Collaborative quality assurance practices with BLTP 3.0

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CRICOS Provider No. 00103D | RTO Code 4909

BLTP 3.0 Quality assurance presentation format

1. What is the BLTP and how did it come to exist?
2. Collaborative design methodology
3. Where can I find the BLTP?
4. Collaborative applications towards quality assurance
5. Benefits and impact of the BLTP
6. Questions…

BLTP 3.0

- BLTP = BOLD Learning and Teaching Practices

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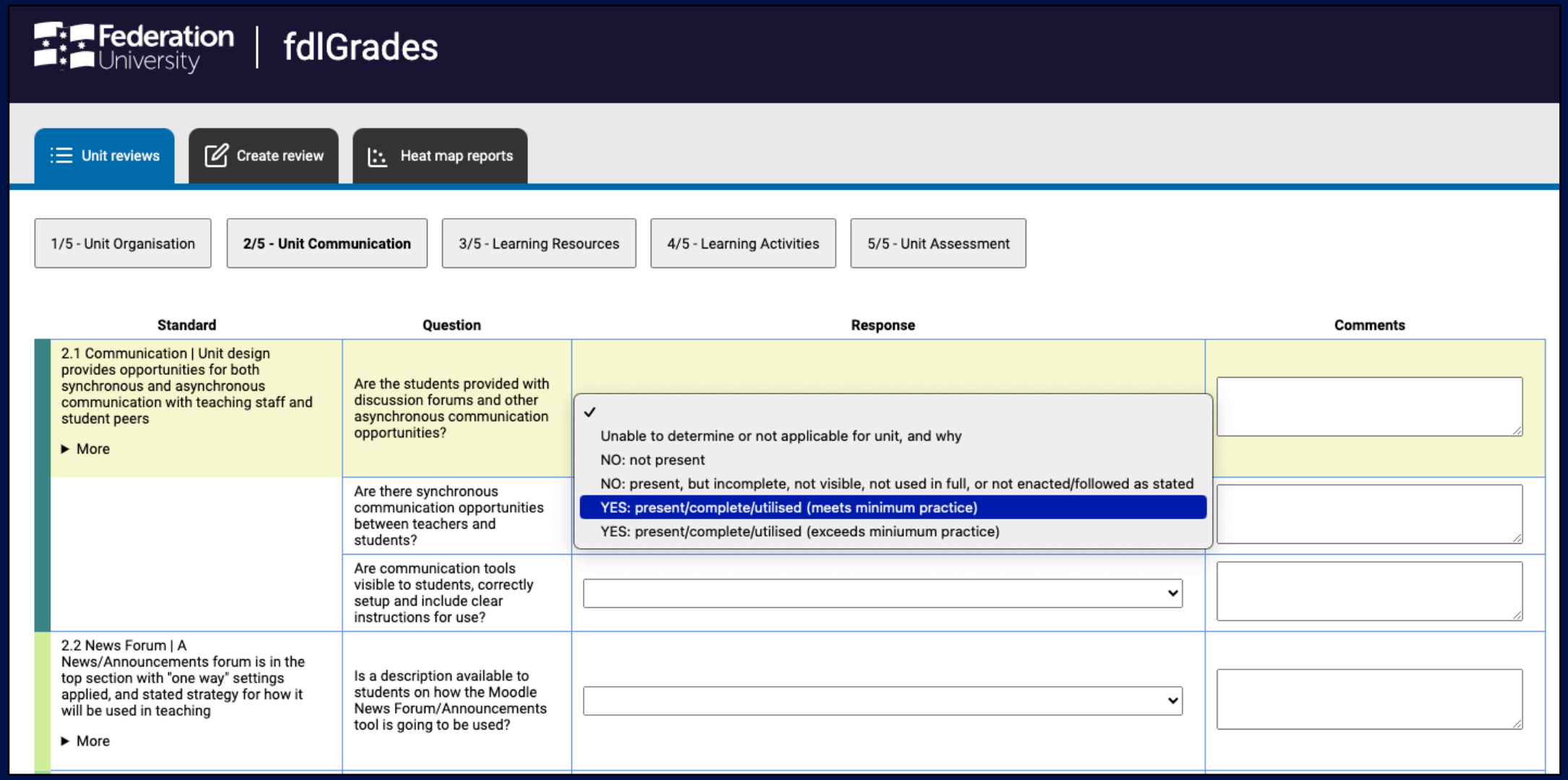
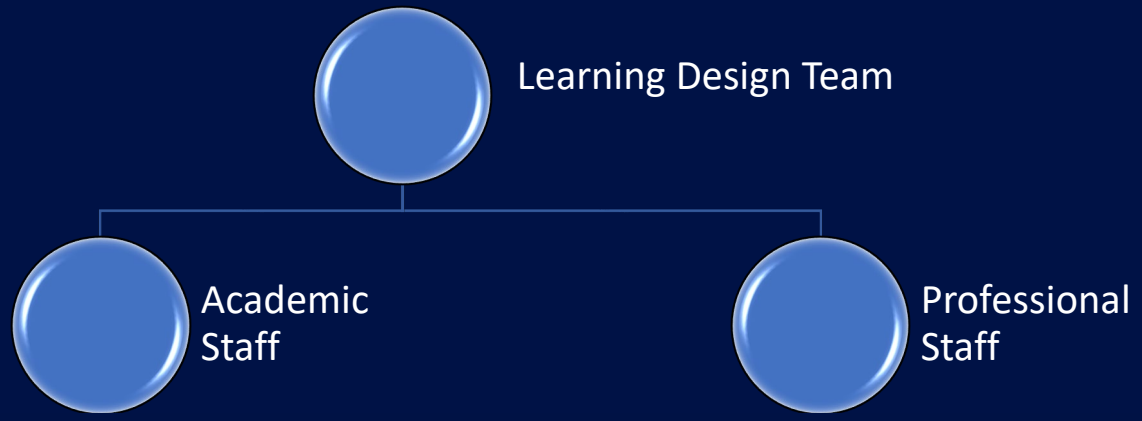
- BLTP = BOLD Learning and Teaching Practices
- BOLD = Blended, On-Line & Digital
- 2015 minimum components were listed for inclusion of online delivery of units.
- 2018 minimum standards were developed as guidelines and expectations for online, face to face and blended delivery.

