

Teaching Quality and Innovation

2020 End of Year Report

Prepared by

Teaching Quality and Innovation Portfolio team

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Teaching Quality and Innovation (TQ&I) Portfolio Reporting

This report describes projects, outputs and achievements of the Teaching Quality and Innovation (TQ&I) portfolio during Semester 2, 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 Centre of Learning Innovation Professional Practice** (CLIPP) 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

During Semester 2 (2020), CLIPP had four individual teams:

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

The **purpose of Policy and Quality Services** 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 Policy and Quality Services department is composed of three teams:

- Quality Services
- Policy Services
- International Compliance

1. TQ&I Portfolio Engagement with University-Wide Initiatives

The TQ&I portfolio plays a significant role in learning, teaching, academic professional development (PD) and leadership associated initiatives. Each initiative is developed collaboratively and implemented in consultation with key stakeholders. Numerous TQ&I staff have contributed to the following initiatives during Semester 2, 2020.

1.1 Moderation of Assessment

Lecturer staff, in collaboration with Information Technology Services (ITS) and Centre for University Partnerships (CUP) formed a working party to develop the tools needed to document and report on the three stages of the **Moderation of Assessment Resource** approved by Learning and Teaching Committee in 2019. Roll-out of the entire process was scheduled for Semester 2 (2020), however the COVID-19 pandemic impacted school stakeholder and central staff priorities and therefore slowed the progress. New timelines were established mid-year and each stage was piloted in 7 courses across 5 Schools. Feedback from academic staff regarding the Resource and Documentation Tools have been incorporated. The documentation tools are currently being built within *fd/Grades*, and will be supported with an education package. The process aims to be available for University wide use as of April 2021.

1.2 Off-Shore Teaching Resource

Several CLIPP staff (ie Learning Skills Advisers, Learning Designers and Lecturers) are collaborating with key stakeholders from the Centre for University Partnerships (CUP) to develop an 'Off-Shore Teaching Resource'. The purpose of this resource will be to support domestic teaching staff with delivering to international offshore partners. The resource describes several supportive strategies (ie tips and tricks), practical strategies and considerations with teaching when in an offshore environment.

1.3 Semester 2 Staff and Student Support Strategies

In July 2020, the Deputy Vice Chancellor (Academic), Professor Andy Smith assembled a small Working Group to discuss focused measures supporting both staff and students over an intense 6–8-week time-period. This support was focused on course quality enhancement and naming wellbeing approaches during remote working and learning arrangements.

The TQ&I Portfolio played a significant role in the leadership of Project 1: Curriculum Enhancement Project. This project was co-led between the Associate Deans (Teaching Quality) and the CLIPP Learning Designers. This project was focused on enhancing course quality by offering target support to Course Coordinators by multi-discipline staff, for example, Learning Designers, Learning Skills Advisers, Learning and Teaching Technology Support Staff and Lecturers. A copy of the Project 1 outcomes can be found via this [link](#).

1.4 Semester 2 Assessment Adaptations

During 2020, a range of new strategies, guidance notes and supportive adaptive processes were developed to support teaching staff with Semester 2 Assessment adaptations. Adapting assessment practices in a fully online environment was challenging and needed targeted academic capability skills enhancement and latest support resource development for both staff and students. These assessment adaptations were possible given strong collaboration between ITS, members of the Academic Support Services Directorate and the Associate Deans (Teaching Quality) (ADTQ). All members of the TQ&I Portfolio aided teaching staff with assessment enhancements that supplied a positive student experience and enhancement seamless transition in the learning environment.

1.5 Update University 'Teaching Expectations' (Updated 2020)

Given the changing nature of 2020, it was a prompt opportunity to update the university "Teaching Expectations". This resource supports academic staff in setting career goals and planning for successful achievement at their respective academic level. The "Teaching Expectations" have been updated in collaboration with the ADTQ and endorsed by the Dean and Director Committee (Wednesday 9 December). The revision was led by the (Interim) Pro Vice-Chancellor (TQ&I), Associated Professor Nina Fotinatos. The updated document can be located at the following location:

View our website: <https://federation.edu.au/staff/learning-and-teaching/curriculum-quality/institutional-standards-frameworks/teaching-expectations>

2. TQ&I Portfolio Engagement with University-Wide Events

The TQ&I portfolio plays a significant role in coordinating university-wide learning and teaching events that highlight, recognise and reward exemplary learning and teaching practices. Numerous staff across CLIPP are involved in designing, developing, or delivering these events.

2.1 Vice-Chancellor Awards for Learning and Teaching (VCALT)

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

A total of **n=19 nominees sent an Expression of Interest for the VCALT 2020**, which is a significant increase from n=8 in 2019. We received a total of **n=13 final applications**, which was an increase from n=3 in 2019. The VCALT process was delayed by 1 month to accommodate the proximity of transition of teaching wholly online during April and May.

- **Citations for Student Learning.** A maximum of seven (7) citations are available with prize money of \$1000 per award. We received a total of n=14 Expressions of interest, and a total of n=13 final submissions. Due to the high standard of applications, a total of n=10 citations were awarded in 2020.
- **Citations for Student Services.** A maximum of three (3) citations are available with prize money of \$1000 per award. We received n=3 Expressions of Interest, and n=2 completed the process through to submission. A total of two (2) citations were awarded in 2020.
- **Award for Teaching Excellence.** A maximum of one (1) award is available with prize money of \$3000. We received n=2 Expressions of Interest, however neither completed the process citing workloads.

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 (PLM) to increase awareness and improve expectations.

2.2 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 4-month period, beginning with an Expression of Interest in early June, and then a final submission at the end of September. Nominees are found by senior management and CLIPP through earlier success in learning and teaching awards at an institutional level. CLIPP supply support through information on the website, professional learning modules, and mentors within CLIPP and the academic portfolio.

A total of n=8 nominees sent an Expression of Interest for the AAUT 2020, which is an increase from n=1 in 2019. A total of n=6 nominees sent a final application in September 2020. Successful applicants will be announced in February 2021.

- **Citations for Student Learning.** The University can nominate a maximum of six (6) citations. The AAUT award a total of 100 awards, with no prize money. We received n=5 expressions of interest and sent n=4 applications for this category.
- **Award for Teaching Excellence.** 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. We received n=2 expressions of interest and sent n=2 applications for this category.

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

2.3 Learning and Teaching Scholarship

As part of Federation University's commitment to supporting scholarship of teaching across all disciplines and contexts, CLIPP held the inaugural Scholarship of Learning and Teaching (SoLT) symposium on Monday 21 September 2020. The symposium aimed to build a community of practice and extend upon the theoretical knowledge and skills presented in online learning and teaching research resources created by CLIPP. The two-hour symposium featured three emerging SoLT practitioners across the disciplines of health and mathematics, with opportunities for audience participation throughout the session. The presenters were: (1) Nicole Coombs, Lecturer, Nursing (School of Health), (2) Dr. Michael Barbagallo, Scholarly Teaching Fellow (School of Health) and (3) Jo-Ann Larkins, Scholarly Teaching Fellow (School of Engineering, IT and Physical Sciences). Over 100 people attend the symposium to hear a demonstration of the innovative and progressive work of the three SoLT champions. A recording of the event is available on request.

2.4 Learning and Teaching Showcase

The 10th annual Federation University Learning and Teaching Showcase was held virtually on Thursday 5 November to celebrate the work of staff in delivering courses online during a particularly challenging year. The theme was **New ways to learn: Innovation in digital environments**.

A working party with representatives from the 6 Higher Education Schools and Federation TAFE, led by members of the CLIPP Learning Design and Learning and Teaching Technology Support Teams, worked collaboratively over a period of 6 months to ensure the success of the event. We received n=19 applications sent by academic staff and various support teams to present at the showcase. All were of an exceptionally high standard, with n=9 selected to present live. Six more applicants created a short video about their innovation to feature on the Learning and Teaching Showcase Moodle Shell. All presentations can be viewed in full on the [Moodle Shell](#). A [short video](#) was created as a highlights reel, to celebrate the varied presentations from interactive video activities, promotion of online engagement, block teaching, simulated learning, virtual fieldtrips, and projects supporting students studying online to novel assessments such as podcasts, virtual exhibitions, and online peer assessment.

Over 200 staff attended the event that ended with a student panel where staff heard students from all schools discuss their experience of studying online during 2020 and offered comment on what learning and teaching approaches they responded best to. Feedback for the event was overwhelmingly positive, with comments such as *"the student panel was fantastic, their enthusiasm was great"* and many statements indicating that the presentations were broadly applicable and had inspired staff to implement similar approaches in their own courses: *"I loved the scenario based learning and innovative assessment practices, as well as the adaptations made in response to COVID restrictions – all so inspiring!"*

Quantitative feedback on the event showed the following:

- Presentations were informative: *average rating of 4.79 out of 5*
- Presentations were inspiring: *average rating of 4.70 out of 5*
- 85.1% strongly agreed the Showcase was a high-quality event
- 78.7% strongly agreed the Showcase was well organised

3. Learning and Teaching Professional Development

3.1 Professional Development Portal

The CLIPP Professional Development Portal provides teaching staff with fundamental through to advanced knowledge and skills to undertake face-to-face, blended, and online teaching within a higher education institution. Teaching staff have an opportunity to find, 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 \(PRDP\)](#). CLIPP structure the themes and topics of professional development to align within eight key domains of [Teaching Practice](#).

- 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 and assessment
- Monitoring – Monitoring engagement and learning
- Evaluation – Reviewing for future enhancements

All members of the CLIPP team contribute to the design, development and/or facilitation of learning and teaching professional development.

Figure 1 – Portal Screenshot



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 program within their probation period (see [Table 1](#)). Prior to the COVID-19 lockdown, the program was offered as a blend of face-to-face workshops and online lessons. During COVID-19 restrictions the program was offered fully online utilising both synchronous and asynchronous learning opportunities. The online programs were offered over a week with various sessions for participants to choose. Fully online programs were run in July, August, and late September/early October. While this was not the ideal learning environment to meet the goals of the program, it afforded suitable alternatives given the situation. 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 2, 2020 (July, August, late September/early October programs)

Campus	School							Total		
	SoA	FBS	SoE	SoSciPS	SoH	SoEITPS	Other	Sessional	Fixed/Ongoing	Total
Ballarat	1	3	3	7	2	7	1	11	13	24
Berwick	1	0	1	2	3	0	2	3	6	9
Brisbane	0	1	0	0	0	1	0	2	0	2
Churchill	1	2	0	0	5	1	0	1	8	9
Horsham	0	0	0	0	0	0	0	0	0	0
Total	3	6	4	9	10	9	3	17	27	44

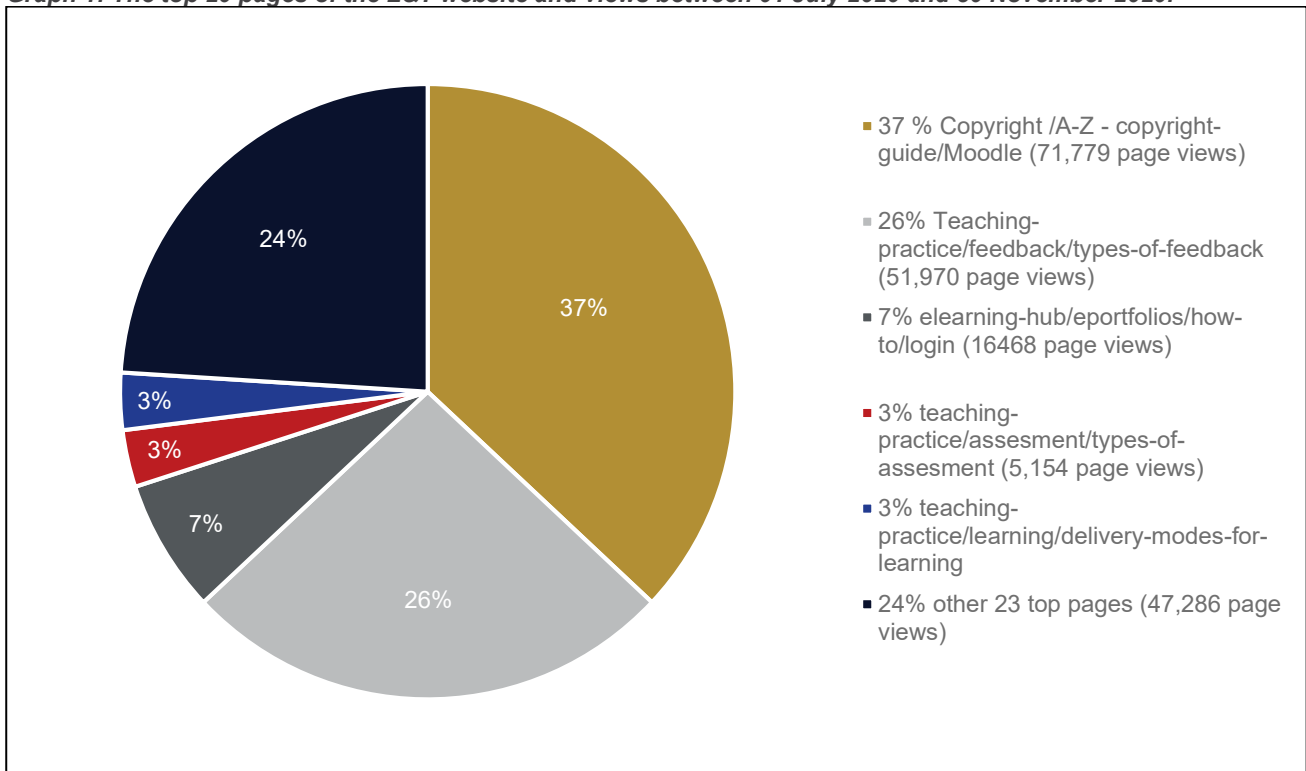
Note: Ballarat includes Mt Helen, SMB and Camp St campuses

A total of 44 participants completed all requirements across the three programs offered. Participants continue to show the value of the topics covered to support learning and teaching practices and promote engagement with supports and services. Plans to return to the blended version of the program are underway for delivery in early 2021.

3.3 Learning and Teaching Website

The [learning and teaching website](#) holds over 105 pages of self-paced, online learning and teaching resources readily available to support staff just-in-time needs. The CLIPP website is structured under two main headings – Teaching Practice and Curriculum Design – and is supported by CLIPP lecturers and the CLIPP digital and graphic production team. See [Graph 1](#).

Graph 1: The top 20 pages of the L&T website and views between 01 July 2020 and 30 November 2020.



3.4 Learning and Teaching Webinars

The [learning and teaching 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 added 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. [Table 2](#) and [Table 3](#) detail the number of sessions each month and the number of attendees.

Summary of Semester 2 webinars delivered:

- Quarter 3: **14 webinars** - July (n = 6), August (n=4), September (n=4)
- Quarter 4: **6 webinars** - October (n=4), November (n=2), December (n= 0)

Table 2: Learning and teaching webinars Semester 2, 2020 participants

	JULY 6 SESSIONS	AUGUST 4 SESSIONS	SEPTEMBER 4 SESSIONS	OCTOBER 4 SESSIONS	NOVEMBER 2 SESSIONS	TOTAL
Total individual registered participants	9	18	0	34	19	80
Participants in the sessions	9	8	0	24	12	53
	100%	44%	0%	71%	63%	66%

NOTE:

- BOLD PD Webinars are recorded for later access
- Some people register and do not attend.
- Some people do not register but log on to attend
- Some people attend multiple webinars

Table 3: Learning and Teaching webinars Semester 2, 2020 participants by School

Total Individual Participants by School	Participants by month by school				
	July	August	September	October	November
SoA	2	1	1		
SoE	5	3		2	
FBS	1			1	
SoH	8		3	3	2
SoSciPS	11	1	2	5	3
SoEIT&PS	6		1	3	2
Partner/Associate	1	1			
TAFE	3			1	2
Other	8	7			1
Total	43	13	7	0	15

3.5 Learning and Teaching Workshops: Central

The learning and teaching workshops offered are predominantly face-to-face 'learning and teaching technology bootcamps' delivered the day after the Academic Induction Program (AIP). As the AIP was delivered wholly online this semester, the traditional 'bootcamps' were incorporated into the learning and teaching webinar offerings.

3.6 Learning and Teaching Workshops: School specific

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 distributed School Deans, Deputy Deans, ADTQ and other key staff, to develop targeted professional development opportunities aligned to staff and school priorities.

3.6.1 Federation Business School (FBS)

Learning Designers offered Professional Development (PD) sessions during Semester 2 through discipline meetings, with six presentations on topics including:

- experiences with online teaching
- timed online assessment embedded into individual Moodle sites
- communication with students
- setting up Moodle shells using the FBS Resources for Online Teaching.

In addition, Learning Designers were involved in School-based learning and teaching staff workshops across the semester, see [Table 4](#).

Table 4: Professional Development (PD) workshops for Federation Business School

PD WORKSHOPS	ATTENDEES
Developing and implementing rubrics.	22

3.6.2 School of Arts (SoA)

The following PD workshops were conducted for the School of Arts staff, see [Table 5](#) for details.

Table 5: Professional Development (PD) workshops for School of Arts

PD WORKSHOPS	ATTENDEES
Approaches to 2021 Mixed-mode delivery	22
Assessment options for MSW(Q)	9
Preparing for Semester 2: Online platforms for synchronous activities (Adobe Connect)	16

3.6.3 School of Education (SoE)

Learning Designers ran a series of PD workshops for School of Education staff, see [Table 6](#) for details.

