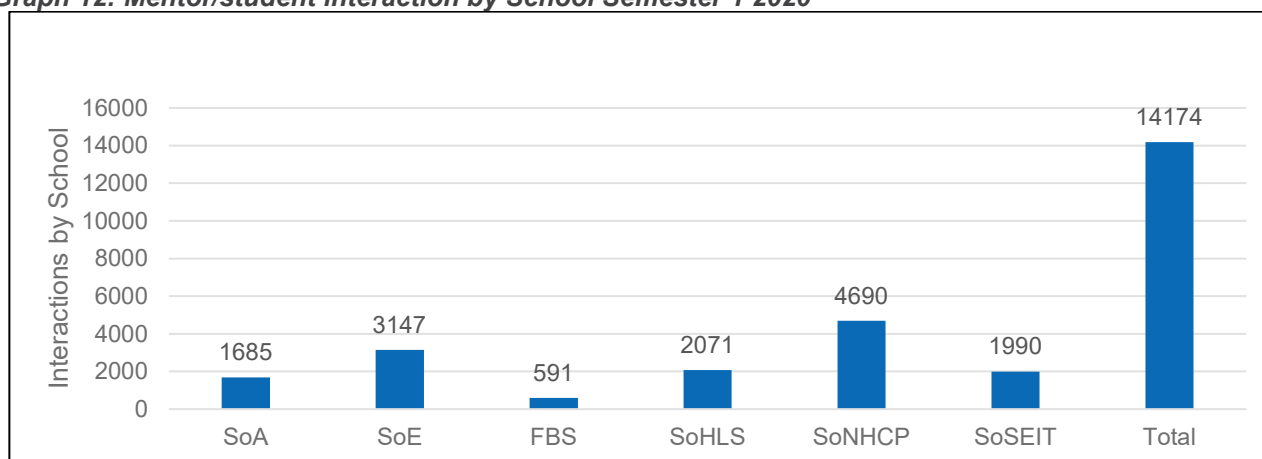
Throughout recruitment for the Semester 1 2020 Mentor Program, 533 applications were received, of which 300 students were interviewed and 209 mentors were hired. A total of 201 student mentors took up their roles in the March 2020 Semester 1 program.

#### Engagement

3227 students were allocated a mentor, of who, 2561 (79%) interacted with their mentor at least once. An ‘interaction’ is an instance where a mentor was contacted by a student with a request for help, including phone, text, email or face to face enquiries. It excludes contact initiated by the mentor.

The School of Nursing and Healthcare Professions reported the largest engagement with the Mentor Program (see **Graph 12**). While this trend was expected given the high enrolments and large proportion of international students commencing with the school, it is repeatedly observed in the Mentor Program that nursing students ask more questions, require a more detailed and lengthy orientation and engage more consistently throughout the program than other Schools.

**Graph 12: Mentor/student interaction by School Semester 1 2020**



Mentors from within this school held meetings with higher attendance, reported higher incidences of feedback and communication, worked more closely with SASS and school staff than other mentors and worked on average 2 – 3 hours per week more than their peers.

### Training

Mentor feedback highlighted that engagement with other mentors and the SASS team was the most enjoyable and beneficial part of training.

#### *Mentor Feedback:*

*"I enjoyed learning new skills...The training was concise and well thought out. It was nice to... attend two sessions and walk out well equipped for the role. I enjoyed the openness of (the staff) it was nice to feel like we are on the same level/page-just one group of people with a common goal. The staff's openness to feedback was very evident."*

*"(I enjoyed) the interactivity of it, it wasn't so much listening to the lecture the whole time, it had elements of creativity, thinking and social games like ice breakers."*

Mentors also participated in one hour of '**Respect Now Always**' training run by the Equity and Equal Opportunity team. This was a prerequisite for commencing on-campus work, and in its first semester of implementation, mentors expressed appreciation for "the time dedicated to a sensitive and challenging topic".