Image by Freepik

BLTP 3.0


Federation University | fdlGrades
Unit reviews
Create review
Heat map reports
1/5 - Unit Organisation
2/5 - Unit Communication
3/5 - Learning Resources
4/5 - Learning Activities
5/5 - Unit Assessment
Standard
Question
Response
Comments
2.1 Communication | Unit design provides opportunities for both synchronous and asynchronous communication with teaching staff and student peers
More
Are the students provided with discussion forums and other asynchronous communication opportunities?
Are there synchronous communication opportunities between teachers and students?
Are communication tools visible to students, correctly setup and include clear instructions for use?
Unable to determine or not applicable for unit, and why
NO: not present
NO: present, but incomplete, not visible, not used in full, or not enacted/followed as stated
YES: present/complete/utilised (meets minimum practice)
YES: present/complete/utilised (exceeds miniumum practice)
2.2 News Forum | A News/Announcements forum is in the top section with "one way" settings applied, and stated strategy for how it will be used in teaching
More
Is a description available to students on how the Moodle News Forum/Announcements tool is going to be used?

Collaborative design methodology



- All Institute staff representation
- Graduate Research School
- Global Professional School

- Library Services
- TAFE
- Copyright
- Information Technology Services
- Student Experience and Academic Support
- New Business Accelerator Unit