Table 6: Professional Development (PD) workshops for School of Education

PD WORKSHOPS	ATTENDEES
Use of Turnitin for online assessment and marking (developing marking guides and rubrics and creating and sharing quick mark sets for feedback)	23
Setup and use of Adobe Connect for Virtual Class Sessions (focusing on tips to engage with students online and using breakout rooms)	10

3.6.4 School of Health (SoH)

Multiple synchronous PD workshops were provided this semester, via Microsoft Teams and Adobe Connect. In addition to the development of a range of digital resources and guides, live sessions were offered in the following areas.

- Auditing and importing content into new Moodle template.
- Using Adobe Connect to deliver online tutorials.
- Writing effective marking criteria.

A half day PD workshop was delivered to all School of Health disciplines, see [Table 7](#) for details.

Table 7: Professional Development (PD) workshops for School of Health

PD WORKSHOPS	ATTENDEES
Designing more engaging and interactive learning content	40
Writing effective marking criteria	13
Use of new Moodle template	20

3.6.5 School of Engineering, Information Technology & Physical Sciences (SoEITPS)

A total of 9 PD workshops were delivered to 91 participants online via Microsoft Teams, with topics heavily weighted towards online assessment and replacement of practical activities.

The school has traditionally used end of semester invigilated exams as their major assessment pieces due to industry accreditation requirements. Given the need to rapidly find an alternative method of assessing student learning and that many areas within the school deal with complex algorithms and formulas, workshops (see [Table 8](#)) covering the following topics were offered:

- Basic Moodle and Adobe Connect training
- Enabling students to show their work when answering complex calculations
- Training for new Course Coordinators

Table 8: Professional Development (PD) workshops for School of Engineering, IT and Physical Sciences

PD WORKSHOPS	ATTENDEES
Moodle Training for staff resources	Session 1 – 13 Session 2 – 11 Session 3 – 11 Session 4 – 12
Moodle Training for HEBUST International Staff	5
Online tests. Moodle training	7
New Program Coordinator quiz training	3
Course Coordinator beginner training:	Session 1 – 12 Session 2 – 17

3.6.6 School of Science, Psychology and Sport (SoSciPS)

Synchronous PD sessions (see [Table 9](#)) and related resources to upskill School staff were designed and delivered this semester:

Exam Writing Workshop: This semester the focus shifted towards a more collaborative approach to reflect staff learning and experience with writing quality exam questions and to ease sharing with their peers. A PD workshop was incorporated into each of the school discipline group meetings. Staff joined the virtual classroom where staff-provided exam questions and approaches were unpacked from effectiveness and security standpoints in small-group breakout rooms. These were then shared and discussed with the whole discipline team.

Table 9: Professional Development (PD) workshops for School of Science, Psychology and Sport

PD WORKSHOPS	ATTENDEES
Life Sciences Discipline Group - Semester 2 Exam Writing Workshop	22
Exercise and Sports Science Discipline Group PD Semester 2 Exam Writing Workshop	21
Psychology Discipline Group PD Semester 2 Exam Writing Workshop	17

3.7 Staff eHub

The Learning and Teaching Technology Support (LTTS) team, in collaboration with the Digital Design team, have been working on a large project to refresh and rebrand the eLearning Hub. With a major update of Moodle coming in early 2021 that would see various style changes throughout the system, a discussion occurred about the necessary updates to the Moodle guides. The conversation soon shifted to the suitability of the corporate website for hosting this content and it was felt that it was a suitable time to shift the platform, allowing the Hub to align to other offerings more closely by CLIPP, most of which are already based in Moodle.

A Moodle based Hub supplies a better opportunity for CLIPP to champion the technologies and best practices we support. The redesigned guides also allow contextual linking to related CLIPP services, supplying staff an opportunity to expand their knowledge beyond simply constructing a resource. It also places the help guides “closer” to the user as they are in the learning management system (LMS) and interacting with the technology when they go in search of support. Part of the refresh includes a rebrand from the “eLearning hub” to the “Learning Technologies Hub.” This new name better reflects the scope of what is covered by the content and respects that there is a broader scope of eLearning support provided by CLIPP outside of the Hub itself.

3.8 Professional Learning Modules

The [Professional Learning Modules \(PLMs\)](#) are an integrated suite of online micro-learning packages which are currently under development, with the aim of supplying 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 added focus area that supplies guidance and support for staff nominating for institutional or national learning and teaching awards.

3.8.1 Design and development

More than **100 modules** have been named within the scope of the project planning. The modules intended to merge ability, resources, and materials from a variety of institutional professional learning initiatives into a 'one-stop shop.' In addition, content development is provided through strategic collaborations between expert learning and teaching academic and professional staff across Federation University.

Unfortunately, the increased demand to support immediate online needs of academic staff has meant no new PLMs were released in Semester 2. The ongoing request from academic staff for micro-learning has highlighted this as a priority for 2020.

There are currently 19 modules available and n=10 currently under construction:

- Administration n=1 available & n=3 currently under construction
- Learning n=5 available and n=1 currently under construction
- Assessment n=6 available and n=3 currently under construction
- Monitoring n=3 available
- L&T Awards n=4 available and n=3 currently under construction

3.8.2 Engagement

Modules are developed and released incrementally. See [Table 10](#) for the list of PLMs currently available and the number of completion certificates issued.

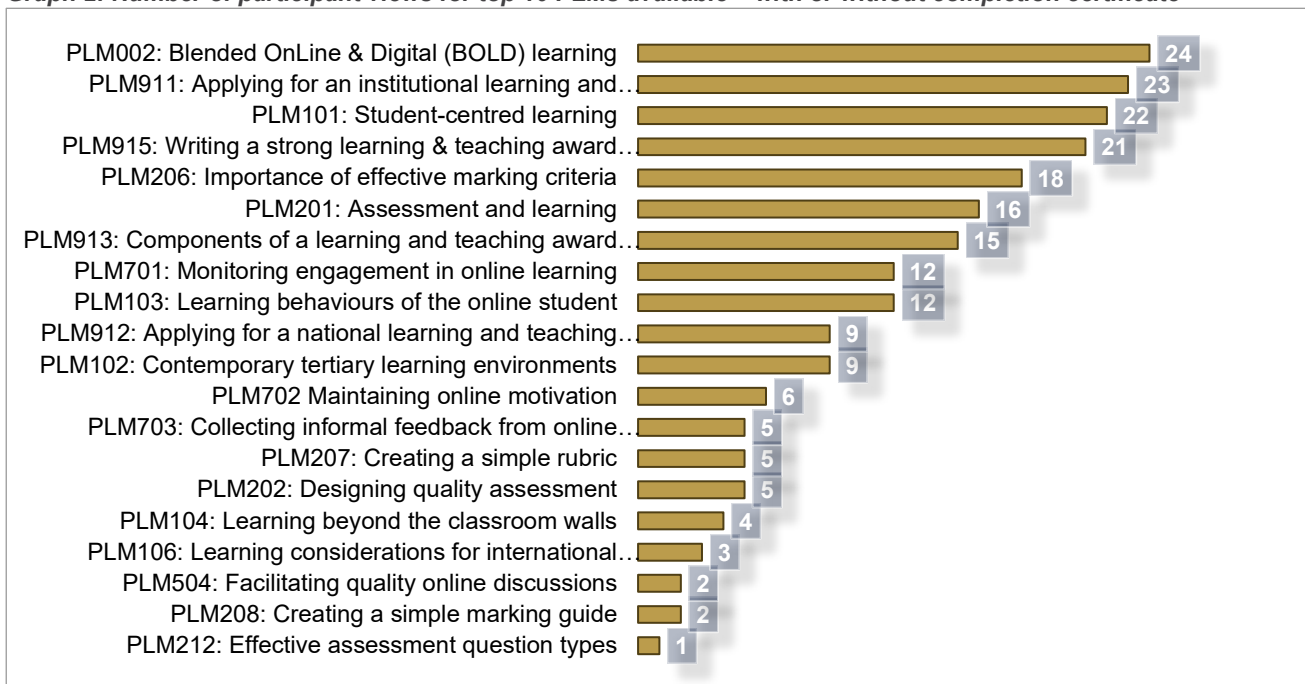
Table 10. The list of PLMs currently available and completion certificates issued between 01 Jan – 30 Nov 2020

Professional Learning Module	Completion Certificates issued
PLM002: Blended On-Line & Digital (BOLD) learning	10
PLM101: Student-centred learning	10
PLM102: Contemporary tertiary learning environments	5
PLM103: Learning behaviours of the online student	5
PLM104: Learning beyond the classroom walls	2
PLM106: Learning considerations for international students	1
PLM201: Assessment and learning	2
PLM202: Designing quality assessment	3
PLM206: Importance of effective marking criteria	6
PLM207: Creating a simple rubric	1
PLM208: Creating a simple marking guide	1
PLM212: Effective assessment question types	1
PLM504: Facilitating quality online discussions	2

PLM602: Giving effective feedback for assessment	0
PLM701: Monitoring engagement in online learning	4
PLM702: Maintaining online motivation	4
PLM703: Collecting informal feedback from online students	3
PLM911: Applying for an institutional learning and teaching award	10
PLM912: Applying for a national learning and teaching award	4
PLM913: Components of a learning and teaching award	8
TOTAL:	82

Modules can be viewed multiple times by a participant. See [Graph 2](#) for participant views for the top 10 PLMs

Graph 2: Number of participant views for top 10 PLMs available – with or without completion certificate



3.9 Graduate Certificate of Education (Tertiary Education) (GCETE)

The [GCETE](#) is a postgraduate award program that explores the foundations of supplying innovative and contemporary learning and teaching practices in the tertiary setting. It aims to supply 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 primarily Federation University teaching and teaching support staff, with representation also from the TAFE sector and full fee-paying external students. A staff study scholarship is available to cover course fees for eligible university teaching employees.

The program currently has **88 participants actively studying** (see [Table 11](#)). There continues to be an ongoing challenge voiced by participants that they have insufficient time given (10 hours per week) to study given their staff workload.

Feedback from students in Winter 2020 | EDGCT 5009

“This course really made me dig deep into my own thoughts on learning and teaching which is something I have neglected to do for quite a long time.”

“As a researcher coming into the teaching space, I thought I knew what good teaching looked like. I was SO wrong! This study is invaluable as I take on a course coordinator role in only my second semester”.

“I really enjoyed every aspect really. There was never a dull moment. There were areas I knew but discovered new things to learn about and it was like light bulb moment... I do believe it has made me think a lot more on what I do and how I do it.”

Table 11: Participants engaged with GCETE between July – December 2020

School	SoA	FBS	SoE	SoSPS	SoH	SoEITPS	TAFE	Other FedUni	External	Total
EDGCT5007 Tertiary Teaching and Learning										
Winter 2020 <i>(completed Sep 2020)*</i>	3	1	0	4	4	2	1	1	1	17
Summer 2020	2	5	0	7	3	6	0	1	1	25
EDGCT5008 Professional Practice in Tertiary Teaching										
Summer 2020	7	0	0	7	9	9	1	1	1	35
EDGCT5009 Contemporary Issues in Tertiary Teaching										
Winter 2020 <i>(completed Sep 2020)*</i>	5	1	1	10	10	8	4	1	7	47
EDGCT5010 Tertiary Teacher as Researcher and Practitioner										
Winter 2020 <i>(completed Sep 2020)*</i>	0	0	1	1	0	3	0	0	2	7
Summer 2020	2	0	1	8	3	5	3	0	6	28

*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, hence the later completion time.

Numerous current participants have commented that *“The course is proving invaluable”* (Summer 2019 participant) to their preparedness to move courses online, engage with students and re-design courses for future delivery.

4. Learning Design Projects and Support

The Learning Design team plays an integral role in **leading and supporting university staff to enhance their teaching practices through program and course learning design projects and support**. Each of the learning designers are active members of School Learning and Teaching Quality committees, provide School staff with professional development opportunities, aid 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](#):

1. Course organisation, information and learner supports
2. Teacher presence, communication, facilitation and interaction
3. Learning activities
4. Learning resources
5. 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

The immediacy and longevity of the COVID-19 pandemic left many academic teaching staff feeling unprepared or overwhelmed. The Learning Design team had to supply more advice about online teaching and alternative assessment compared to regular practice. Examples included:

- Developed a series of extraordinary PD sessions on all areas of Course Design; facilitating effective online communication and teaching; teaching using virtual platforms.
- Creation of staff resources, including 'how to' guides, technology work-arounds for virtual platforms.
- Creation, and maintenance of, school-based Moodle shells, including exemplar shells for staff to use.
- Workshops, materials, instructions, and videos offered specifically for staff new to online assessment replacements for invigilated exams.
- Advice to school leadership about guiding their staff cohort into the online space and what to avoid when teaching online.
- Supplying examples of best practice within Moodle.
- Reviewing and advising on assessment instructions and procedures.

4.2 Academic Portfolio Course Enhancement Project (Round 1 – June-August)

This project focused on naming 4 to 5 courses in each School that would receive help from intensive support towards course curriculum renewal. Five schools took part in this initiative with a 5-week timeline to name, negotiate and support the development of BOLD enhancements to teaching, learning and assessment within each course. This course quality assurance project would not have been possible without the leadership from the Learning Designers, ADTQ and Course Coordinators (CC). The effective cross portfolio-directorate collaboration, documentation of course enhancements and impact on student engagement, were all positive outcomes. A brief thematic analysis of the detailed reports supported (n=24) showed significant improvements across the 5 [BOLD Learning and Teaching \(L&T\) Practice](#) domains, including the following:

Domain 1: Course organisation/information and learner support

- Improvements in the utilisation of the BOLD L&T Practices as a self-reflective and checklist tool that highlights best practice
- Improvement in course organisation, topic presentation, assessment submission (i.e., Turnitin Software) and scaffolding of learning
- Improvement in awareness of the learning support opportunities (i.e., Student Online Hub, Online Bootcamp) and staff professional development opportunities

Domain 2: Teacher presence, communication and facilitation

- Improvements in the structure, type and timing of teacher presence and communication
- Improvements in virtual classroom engagement, breakout room enabling and use of asynchronous and synchronous learning opportunities
- Improvements in the types of communication used to connect student learning between 'knowledge, skills and application of knowledge and skills'

Domain 3: Learning Resources

- Improvement in learning resources and update in copyright compliant course reading
- Improvement in resources used in face-to-face learning and teaching to online learning and teaching
- Refreshing resources for changing course structures including developing captioning with support from the Disability Liaison Unit (DLAU)

Domain 4: Learning Activities

- Improvement in student learning activities which are more interactive, prompt, linked with authentic assessment principles
- Improvements in weekly activities for students that increase engagement, sense of belonging and community of practice
- Improvements in learning activity instructions particularly engaging with virtual classroom opportunities (i.e., Adobe Connect support)

Domain 5: Student progress, assessment and feedback

- Improvements in marking guides, rubrics, assessment instructions, assessment types and implementation of grade book systems to facilitate tracking
- Improvements in effective and efficient feedback strategies and tools for staff and students
- Improvements in assessment design and submission for online learning environments

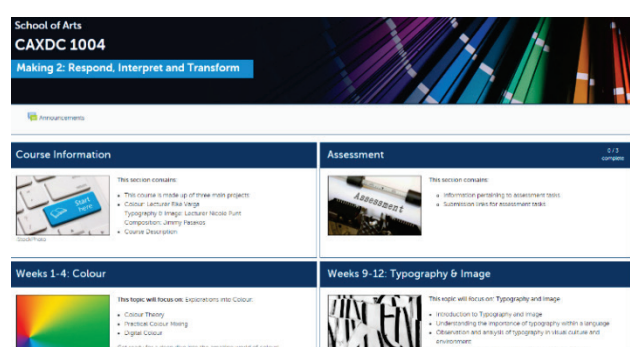
4.3 School Scope of Projects

4.3.1 School of Arts (SoA) Projects

The major projects that the Learning Designer has been involved in during Semester 2, 2020 include:

- **Convert courses to the new FedUni Course Template Look:** As part of preparing for Semester 2 2020 teaching delivery, the CLIPP Learning Designer prepared Semester 2 Master shells (See [Figure 2](#) and [Figure 3](#)) for roll over and implemented the fresh look Fed Uni Course Template across the school.

Figure 2 and Figure 3 Master Shell re-designs



- **Support for the Master in Social Work Qualifying [MSW(Q)] Re-Accreditation Project:** Extensive, high-level support was supplied for the MSW(Q) re-accreditation project in the form of benchmarking existing courses against the new ASWEAS standards; facilitating assessment, and program graduate attribute development workshops; and supplying input into the re-development of revised course outlines. Support in assessment design has also been provided by CLIPP Learning Skills Advisors and a Lecturer from the Academic Enhancement Team.

Due, in part, to increased workload and pressures resulting from COVID, the timelines for completing the accreditation work are extremely short. MSW(Q) program staff, led by coordinator Dr Tejaswini Patil, and supported by CLIPP, have put in massive efforts to ensure the program meets the reaccreditation requirements and deadlines.

- **Move to fully online for COVID-19:** Throughout the transition to fully online delivery due to COVID, support has been provided to the School of Arts in the form of one-on-one ad-hoc support, school workshops, video tutorials, how-to guides, and targeted learning design advice and development. Most courses were in an advantageous position to handle the transition as they already had fully online cohorts, however there were a couple of programs that had only been run in a fully face-to-face mode that needed more extensive support.
- **Development of blended delivery models to support moving back to on-campus in a blended way for Semester 1, 2021:** To further support student transition back onto campus and follow COVID-19 restrictions, the humanities and social science undergraduate programs will be following a mixed-mode delivery model of fortnightly on-campus tutorial, with students learning online in alternate weeks. To support this the Learning Designer developed a series of delivery models (see [Figure 4](#), [Figure 5](#) and [Figure 6](#)), supporting documentation and planning tools.

