CLIPP OPERATIONAL PLAN 2016 – 2017

Prepared by: CLIPP team   **Status: Final**

Version: 2   **Date: 09 August 2016**

Statement of Purpose

The aim of the CLIPP Operation Plan is to clarify the functions and project areas of CLIPP.

This Operation Plan is a fluid document based on the available resources and reviews across the institution and requires support from the Learning and Quality Portfolio (DVC Prof Marcia Devlin).

The development and implementation of the CLIPP Operation Plan is overseen and monitored by the Director of CLIPP. The plan has been largely developed by the members of CLIPP, primarily lead by the team leaders.

I thank all those involved in this process.

Associate Professor Nina Fotinatos

Director | Centre for Learning Innovation and Professional Practice (CLIPP) n.fotinatos@federation.edu.au www.federation.edu.au/staff/learning-and-teaching/clipp

2016-2017 Operational Plan 09/08/2016

The CLIPP Operation Plan 2016 -2017 has been developed by our 4 teams:

Learning Futures

Academic Futures

Online Futures

 Student Futures

For more information regarding CLIPP Teams, click here.

Each team has developed the following priority areas:

Academic Futures	**To support staff and students achieve their academic endeavors and learning and teaching excellence.**
Online Futures	**To continually foster, model and support technology enhanced learning, teaching and pedagogy. To provide advice and assistance with learning and curriculum design, especially with regard to moving University practice towards Blended and On-Line Digital (BOLD) delivery.**

Learning Futures	**To promote and support effective staff and student utilization of learning technologies and creation of digital learning content to facilitate flexible, student centred, engaging learning environments and experiences.**
Student Futures	**To provide all students supportive and a sustainable educational environment that facilitates participation, personal and professional development**

Learning Futures Mission

To promote and support effective staff and student utilization of learning technologies and creation of digital learning content to facilitate flexible, student centred, engaging learning environments and experiences.

#	Objectives	Actions	Performance Indicators	Progress July 2016
1	Ensure alignment of learning technology governance, management and support is aligned to the FedUni Strategic Plan, Learning and Teaching Plan, and Student Retention and Success Plan and comparative industry benchmarks for good practice.	1. Complete ACODE benchmarks 2. Report to CLIPP Director and DVCLQ and L&T Committee 3. Develop Learning and Teaching with Technology Policy	1. Achievement of CLIPP and Learning Futures Aligned Items in key strategic plans 2. Complete/Published ACODE reports inclusive of FedUni performance relative to competitors 3. Reporting completed timely	• Consultations with ITS Exec Director • Consultations with Consultant Employed to Assist ITS Exec Director with Digital Journey/Roadmap • ACODE benchmarking completed and workshop attended
2	Provide eLearning application architecture management and governance. Moodle + Virtual Classrooms (Adobe Connect) + ePortfolios (Mahara/Mahoodle) + Learning Content Repository (Equella) + Plagiarism Prevention (Turnitin) + StudySkills + Camtasia + Limesurvey +	1. Provide strategic advice to ITS related to eLearning technology	1. Actively participate in development of ITS initiated service level agreement	• Advice ongoing to ITS • SLA and RACI to be developed back end of 2016 • Supplier management – Addressed performance issues with Adobe Connect Supplier Webqem
		2. Negotiate and monitor Service Level Agreement with ITS	2. Negotiated and completed RACI model	
		3. Complete User Acceptance Testing for upgraded and enhancement as appropriate	3. Evidence of UAT maintained for major upgrades and enhancements	
		4. Manage supplier relationships as appropriate	4. Ongoing	
		5. Ensure accessibility requirements maintained	5. Ongoing	
3	Promote eLearning application architecture features to relevant stakeholders	1. Publish regular FedNews items	1. One per Fortnight	
		2. Promote features to CLIPP staff and CFeLDs	2. Feature of the week at CFeLD meetings	

#	Objectives	Actions	Performance Indicators	Progress July 2016
		3. Produce engaging and inspiring promotional materials	3. Six monthly strategic promotions (March)	
		4. Identify and highlight exemplary practice	4. Exemplars integrated into training, showcases and promotions	
4	Foster continuous eLearning application architecture enhancement and ensure alignment with efficient and effective operational practices and learning and teaching plan.	1. Provide strategic direction to ITS and SCIP on Choose Your Own Moodle project (aggregated delivery) (2.3)	1. Active participation by LF team to help SCIP and ITS meet DSP funding deadlines	Choose your Own Moodle Activated and Functional Requirements Signed off