#### **Orientation**

Student feedback about mentor participation in orientation was largely positive. They appreciated being able to ask questions of an experienced student who acted as a guide and a person they could trust in the early transition stage:

#### *Student Feedback:*

*"I was incredibly nervous arriving on campus, and my mentor made me feel right at home. She answered every question we had with enthusiasm and it really helped me get right on board with uni. She also had us do ice-breakers...with our peers, which helped me get to know everyone and even make some new friends."*

*"My mentor... made me confident to navigate the campus and provided very helpful activities. She was... professional but down-to-earth at the same time, so I felt comfortable to ask her any silly questions. I was nervous for orientation but after meeting her I felt calm and ready!"*

The challenges of greatest concern involved late-enrolling students who were not allocated a mentor prior to orientation day, and those who struggled to maintain contact with their mentor:

#### *Student Feedback:*

*"I contacted my mentor about where to go on the day but didn't hear anything back and had to ask people for help."*

*"(My mentor) was absent during ...orientation day. I have never seen my mentor. I was ushered off to another mentor for the day."*

This feedback reflects the difficulty experienced in having only one or two SASS staff per campus to recruit and manage over 200 mentors and monitor their quality of service. This is particularly evident during orientation when strict timetables, large numbers of participants and first-day student 'nerves' highlights any inefficiencies in operations.

#### **Recommendations for the future**

For Semester 1, 2021, structural modifications to the Mentor Program will be made to ensure continued high engagement, increase the quality of the service offered, and reduce expenditure on mentor numbers over the six-week period.

Students recruited as Orientation Guides during orientation should maintain the current target mentor to student ratio of 1:15. This will ensure that students are able to participate in activities in small social groups which will help to make interactions that meets the needs of new students. The Orientation Guides may be volunteers (tying in closely with the Federation Advantage) and therefore not be contracted as SASS casual employees but could be compensated with a gift card. This arrangement will reduce the administration load on SASS staff, allowing more time for training and monitoring of the quality of the service being delivered.

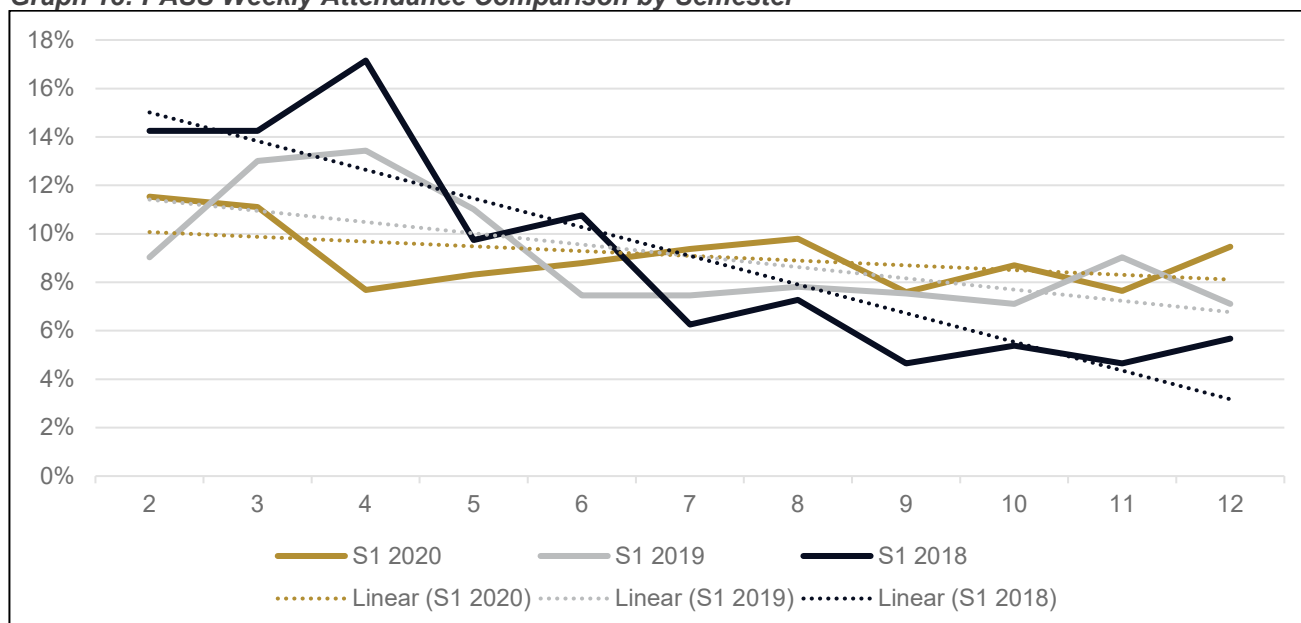
## 6.4 Peer Assisted Study Support (PASS)