Figure 4: Model B: Large group with break out rooms

Week 1		Week 2	
Lecturer (Course co-ordinator)	On-campus (F2F) Tutorial – (Mt Helen)	Lecturer (Course co-ordinator) (preferably with <i>additional tutor</i> depending on number of students)	Online Tutorial (All cohorts) * Break out room – 1 Break out room – 2 Break out room – 3 Break out room – 4
(Tutor)	On-campus (F2F) Tutorial – (Berwick)		
(Tutor)	On-campus (F2F) Tutorial – (Churchill)		
Lecturer (Course co-ordinator)	On-line Tutorial – (Online cohort only)		

* Would recommend scheduling a longer time for the online session to allow sufficient time for break-out work.

Figure 5: Model C Students meet online in small groups (either cohort, tutorial or smaller project groups) without lecturer before coming to large all-cohort group

Week 1		Week 2	
Lecturer (Course co-ordinator)	On-campus (F2F) Tutorial – (Mt Helen)		Student led On-line Small group * discussion (Cohort/Tutorial/Project group)
(Tutor)	On-campus (F2F) Tutorial – (Berwick)		Student led On-line Small group discussion (Cohort/Tutorial/Project group)
(Tutor)	On-campus (F2F) Tutorial – (Churchill)		Student led On-line Small group discussion (Cohort/Tutorial/Project group)
Lecturer (Course co-ordinator)	On-line Tutorial – (Online cohort only)		Student led On-line Small group discussion (Cohort/Tutorial/Project group)
		Lecturer (Course co-ordinator)	Online Tutorial (All cohorts)

Figure 6: Model D Topic runs over 2 weeks

Topic 1			
Week 1		Week 2	
Lecturer (Course co-ordinator)	On-campus (F2F) Tutorial – (Mt Helen)		Asynchronous online activity (can be separated by cohort group if needed)
(Tutor)	On-campus (F2F) Tutorial – (Berwick)		
(Tutor)	On-campus (F2F) Tutorial – (Churchill)		
Lecturer (Course co-ordinator)	On-line Tutorial – (Online cohort only)		
		Lecturer (Course co-ordinator)	Online Tutorial (All cohorts)

4.3.2 School of Education (SoE) Projects

Learning Designers worked across a broad range of courses and programs within the School of Education, providing extensive individual support during the transition to teaching fully online, working closely with individual course teams to create interesting online activities and structure and deliver engaging virtual classes. Specific projects also included:

- **EAP Online Quiz Assessments:** Previously the English for Academic Purposes (EAP) program was delivered entirely on campus, with assessments including tests of reading comprehension, writing tasks, oral presentations and listening assessments to evaluate student's ability to understand spoken word being conducted manually on campus. These assessments have moved to a fully automated system using Moodle Quizzes to deliver listening tests with audio files and complex conditional release settings to allow alternative assessment quizzes for students who must sit a repeat assessment. These quizzes are not being rolled out for delivery by offshore partners.
- **School Resource Shell:** A Staff Moodle Shell was created for the School, which supplies comprehensive resources, useful guides, and information about teaching online and advice around how to use the online technology systems effectively and efficiently at Federation University. The Moodle Shell also functions as a collaborative space for staff to share interactive resources they have created and to foster a community of practice.
- **Virtual Exhibition:** Learning Designers worked with academic staff to create a Virtual Exhibition using Mahara ePortfolio. Extensive guidance and support documentation were provided to students by the Learning Design Team to allow students to use the newest feature of Mahara (working in small groups to create individual ePortfolio pages). Once the group projects were completed, these were combined into a single space to showcase the work of the student enterprise collaborations. A secure URL enabled sharing of the Virtual Exhibition with internal and external stakeholders.
- **Practical Activity Development:** The Learning Designers also supplied extensive consultation and advice to staff within the Outdoor Education and Health and Physical Education programs around online delivery using video and virtual classrooms to show, practice and evaluate skills-based aspects of the courses.

4.3.3 Federation Business School (FBS) Projects

The program and course learning design projects within the Federation Business School in Semester 2, 2020 included:

- **MBA (EL):** The Master of Business Administration – Experiential Learning (Mt Helen & Gippsland) – has continued to run over 2020. During this period, an added 4 courses (Mt Helen) have been developed from scratch using an experiential model of design, pedagogy, and delivery. Each course has needed intensive support from the FBS Learning Designer. In addition to this, 3 courses have been re-designed to align with the introduction of a new Gippsland cohort (75+ students). The support offered for both cohorts 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 these features within specific Moodle shells. This intensive support has been a key part of ensuring a high-quality continuation of learning for our MBA students during the COVID19 restrictions on teaching.
- **Online Assessment delivery:** The FBS Learning Designers were asked by the Discipline Leader for Commerce to help design an alternative end of semester assessment using the functionality of Moodle that ensured compliance with accreditation bodies and could be developed by academics with minimal support. Within these requirements, the Learning Designers developed a prototype that utilised the Moodle quiz function but did not demand staff set up question banks and other technical aspects. Learning Designers also developed a range of 'how-to' documents which walked staff through the process and included clear student instructions. For Semester 1, this format was used by 27 courses within the Business School with minimal technical issues. The format was utilised again in Semester 2 with 36 courses now involved. Learning Designers collaborated with the Exams Office in Semester 2 to ensure accuracy of scheduling information and assessment delivery across Federation and partner locations.
- **Online Oral Assessment Trial:** Online oral assessments were trialled in 4 courses in Semester 2 with Learning Designers aiding in their delivery using a combination of available platforms. Course Coordinators needed to meet students virtually, to discuss a set of randomly distributed questions. MS Bookings allowed the ability for students to self-book into pre-determined blocks of time within the Course Coordinator's

calendar and receive a MS Teams meeting link in an automatic confirmation email. Qualtrics was used for each course to supply a new allocation of questions for each student assessment, and electronic rubrics within Moodle were setup to streamline marking. Early feedback from staff suggests that they were happy with the format and looking to continue in 2021.

- **Course Review Project:** 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 final report was presented to the Dean and ADTQ on the 8th September 2020. This report had an analysis of staff survey results around their professional development, willingness to teach using new pedagogies and future areas of development. The report also encompassed a Moodle shell heat map against the BOLD L&T Practices, identifying key areas for enhancement at an individual course level, discipline level and program level. The heat map data contributed to:
 - Naming 5 courses for participation in the Course Enhancement Project
 - Targeting PD for staff in key areas across discipline groups and programs
 - Planning for whole school PD on key teaching and learning issues
 - Highlighting what has been done well across the school, as well as areas for improvement

The Moodle heat mapping is currently underway for Semester 2 shells to chart progression and identify areas for enhancement in 2021. Some areas that are being targeted for enhancement for 2021 include the usage of publisher/third-party teaching material, readings and resources copyright compliance, and assessment rubrics.

4.3.4 School of Health (SoH) Projects

This semester the school of Health launched multiple projects to be driven by the school Learning Designer. Many of these projects were in preparation for a slate of new courses and program offerings in 2021. To manage the workload, an added Learning Designer joined the school in September to take on key projects. Projects include the following:

- Development of a **new School of Health Moodle** site, promoting a community of practice, providing staff with learning resources, access to learning and teaching guides, policies, and professional development.
- Following **re accreditation** in the nursing discipline, the Learning Designer facilitated the process for staff to self-review and audit existing learning resources. This was followed up with school-based training for staff to design and develop digital resources and activities, to help transition content for online delivery.
- Design and development of a **new Moodle template** to encourage consistent design and teaching practice and to accommodate online teaching. Extensive training and support were provided to teaching teams and individuals to manage this transition.
- Creation of a **new Moodle Essentials** check list for staff to pulse check course readiness.
- Development of case study videos, interactive resources, and activities for a **digital narrative project**. This project requires digital resource development for two new master level courses and is ongoing into 2021.
- Extensive advice and support for newly commencing staff to **support the development of courses** in the new Bachelor of Physiotherapy, Occupational Therapy and new 2021 Masters streams.
- **Course Enhancement Project:** School of Health course enhancement project focused on 5 courses over a 5-week period. The school Learning Designer worked with course coordinators to name, negotiate and support the development of BOLD enhancements to teaching, learning and assessment within each course. All courses required significant support from the Learning Designer to develop and re development resources and learning activities and supply intensive PD support to teaching teams in the use of learning tools and synchronous learning technologies. Added aid was provided by a Learning Skills Advisor and the Learning and Teaching Technology Support Team.

4.3.5 School of Science, Psychology and Sports (SoSciPS) Projects

While addressing the massive increase in ad hoc support needs from the rapid shift to fully online delivery, we have successfully supported several emerging and ongoing projects this semester:

- **SciPS Staff PD Resources Shell:** The volume and scope of support resources created this year to support staff with all aspects of fully online delivery and assessment increased massively. For efficient access and organisation, a separate 'Staff PD Resources' Moodle shell was created, with sections dedicated to different elements. This also housed the virtual classroom, making it readily accessible for all school staff to take part in the live PD workshops run this semester and/or watch the recordings.
- **Exam Creation Support:** Additional support for staff under workload stress was requested by the School in October. The Learning Designer liaised with these staff to adapt questions for the online format where needed. The CLIPP Administrative Officer was also seconded and trained to input these questions into Moodle.
- **Priority Course Coordinator Support - Continuing focused support:** The school support team was able to continue the focused support for staff delivering several courses, domestic and partner, identified as in need by the School. BOLD Learning and Teaching Technology Support Team members and Learning Skills Advisers all made excellent contributions to the effectiveness of this focused support.
- **International Sport Management Program Development:** The seconded BOLD Learning Designer, facilitated great progress toward delivery of this degree to a wholly online, international, and domestic cohort in 2021. Key collaborations are noted below:
 - **Student Support Teams:** Student support teams across the University engaged with workshops ran by Michel Ryan, Business Analyst, to name all support services that exist and refine which of these will be available to this unique cohort. Support service teams were generous with their time in clarifying the services available, and we look forward to creating resources that can be shared across the University for staff and student reference.
 - **CLIPP:** This project supplied collaborative opportunities between the project Learning Designer, and Learning Skills Advisor, in scaffolding assessment tasks and learning activities in relation to academic, digital, and groupwork skills across the program. With the support of the library, LSA and SASS teams, needed student support for orientation and assessment tasks have been named, and resources created and changed as needed.

4.3.6 School of Engineering, Information Technology and Physical Sciences (SoEITPS) Projects

This semester has seen the progression of several major projects within the School of Engineering, Information Technology and Physical Sciences through the joint efforts of the school Learning Designer, Learning Skills Advisors, Learning and Teaching Technology Team, Digital Production Team and with the employment of another Learning Designer at a halftime fraction. These projects also saw ability utilised from the Library Liaison staff, Copyright team, ITS, and the school's Plagiarism Officer.

- **Master Template Project:** This ambitious project of creating and implementing a consistent course structure across the entire school, was first started in 2019 and was designed to cater for ease of use by the students and staff, whilst also aligning to the University's strategic goals and priorities such as increasing student engagement, retention, and success. This important project for the school is nearing its completion with the dedicated aid from the employment of an extra part-time Learning Designer. Over 150 course shells have been completed with 78 still awaiting transformation.
- **Course Enhancement Project:** The master template implementation also played a large part in the Course Enhancement Project at the beginning of Semester 2. Having already named a program requiring enhancement, the School Support Team completely transformed five live courses within a matter of a few weeks. The speed that this occurred was due to the knowledge and identification that had already taken place serendipitously before the project was announced.
- **New Program Development:** During Semester 2 (2020), there were 5 new programs underway and an added 3 programs in the development phase. Along with new programs comes new courses, all of which benefit from being able to use the master template as their starting point for development with features such

as assessment progress and course progress tracking as in-built feature to support both students and lecturers. The aid from the copyright team, Library Liaison and Learning Skills Advisors have been invaluable as we have had the opportunity to offer valuable feedback right at the conception stage of the program, circumventing potential future issues and reducing future workloads on staff.

- **New Academic Staff Support:** Several new staff have begun with the university to deliver the new programs. Delivering online induction processes was challenging yet rewarding. The academic staff have been helped through group PD sessions as well as individual support as needed. The new staff have been very appreciative of the support even though it has all been online.

4.4 Just-in-time Learning Designer Support

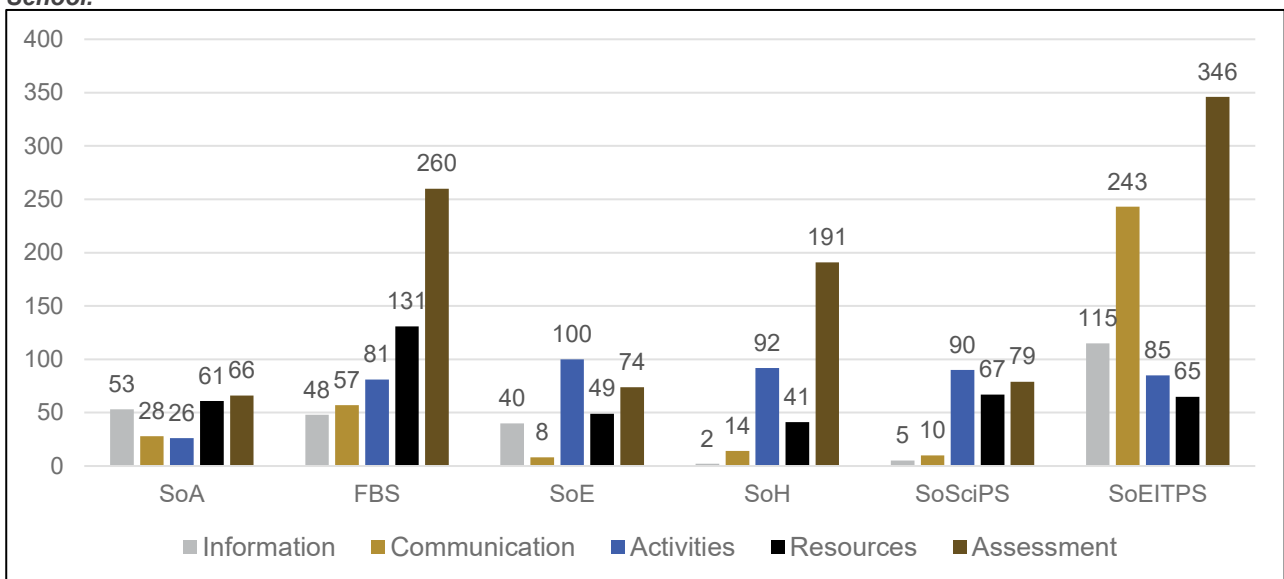
Just-in-time support is delivered to individuals or in small group settings and often focuses on one or more key areas aligned with the BOLD Learning and Teaching Practices. (See [Table 12](#), [Graph 3](#), [Graph 4](#) and [Graph 5](#)).

Table 12: Individual or small group just-in-time support (July 2020 – November 2020)

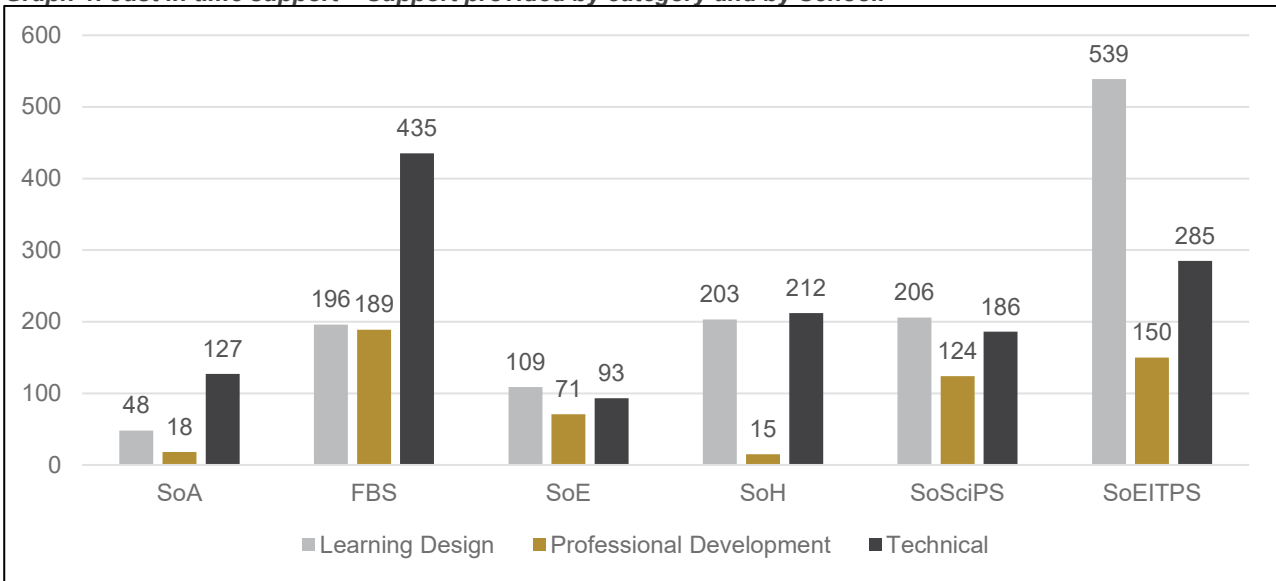
School	Instances of support provided
School of Arts	157
Federation Business School	600
School of Education	210
School of Health	541
School of Science, Psychology and Sports	294
School of Engineering, Information Technology and Physical Sciences	556

This semester has seen a large growth in staff seeking support for activities related to assessments and online learning activities. See [Graph 3](#).

Graph 3: Just in time support – BOLD Learning and Teaching Practices. Support provided by focus area and by School.