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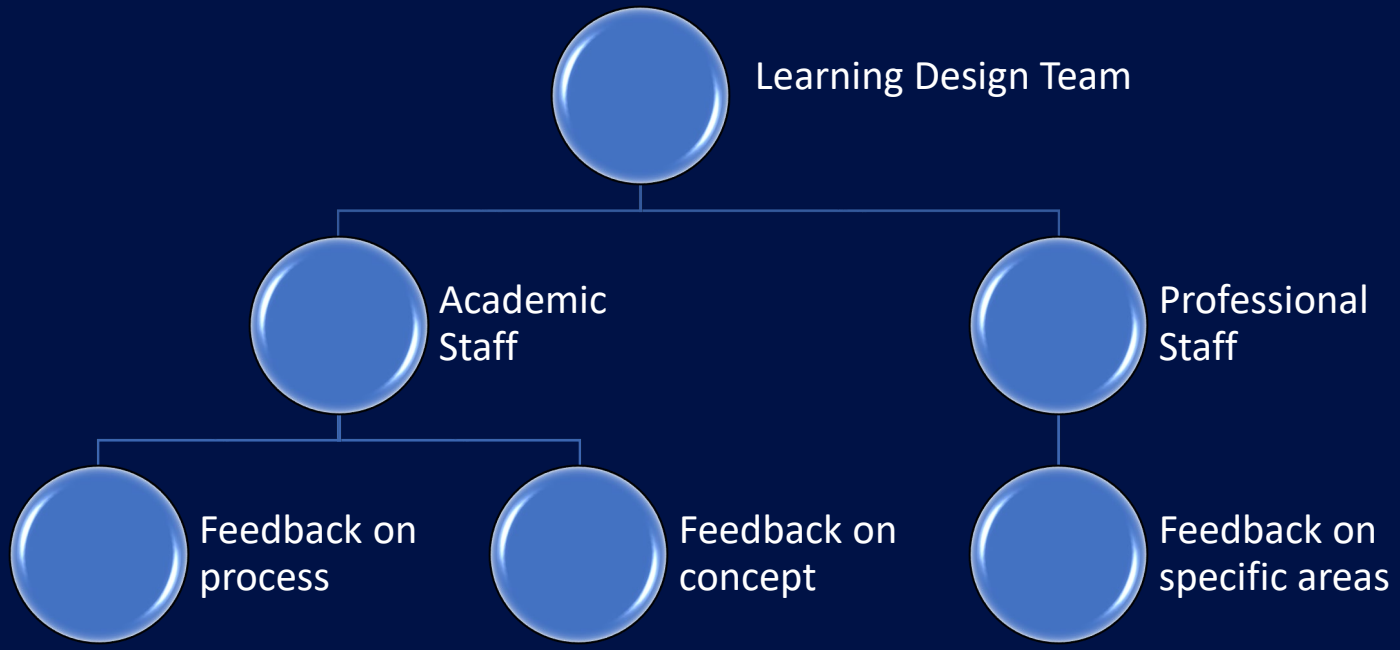
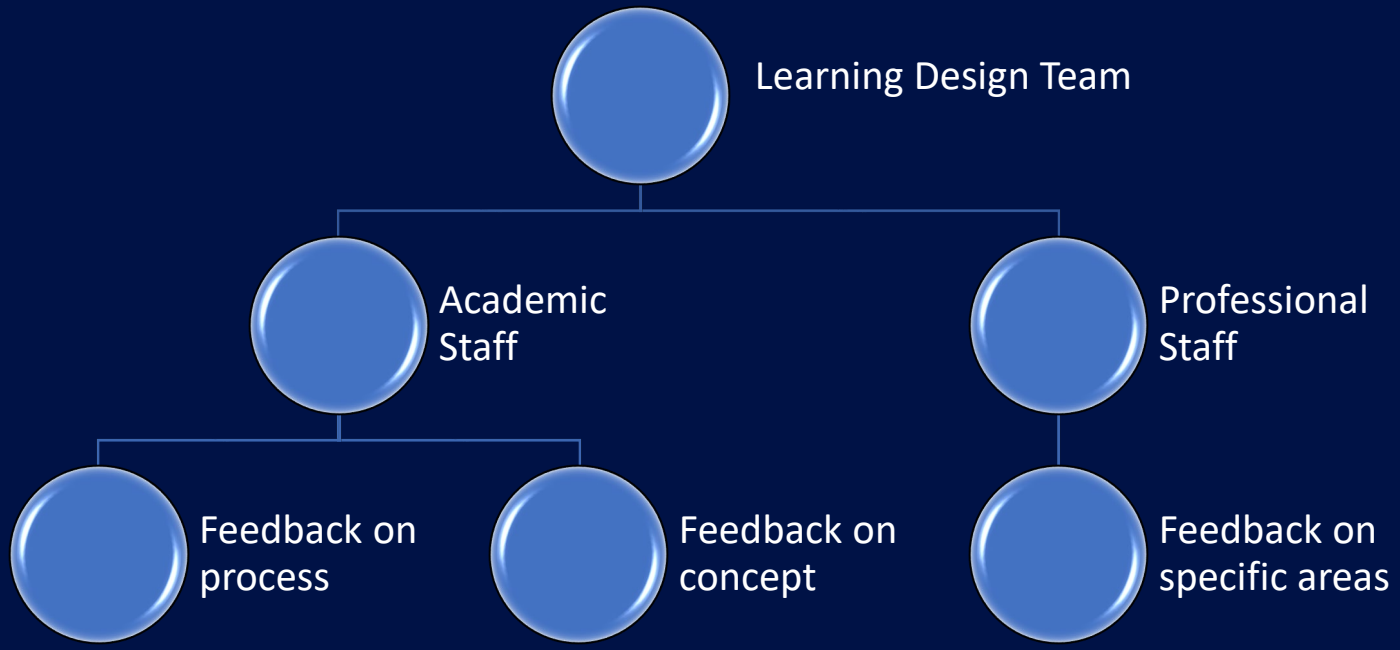
Collaborative design methodology