Navigation template exemplar course being developed for ITS approval

Participation in Video Capture Streaming Server Proof of Concept trials. MEdiasite ruled out, now helping evaluate Kaltura

Study Skills website under enhancement, launching in Sem2 |
		2. Develop & Implement CLIPP/Faculty Approved Moodle Navigation Templates	2. Templates developed and signed off by Faculty	
		3. Provide strategic input into video capture, publication and streaming server project (2.3)	3. Project completed by SCIP and ITS in 2016	
		4. Refresh StudySkills website design, navigation and data architecture	4. Refreshed site launch by August 2016	
		5. Enhance StudySkills website to include content marketing principles aligned with weekly themes	5. Content marketing strategy and tools implemented by June 2016	
		6. Enhance study skills to capture student feedback/gripes/needs	6. Feedback functionality implemented by May 2016	
		7. Evaluate new technology/configuration proposals	7. Evidence if investigations of request received via LTUF and proactive CLIPP proposals	
		8. Recommend and implement changes in configuration as appropriate	8. Configuration changes documented and proposed	

#	Objectives	Actions	Performance Indicators	Progress July 2016
		9. Establish Deep Turnitin Integration	9. Turnitin Deep integration implemented by 2017	
		10. Establish online assignment submission statement	10. Online submission statement functionality implemented	
5	Deliver eLearning application architecture support to staff and students	1. Maintain and enhance eHub how to resources	1. eHub resources complete by 2017 (cover just in time needs for all CLIPP supported applications) and kept up to date	End 2016 goal
		2. Maintain and enhance StudySkills website resources	2. StudySkills digital literacy just in time resources for students complete by 2017	
		3. Provide expert user support via responding to requests logged through ITS	3. 90% of Service Requests resolved within 1 day of receipt	
		4. Provide hands-on F2F and online support to users as requested and required	4. Provision of F2F and Faculty Support as Appropriate	
6	Facilitate eLearning application architecture training	1. Develop appropriate training materials	1. Training packages completed for core technologies and functions	Ongoing
		2. Deliver training face to face and online	2. CLIPP PD Calendar	
		3. Respond to Faculty specific needs	3. Faculty Specific Sessions Delivered	
7	Provide support for CFeLDs and Learning Skills Advisors to assist with strategic Faculty projects	1. Assist CFeLDS in eLearning delivery/enhancement projects	1. Increased CFeLD capacity and	Ongoing

#	Objectives	Actions	Performance Indicators	Progress July 2016
		2. Assist Learning Skills advisors implementing embedded academic and digital literacies modules	2. Increased LSA capacity and effectiveness	
8	Provide proximal learning analytics and feedback tools to enable	1. Promote use of completion tracking and progress bar	1. Progress Bar Adoption	Attended Learning Analytics forum with Melbourne Uni/FedUni staff
		2. Provide strategic guidance into data virtualisation and reporting initiatives	2. Contributions to data and reporting projects	
9	Develop student digital literacies	1. Publish FedUni Student Digital Literacies Framework and Intended Learning Outcomes	1. Framework and ILOs endorsed by Learning & Teaching Committee	Study Skills resources being developed, launched in Sem 2

ILOs and other strategic course goals being developed as part of Teaching Ready |
		2. Develop resources mapped to framework, including library	2. Resources development	
		3. Provide just in time support resources via StudySkills website	3. Resources published on Study Skills Website by August	
		4. Develop specific Moodle embeddable resources to support non standard assessments e.g. video	4. Resources developed and published to Moodle	

#	Objectives	Actions	Performance Indicators	Progress July 2016
10	Support for Student Futures Program and Student Connect student transition, academic and non-academic support activities	1. Non-award programs in Campus Solutions 2. Orientation 3. FedReady F2F and Online 4. PASS and PASS Online 5. ASK 6. Mentors 7. StudySkills Website 8. YourTutor 9. Getting Started and FedUni/Online Campus 10. Online Student Support via virtual campus project/concept	• Programs approved by Curriculum Committee • Orientation presentations delivered around Moodle + • Support development of materials for FedReady • Support technology needed for ASK, PASS & Mentoring • Support StudySkills Website • Support online campus activity	

11	Enhance staff digital literacies as they relate to learning technologies and BOLD learning and teaching standards. Assist Academic Futures team with development of:
	    a. Academic induction
	    b. Teaching Ready
	    c. BOLD fundamentals
	    d. Moodle ready
	    e. Resource ready
		1. Support for non-award programs	1. Resources developed for non-award programs
			2. Participation in delivery of non-award programs	