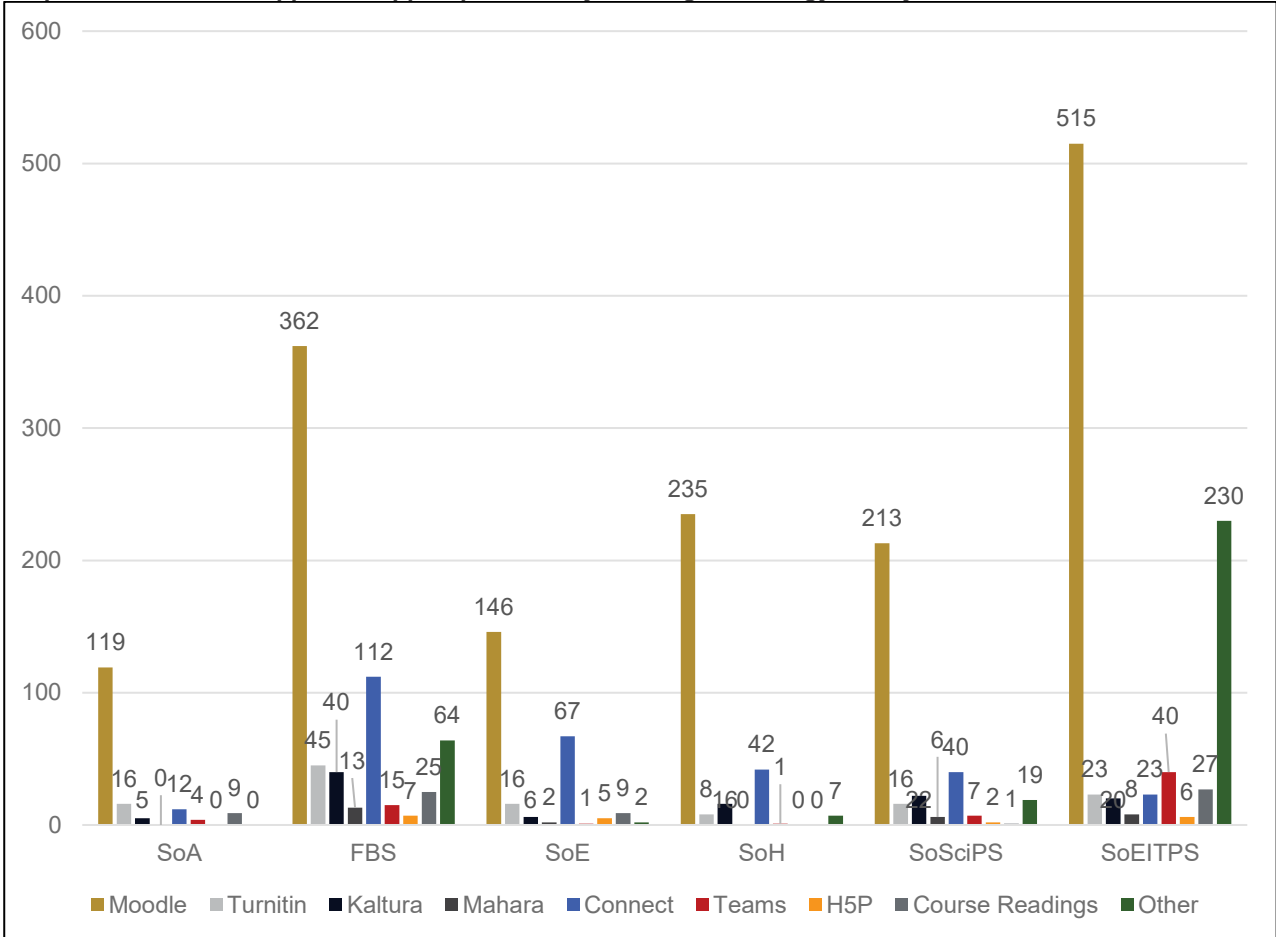


Graph 4: Just in time support – Support provided by category and by School.



Aside from Moodle, the other major systems that Learning Designers provided support for (see [Graph 5](#)) were Kaltura (pre-recorded lectures), Adobe Connect (Virtual Classes) and Other systems such as Course Readings and copyright compliance system.

Graph 5: Just in time support – support provided by learning technology and by School.



5. Learning and Teaching Technology Support (LTTs)

The year 2020 was difficult and demanding. What began as a typical academic year, rapidly changed due to the COVID-19 pandemic resulting in the University pivoting into a fully online delivery model. Whilst Federation University has had some success with online and blended delivery in the past, the arrival of COVID and associated lockdown period of Victoria meant a fresh look into current practice. This new working environment was stressful however also allowed a fantastic opportunity to spruik the benefits of greater technological engagement for staff and students. Except for video-based technologies, our Learning and Teaching Technologies have served us remarkably well, with some passing extremely impressive milestones, and others obtaining long deserved upgrades. Overall, our learning technologies are shaping up to supply an even better experience for the coming year.

The downside to greater technology engagement has been the increase in required support aligned with resourcing. The LTTs staff often experienced challenging workloads and unfortunately unavoidable support wait times. This has meant that the team had to become extensively focused on the just-in-time support side of their role, and less on the training and development part. Whilst they performed well, this has been a challenging time, particularly for testing and documenting system enhancements and upgrades. Some relief was provided with added staffing supported by the Academic Portfolio. The team continues to monitor resourcing into 2021.

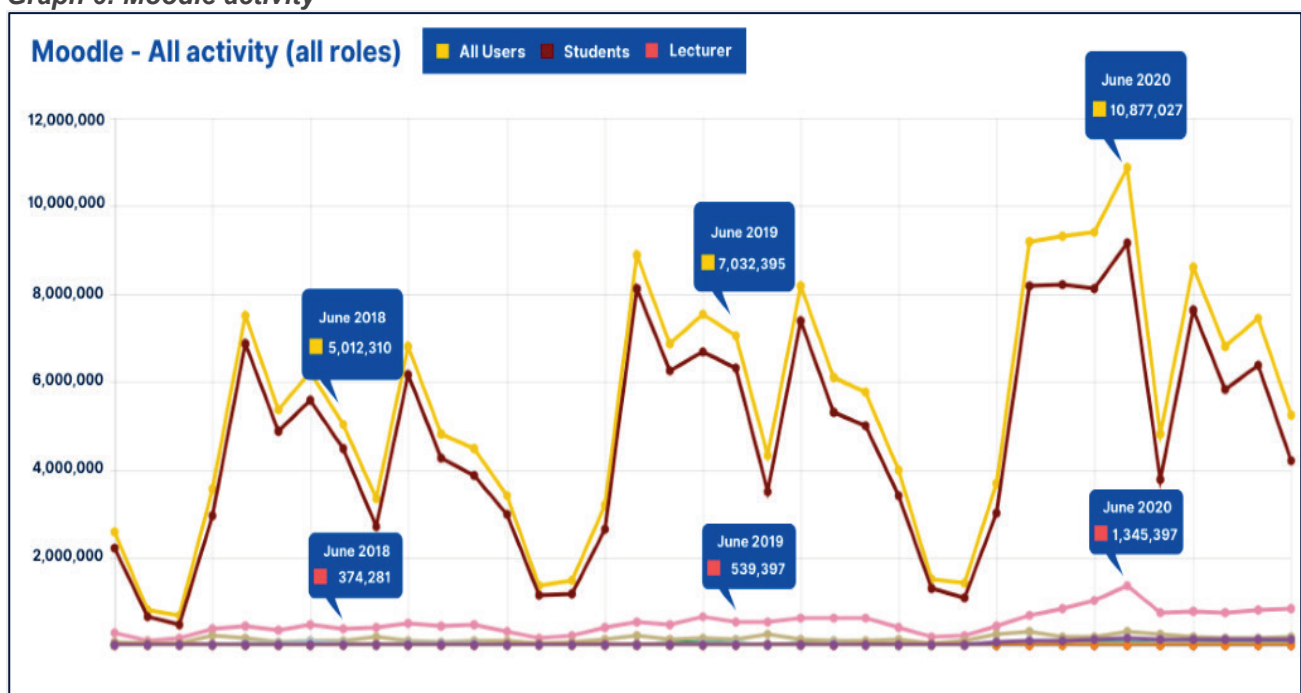
It has also been a big year for our digital designers. Both graphical work and video have been in huge demand this year. Video has been a huge favourite of many across the University, including our new Vice-Chancellor and President, Professor Duncan Bentley. The team have recorded, produced, and distributed many videos, as well as supplying advice and aid to many others around self-produced recordings. As new branding made its way across the University, many documents, presentations, and graphics have needed a refresh on top of the increased request for content creation.

5.1 Learning Technology Applications

5.1.1 Moodle

Moodle is again a solid foundation behind Federation University's online learning experience. This year, the Moodle record for most site hits in a single month was broken in June 2020 with 10,877,027 interactions in June 2020. This figure stands for an increase of 54.6% on the same period last year. Every month of 2020 has seen substantial growth in the number of interactions with Moodle. Notably, the staff usage has also increased during 2020 with June posting site hits of 1,345,397 more than double the previous year. (See [Graph 6](#) for Moodle Activity).

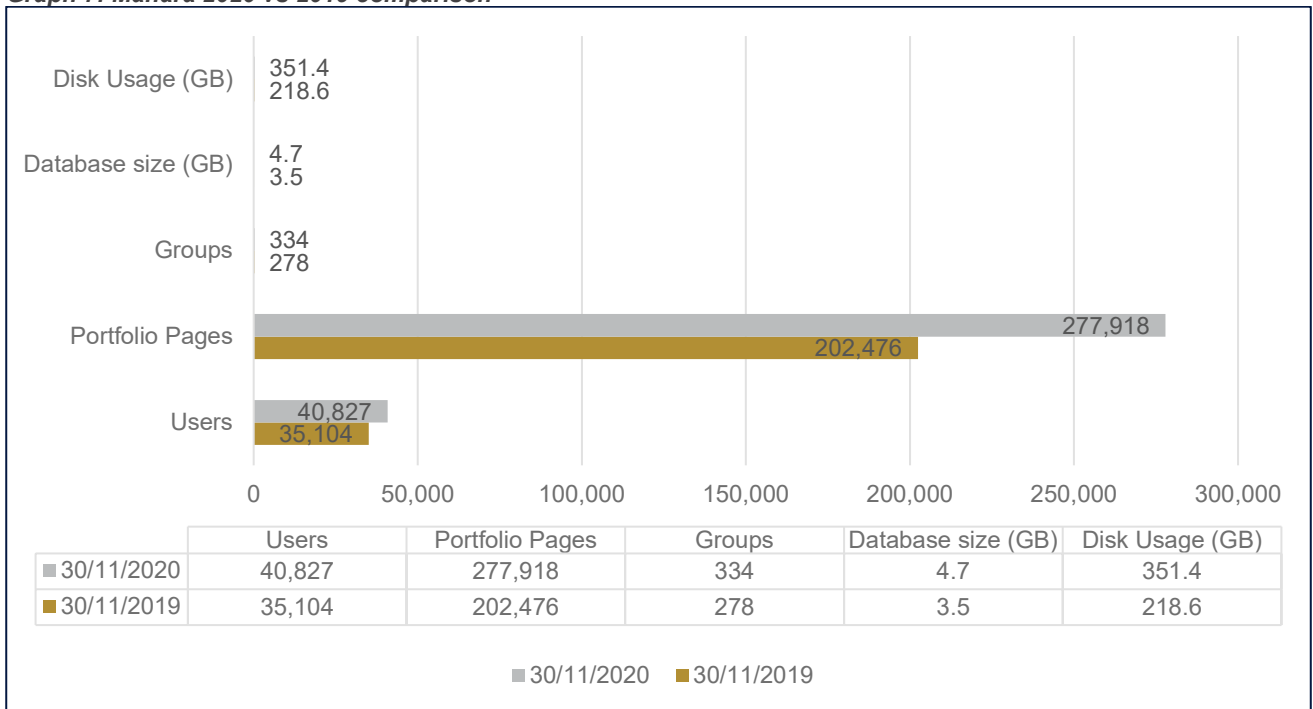
Graph 6: Moodle activity



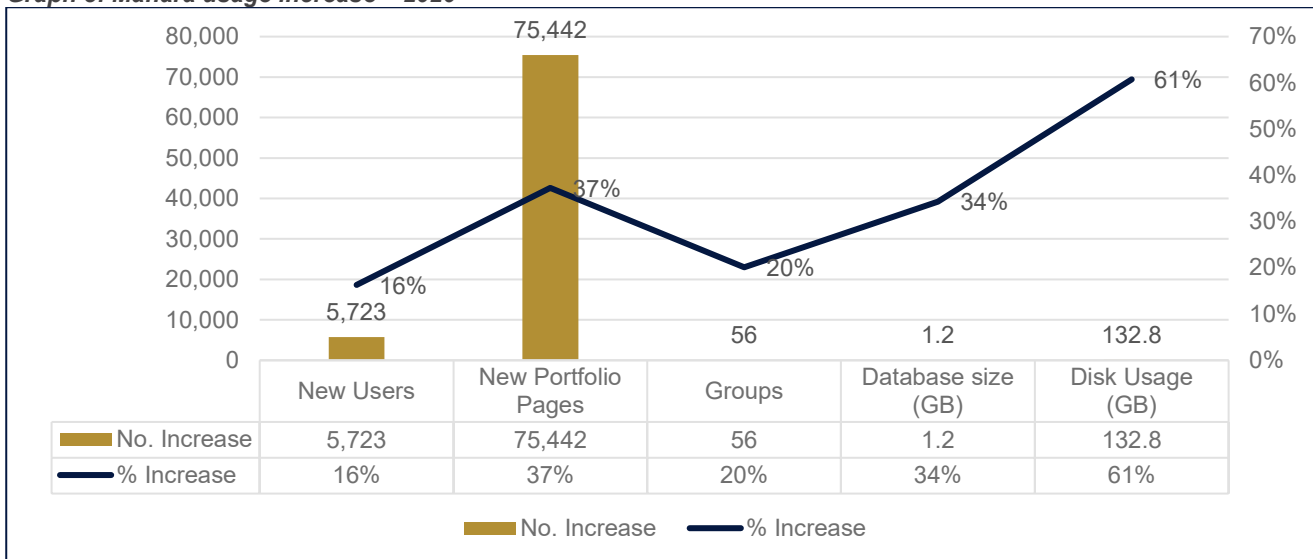
5.1.2 Mahara

The latest statistics on Mahara have revealed a steady increase in overall users, with 5,723 new users from November 2019 until November 2020 (see [Graph 7](#) and [Graph 8](#)). With this comes a substantial increase of 37% in the creation of new portfolio pages. This growth has also had a significant flow on effect on the storage disk usage with a surge of 61% (see [Graph 8](#)), The current version of Mahara in use is 17.10 which was implemented in 2017. It is with eager anticipation that we welcome the upgrade of Mahara (v.20.10) that will be deployed in early 2021. The LTTTS team are currently completing the user acceptance testing and creating a document for users on what has changed between versions. Mahara 20.10 is visually more appealing, user friendly and has many great new features.