In Semester One 2020, PASS supported 20 subjects with a total of 915 students accessing the program 3622 times. HEALT1111 had the highest engagement, with 37 per cent of enrolled students in attendance. One student accessed PASS 52 times and 152 students attended five or more times. Engagement has more than doubled, showing a 117 per cent growth in the program over the past year. Of the students enrolled in a PASS supported subject, 13 per cent attended PASS at least once.

The continuing growth and success of the program was complemented with the appointment of a PASS coordinator in November 2019, where this position was non-existent for the majority of 2019. This has meant that long-term planning, training, monitoring of performance, evaluation and adjustments could be done throughout the semester to ensure efficiency within the program. This also contributed to a smooth transition to online delivery in week four due to COVID-19. All PASS leaders had been trained prior to this and as a result, there was minimum disruption within the program. Furthermore, as a response to teaching delivery being paused, PASS was run for the first time during the mid-semester break to ensure students felt connected to the University during that difficult time. A record 202 students accessed the program during this period, with little prior advertising. Additionally, as a further response to the transition to online learning, 3 new subjects were added to PASS in week 7 to provide wider program coverage of first year subjects.

There were 67 PASS Leader positions, which created approximately 4087 hours work for 48 undergraduate students. This is a **90 per cent increase in employment hours from the same period last year**. Prior to S1 commencing, each returning PASS leader attended a full day Professional Development session and all new employees attended two days of paid training.

**Graph 13: PASS Weekly Attendance Comparison by Semester**



When recruiting for Semester 1, SASS emailed all students who had achieved a 'D' or 'HD' in PASS supported subjects, encouraging them to apply. Academics were also contacted for student recommendations, and as a result some students who received a C grade were also offered the option to apply. Additionally, the continuing growth to the subject offerings was a direct result from communications between SASS management and ADTQs, to ensure the program was representative of the Schools' needs. As such, a number of new subjects were added to PASS and this year saw a second-year subject, NURBN2012, added for the first time.

It is recommended that SASS continues to keep communication channels open between all relevant academic staff. Additionally, a higher frequency of sessions attached to subjects with large cohorts was seen as a success and should be considered in future planning, as economies of scale can be achieved with more online offerings. Finally, maintaining the PASS coordinator position will ensure the program continues to achieve growth and is implemented efficiently.

### Recommendations for the future

- Work closely with CLIPP School Service teams to further build attendance and connect Student Leaders to Schools
- Continue to liaise with academics about suitable PASS leaders. Directly target those students for recruitment
- PASS Coordinator must attend PASS supervisor training in order to be able to more effectively deliver training and program support at a level consistent with the international PASS standards
- Consider more PASS Online offerings in the future, to achieve economies of scale
- Whilst the program continues into S2 online, look at ways to reduce PASS leaders reporting time by using Adobe Connect data to record session attendance and have leader upload resources into weekly topics. What is saved here could be reallocated to extra weekly sessions

## 6.5 Academic Skills and Knowledge (ASK)

- In March of Semester 1 2020, ASK service operating hours and mode of operation changed dramatically in response to the University's transition to COVID-19 and online learning. Overall, from Week 1 to Week 11, 1767 enquiries were made through the ASK Service across the University. By comparison, there were 2357 enquiries made during Semester 1, 2019, **demonstrating a 25% decrease in service usage compared to 2019**. This is likely as a result of the University's transition to online learning. Berwick SALs still experienced the greatest demand (47% of total queries).