		2. CLIPP PD Calendar	3. Delivery of PD	

#	Objectives	Actions	Performance Indicators	Progress July 2016
12	Conduct educational resource design and development to enable engaging, accessible, sustainable and effective learning	1. Develop strategic learning content aligned with curriculum and BOLD standards 2. Develop learning materials that enhance the achievement of learning outcomes and student engagement 3. Continually evolve the visual appeal of course materials through provision of graphic design to enhance student engagement and meet the needs to visual learners	For strategically important programs and disciplines, develop: • Develop 4 substantial video narrative collections e.g. program wide or discipline complete • Develop 4 substantial audio collections • Develop 4 substantial eBook projects	Nursing Digital Narrative Complete Business Digital Narrative currently being planned with ADLT
13	Respond to ad hoc requests to capture live learning related events and/or develop tactical resources to support curriculum	1. Photos 2. Course introductions 3. Live events 4. Short videos	Learning materials produced and published as required. Training delivered to enable staff to self service	
14	Foster a culture of creativity in the development of BOLD curriculum amongst FedUni teaching staff	1. Facilitate Creative Development of Resources aligned to curriculum 2. Deliver creative outcomes	Innovate and creative learning and teaching approaches suggested, supported and delivered	
15	Support for Library engagement and embedding in the virtual learning environment	1. Promote and support embedded librarian activity and resources in Moodle +	Increased availability and promotion of Library resources and services to staff and students	

Academic Futures Mission

To support staff and students achieve their academic endeavors through:

- providing teaching staff with resources and opportunities to enhance their knowledge, skill and application of contemporary tertiary learning and teaching practices including BOLD principles
- providing opportunities for application and reward of teaching excellence, innovation and scholarship of learning and teaching across the higher education sector
- embedding resources and opportunities to enhance student academic and literacy skills for successful completion of study

#	Objectives	Actions	Performance Indicators	Strategic Alignment
1	Provision of award and non-award courses for teaching staff around fundamental principles of contemporary tertiary learning and teaching, and the BOLD principles of online and blended delivery practices.	1. Deliver the **Graduate Certificate of Education [Tertiary Teaching]**. An award course to all teaching staff new to tertiary teaching, in their first three years. Fee exemptions to FedUni teaching staff. Also available externally.	• Deliver EDGCT5007 in Semester 1 • Deliver EDGCT5008, 5009 & 5010 in both semesters 1 & 2. • On target	Student Retention & Success Plan 2.5 & 5.5 Learning & Teaching Plan 1.3
		2. Deliver **Fed Staff – Teaching Ready.** A non-award course in a modularized online format, with the option of transferring between intakes to accommodate participant workloads and lifestyle needs. This course is an alternative delivery mode to completing EDGCT5007 in the GCETT (extended timeframe of 6 months instead of 12 weeks).	• Deliver three intakes per year. • 75% completion rate of all six modules with 12 months of commencing course. • Minimum of 5 and maximum of 15 participants per intake • 50% of fully completed participants submit application for credit in GCETT. • A head of target with 4 intakes	Student Retention & Success Plan 2.5 & 5.5 Learning & Teaching Plan 1.3
		3. Planning for delivery of **Fed Staff – Academic Ready.** A non-award course in a modularized online format, with the option of transferring between intakes (similar to Teaching Ready) in 2017. This course is an alternative delivery mode to completing EDGCT5008 in the GCETT (extended timeframe of 6 months instead of 12 weeks).	• Development of resources and provision of staff for course delivery in 2017. • On target	Student Retention & Success Plan 2.5 & 5.5 Learning & Teaching Plan 1.3