Graph 7: Mahara 2020 vs 2019 comparison



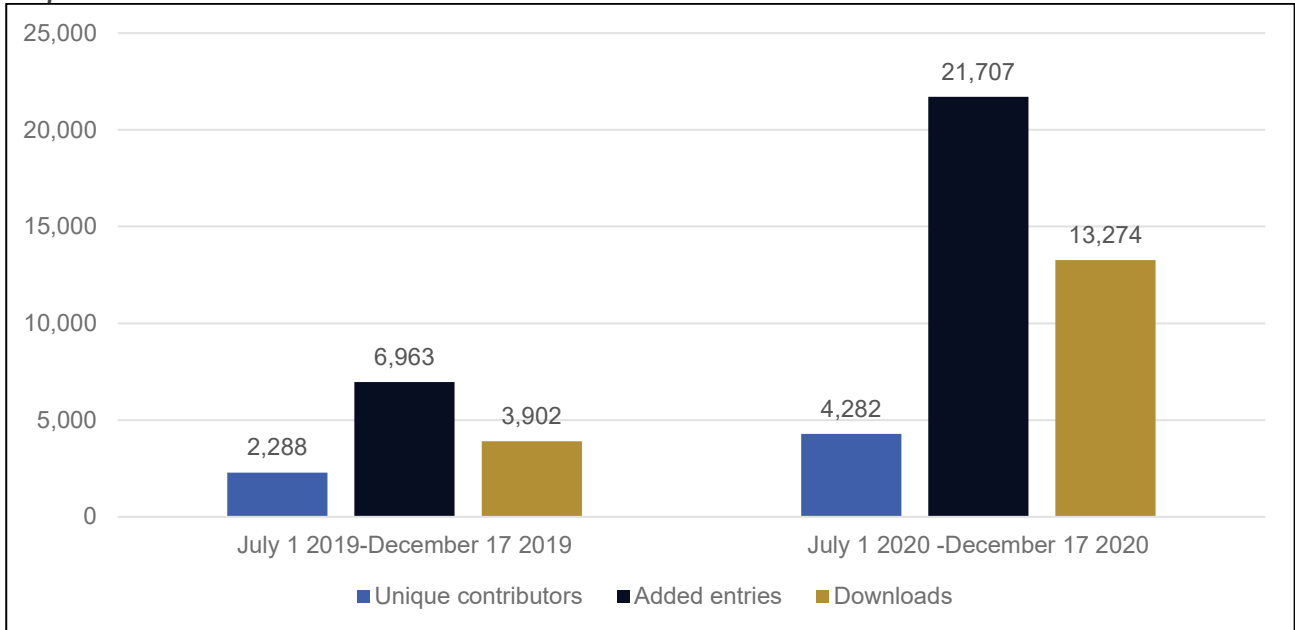
Graph 8: Mahara usage increase – 2020



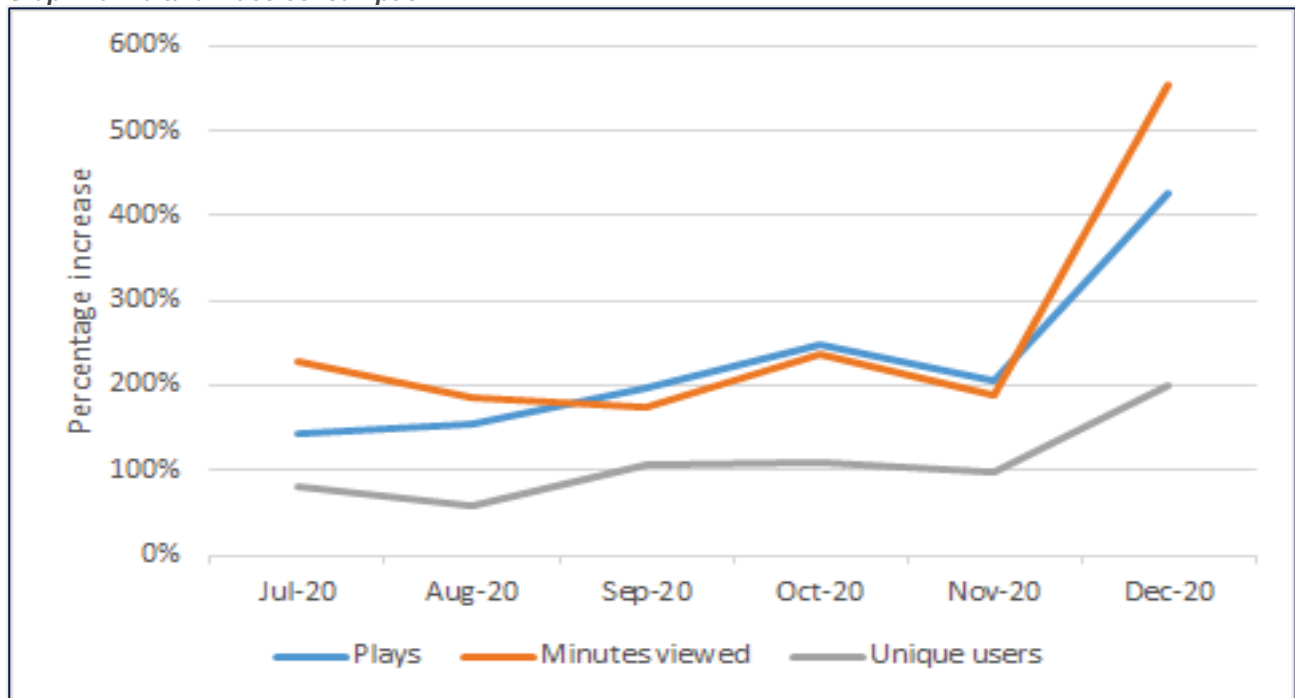
5.1.3 Kaltura

With the pivot to fully online learning, Kaltura has been an important part of the transition. This year staff have embraced video resources as a way of engaging students (See [Graph 9](#) and [Graph 10](#)). We have also seen an increase in student contributions as part of group assessments. This has been in response to staff innovating the traditional face to face group presentation. The added content created has been received favourably by students with the number of students engaging, and the time spent viewing and reviewing content surging especially around assessment periods. (see [Graph 10](#)).

Graph 9: Kaltura video contributions – 2020



Graph 10: Kaltura video consumption



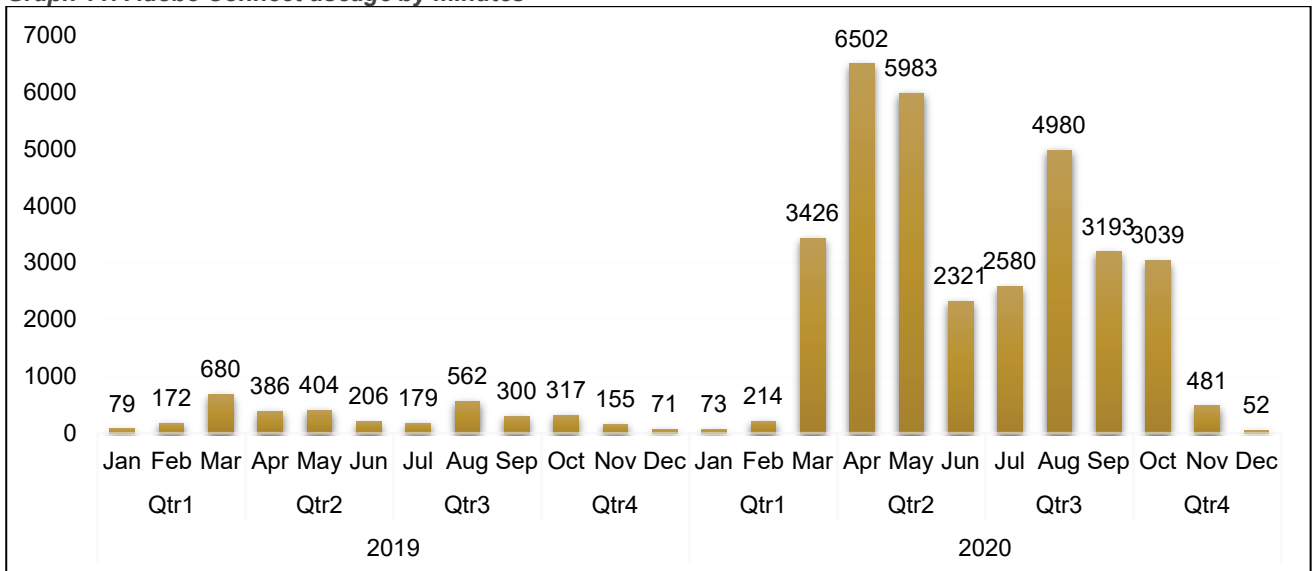
5.1.4 Adobe Connect

This year has seen a tremendous increase to both usage and engagement from staff and students due to the conditions brought on by COVID-19. The affect has been a forced to transition away from traditional face to face classes to online through virtual classroom technologies, primarily Adobe Connect.

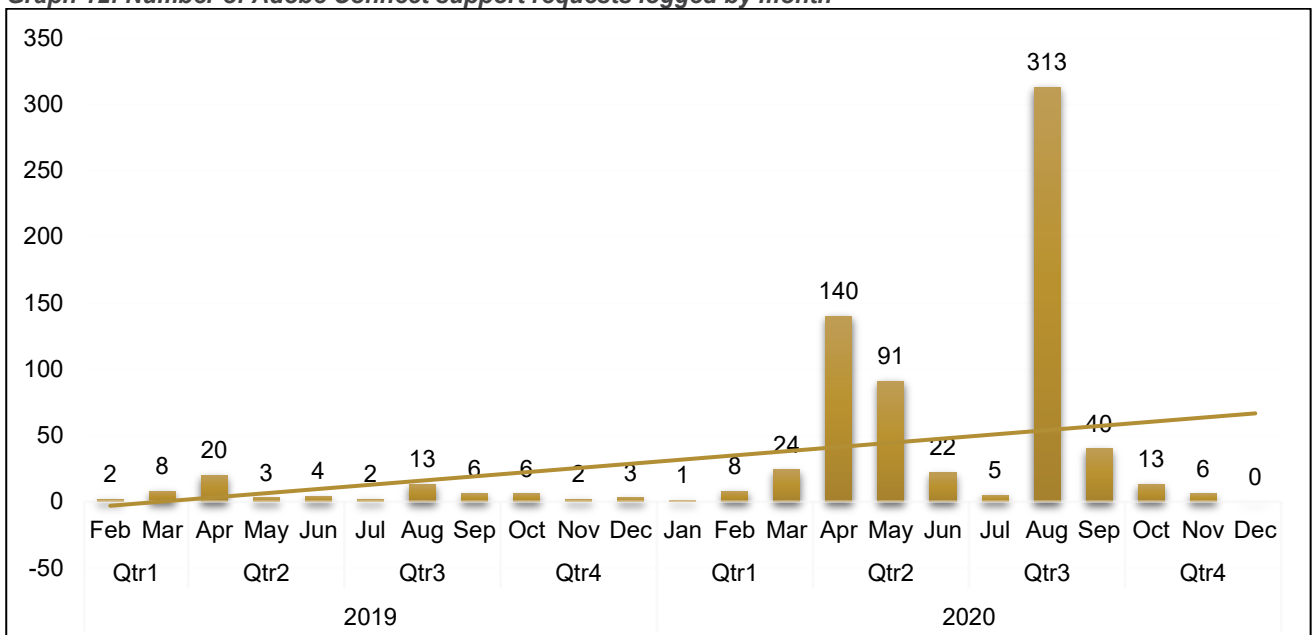
The statistics show a significant increase of classes being conducted via Adobe Connect and with good attendance from students. (see [Graph 11](#)). However, the downside to this increased usage appeared when the technology became overwhelmed by the sudden demand. This resulted in a large peak period during both April and August where support requests came in from staff requesting training as well as configuration support. (see [Graph 12](#))

On the student side, requests for basic troubleshooting and general information flooded the job queue for both April and August. Key professional development being provided by CLIPP in the configuration and use of Adobe Connect has resulted in requests dramatically dropping as staff became self-empowered to support students directly in classroom use.

Graph 11: Adobe Connect useage by minutes



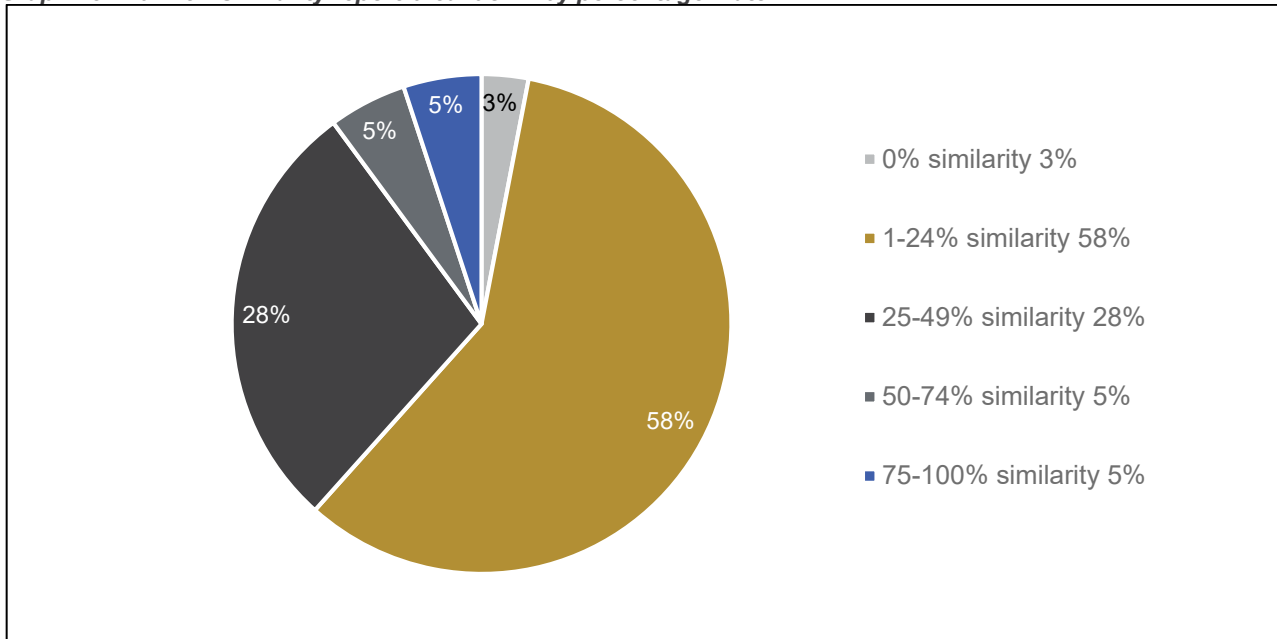
Graph 12: Number of Adobe Connect support requests logged by month



5.1.5 Turnitin

The increased focus on Academic Integrity this year has resulted in much higher levels of Turnitin (TII) use for 2020. The number of reports generated this year were up 30% on last year. Close to 90,000 reports were generated in the period ending December 1, 2020. Of those reports, the vast majority contained between 1-24% match (see [Graph 13](#)). A typical, well referenced paper, with a balanced set of quotations falls within this range. It is important to recognise though, whilst the percentage can be an indicator quality, it is not a sign of plagiarism. A poorly written paper, with a sizeable proportion of quoted text, is not problematic from an academic integrity point of view, if those quotes are correctly referenced.

Graph 13 : Turnitin similarity report breakdown by percentage match



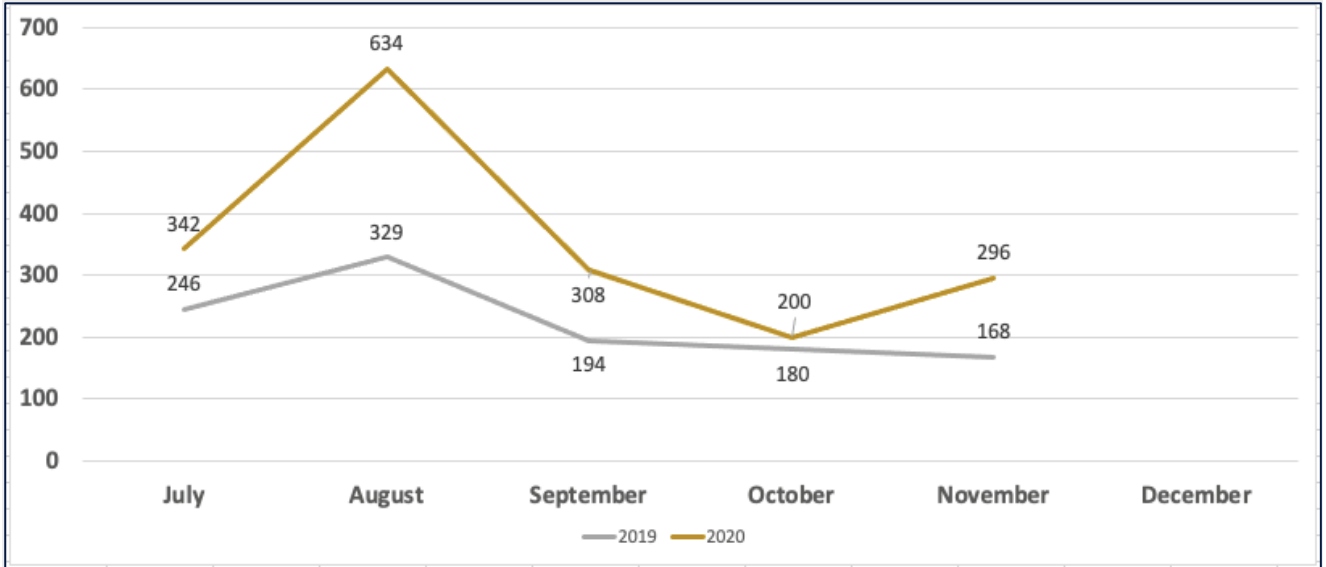
5.2 Just In Time Support

5.2.1 Service Now:

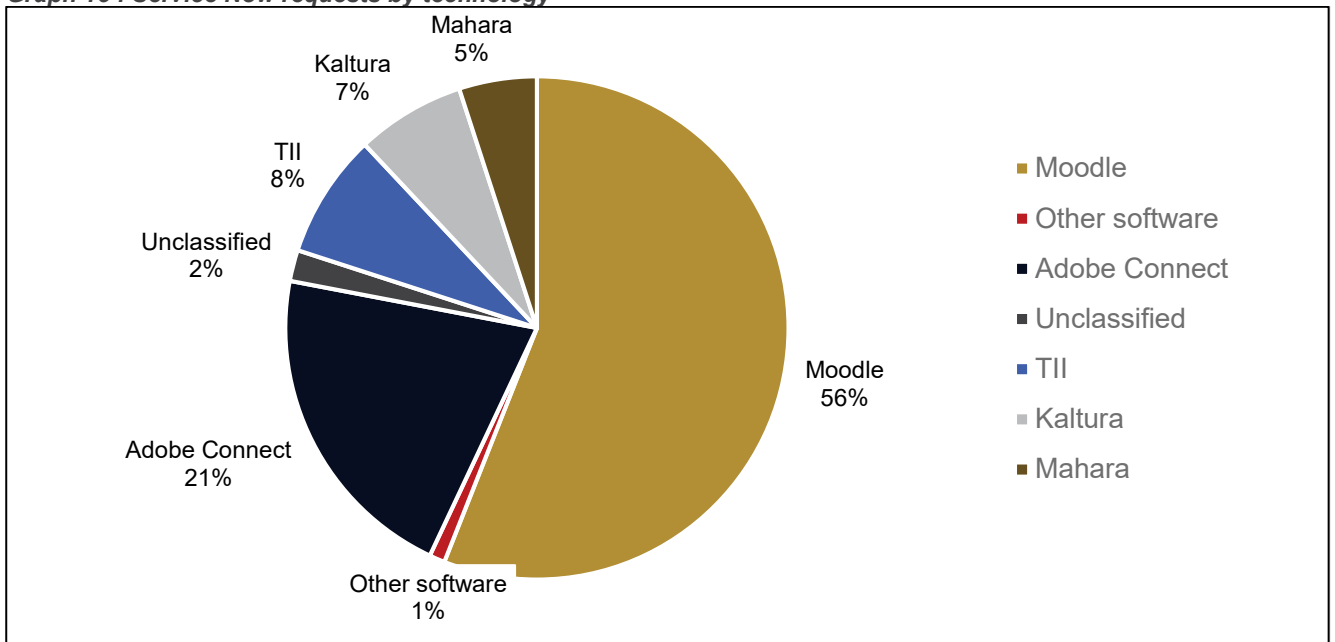
The second half of the year continued to be a busy one for 'just in time support.' After working tirelessly with vendors and upgrading our virtual classroom software to ensure improved performance for Semester 2, it was disappointing that the system still experienced service degradation when classes returned. This resulted in a sharp spike in requests for aid all through August as both students and staff struggled with the technology.