Key changes and outcomes include:

- The ASK Desk face-to-face service was closed at all campus libraries. Online communication channels with students expanded from phone and email and were available throughout the semester and the mid-semester break to include:
  - A Library live chat widget adapted to become ASK Chat
  - Student Academic Leaders (SALs) were also active responding in the Forum of the newly established Transition to Online Study Moodle shell
  - Weekly Adobe Connect workshops were run by SALs on various study skills topics during the mid-semester break and SWOTVAC
- A SAL booking system was integrated into the Learning Skills Adviser (LSA) bookings page to alleviate pressure from the LSA service. This innovative solution allowed students to book a brief session time with a SAL when the question was uncomplicated, freeing LSAs to work with more complex concerns.
- Twenty-four SALs were employed in Semester 1 with an additional two for emergency backup
- Direct-contact hours to the ASK service, to accommodate the COVID-19 online study environment, increased in April from 30 to 50 hours per week (8am – 6pm). Correspondingly, the number of SALs per shift was reduced in response to enquiries being online instead of face-to-face at each campus
- The most popular method for accessing the ASK Desk for all students was in person on campus, with the desk constituting 48% of all queries and roaming 3% until campus libraries closed. With the COVID-19 change to online, queries including live chat (20%) and email (18%) became students' preferred modes of communication
- 97% of queries were answered at the time representing a substantial level of support for students seeking assistance by the skilled SAL team. Referrals to other services appear to be comparable with the previous year
- The most common query type related to referencing (15%) This is a dramatic change from previous years when computer skills and IT issues represented the highest number. The 'Other' category continues to be over-represented in the data (13% of all queries) and these query types related to some SALs feeling less confident with assigning certain queries, while some queries arose as a result of the transition to online learning or COVID-19 restrictions

### Recommendations for the future

- Based on previous years' data, the physical ASK desk is still the most popular source of information for students, but it is clear that having a diverse Online presence is important. Post COVID-19, when students are returned to campus, the new live chat function (ASK Chat) should continue as ongoing support to all Online learners, in conjunction with email and phone
- All SAL meetings should continue as they have contributed to creating a more cohesive and united SAL team. Once students return to campus, additional campus specific meetings can address issues relevant to that location

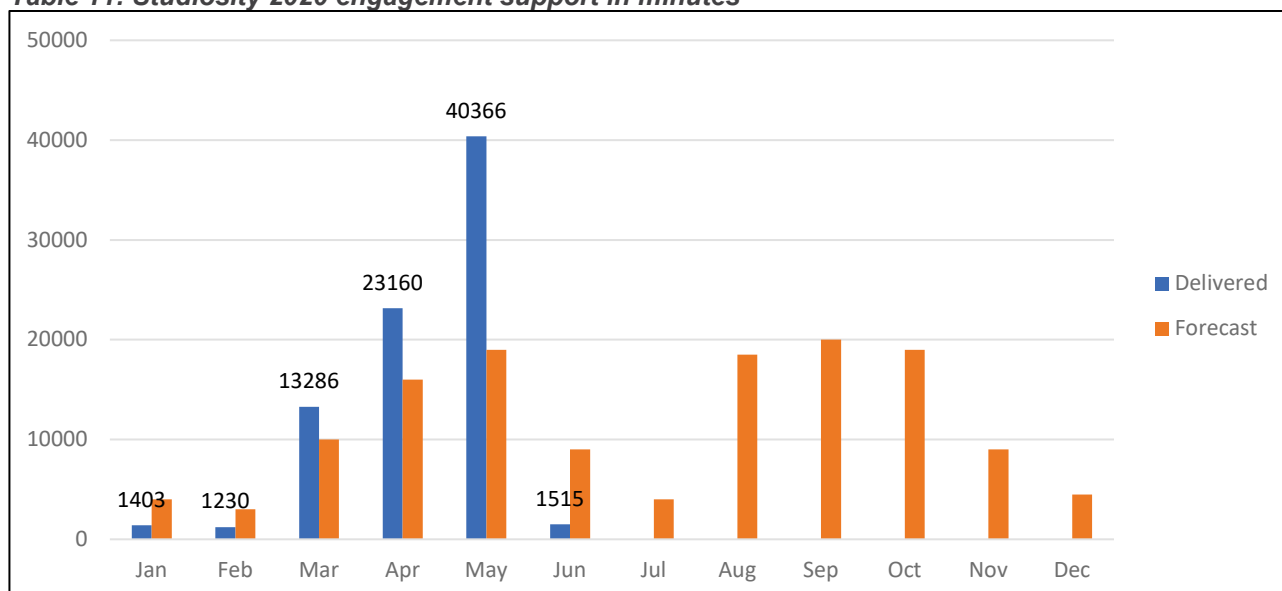
- The SAL Adobe workshops were well attended by students when promoted. It is recommended to continue these each semester, with a recording kept as a learning resource for students
- Analysis of the 'Other' data in LibAnswers. More in-depth training is required to trouble-shoot the types of queries that arise. Additional fields may be included as a result of this semester's experiences.