		4. Deliver **Fed Staff – BOLD Fundamentals: Teaching Online** A non-award course in a modularized online format, with the option of transferring between intakes to accommodate participant workloads and lifestyle needs. This course supports staff who are moving to blended or online delivery and resource development.	• Delivered in three intakes per year. • Change to: 75% completion of Module 1 and 50% completion of two or more modules. Minimum of 5 and maximum of 15 participants per intake. • On target	Student Retention & Success Plan 2.5 & 5.5 Learning & Teaching Plan 1.3 & 1.6
2	Provision of an induction program for all new teaching staff to the principles of contemporary tertiary learning and teaching at Federation University.	1. Deliver the **Academic Induction Program** A blended workshop for newly employed teaching staff in their first semester of employment that provides introductory information and supports pertaining to a teaching role at FedUni.	• Delivered twice a semester on both campuses. • Minimum 5 – maximum 15 participants per campus workshop. • Completion of program by 90% of registered participants within each semester. • Create resources and deliver course in an online format to cover any participants who were unable to complete both days of the blended AIP workshop. To commence semester 2, 2016. • On target	Student Retention & Success Plan 2.1 Learning & Teaching Plan 1.4
3	Provision of professional development opportunities that address the growing need for support with learning and teaching pedagogy, principles and skills, including BOLD initiatives.	1. Work collaboratively with Learning, Online and Student Futures teams to create teaching resources to support workshops, information repositories and professional development opportunities. Resources/ courses tagged for 2016 include: • **Centralised PD Schedule** • **Online Ready** – Blended workshops • **Assessment** – Blended workshops • **Turnitin** – Blended workshop • **Peer Enhancement** – Blended workshop	• Creation of resources and delivery of one intake of each within Semester 2, 2016. • Centralised PD – done • Online Ready – 70 % completed • Assessment Ready – 70% completed • Turnitin – on hold for the moment • Peer Enhancement – 90% completed.	Student Retention & Success Plan 2.5 Learning & Teaching Plan 1.3 & 1.4

#	Objectives	Actions	Performance Indicators	Strategic Alignment
4	Provision of just-in-time self-paced online resources to support the pedagogical use of Moodle, and other technologies, in learning and teaching.	1. Provide self-paced just-in-time learning on the use of Moodle in learning and teaching, through **Fed Staff – Moodle Ready.**	• Resource opened to University staff for use by 11 July 2016. Delayed by 1 week • Continue to edit and develop additional units throughout year. • Average of 50 users per month	Student Retention & Success Plan 2.1 Learning & Teaching Plan 1.3 & 1.4
		2. Provide self-paced just-in-time learning on the use of other FedUni technologies in learning and teaching, through **Fed Staff – Resource Ready.**	• Completion of fdl Grades resources by 31 December 2016. • Completion of Mahara resources by 31 December 2016. • Both on track for completion by due date.	Student Retention & Success Plan 2.1 Learning & Teaching Plan 1.3 & 1.4
5	Provision of support for academic staff in embedding academic literacy and numeracy resources within courses.	1. Work collaboratively with faculty staff, in particular first year courses and entry points, in embedding resources to support students with academic literacy and numeracy skills.	• Meet with first year program coordinators/leaders across all faculties to identify first year courses in which key academic skills can be embedded (by 31 December 2016) • Continue to develop online resources and deliver workshops that target specific academic skills required by students to complete first year assessment tasks • Embed resources and workshops into first year courses • On target	Student Retention & Success Plan 3.4 & 5.2 Learning & Teaching Plan 1.6 & 3.3
		2. Work collaboratively with Learning Futures, Online Futures and Student Futures teams to create resources for use by academic staff to support academic literacy and numeracy	• Continue to develop literacy and numeracy help sheets and online resources that target specific learning needs.	Student Retention & Success Plan 3.4 & 5.2 Learning & Teaching Plan 1.6 & 3.3
6	Provision of 1:1 consultations and group support for students requiring guidance with achieving academic literacy and numeracy	1. Provide support to Student Futures in the provision of Fed Ready, Fed Ready Online	• Deliver classes and provide resources for FedReady in February and July (ongoing) • Assist with the review, development and delivery of FedReady Online (ongoing) • Completed	Student Retention & Success Plan 3.4

		2. Provide 1:1 support for students via appointment and/or drop-in centre.	• Provide appointment-based (self or staff – referral) learning support for undergraduate and post-graduate students across all campuses and online (ongoing) • Provide drop-in based support at Gippsland and Mt Helen campuses (ongoing)	Student Retention & Success Plan 3.4
		2. Support the development of a Writing Space on both campuses to support students and groups of students with academic work.	• Provide drop-in learning support for undergraduate and post-graduate students via the Writing Space based in the Library. (Mt Helen – in place; Gippsland – pending) Gippsland will be open for semester 2.	Student Retention & Success Plan 3.4 Learning & Teaching Plan 3.3
7	Provision of support and guidance related to development of scholarly research of teaching and learning (SoTL) within all disciplines of the University.	1. Investigate options and create recommendations for the development of a **SoTL Hub** within the University for 2017 to increase SoTL research and publication output across the University. Will include research of like institutions, meetings with key stakeholders and literacy evidence.	• Report and recommendations forwarded to CLIPP Director by 23 December 2016. • On target	Learning & Teaching Plan 1.5
		2. Ensure that Academic Futures Team members engage with local, national and international scholarly research opportunities as relevant to learning and teaching, and staff professional development. Current research projects include: Research 1: VET Transition Research: From Diploma to Bachelor of Nursing (Talia Barrett & staff in Faculty of Health) Research 2: The role of award courses in improving learning and teaching practices of higher education academics and other professional staff. (Tulsa, Sara & Briony at UCC).	• Research 1: First edit of publication submitted by 31 December 2016. • Research 2: First edit of publication submitted by 31 December 2016. • On hold at the moment but hope to still make target.	Learning & Teaching Plan 1.5