September/October saw requests reduce as the Virtual Classroom Vendors were able to stabilise their system. With Exams moving to online modes, the requests increased again though November, both students and staff logged requests for aid around exams and the team were kept busy ensuring issues were resolved promptly and keeping pace with the exam timetable. There is a year-on-year increase in support requests as more of the University embraces BOLD delivery, the pandemic ensured this increase was quite pronounced in 2020 and is represented in [Graphs 14](#) and [Graph 15](#).

Graph 14 : Service Now requests for assistance.



Graph 15 : Service Now requests by technology



5.3 Engagement with University Learning and Teaching Strategic Discussions

Part of the role of the LTTS team is to support and guide the University with feedback and advice around the needs and choice of technology enhancements in the Learning and Teaching space. On top of the yearly work around the upgrades and extensions of existing mainstay technology like the learning management system (LMS), the LTTS team takes part in various forums and working groups. In 2020, LTTS team have been engaged with stakeholders in the following areas.

5.3.1 Online Exam Support

Whilst Federation University has been exploring the idea of technology enhanced assessment, whereby industry standard tools are used as part of assessment, the requirement for large scale, off-campus assessment was not a high priority until the outbreak of COVID-19. With no existing technology, the University was forced to change assessment and deliver quizzes and assignments that were focused around open-book methodologies. However, due to the requirements of various registrational bodies, this could only ever be a temporary solution.

A working party was then set up to name and implement a remote proctoring system that would provide the University with added options for remote assessment. The LTTS team has been actively engaged in this process, reviewing the candidate options, testing integrations and briefing staff. Whilst this project has not yet reached pilot stage, a suitable technology has been selected and live testing of online assessments is set to take place in the first half of 2021.

5.3.2 Virtual Classroom Technology

Like many areas of the University, COVID-19 had exposed shortfalls in existing delivery models as a rapid shift to online learning became mandatory. Our existing virtual meeting spaces, Skype for Business and Adobe Connect were tested during the first half of the year, and initiatives were put in place to alleviate some of the challenges. Adobe Connect, a solid virtual classroom tool came to prominence during the Flash based-era of internet technologies. However, the University began to quickly experience issues with Adobe Connect, first with limited purchased bandwidth, and then later with deficiencies within the HTML5 client of the classroom software itself. After working with the vendor, the LTTS team and ITS were able to resolve most of these issues, through better infrastructure and a move to force App access to the classrooms, but more needs to be done. Skype was quickly replaced with Microsoft Teams, which has improved the video conferencing abilities of the University, however, neither Adobe Connect nor Microsoft Teams is currently supplying a perfect end-to-end solution. The LTTS team is part of a project group further exploring suitable resolution to this problem and future options for a positive user experience.

5.3.3 Academic Integrity

A big focus of the University in 2020 was the introduction of more effective academic integrity awareness. With a module already in existence (Academic Integrity Module – AIM), there have been some discussions about making training and assessment of academic integrity compulsory. The LTTS team has been working with ITS to investigate a method of not only supplying the training and reporting, but also working to enforce compliance. Following the lead of other Universities in Australia, the current plans involve a 3-split approach: 1. Constant reminders; 2. Recognition badging, and 3. Prevention of access to either assignments or results. The topic has also been discussed at the University Learning and Teaching Committee about the best approach into the future. Work continues on this item into 2021, with a hopeful resolution by Semester 1.

5.3.4 Discretionary extensions

One area that the University needs to constantly monitor is the way our students engage with us. It is all too easy to make assumptions around technology use based on selected cohorts, and this only heightens the challenges for those students who do not work in a standard way. During COVID-19, many students who had chosen to study face-to-face were driven online without the necessary technology to succeed. To complicate matters, practices that had remained untouched, such as requesting special consideration and discretionary assignment extensions. Up until now, these processes required paper based, or scanned documents to function. ITS have recently completed development and the LTTS team have worked with representatives from the University Learning and Teaching Committee and to implement and promote this within Moodle for the summer semester.

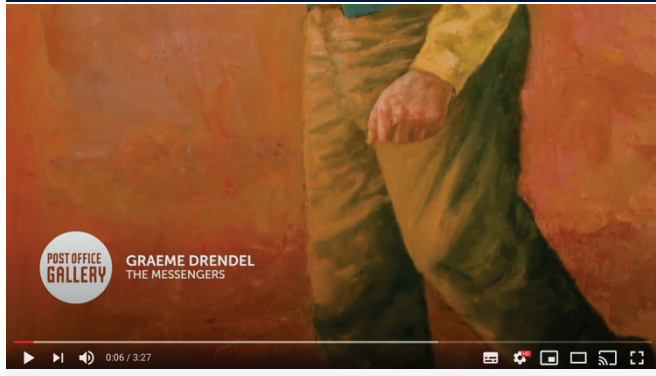
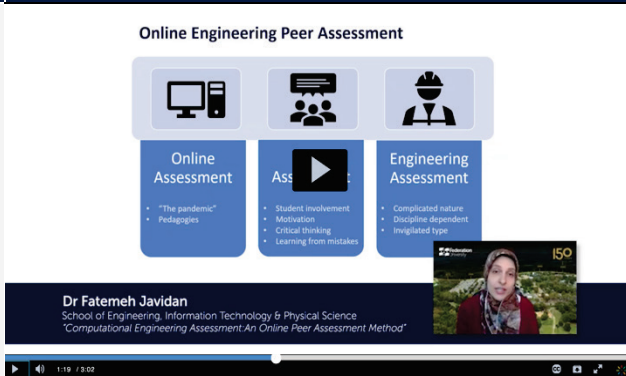
5.3.5 Connected Classroom Enhanced Learning

With campuses distributed across Australia, it is difficult to supply equity and opportunity of the same level to all Federation University students regardless of location. In 2018, a project was set up to allow students to access a similar range of courses and programs using remotely connected, on campus classrooms. Facilitators on remote campuses could then aid students under the instruction of an expert lecturer beaming in from their home campus. This not only allows for greater flexibility of courses, but also reduces the need for extensive travel. The LTTS team continues to be part of the project team who are exploring facility and technology upgrades, increased academic capability initiatives and new innovative pedagogy suited to the initiative.


5.4 Learning Content Development

[CLIPP's Digital Production team](#) supplies 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

Short exhibition documentary	L&T Showcase 2020 showreel
	
<p>Early in the second wave of COVID19, only a small audience managed to visit Graeme Drendel's superb exhibition at the Post Office Gallery before it was prematurely closed due to lockdown. We were approached to share the exhibition online via a short video documentary. Graeme's thoughts were captured alongside vision of the gallery space, all set to a moving musical score composed by Dr Rick Chew, Director Arts Academy.</p> <p>Watch video: https://youtu.be/l4vieLoCSsk</p>	<p>After a successful 2020 Learning and Teaching Showcase in early November, a 3 min highlight reel was cut together for the Vice Chancellor Forum using Teams footage from the virtual event. Despite a low framerate and image quality the video polished up quite well by applying a few handy post-production tricks and techniques!</p> <p>Watch video: https://fedflix.federation.edu.au/media/1_6rs5af67</p>

Providing continuity with video



2020 was a unique year for digital production with many work requests arriving from outside the usual learning and teaching sphere. By providing production support to a range of events and celebrations that would normally occur face-to-face, the University was able to achieve a level of continuity and improved student experience during the lockdown period by going online with virtual orientations, graduation acknowledgments, alumni events, Graduate Research School yearbooks, lab sessions, art exhibitions, podcasts and more.

July – December 2020 Statistics

520 jobs have been completed by Jaimee Westin and Eammon Jones from July – December 2020

Do you have an idea? Get in contact...

We are happy to discuss new resource or project ideas with staff. [Our process](#) and [Service Agreement](#) can be found on [our website](#)

**NEW SERVICE AVAILABLE
In-house Digital narratives / Mixed media videos**

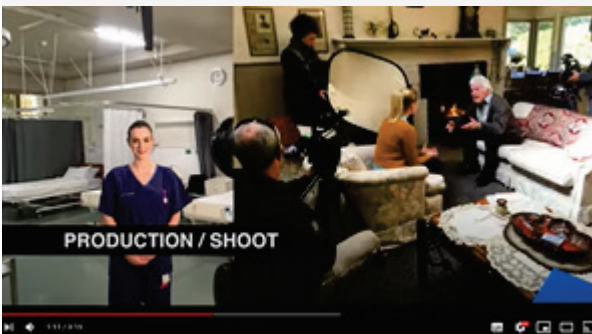
We are excited to announce the Digital Production team can now facilitate small-to-medium scale digital narrative collaborations.

This significantly reduces the cost to the academic/project team as an expanded range of production services can now be offered directly in-house.

*** NEW - The 'Staff eLearning Hub' has been re-developed. Now 'Learning Technologies Hub'**

The 'eLearning Hub' has now been updated, and re-built within Moodle. It's new name is "**Learning Technologies Hub**".

All Learning and Teaching technology how-to support will now housed within this shell within appropriate topics. The shell will be live on 2nd February 2021.



Centre for Learning Innovation and Professional Practice

Learning Technologies Hub

View some of our favourite support links:

- WHAT'S NEW IN MOODLE
- SETTING UP MAHARA
- EXPLORE HSP FEATURES
- SETTING UP ADOBE CONNECT
- PRODUCING KALURA VIDEOS

**CLIPP Lounge Virtual Tour
Hotspot Custom Design**

A 360-degree virtual tour of the functions within the CLIPP team. This is a fantastic demonstration of a custom designed interactive hotspot activity. Each hotspot pops up with a custom image in a new window.



WAoS H5P Activity – Image Hotspots

This was a custom designed image to support interactive learning within a Moodle H5P activity.



6. Student Academic and Study Support (SASS)

The following six integrated programs in the Student Academic and Study Support (SASS) area seek to enhance the skills of students at all stages of transition throughout their undergraduate experience and beyond:

1. FedReady study preparation program
2. Mentor Program
3. Peer Assisted Study Sessions (PASS)
4. Academic Study and Knowledge Service (ASK)
5. Studiosity
6. Learning Skills Advisors (LSAs)

6.1 FedReady

FedReady (FR) Online and Face-to-face programs have been facilitating student transition to the tertiary academic environment since 2012. In response to COVID19 restrictions at the start of Semester 2, 2020, however, the program was offered exclusively in the online mode. To ensure maximum coverage, FedReady Online (FRO) was converted from an opt-in course to an opt-out course, so that all commencing Federation University Australia students were enrolled in FRO.

This report documents curriculum, promotion, registration, participation, and feedback processes relating to Semester 2, FedReady 2020. Notable aspects are listed below:

- In Semester 2, there were 382 students enrolled in the two week course. This is a substantial increase from 142 students enrolled in FRO in Semester 2, 2019.
- Participation rates in the opt-out mode of FRO were like previous years when it was an opt-in enrolment process.
- Program evaluation showed student satisfaction with the FRO content and mode of delivery.

Major changes were made to the curriculum of FRO for Semester 2, 2020 delivery. Learning Skills Advisors were each delegated two topics/modules to review and redevelop. While this process resulted in greater interactivity in resource design using H5P software, consistency in overall design format and layout suffered.

A major success was the increase in forum activity resulting from the creation of topic-specific discussion forums that were open to all participants. In Semester 2, 2019, only one single discussion forum was set up for each sub-group, which dispersed interest and limited dynamic interaction.

Due to the opt-out enrolment method this semester and associated impacts of the pandemic, it was predicted that engagement in the course would be lower than usual; however, data collected through Moodle showed that engagement rates were similar to previous iterations of FRO.

Of the 382 students still enrolled in FRO at its end date, 344 engaged with the course. This is an engagement of 90.1%, showing that the opt-out mode did not affect engagement, yet increased enrolment numbers. This is a slight rise in engagement from the 89% in Semester 2, 2019. However, less students than last year completed assessment tasks, with only 32% compared to more than 40% this time last year.

Feedback

The following qualitative feedback was received through direct questions that included: “Why would you recommend/not recommend FedReady Online?” and “What were the best parts of FedReady?”

“I would like to recommend fed ready to anyone who start university education as a first time student, it covers all the areas of your assessment tasks.”

“I think time management, topic analysis, referencing and assessment types are more useful than other parts.”

“Run it on campus as well.”

“Ongoing support and communication throughout the semester would be good.”

“It will be very helpful in many ways such as navigating moodle, doing assignments, learning about skills and many more things.”

The quantitative data shown in **Table 13** lists a confidence rating out of five for key skills at the completion of FRO. Most skills had a high response, with Time Management and Referencing Skills receiving an average rating of 3.81.

Table 13: Students' self-reported confidence rating in skills after completing Fedready Online

Name of Skill	Confidence Rating
Time management	3.81
Research Skills	3.63
Writing Skills	3.63
Reading academic texts	3.54
referencing skills	3.81
Working in groups	2.91

Recommendations

1. Integration of FedReady on-campus and FedReady Online: online learning with on-campus voluntary sessions that focus on practical skill development.
2. Review of data collection to ensure continued improvement of the program, and more clearly evaluate impacts on student success.
3. Comprehensive redevelopment of the online FRO course to address issues of consistency and links to available study skills resources. .

6.2 Mentor Program

In Semester 2 (2020), SASS employed 28 mentors to support 1062 students commencing their studies online. Semester 2 mentors were selected from high-achieving Semester 1 student leaders, and they took part in training to develop their capacity to support students in the online environment, including support for 175 new undergraduate certificate students.

Due to COVID19 restrictions, the mentor program ran exclusively online. The program ran from two weeks prior to orientation through to the end of week 5. During this time, 508 students (48%) directly interacted with their mentors 2053 times, and the mentors interacted with individual students 3743 times. The number of interactions between students and mentors was highest during the weeks leading up to and including orientation week. This trend highlights the value of mentor support in the weeks prior to the start of semester, with weeks 1 to 5 showing a decline in interaction (typical in all mentor programs, and suggestive of students becoming more independent).

In Semester 2, the mentors conducted group meetings using Microsoft Teams, and made use of email, text, and Microsoft Teams private messaging to communicate with individuals.

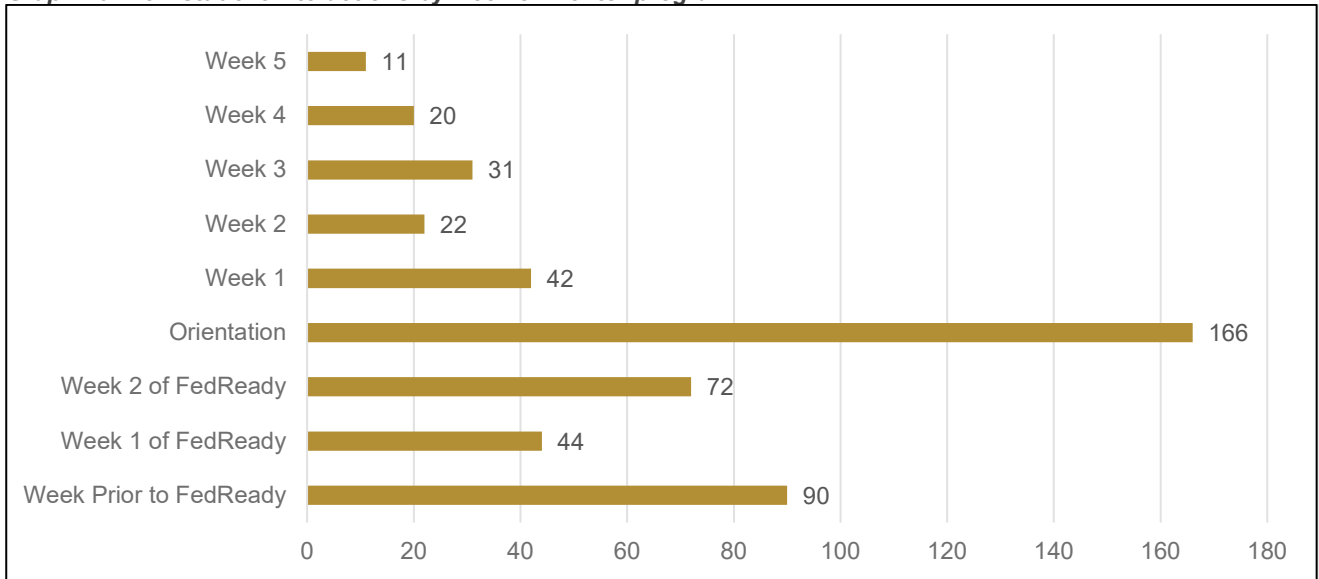
All mentor training was also delivered online with multiple shorter training sessions helping the mentors:

Mentor Feedback:

"The Teams training was definitely helpful, not just for mentoring but it also helped me use Teams for other things (e.g. like group assignments), which was awesome."

In Semester 2, 2020, online orientation was held for one day only at each campus. Mentors were enlisted to provide a human face during a purely digital experience, and met with their students three times throughout the day. This helped to foster continued engagement, not only with the mentors but also their peers. The mentors were also instrumental in aiding students, especially those with low levels of digital literacy, to navigate the Orientation Moodle Shell. The volume of students interacting with orientation activities at the same time meant mentors were well-placed to offer advice and supply individual aid. (**Graph 16**).