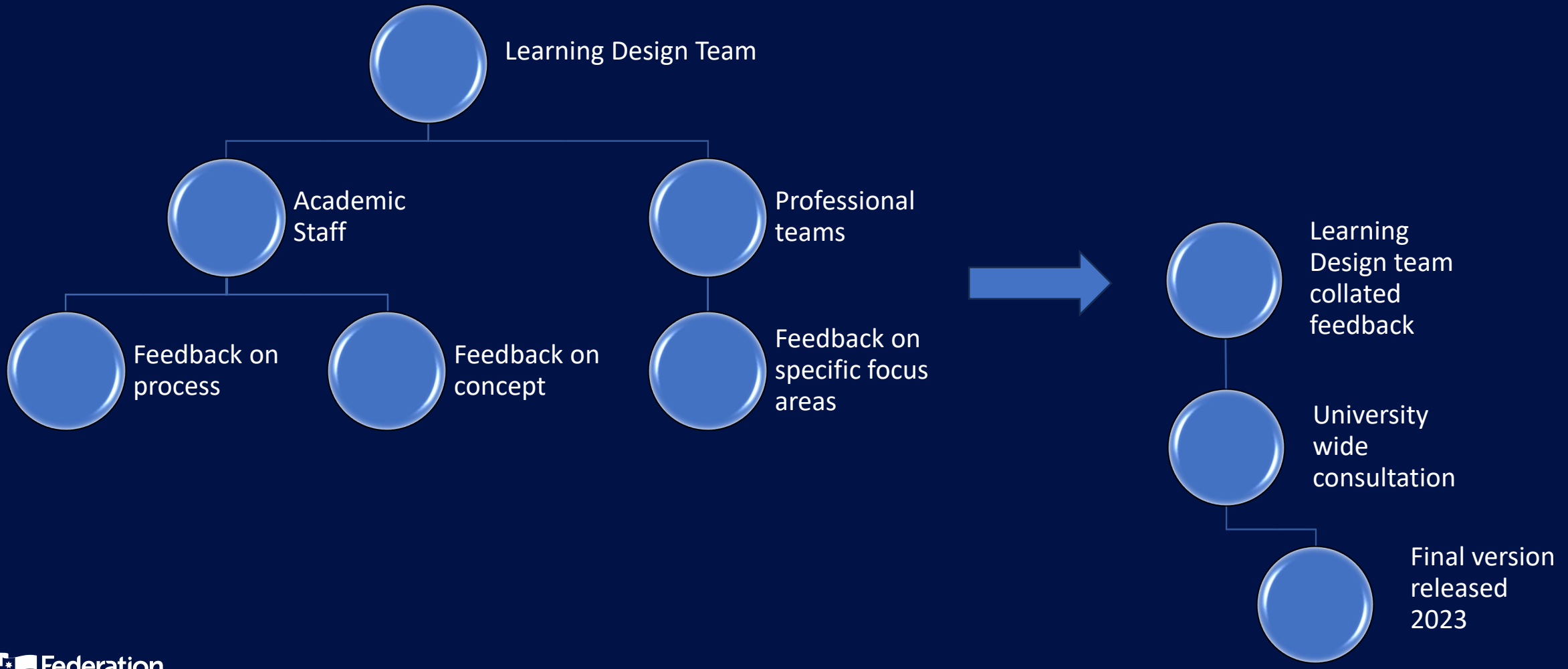
Collaborative design methodology



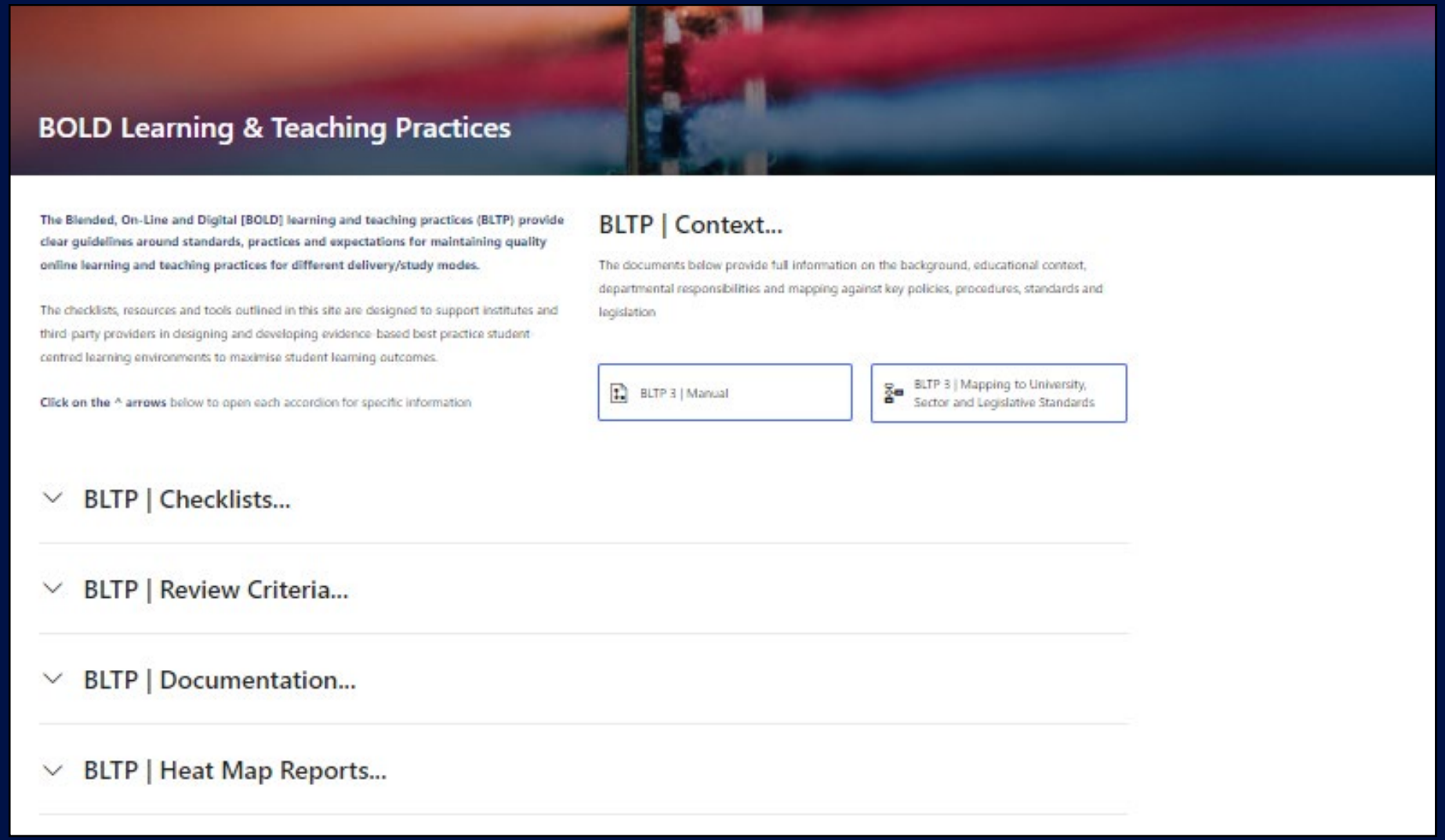
Five focus areas:

1. Unit organisation
2. Unit communication
3. Learning Resources
4. Learning Activities
5. Unit Assessment

Collaborative design methodology



SharePoint site



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Unit reviews | Create review | Heat map reports