#	Objectives	Actions	Performance Indicators	Strategic Alignment
8	Provision of support and guidance related to the reward and recognition of teaching excellence, innovation and scholarship of learning and teaching across the higher education sector.	1. Plan for the development and provision of online information, resources and workshops to support teaching staff in successful **teaching award applications**.	• Member(s) within the Academic Futures team will be skilled to perform and/or assist with these processes within 2017. • Currently in progress.	Learning & Teaching Plan 1.5
9	Provision of support for additional collaborative projects or resources to support the improvement of contemporary learning and teaching practices.	1. Development of guidelines, information, resources and professional development opportunities related to work-integrated learning	• Guidelines developed and available on University website by 30 June 2016. Commenced. • Information and resources developed and available for staff, students and industry by 31 December 2016.	Learning & Teaching Plan 1.4
		2. As arises, support other CLIPP Teams, or CLIPP Director in the completion of projects pertaining to the upskilling of academic staff in quality learning and teaching practices. Projects tagged for 2016 include: • **GCETT Review** • **TESQA Sessional Staff Review**	• GCETT Review is completed as per University processes by 31 December 2016. On hold but should still be on target. • Timeline set by CLIPP Director for TESQA Sessional Staff Review completed by 31 December 2016. In progress and on target.	Learning & Teaching Plan 1.5

Online Futures Mission

To continually foster, model and support technology enhanced learning, teaching and pedagogy. To provide advice and assistance with learning and curriculum design, especially with regard to moving University practice towards Blended and On-Line Digital (BOLD) delivery.

BOLD learning and curriculum design support

1. Build staff knowledge and capacity with respect to BOLD Learning.
2. Establish, promote and embed a framework for best practice in BOLD learning to facilitate effective learning and teaching experience.
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. Foster an inclusive community of practice relating to technology in education across the whole.

#	Objectives	Actions	Performance Indicators	Strategic Alignment
1	Enhance BOLD delivery in faculties by providing learning design services and work directly with faculty teaching staff to build their knowledge and capacity.	1. Complete faculty projects carried over from 2015 and others to be defined/clarified by ADLTs.	1. Completion of projects and carry over 2015 tasks and finalisation/handover of projects.	1.1. Learning & Teaching Plan 2.3
		2. Work in consultation with ADLTs to further prioritise support/ development needs for individual courses (This may include evaluating courses against BOLD Delivery standards.)	2. Completed documentation and evidence that shows progress and support provided at the start of each teaching semester.	
		3. Track collaboration and support interactions with course coordinators, including documentation of needs.	3. Documentation related to recommendations, suggestions and advice provided to course coordinators after consultation.	

		4. Contact course coordinators (and/or other relevant teaching staff or Subject Matter Experts), working with them collaboratively and sensitively to further identify needs. 5. Based on consultation with course staff; identified priorities; and analysis of existing materials, provide learning design recommendations, suggestions, advice, and professional development support for design and delivery 6.	4. Documentation related to tracking of progress on implementation of recommendations and provision of further support.	
2	Provide course development services and support on identified course priorities to prepare them for BOLD delivery, and develop exemplars of best practice.	1. CFELD to meet with ADLT regularly to develop a shared understanding of ongoing work and priorities.	1. Evidence of larger development work being scoped, with defined outcomes, shared responsibilities between CFELD, CLIPP development staff and SME (Subject matter expert)/ course coordinator.	2.3
		2. Work with coordinators and existing materials to develop & structure online course activities & resources.	2. Evidence of development and tracking of priorities, responsibilities, timelines and deliverables.	
		3. Updates of progress against developed priorities to be reported to ADLT at LTAG. Support provided, and development work completed within agreed timelines. 4.	3. CFELD to deliver reports to relevant learning and teaching meetings as required.	