Graph 16: New student interactions by week of mentor program



Challenges faced by students

Significant challenges were faced by students commencing study online in Semester 2. Mentors noted the following issues:

- **Loss of sense of community.** Being online, students could not take part in the many day-to-day interactions and experiences that give a sense of 'student life'. Communication therefore became more task-oriented than social.
- **Workload fears:** Mentors reported an increase in students wanting to defer or reduce their study load.
- **Concern about university conventions:** Many students were unsure if they were 'allowed' to contact their lecturers/tutors directly, and whether this was commonly done. Mentors often had to give approval for 'normal' student activities.
- **Lack of perceived approachability in lecturers/tutors.**
- **Falling behind:** In the online environment, many students found it difficult to pick up momentum in their studies and delayed accessing Moodle and their course descriptions, in some cases until after the first assessment task was due.
- **Failure to complete course work:** students were tending to focus exclusively on graded assignments and other tasks required to pass the course. This meant that learning was piecemeal.
- **Problems juggling home school and study requirements:** mature age students who were also home-schooling children reported extreme difficulty creating dedicated study time.

Mentor challenges

While many mentors reported much higher engagement, those mentors who experienced low student participation in their group reported feeling challenged by it. This highlights the value mentors place on their positions and the impact they hope to have on students. To address this, SASS should address the possibility of low interactions in training to manage expectations.

Education mentors highlighted challenges associated with being distributed Foundation Access Study Program (FAST) students, possibly because they had not taken part in this program themselves:

Student Feedback:

"I wish I knew more about the FAST program as this is where most of the students allocated to me were studying."

"I think the education students who have FAST students would benefit on some basic training about the program or some sort of comprehensive info booklet. Majority of my students were from the FAST program and at times I felt I wasn't fully prepared to help them."

Mentor Highlights

Returning mentors reflected on the differences in the program between Semester 1 and 2, and how the online format had positive and negative impacts.

Student Feedback:

“The Mentor program is of huge value to the students of Federation University. To both the new students who get supported and assisted and the more established students who get the opportunity to share their knowledge, gain employment, and have a positive impact on university outcomes.”

Highlights for the mentors centred around higher student engagement at both individual and group meeting sessions.

Student Feedback:

“As always, helping mentees is such a rewarding role for me. Especially the moments when they finally understand a concept of say Moodle of which they found confusing before. Additionally, I perceive the decreased contact at the end of the five weeks as a way that the students understand they are able to focus on asking their questions to their tutors, or SASS. In saying this, mentors are so crucial in the first few weeks of a commencing student's university life as mentors can act as a single point of contact for any of their needs and then begin to direct mentees towards the many support services the university has to offer.”

“Students were actually more engaged with me this semester. This could either be because we were online and they felt they needed more support or because I had a slightly larger group”

“I had a large group of students which worked out better as more students would communicate and email me back”

“Students were more engaged this semester and I think this is due to the fact that connecting online is a quick and easy way (most of the time) to communicate with mentors and attend meetings.”

Mentors also enjoyed the team environment fostered by being online, collaborating in a digital space and sharing their common experiences, with students and with other mentors.

Recommendations:

Observations from the SASS Team, Student Engagement, School Stakeholders, and mentors has informed of the following recommendations for 2021:

- Retain the choice for mentors to conduct group meetings online, based on the preference and availability of their group members.
- Begin the program two weeks prior to orientation and conclude at the end of week 4. This will enable students to ask questions in the lead-up to orientation, as well as be directed to support programs such as FedReady and the Online Technology Bootcamp. The duration of the program stays the same, but the weeks the program spans reflect the changing needs of students in the online environment.
- Explore the possibility of mentor meetings being conducted outside of standard university work hours to help cater to different student schedules.
- Adjust the target group size for mentor groups to 20 – 30 students. This will increase engagement while supporting the ability for mentors to manage the workload.
- Ensure students taking part in the Foundation Access Study Program (FAST) program are distributed a mentor who has also completed the FAST program or are provided with adequate information about the program.
- Merge Microsoft Teams as the meeting, sharing and collaboration space for mentors.

6.3 Peer Assisted Study Support (PASS)

Overall, there has been a **48.5% increase in PASS engagement since 2019**. Semester 2, 2020 has seen the highest engagement in the past five years (inclusive), with a 105% increase since 2016, when 20 subjects were supported.

In Semester 2 (2020), PASS supported:

- 18 subjects, with a total of 633 students accessing the program 2711 times.
- HEALT1112 had the highest engagement, with 26% of enrolled students in attendance.

Students also attended PASS more often this semester, with **30% of students attending five or more times**.

Furthermore, **91 students attended over 10 times and 50 students attended more than 15 times**. This was only possible due to all campus sessions being delivered online and available to every student.

The continuing growth and success of the program was complemented by the appointment of a PASS coordinator in November 2019. This allowed for longer-term planning, PASS leader training and monitoring of performance, evaluation, and prompt adjustments throughout the semester.

The PASS Co-ordinator and SASS Programs team were instrumental to the seamless adaptation of the on-campus PASS program to online delivery in Semester 2. This involved training and supporting leaders to adapt their on-campus skills to the online environment, and managing staffing changes caused by this transition and the pandemic itself.

PASS was again run during the mid-semester break to ensure students remained connected to the University. A total of 165 students accessed the program during this period.

A total of **33 undergraduate students fulfilled 43 PASS Leader positions** and worked 2,193 hours. All recruitment was completed during Semester 1, and no new leaders were recruited for Semester 2. Even though 15 PASS Leaders resigned in Semester 1, effective management ensured there were sufficient session offerings each week, which is reflected in record attendance.

Continued growth of course offerings resulted from communications between Student Academic Study Support (SASS) management and School ADTQs, which also ensure that the program was representative of school needs.

Recommendations:

- A **continuation of online delivery should be considered for at least Semester 1, 2021** while COVID-19 restrictions are in place. If face to face delivery re-commences, a booking system must be implemented to manage space/people limits.
- A future **hybrid/blended PASS program is highly recommended**, as it gives more students more opportunities to attend and achieves economies of scale.
- Depending on performance, **PASS team leaders should be appointed for both Semesters 1 and 2** in 2021, to reduce the need for a mid-year recruitment round.
- **SASS and PASS must continue to develop closer relationships with relevant academic staff** to build the profile of PASS.
- For courses rated as 'difficult' with large cohorts, offer more frequent sessions

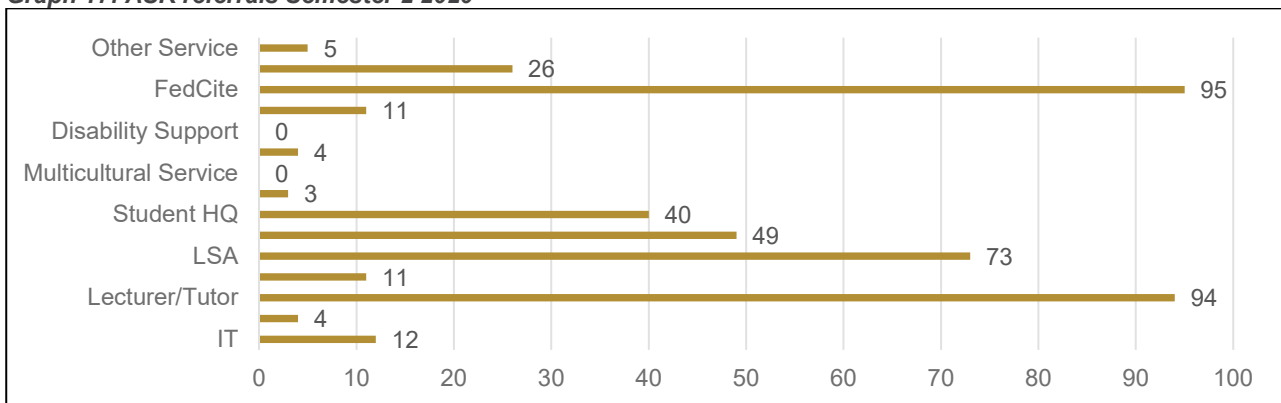
6.4 Academic Skills and Knowledge (ASK)

The transition to online learning resulted in a notable decrease in engagement with the ASK Service throughout 2020, by an average of 40% compared to 2019. This can be attributed to the fact that the strength of this service is as a drop-in space for ad-hoc queries on each of the three main university campuses.

- **During Semester 2, 2020, including SWOTVAC week, 894 enquiries** were made to the ASK Service. By comparison, 1563 enquiries were made during Semester 2, 2019, proving a 43% decrease in service usage compared to 2019. This fall is most likely the result of university courses and services being delivered 100% online.
- **Twenty-one (21) Student Academic Leaders (SALs) were employed to deliver the ASK Service** this semester after two Mt Helen SALs stepped back from their roles in week 1 due to unforeseen study pressures.
- **In addition to email and phone communication options, the online communication** channels available to students included: a Library live chat widget adapted to become ASK Chat; Adobe Connect workshops on various study skills topics, and the SAL booking system integrated into the Learning Skills Adviser bookings page to alleviate pressure on the LSA service.
- **The most popular methods for accessing the ASK Service** was via ASK Chat(62% of all queries), email (20%) and phone (16%).

- **Seventy-four per cent (74%) of all queries were answered at the time, showing** a substantial level of immediate support for students seeking aid. The number of referrals to other services (6% of all queries) is comparable with the previous year.
- **The most common query types** related to academic skills, including referencing (31%), assignment structure (22%) and academic writing style (16%). This is a dramatic change compared to previous years when computer skills and IT issues formed most queries. After a mid-year review of the LibAnswers data fields and added SAL training on logging challenging query types, the Other category no longer dominated the data.
- **Student feedback on their interactions with the ASK Service** was overwhelmingly positive with 79% of students who used the LibChat client ratings tool showing that they found the service to be Excellent.
- **13 workshops were developed and delivered by SALs** via Adobe Connect in Semester 2 with 57 attendees in total. The SAL presenters selected their topics based on identified need within the student community. The workshop topics included:
 - The EDGE
 - Turnitin
 - University support services
 - Reflective writing for education students
 - Maths and numeracy support
 - Mahara
 - Editing your work
 - Literature reviews
 - APA referencing
 - Managing stress
 - In Place
 - Time management

Graph 17: ASK referrals Semester 2 2020



Recommendations:

- As reflected in the data from Semester 1 and previous years, the face-to-face ASK Service on campus is still the most popular source of information for students; however, a diverse online presence is also important. Once students return to campus, the live chat function, ASK Chat, should continue in conjunction with face-to-face support, email, and phone to ensure online and distance learners' needs are met.
- **Improved distinction between the ASK and LSA services is necessary**, as the data and SAL feedback suggests that students are often confused about the purpose of the SAL role. This will require greater promotion in early 2021 of what the ASK Service provides. This could include developing a range of videos that feature the SALs defining the ASK Service or a change in terminology of the SAL title to encourage students to engage more broadly, such as ASK a FedUni student.
- **Mid-year PD for all SALs should continue to be provided by LSAs to address any challenges faced**, ensure SALs feel supported, and offer strategies to address specific issues that present at the ASK Service. Continuation of SAL delivery of online workshops relevant to student needs as initiated in 2020. This complements the LSA service whilst not overstepping the boundaries of the LSA role.

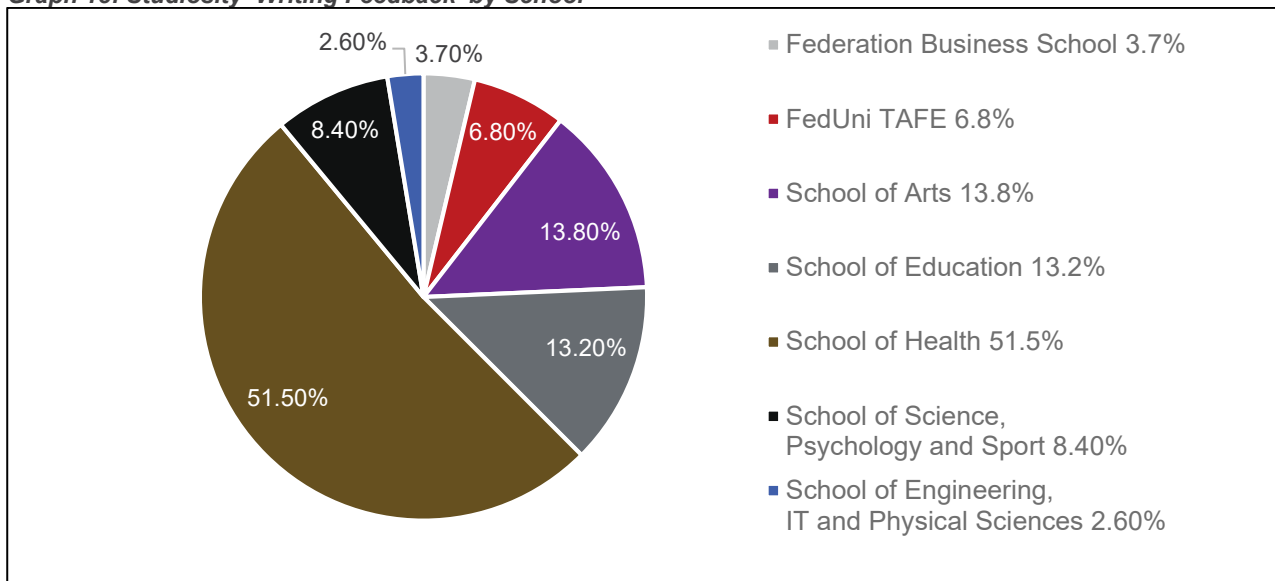
6.5 Studiosity

The Studiosity service has been available at Federation University for five years. Data provided by Studiosity confirms an ongoing and significant need from students for just-in-time, individual support. Service usage has markedly increased over the last three years, particularly for the *Writing Feedback* and we would expect this to continue as the service becomes embedded in University systems and staff awareness.

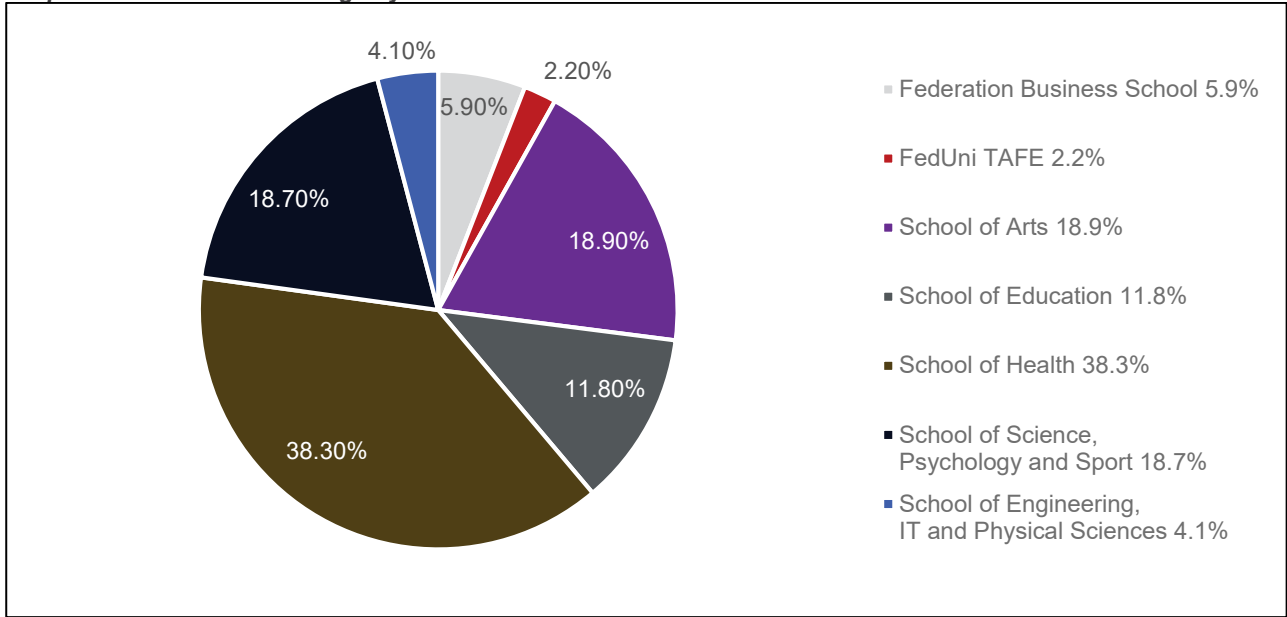
Key outcomes for Semester 2 include:

- **Federation University students made a total of 6,618 requests for support from Studiosity**, an increase of 167% on 2019 figures (3,964 in 2019). Of those, 93% sought feedback on their written work (6,127), and the rest engaged with a *Connect Live* tutor via a chat session (491). Where the number of students engaging with *Connect Live* declined from 2018 to 2019, usage increased in 2020.
- **Studiosity tutors spent 2881 hours providing writing feedback, and 200 hours of one-to-one live engagements with Federation University students.**
- **Students in the Nursing and Healthcare Professions were the biggest users of Studiosity**, making up 51.5% of the Writing Feedback usage by Faculty and 38.3% of Connect Live usage in 2020 (see [Graph 18](#) and [Graph 19](#)).
- Students enrolled in **School of Arts programs were the next largest cohort seeking written feedback** (13.8%). This was closely followed by Education programs (13.2%).
- It is interesting to note that students in the Health and Life Sciences looked for twice as much support from the Connect Live service than the Writing Feedback service.