## 6.6 Studiosity

The shift to online learning in response to COVID-19 resulted in a significant overall increase in usage of the Studiosity service by students at Federation University. This includes:

- Studiosity tutors responded to 3,153 requests for support predominately from undergraduate students in Semester 1. This figure is just shy of the entire service usage for all of 2019. Of these requests, 91% sought Writing Feedback (n=2,881). The remainder engaged with Connect Live (n=272), in which students communicate with a tutor via an online typed chat session.
- The number of students seeking Connect Live (2020 n=272) **was more than double the same period last year** (2019 n=128), an increase made more significant by the fact that this method of support has been in steady decline since 2017. See **Table 11** which illustrates the steep monthly increase in service usage over Semester 1, 2020 (measured in minutes) coinciding with the COVID-19 shutdown and the shift to online learning.

**Table 11: Studiosity 2020 engagement support in minutes**



- Students in the Health disciplines were the biggest users of both kinds of Studiosity service modes, both Writing Feedback and Connect Live. Of the students who sought writing feedback, 65.3% were enrolled in programs from the School of Health and Life Sciences (7.7%) or the School of Nursing and Healthcare Professions (57.6%) combined. Students enrolled in School of Arts programs were the next largest cohort seeking support (12.5%), followed by the School of Education (9.7%)
- Essay Writing and Referencing were the most frequently sought subject areas, and Chemistry (Bridging) ranked third. There is a clear need from students for feedback on their written tasks, a phenomenon that is also reflected in data from Learning Skills Advisors. Students for whom English is a second language, and mature-age students who have not received guidance on their written expression since secondary school, repeatedly seek high levels of reassurance and guidance on their academic language
- Most students who accessed Studiosity in Semester 1 were 1st year undergraduates, with a greater proportion being 1st year students using the Connect Live service. Second and third-year students are also well-represented in the Writing Feedback data
- Student experience is measured through an online survey, delivered via email after the engagement. User satisfaction with Studiosity is high, with 96% of respondents being either 'extremely satisfied' or 'somewhat satisfied' with the help provided by Studiosity



### Recommendations for the future

It is evident, from service usage data and feedback from students, that the Studiosity service is beneficial. A deeper exploration of the high level of need amongst students for feedback on their written expression may reveal potential areas for resource development to address the specific needs of our diverse cohort. In Semester 2 it is recommended:

- To continue to develop a process of supporting students who are identified by Studiosity as being at-risk, while ensuring student privacy.
- Seek clarification/expansion of area/s in which support is requested, e.g., define parts of ‘Essay Writing’ to distil more meaningful data about the reasons for seeking help
- Examine the potential of determining how students found out about Studiosity, as a measure of the effectiveness of University promotion

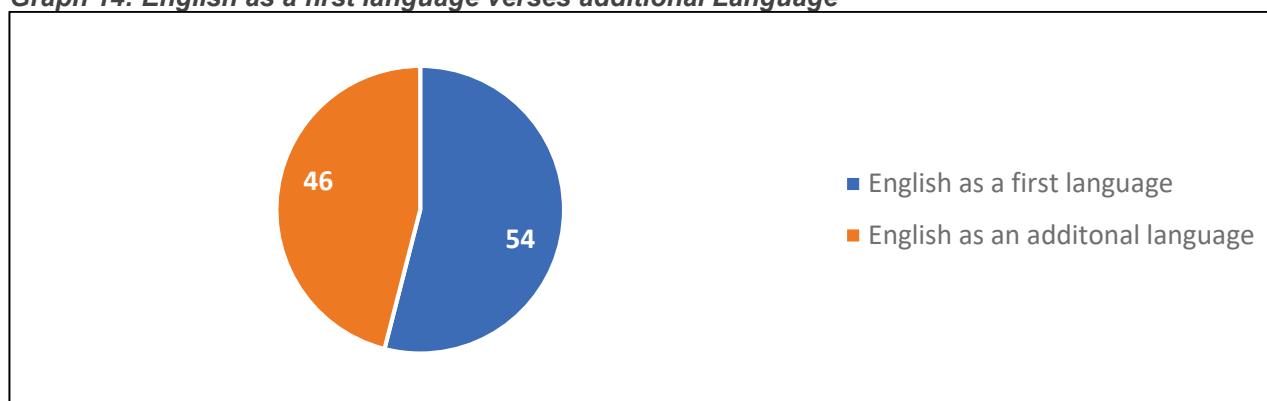
### 6.7 Learning Skills Advisors (LSAs)