#	Objectives	Actions	Performance Indicators	Strategic Alignment
3	Collaborate with relevant faculty and CLIPP staff to best support BOLD needs within the University	1. Support additional faculty specific projects/priorities that relate to BOLD	1. Evidence of completion for any additional BOLD related projects/priorities that ADLTs articulate for 2016 that involve CFELDs and that align with faculty strategic plans.	2.3
		2. Ensure CLIPP staff are aware of faculty priorities 3. Ensure faculty staff are aware of CLIPP services	2. Participation in appropriate University and CLIPP meetings.	
4	Build staff knowledge and capacity with respect to BOLD Learning and the use of enabling technologies within faculties.	1. Facilitate faculty technology-enhanced learning by providing 'just-in-time' support to faculty staff on Moodle & Learning design issues where appropriate.	1. Maintenance of a log to briefly record nature of query, time taken etc.	1.4 2.3 3.4
		2. Identify trends and issues to feed into development of other strategies (such as self-help resources or guidelines) or future PD needs (e.g. pre-empting professional development needs that might arise from specific faculty priorities/directives).	2. Liaise with Learning Futures and Academic Futures teams around the development of PD schedules.	
		3. Refer faculty support queries to CLIPP or appropriate areas.	3. Referrals are made in a timely and accurate manner.	

#	Objectives	Actions	Performance Indicators	Strategic Alignment
5	Contribute to the development of capability throughout the University in relation to educational technologies and associated pedagogies and in line with the BOLD initiative	1. Contribute to the CLIPP Professional Development schedule 2. Contribute to the delivery of professional development (face-to-face training or online facilitation) including central CLIPP PD offered outside the faculty. 3. Contribute to faculty specific PD as needed, including consulting with CLIPP & bringing in appropriate CLIPP staff to co-deliver.	1. Evidence of delivering high quality professional development to meet faculty needs inclusive of gathering feedback from attendees (anonymously). 2. Delivering a proportion of professional development using a variety of modes and publicized through CLIPP Professional Development semester schedule. 3. Facilitation of a portion of online professional development non-award programs run through CLIPP such as Fed Staff – Teaching Ready &/or BOLD Fundamentals (as faculty representative of BOLD initiative). 4. Collation of faculty professional development needs and liaison with appropriate CLIPP staff for co-delivery and coordination of specific sessions. 5. Recording of participation in professional development specific to faculty needs/requests (type and attendance).	1.4 3.4

#	Objectives	Actions	Performance Indicators	Strategic Alignment
6	Foster an inclusive community of practice relating to technology in education across the whole institution through showcasing and sharing examples of successful BOLD delivery, and by taking an active role in the development and delivery of institutional showcases.	1. Take an active role in the development and delivery of institutional showcases and contribute to showcasing and sharing examples of successful eLearning practice, including identifying examples within the faculty	1. Delivery of eLearning Showcase 2. Delivery of faculty based show and tell information sessions	1.5
7	Coordinate and participate in relevant communities of practice that bring teaching staff in cognate disciplines together to contribute to the ongoing support and development of knowledge and skills relevant to online and blended teaching and learning.	1. Act as liaison between CLIPP and faculty. 2. Serve as faculty contact for all requests for learning design and CLIPP support, including relevant professional learning assistance and professional development requests. 3. In Consultation with ADLT & CLIPP management seek assistance from, and mediate work with central CLIPP LD & development staff. 4. Refer faculty support queries to CLIPP or appropriate areas. 5. Promote CLIPP services, including professional development 6. Keep CLIPP LD team informed of relevant faculty needs, events & concerns	1. Attendance at relevant CLIPP meetings and professional development sessions to ensure up-to-date knowledge of CLIPP services to best direct faculty enquires. 2. Attendance at appropriate faculty meetings (This may involve but is not limited to attending faculty meetings, member of faculty Learning and Teaching Committee, faculty forums etc.).	3.4

#	Objectives	Actions	Performance Indicators	Strategic Alignment
8	Establish minimum and exemplary practice standards for blended and online learning across all program levels	1. Support faculties in achieving and maintaining a minimal Moodle presence for all courses. 2. Disseminate a set of University standards and exemplars of learning-centred practice for online and blended learning and teaching pedagogies. 3. Develop resources/exemplars for staff using a variety of online teaching models, including supervision of research projects by students remote to campuses.	1. Standards and resources/exemplars provided to relevant University staff as appropriate. 2. Reports developed and disseminated once per semester demonstrating evidence of improved BOLD standards across highlighted courses and programs.	1.6
9	Investigate and advise on emerging learning technologies and their application in enhancing teaching practices.	1. Work with the Learning Futures team to contribute to the evaluation of new technology/configuration proposals	1. Evidence of investigations of requests received via LTUF and proactive CLIPP proposals 2. Involvement in appropriate learning technology university forums. 3. Expert learning technology advice provided to appropriate committees/forums in relation to decisions around new learning technologies	2.1

Student Futures Mission

To provide all students a supportive and sustainable educational environment that facilitates participation, personal, and professional development by offering a range of academic and social support programs that effectively reduce retention and improve graduate outcomes.