User	Stage	Location	Unit	Term	Created	Status	Responses	Action
[redacted]	Checklist A - Teacher Self Review	MT HELEN	ITECH7406	2023/20	2023-11-17 15:52:29	Marked as complete	58	Edit review - Heat map
[redacted]	Checklist A - Teacher Self Review	MT HELEN	ITECH5404	2023/20	2023-11-19 21:48:42	Marked as complete	58	Edit review - Heat map
[redacted]	Checklist A - Teacher Self Review	MT HELEN	EDBED2004	2022/20	2022-11-28 22:34:29	Marked as complete	58	Edit review - Heat map
[redacted]	Checklist B - Independent Review	MT HELEN	EDBED2004	2023/20	2023-07-17 10:03:59	Marked as complete	58	Edit review - Heat map
[redacted]	Checklist B - Independent Review	ONLINE	EDBED2004	2023/05	2023-08-03 14:46:35	In progress	15	Edit review - Heat map
[redacted]	Checklist B - Independent Review	ONLINE	EDBED2004	2022/27	2023-10-06 16:27:07	Marked as complete	58	Edit review - Heat map
[redacted]	Checklist B - Independent Review	ONLINE	STATS5000	2023/05	2023-10-10 15:39:43	In progress	2	Edit review - Heat map
[redacted]	Checklist B - Independent Review	ONLINE	EDBED2004	2022/15	2023-10-23 11:44:19	In progress	1	Edit review - Heat map
[redacted]	Checklist B - Independent Review	ONLINE	EDBED2004	2024/02	2023-11-24 13:19:16	In progress	6	Edit review - Heat map