In Semester 1, there were nine LSAs across all campuses: 2.4 (FTE) at Mt Helen campus, an increase to 1.8 (FTE) at Gippsland campus, 2.3 (FTE) at Berwick campus and 1.0 (FTE) in Brisbane. **LSAs delivered 1557 student consultations between January and Week 12, which was an increase of 76% compared to the same period in Semester 1 2019.** Of these, 64% took place online, which reflects the university’s shift to teaching online and LSAs working from home from week 4. 82% of all consultations were with domestic students and 18% with international students.

Nursing students represented 72% of all LSA consultations followed by Arts (15%) then Education (4%). Other school representations were less than 2%. Of the domestic cohort, 46% of LSA consultations were with students who speak English as an additional language (EAL) (see **Graph 14**).

Berwick has the highest number of students for whom English is an additional language (near 40%), as it draws on the south eastern suburbs of Melbourne, a culturally and linguistically diverse (CALD) area. The English ability of domestic CALD students can range widely. They may be Australian born and/or schooled, fully bi-lingual and with writing of a similar standard to native English speakers, or adult migrants or students with a refugee background whose spoken and written English needs significant development. The language issues for refugee background students are complex and are also often linked to low digital literacy. It is therefore imperative that the English Language Support Service continues to meet the language needs of domestic students.

**Graph 14: English as a first language verses additional Language**



The spike in appointments at Week 3, and subsequent drop in Week 4, reflect the transition to online appointments and the limitations of the online booking system overall. Without an on-campus drop-in service such as the Writing Space in the libraries, all students were limited to booking a 30-minute appointment with one of nine LSAs, most of whom were part-time. This difficulty is illustrated in a student’s comment from the LSA survey: “When I tried to book an appointment for a second time a couple of weeks ago, they were all booked out”.

LSAs delivered 87 face-to-face workshops up to Week 4, after which time online workshops were delivered in nine courses, plus a range of videos and other online resources were embedded into Moodle shells to support students' learning. Academic Writing Circles continued to run fortnightly for Berwick and Mount Helen HDR students. LSAs also engaged in curriculum development in four undergraduate and one post-graduate course.

LSAs continued their involvement in other programs in SASS, such as running the FedReady program (online & on-campus), coordinating the ASK Program, assisting with recruitment and training of Student Academic Leaders and PASS leaders and other activities.

#### **Recommendations from the LSA report include:**

- Ensuring increased LSA availability if students are going to continue to study online as the process of reading and responding to student work, and meeting with students virtually, tends to take longer than when done face-to-face
- Greater support for EAL students, whose needs are complex and should be seriously addressed by the university in conjunction with the LSA team moving forward
- Ongoing need for direct LSA involvement in nursing courses due to the over-representation of nursing students in LSA consultation data. This should include involvement in curriculum development, increased embedded academic skills workshops in nursing courses

## Student Engagement, Retention, and Success (SERS)

In March 2020, Ellen Sabo joined the team in the newly created role of Project Manager, Student Engagement, Retention and Success (SERS). The role was established to provide leadership in the area, and to support the PVC (TQ&I) with specific projects aligned to student engagement, retention, success, interventions and teaching quality across the University.