Providing student centered support to reduce attrition and foster success.

1. Facilitating Student Futures Program components including:
   a. FedReady
   b. Mentoring
   c. Peer Assisted Study Sessions (PASS)
   d. Academic Skills & Knowledge (ASK)
   e. Yourtutor
2. Designing and developing new support elements to fit the needs of a changing cohort.
3. Integrating and promoting digital literacy support into existing programs
4. Providing access to the student voice in the development of new FedUni initiatives
5. Creating opportunities for students to develop new skills and increase employability by becoming peer leaders.

#	Objectives	Actions	Performance Indicators	Strategic Alignment
1	Ensure that all students have fair and equitable access to employment as peer leaders in the Student Futures Program	1. Conduct a review of recruitment process	1. Documented review	Equity plan
		2. Review all position descriptions	2. PD's approved by HR	
2	Review and innovate student support to create new initiatives in response to the changing needs of the student cohort.	1. Review best practice in student support.	1. Best practice is incorporated into programs.	
		2. Programs reviewed annually and gap analysis conducted.	2. Production of annual program reports.	
		3. Qualitatively and quantitatively analyse student cohort and seek feedback to ensure current and new students are provided with effective support.	3. Changes to the student cohort are assessed and programs are responsive to student feedback	

#	Objectives	Actions	Performance Indicators	Strategic Alignment
3	Maximise data collection to ensure accurate information is collected to determine impact of programs on student retention, success, and wellbeing.	1. Review and streamline data collection processes.	1. Singular collection process is created and integrated into all programs.	Student retention and success strategic plan 2015 - 2017
		2. Develop a central data-collection repository.	2. Collection repository is created.	
		3. Ensure impact is assessed and communicated to senior staff.	3. Integrated report is created and circulated amongst senior staff.	
4	Enhancing graduate attributes through access to leadership opportunities, mentoring, and professional development.	1. Encourage participation in SVALP.	1. Increased engagement of student leaders in SVALP.	
		2. Provide employment and leadership opportunities to students within SFP.	2. Recruit students as leaders.	
		3. Provide PD opportunities to students internally and externally (eg. conferences).	3. Increased attendance at internal and external events and activities, eg. National PASS forum, e-learning conference etc.	
		4. Work with careers and employment to identify and articulate transferable skills.	4. Integration of careers workshops into recruitment.	
5	Work with the contact center, student connect, library and other areas of the university on new initiatives designed to improve retention and success	1. Identify potential projects and initiatives	1. Production of new projects commenced as a joint effort between departments	Student retention and success strategic plan 2015 – 2017
		2. Foster relationships between all student-support focused areas of the university	2. Increased cross-promotion of programs	
		3. Increased available support tailored to meet student needs	3. Students receive access to a wider array of support initiatives	

#	Objectives	Actions	Performance Indicators	Strategic Alignment
6	Provide support, information and advice to professional and academic staff regarding the appropriate provision of in-time support.	1. Increase staff awareness and understanding of Student Futures programs 2. Develop a consistent and accessible means of informing staff of student support	1. Increased uptake and promotion of Student Futures programs amongst staff 2. A short course is available to staff to be undertaken at will	Student retention and success strategic plan 2015 – 2017 priority 2.4 Promote awareness about and a culture around the importance of supporting student transition throughout the university. Learning and Teaching Plan 2015 - 2017
7	Contribute to the planning and provide support for student focused events and activities within the University.	1. SFP has an involvement in implementation and/or planning of a range of activities/events, including: • Open day • School camps • Check in week • Orientation • Info day (change of preference) • International orientation and support • Faculty events	1. Successful level of appropriate engagement with event/activity.	Student retention and success strategic plan 2015 – 2017 priority 4.4 Ensure clear and concise information about induction / preparatory /orientation/ transition and concurrent support is disseminated to all student sub-groups before and during each study period and mapped to the life cycle for all years
8	Promote connectivity between students and staff while fostering an creative learning environment	1. Providing equal access for HE students 2. Grow and develop relationships with staff and students 3. Provide staff access to the student voice 4. Integrate cultural and equity awareness in SFP programs	1. Representation from all cohorts in programs 2. Increased attendance and staff awareness 3. Increased staff collaboration in programs 4. Representation at staff events/committees/activities	Student retention and success strategic plan 2015 – 2017 priority 4.5