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Unit reviews | Create review | Heat map reports

Review type

Location (should match Moodle teaching shell)

Unit

Review effective from term

Create unit review

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Unit reviews | Create review | Heat map reports

SR = Self Review

	Not applicable for unit, and why
	NO: working towards (needs assistance)
	NO: working towards (self-development)
	YES: present/complete (meets minimum practice)
	YES: present/complete (exceeds miniumum practice)

IR = Independent Review

	Unable to determine or not applicable for unit, and why
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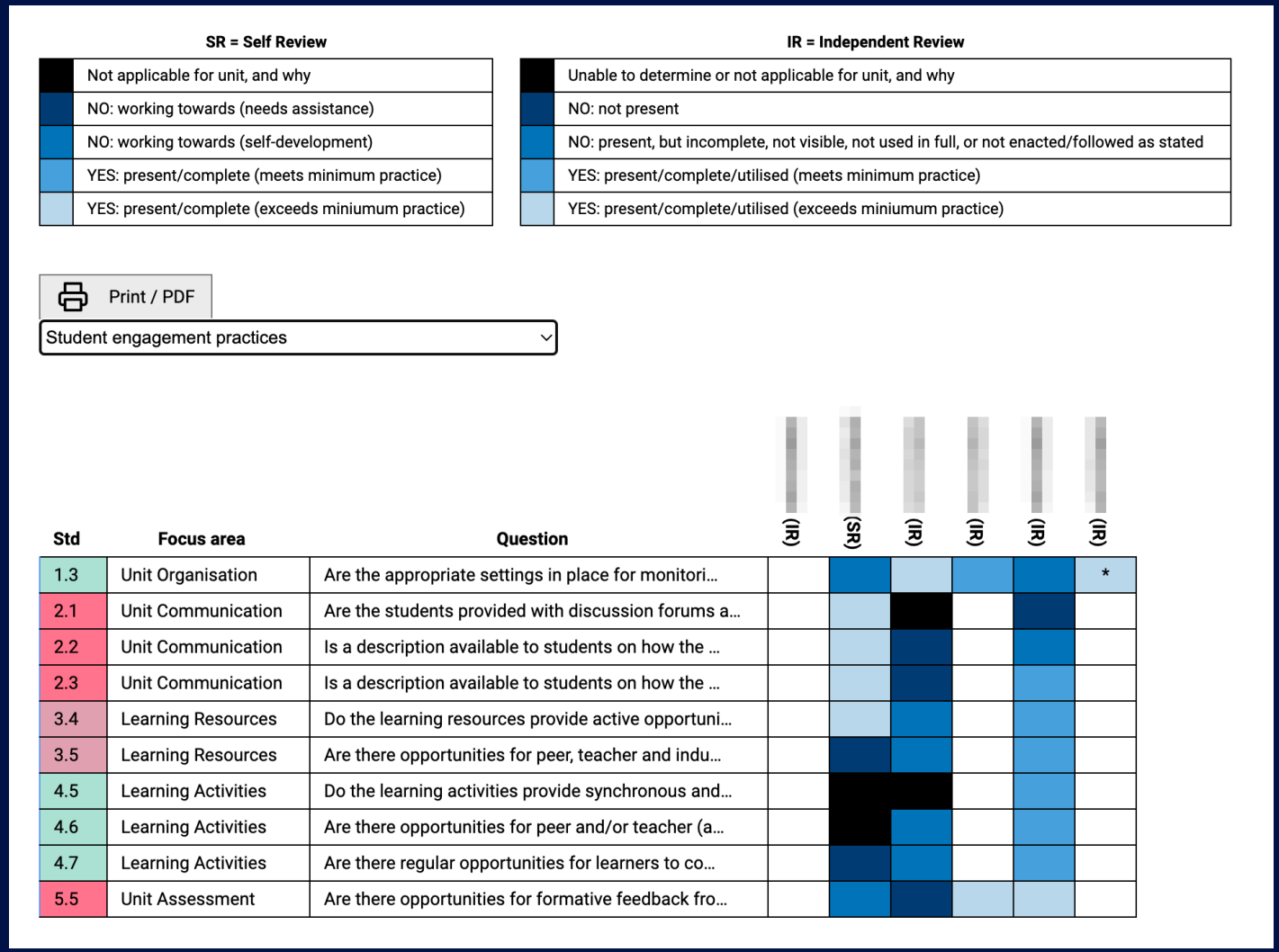
Std	Focus area	Question	(IR)	(SR)	(IR)	(IR)	(IR)	(IR)
1.1	Unit Organisation	Does the Moodle shell have the latest version of t...		*		*	*	*
1.1	Unit Organisation	Are all sections/tools of the template 'open' ...		*		*	*	
1.2	Unit Organisation	Does the Moodle unit structure facilitate ease of ...				*		
1.2	Unit Organisation	Do the Moodle unit naming conventions, labels and ...						*
1.3	Unit Organisation	Are the appropriate settings in place for monitori...						*