### 7.1 Contributing to COVID Workstreams Groups

The Project Manager, SERS contributes to the COVID-19 Student Workstream group and COVID-19 Academic Workstream group (indirectly and directly). Advice is highlighted in the following key areas:

- feedback and advice on several areas of student engagement, retention and success
- supporting student communication
- identifying duplication of resources
- development of online resources
- student survey summaries and developing themes from the qualitative data

### 7.2 Progress Reports on University Strategic and Operational Plans

The Project Manager has played a significant role in documenting progression updates in the 2018 -2020 **Learning, Teaching, and Student Success plan** and the 2018-2020 **Student Retention and Success Operational plan**. Progression updates were approved at the Learning and Teaching Committee and will form the June 2020 Academic Board agenda. Plans can be found on the [Institutional Standards Framework website](#).

### 7.3 Responding to emerging Student Retention and Success challenges

#### Development and of an [Online Transition Moodle Shell](#)

A need was identified to provide students who were transitioning from face to face to online learning with resources and support. With their expertise and resources in the area of student experience and support, the SASS team, with support from learning and graphic design team members, was able to pull together a Moodle shell containing information about virtual classrooms, technology support, online learning strategies, and links to additional online support services.

#### Investigation into quality software training for students

An ongoing issue involving skills deficit in software programs such as Microsoft Word and Excel was referred for resolution. Further investigation with stakeholders, external training programs, and internal service allowed a multi-faceted approach to be recommended. These included:

- **Course and Assessment tailored support** from learning skills advisors and library support staff.
- **Identification and referral to quality external training programs** including Microsoft 365 training centre, Khan Academy, and Udemy.
- **Certificate level courses** offered by FedUni in Digital Media and Technology.

More resources are also now planned for Semester 2 delivery through ITS and Library as part of an expanded digital literacy project.

### 7.4 New proposals and initiatives

#### Development of an action plan to highlight integrated support for NEW Short Course students

To support workers displaced by the COVID-19 crisis, the cost to study short online courses at universities and non-university higher education providers will be significantly discounted. Federation University released 12 NEW Courses currently ready for enrolment.

The Undergraduate Certificate is a new qualification that has been added to the Australian Qualification Framework (AQF) to ensure that people who complete short courses at undergraduate levels of study receive

a formally recognised qualification. In response to this, the Project Manager (SERS) led the development of a high-level focused action list based on the following five principles:

Given that this is a new cohort of students, a set of guiding principles was developed to assist staff in outlining additional support requirements:

1. **Communication** - Clear communication should be provided to Academic and Professional staff regarding students participating in lectures, tutorials, and engaging with university support services so that they may adjust delivery as appropriate.
2. **Integration** - Where possible, engagement and retention plans for this cohort should be integrated into existing processes to support efficient workflow.
3. **Targeted intervention and support** - Additional engagement and retention strategies should be developed to ensure the students have a positive experience.
4. **Progress monitoring** – Progress of these students will be closely monitored to ensure early intervention and referral to support services where required.
5. **Further study** – Students are provided with timely and relevant information to ensure they are supported to consider further study.

### Development of Enhanced Digital Literacy for Students in Semester 2, 2020

In response to the COVID-19 pandemic and in line with government advice, most Federation University students will be commencing study online for Semester 2, 2020. In addition, Federation University will be delivering open access undergraduate certificates (see above) with students who may need additional scaffolding in digital literacy skills. As such, an enhanced digital literacy program is required to help students' transition and work successfully in the online learning environment.

The *Enhanced Digital Literacy Project* is a collaboration between the Library, ITS, and CLIPP which aims to improve technology and online study skills in a scaffolded way by offering:

- Pre-arrival support including paper-based resource to be sent to students identified as needing entry level support.
- Online Technology Bootcamp to be delivered during the orientation/transition period covering a range of skills from basic computer requirements, internet connection, and online security to using university systems and online study strategies.
- Ongoing support provided through a variety of channels including embedding digital literacy skills, online self-help resources, drop-in support services, and IT training sessions.

More information, including the project overview, bootcamp timetable, & paper-based resource can be found [here](#).