#	Objectives	Actions	Performance Indicators	Strategic Alignment
9	Continue to innovate support to ensure access for students regardless of study mode	1. Provide consistency in support programs offered	1. All iterations of a program are centrally coordinated and aligned	Student retention and success strategic plan 2015 - 2017
		2. Ensure appropriate delivery methods are utilized to encourage student access	2. Increased student uptake of support programs across all study modes	
10	Manage the Universities Weekly Themes imitative ensuring it is integrated across the University	1. Integrate weekly themes into online orientation and other Student Futures Program initiatives	1. Engagement in online student hub by students with weekly themes	Student retention and success strategic plan 2015 – 2017 priority 2.4 Promote awareness about and a culture around the importance of supporting student transition throughout the university.
		2. Communicate themes to staff and students in a timely and directive manner	2. FedNews items and mail chimp delivery of themes with checklists to staff and students	
		3. Review themes for applicability each semester	3. Evidence of review process including feedback from staff and students	
		4. Encourage the roll-out of themes across the University		
11	**FedReady Program** Provide commencing and continuing higher education students with a face to face course prior to semester start to help them understand what is expected of them and what they need to do to succeed at university.	1. Consistent operation across campuses, reflecting differing student cohort needs.	1. Visible alignment of programs, with same core modules and core content.	
		2. Update of modules and core content.	2. Implemented and reviewed in Semester 2, 2016.	
		3. Engage minimum 13% of commencing students per intake.	3. Create marketing plan to target commencing students more frequently and specifically.	

#	Objectives	Actions	Performance Indicators	Strategic Alignment
12	**Mentor Program** Provide discipline based peer support on campus and online to support new students through their transition into higher education.	1. Provide consistent training of mentors across all campuses and study locations, reinforcing clear and accurate understanding of FedUni student supports.	1. Aligned training content delivered in uniform environment with core information from relevant university areas.	
		2. Develop and maintain relationships with other relevant university support areas to inform mentor training and transition process.	2. Participation and input from relevant stakeholders in appropriate recruitment and training processes and in the wash-up process.	
		3. Review and develop the recruitment and training processes to ensure equitability.	3. Recruitment and training aligns with HR requirements.	
		4. Assess changing cohort needs to ensure program relevance and effectiveness.	4. Broader engagement with transitioning students in response to feedback, data and retention directives.	
13	**PASS Program** Effective implementation of PASS in core first year units aimed at maximising independent learning skills across the cohort.	1. Expand the number of courses PASS Online is run in	1. More than four courses offered a semester online	
		2. Develop more in-depth training for Online PASS Leaders		
		3. Promote, recruit and train PASS Leaders	2. PASS Leader quota met or exceeded	

		4. Review Marketing strategy (in particular looking at marketing to online students)	3. Updated strategy outlined in PASS Manual	
		5. Develop ongoing business model for sustainable PASS implementation outside of core units	4. Business Model developed and submitted for review with Director	
14	**ASK Program** Provide students with high quality peer to peer support to assist in the development of their independent learning skills and to provide referrals to other support structures within the university.	1. Develop a longer, more thorough training program for ASK	1. Training extended to include Writing Space and FedReady assistance	
		2. Ensure the ASK service provides timely support in an equal capacity to all campuses where feasible	2. ASK Service available to all students, inclusive of online	
		3. Review and promote Student Academic Leader (SAL) recruitment	3. PD finalized, SAL quota met or exceeded	
		4. Explore the utilization of SALs in professional opportunities beyond the day-to-day running of ASK	4. SALs provide assistance in FedReady (Online and Face-to-Face)	
		5. Review and expand upon the marketing of the program, particularly for online students	5. Increased uptake of the service across all campuses	
15	**Yourtutor** Continue offering an online, on demand, one-to-one tutoring service for higher education students	1. Develop a sustainable model for the program	1. Reduced financial constraint for the maintenance of the service	
		2. Increase awareness of the program for all FedUni campuses	2. All cohorts represented in the usage data	