Heat maps

- Quickly identify areas of needing improvement
- Showcase good practice
- Identify resourcing or academic support (PD) needs



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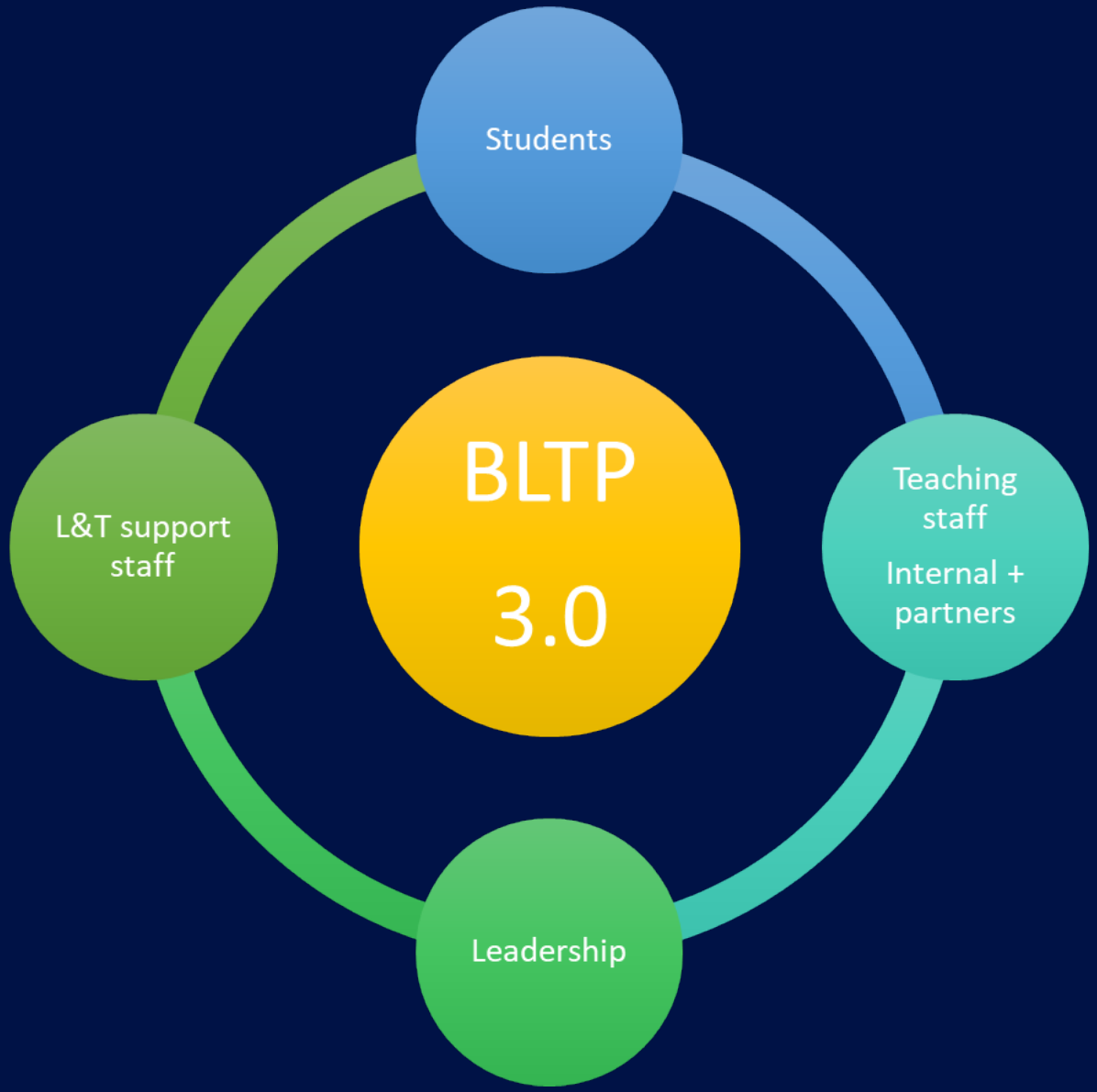
Student engagement practices

Std	Focus area	Question	(IR)	(SR)	(IR)	(IR)	(IR)	(IR)
1.3	Unit Organisation	Are the appropriate settings in place for monitori...						*
2.1	Unit Communication	Are the students provided with discussion forums a...						
2.2	Unit Communication	Is a description available to students on how the ...						
2.3	Unit Communication	Is a description available to students on how the ...						
3.4	Learning Resources	Do the learning resources provide active opportuni...						
3.5	Learning Resources	Are there opportunities for peer, teacher and indu...						
4.5	Learning Activities	Do the learning activities provide synchronous and...						
4.6	Learning Activities	Are there opportunities for peer and/or teacher (a...						
4.7	Learning Activities	Are there regular opportunities for learners to co...						
5.5	Unit Assessment	Are there opportunities for formative feedback fro...						

Benefits

- Students
- Teaching staff
- Leadership
- L&T Support staff



Benefits – University

- Review and monitoring tool
- Supports course review, renewal, accreditation, and reporting processes
- Embedded in the university's revised Course Review Process in 2023.
- Formally recognised by Federation University leadership as an essential review, monitoring, and quality assurance mechanism.

BLTP Collaboration opportunities

- Teaching staff + teaching support staff
- Project teams – multiple stakeholders
- Leadership + teaching staff
- T&L Leaders – institute discussions
- Guide PD for Partner organisations
- Students as partners

Photo by Jason Goodman on Unsplash

Dissemination, recognition and impact

S. Warren and A. Barton, "Elevating engineering education via improved pedagogically based course structures," presented at the Research in Engineering Education Symposium & Australasian Association for Engineering Education Conference, Perth, WA, 08/12/2021, 2021, Conference presentation with paper, 380. [Online]. Available: https://aaee.net.au/wp-content/uploads/2021/11/REES_AAEE_2021_paper_380.pdf.

VCALT (Vice Chancellor's Award for Learning and Teaching) 2023 Citations for Outstanding Contribution to Student Service

Learning Design Team, Centre for Academic Development

Enhancing student-centred learning by supporting academic staff to integrate quality assurance practices using the Blended and Online Learning & Teaching Practice (BLTP) review tool.

Question time.