## 7.5 Future Student Retention Engagement and Success Projects

As this role develops, the key priorities and projects include the following:

1. Responding to immediate student engagement, retention and success issues by initiative, facilitating and tracking projects and outcomes. This will include:
  - a. Creating a process for identifying and reporting SERS related issues and ideas, to streamline the development of new strategies and provide feedback.
  - b. Continue contributing to the COVID-19 Student Workstream, to connect existing initiatives and provide guidance and information around SERS issues.
  - c. Providing advice and guidance to staff on SERS issues, and supporting targeted and efficient strategies to increase retention.
2. Support the PVC (TQ&I) to monitor progress and finalize the current [2018 -2020 Learning, Teaching, and Student Success plan](#), and develop the new [2020 Learning, Teaching and Student Success \(Focused Plan\)](#)
3. Provide support to the PVC (TQ&I) with specific projects aligned to student engagement, retention, success, interventions and teaching quality across the University.
4. Using data analytics and evidence of practice, provide report updates to school and other stakeholders involved in SERS projects.
5. Expand the *Enhanced Digital Literacy Project* to provide an institutional approach to digital literacy skills development.

If you are interested in finding out more about how the Project Manager, SERS can support your school or directorate, please do not hesitate to contact Ellen (details below)

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## Abbreviation Index

ABBREVIATION	DESCRIPTION
<b>AAUT</b>	Australian Awards for University Teaching
<b>ADTQ</b>	Associate Dean (Teaching Quality)
<b>AET</b>	Academic Enhancement Team
<b>AIM</b>	Academic Integrity Module
<b>AIP</b>	Academic Induction Program
<b>ASK</b>	Academic Skills and Knowledge
<b>ASQA</b>	Australian Skills Quality Authority
<b>AQF</b>	Australian Qualification Framework
<b>BOLD</b>	Blended Online and Digital
<b>BOLDTech</b>	Blended Online and Digital Technical Support Team
<b>CALD</b>	Cultural and linguistically diverse
<b>CCEL</b>	Connect Classrooms Enhanced Learning
<b>CLIPP</b>	Centre for Learning Innovation and Professional Practice
<b>CRICOS</b>	Commonwealth Register of Institutions and Courses for Overseas Students
<b>CUP</b>	Centre for University Partnerships
<b>DVCA</b>	Deputy Vice-Chancellor (Academic)
<b>EAL</b>	English as an additional language
<b>ESOS</b>	Education Services for Overseas Students
<b>FBS</b>	Federation Business School
<b>FTE</b>	Fulltime Equivalent
<b>GCETE</b>	Graduate Certificate of Education (Tertiary Education)
<b>HESF</b>	Higher Education Skills Framework
<b>HESG</b>	Higher Education and Skills Group
<b>HUST</b>	Hebei University of Science and Technology courses
<b>ITS</b>	Information Technology Services
<b>ISC</b>	International and Strategic Compliance
<b>LD</b>	Learning Design
<b>LSA</b>	Learning Skills Advisers
<b>P&amp;QS</b>	Policy and Quality Services
<b>PAMS</b>	Policy Administration Management System
<b>PASS</b>	Peer Assisted Study Sessions

<b>ABBREVIATION</b>	<b>DESCRIPTION</b>
<b>PD</b>	Professional Development
<b>PLM</b>	Professional Learning Modules
<b>PRDP</b>	Performance Review and Development Program
<b>PVC (TQ&amp;I)</b>	Pro Vice Chancellor (Teaching Quality & Innovation)
<b>SALs</b>	Student Academic Leaders
<b>SASS</b>	Student Academic and Study Support including Learning Skills Advisers
<b>SERS</b>	Student Engagement, Retention and Success
<b>SoA</b>	School of Arts
<b>SoE</b>	School of Education
<b>SoHLS</b>	School of Health and Life Sciences (Note: June 2020 new name: School of Science, Psychology and Sports)
<b>SoNHCP</b>	School of Nursing and Healthcare Professions (Note: June 2020 new name: School of Health)
<b>SoSEIT</b>	School of Science, Engineering and Information Technology (Note: June 2020 new name: School of Engineering, Information Technology and Physical Sciences)
<b>SoLT</b>	Scholarship of learning and teaching
<b>TAFE</b>	Technical and further education
<b>TEQSA</b>	Tertiary Education Quality and Standards Agency
<b>TQ&amp;I</b>	Teaching Quality and Innovation
<b>VCALT</b>	Vice-Chancellor Academic Learning and Teaching Awards
<b>VCCA</b>	Victorian Curriculum and Assessment Authority
<b>VET</b>	Vocational Education and Training
<b>VRQA</b>	Victorian Registration and Qualifications Authority

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