CLIPP Service Charter

Final Draft 2015

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Prepared by the CLIPP Team
Purpose of the CLIPP Service Charter

The purpose of the Centre of Learning Innovation Professional Practice (CLIPP) Service Charter is to summarize the overarching vision of the Centre for Learning Innovation and Professional Practice (CLIPP) for internal and external stakeholders with a focus on professional development, learning and teaching embedded in BOLD (Blended On-Line and Digital) Learning principles and a focus on student support throughout the life cycle in a dual sector institution. **CLIPP as a centre is here to service the learning and teaching needs of staff and students of in all faculties, centres and colleges within Federation University Australia.**

Formation of CLIPP / Future Vision of CLIPP

CLIPP formed in June 2011 as a result of the University of Ballarat Blueprint Restructure. It was a new entity which encompassed many of the functions of previously existing University centres/units across the higher education and VET domain including the TAFE Development Unit (TDU), the Institute of Professional Organisational Learning (IPOL), Student Learning Skills Unit and the Learning Environment Web Services team (LEWS).

As of June 2014, CLIPP has had a new leadership structure with clearly defined exciting initiatives and services available to the wider Federation University audience. These initiatives include support for institutional-wide higher education and VET professional development which underpins student-centred learning and teaching approaches. CLIPP are keen to focus on professional development delivery modes, availability, timeliness and targeted approaches which meet the ongoing professional development needs of staff within faculties/centres.

The functions of CLIPP have been strategically aligned to the Charter (2015), the Learning and Teaching Plan (2015-2017) and the eLearning Vision (May 2013) and associated documents. CLIPP initiatives consider best practice and use of innovation and technology enabling strategies within learning and teaching practices and how best to support these systems in a reliable and transparent manner.

CLIPP aims to foster strong ongoing partnerships and engagement with faculties/centres in both the higher education and VET domain. CLIPP is an active participate in governance related matters including influencing policy, procedure and guideline development to ensure consistency across the institution and provide a variety of support for key stakeholders including content, resource development and design support materials. CLIPP is accountable for its practices and meeting reasonable timelines/targets/milestones in the context of its functions as a University centre and as a support to faculties/centres.

CLIPP plays an essential function to students by coordinating key student support services throughout the entire lifecycle of the student encompassed within the Student Futures Program. These support initiatives include the Mentor Program, Peer Assisted Student Sessions (PASS), YourTutor, promote student involvement in the student leadership programs and more recently, informal support via the ASK program.
### Strategic priorities

#### Teaching Futures

**To provide opportunities for academic and professional staff to engage with diverse learners and provide positive, sustainable learning experiences beyond program interaction.**

1. Offer a variety of professional development (formal and informal) which meet the needs of learning and teaching staff across the institution. Approaches may include stand-alone professional development modules, the Graduate Certificate of Education (Tertiary Teaching) including foundation/induction support modules, peer review processes and informal mentoring opportunities.

2. Use a collaborative approach to engage faculty key stakeholders such as Associate Deans (Learning and Teaching), faculty executive teams, partner institute staff and other university service centres to ensure we are meeting their professional learning needs.

3. Provide mentoring, advice and support for staff nominees who are seeking reward and recognition through institutional and national awards/grants (For example Vice Chancellor and National Teaching and Learning Citation Awards and Office of Learning and Teaching (OLT) Awards and Grants).

4. Dissemination of scholarship of learning and teaching through support for a University Learning and Teaching conferences and promoting participation in national and international conferences through the publication of peer reviewed academic papers.

#### Online Futures

**To continually foster model and support technology enhanced learning, teaching and pedagogy.**

1. Build staff knowledge and capability with respect to Blended and On-Line Digital (BOLD) Learning.

2. Establish, promote and embed a framework for best practice in BOLD learning to facilitate effective learning and teaching experiences.

3. Provide learning design services and eLearning development support to enable staff to adopt and improve BOLD delivery.

4. Investigate and advise on emerging learning technologies and their application in enhancing teaching practices.

5. Promote and support innovative technology-enhanced learning and teaching practices.

6. Foster an inclusive community of practice relating to technology in education across the whole university.
Learning Futures
To provide technology, resources, support and training, to enable effective, accessible and sustainable Blended On-Line and Digital (BOLD) learning teaching approaches that engage, develop and support contemporary learners, educators and professional staff.

1. Manage the provision and configuration of stable, engaging, responsive and flexible eLearning applications and interfaces that support Engaging, Sustainable, Accessible and Effective (EASE) Blended On-line Digital learning and teaching delivery by staff for students.

2. Provide online and face-to-face support and training for staff and students to enable them to effectively use and engage with our eLearning application architecture for learning and teaching.

3. Provide academic and digital literacies training and resources for online and face-to-face support for students to promote independent learners.

4. Provide curriculum development and embedded support to enhance academic and digital literacies within courses.

5. Provide educational resource development, design, guidance, training and delivery for staff to enable provision of Effective, Sustainable, Accessible and Engaging (EASE) resources to our students.

6. Investigate new technologies and methods of using existing technology that promote innovative teaching practices.

Student Futures
Supporting students throughout their FedUni experience with a range of student-focused academic and peer support

1. Provide a range of support programs and initiatives that are reactive to the changing needs of the student cohort in order to improve retention, wellbeing & success.

   For example: Peer Assisted Study Sessions (PASS), Mentoring, Yourtutor, Academic Skills and Knowledge (ASK) and FedReady.

2. Enhance graduate attributes through access to leadership opportunities, mentoring, and professional development.

3. Collaborate with staff to develop a range of academic and peer support for online students in accordance with BOLD learning philosophy. For example: off-campus mentoring, FedReady Online.

4. Contribute to the planning and provide support for student focused events and activities within the University. For example: Orientation Week and Open Day.