Graph 18: Studiosity 'Writing Feedback' by School



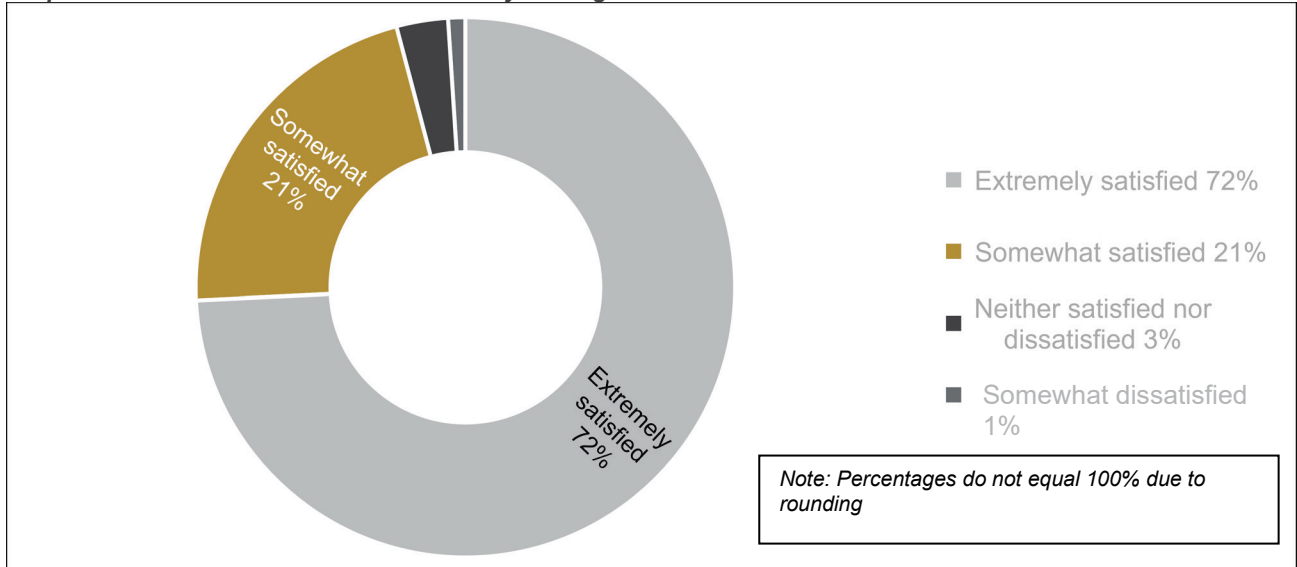
Graph 19: 'Connect Live' Usage by School



Student experience is measured through an online survey, delivered via email after the engagement with Studiosity. User satisfaction in 2020 was high, with 72% of students reporting they were 'Extremely satisfied' with the help provided by Studiosity for writing feedback. A further 21% were 'Somewhat satisfied'. See [Graph 20](#).

There was a joint rating of 93% for overall satisfaction with Studiosity services; however, while there is broad satisfaction, the data does not specify the source of their satisfaction. Was it the timeliness of the service? The extent and range of feedback provided? Possibly the students welcomed editorial work done on their assignments by Studiosity tutors. The data does not illuminate our understanding of fine-grained issues.

Graph 20: Student Satisfaction for Studiosity Writing Feedback



6.6 Learning Skills Advisors (LSAs)

In Semester 2, LSAs continued to work effectively with staff and students to supply academic literacy, learning and language support services. For the first time in history, because of the coronavirus, these services were delivered in an exclusively online capacity. Beyond working one-to-one with undergraduate and postgraduate students, LSAs were engaged in a range of curriculum development, research-based and other collaborative activities in CLIPP and across the university more broadly. Reflected in the data outlined below is the extent to which LSA services continued to be effective, valued, and impactful even under unprecedented working conditions.

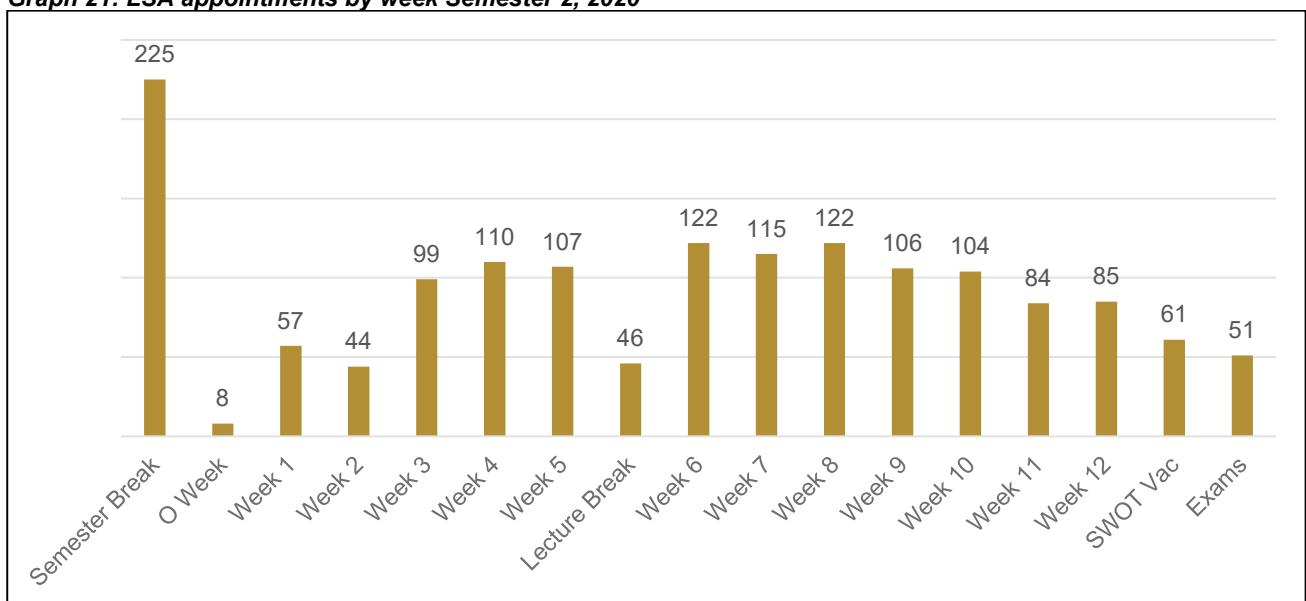
Two key features of LSA work, noted experientially by the LSA team during semester, and supported by the data outlined in the full LSA report (available on request), include:

1. An awareness of the struggles faced by students because of the pandemic and the shift to online study
2. The subsequent high demand for individual LSA appointments (1575 requests across the semester, up from 1491 in Semester 2, 2019)
3. An awareness of the extensive needs presented by our domestic students for whom English is an additional language (55% of the student cohort supported by LSAs, up from 42% in Semester 2,2019).

In Semester 2, all 1551 appointments took place online for the first time (see [Graph 21](#)). Appointments occurred via phone (55%), email (24%) and skype/MS Teams (21%). It is frequent practice for the LSA team to precede and/or follow up each appointment via email, regardless of how contact is made at the time of appointment, so that students receive written feedback and any relevant study skills resources.

From week 4 to week 10, the LSA service experienced demand over capacity, which meant that the maximum number of appointments available was quickly reached. As shown in the Student Evaluation of the LSA Service, many students were unable to book appointments during busy times:

Graph 21: LSA appointments by week Semester 2, 2020

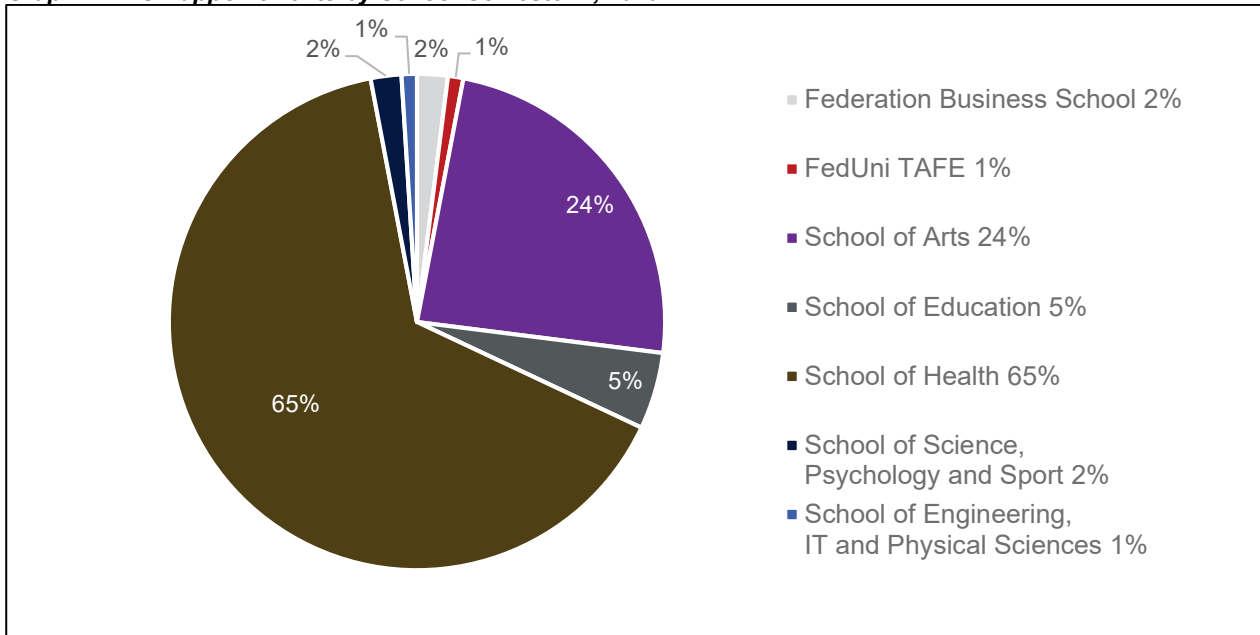


Student Feedback:

“Being online has made it difficult to book times with LSA, often they are booked out weeks in advance.”

In Semester 2, the majority of LSA appointments (see [Graph 22](#)) 65% were with students from the School of Health, followed by the School of Arts (24%); other schools were minimally represented by comparison. These figures are consistent with school representation breakdown in previous semesters.

Graph 22: LSA appointments by School Semester 2, 2020



Student Feedback:

When asked what students liked most about their consultation, responses focused on LSA ability to listen, be supportive and friendly while also being approachable and knowledgeable particularly in an online study environment. Students wrote t:

“Staff were very helpful, provided me with clarity and direction regarding the task. I have learnt a great deal from L.S.A. through attending FedReady classes and via consultation. I have created a study resource file which includes all the L.S.A. ‘writing tips’ hand-outs which I have found to be invaluable, and a great resource to have on hand when writing assignments. My writing skills have improved significantly since accessing the L.S.A. team”.

“I liked how the LSA let me discuss my concerns prior to giving me ideas, and the way they allowed me ‘in’ on the plan according to my writing style and what I was comfortable with writing. I felt like we were a team rather than them leading the whole consultation.”

“LSA was concise, knowledgeable, clear and direct as they told me where I could improve. Also acknowledged that writing is not easy, validating my experience.”

When asked whether they had any comments about their experience with an LSA, many students commented on how they had difficulty booking appointments due to the high demand of services.

“Being online has made it difficult to book times with LSA, often they are booked out weeks in advance”.

“Excellent support. But we need more LSAs. Or there should be a restriction on students who book multiple appointments for single assignment”.

Recommendations:

The LSA team make three key recommendations for their work in 2021 and beyond:

1. **A focused effort to address the statistically significant needs of EAL students at undergraduate and postgraduate levels.** Guiding and underpinning our efforts is the fact that our data shows that the majority of the EAL students who access the LSA service are:
 - a. enrolled in an undergraduate nursing degree;
 - b. domestic rather than international students, meaning that these students are currently provided with inadequate university support outside the LSA service.

2. A **continued effort towards targeted, embedded resources within all degrees**, but particularly within nursing.
3. The **piloting of an online Writing Space in Semester 1, 2021 to reduce pressure on 1:1 appointments** and support peer learning using right technology.

A full report for the LSA service is available on request from the Manager, SASS, Ellen Sabo.

6.7 Brisbane campus

At the beginning of Trimester 2, the Brisbane Campus remained closed due to COVID-19. All students were enrolled into courses that were run entirely online from Victoria. It was planned for all classes to be run online until week 5. Students would then continue to receive lectures online but would have tutorials and labs face-to-face on campus. There were no new international students attending as the international borders were closed. These plans changed when an outbreak of COVID-19 in Brisbane South prevented students returning for on-campus tutorials and labs in week 6. Attendance on campus and online was very sporadic throughout the semester.

It is anticipated that there will be no new international students arriving until the second part of 2021. Meanwhile only a small cohort of continuing students will attend the Brisbane Campus. It is unknown if these students will study face-to-face in Brisbane or online from Victoria.

A full review of SASS student support programs will be undertaken from December 2020 to March 2021 in order to establish ongoing ASK, PASS & Mentor programs at the Brisbane campus, and to conduct strategic planning for the support of international students.

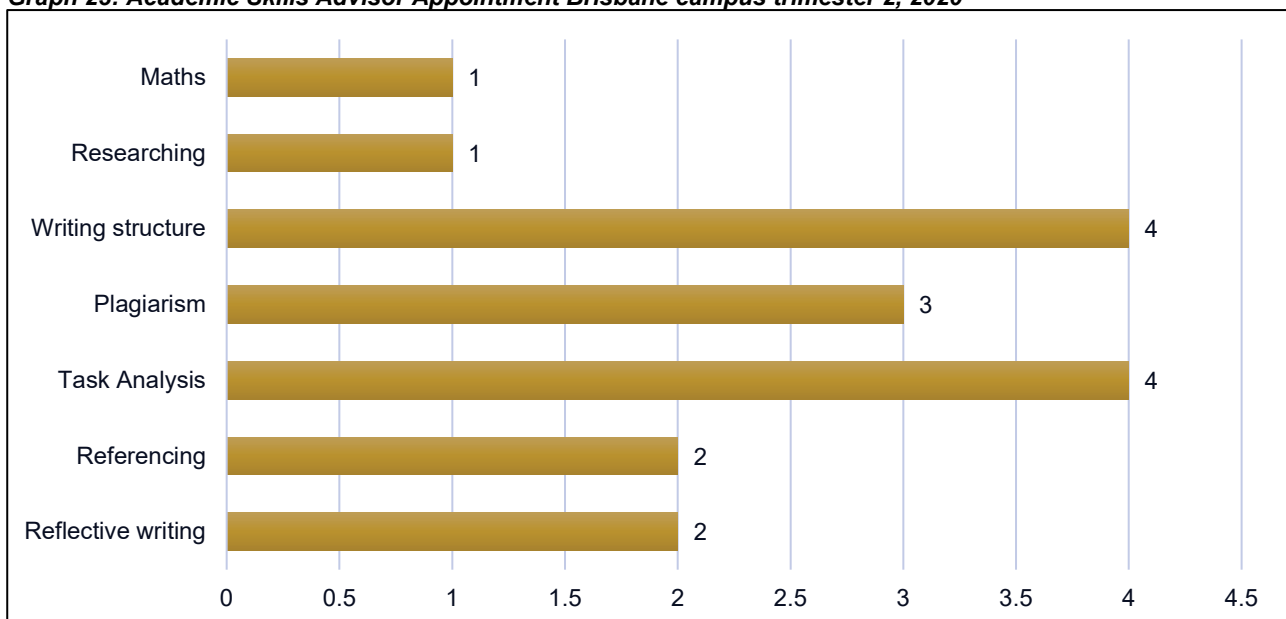
Learning Skills Advisor Services

A Learning Skills Advisor (LSA) was appointed for the first time to the Brisbane campus, commencing in February 2020. The position was focused on library services and teaching, with a developing focus on student academic support. The challenges presented by COVID19 as well as international student approaches to study have been significant.

Individual Learning Skills Appointments

International students at the Brisbane campus have displayed considerable reserve in booking formal LSA appointments. In Semester 2, the LSA conducted 17 Academic Skills appointments (see [Graph 23](#)) of ten minutes or more. Most of these appointments were walk-in informal *ad hoc* ones, making exact documentation challenging.

Graph 23: Academic Skills Advisor Appointment Brisbane campus trimester 2, 2020



It has been noted over some time, that students tend to prefer to support each other through their own networks, and when they approach the LSA it is as an informal inquiry in the library environment. Most of these were from final semester Masters in Information Technology (IT) students working on their final projects in the Library.

The number of students seeking academic skills support was higher in Trimester 2 than experienced previously. Feedback from students shows that assignment instructions were sometimes not as explicit as they had received from their Brisbane lecturers in the face-to-face setting.

Academic Skills & Knowledge (ASK) Desk – Pilot Service

During this semester, a pilot Student Academic Leader (SAL) ASK service was initiated on campus to supply peer-to-peer support and act as a conduit to LSA services. Five SALs were employed to staff the Library Desk and manage student enquiries and referrals for a total of 15 hours per week. The pilot began in week 6 of Semester 2, one week after the students were due to return to campus.

Unfortunately, due to COVID19 restrictions, few students returned to campus and ASK enquiries were limited. However, SALs used the time to undertake training in University services and shadow Victorian SALs in their work, as well as work on social media posts for Brisbane students. The ASK pilot is to be extended into Trimester 3, 2021.

LSA Teaching & Projects

Unable to teach face-to-face into classes on campus, the LSA developed resources for classes taught online from Brisbane. This included:

- Modelling various forms of business communication.
- Showing how to find current information on business markets in Australia.
- presenting sessions in the Online Digital Literacy Bootcamp held at the beginning of Semester 2.

The LSA has been increasingly involved in projects in collaboration with other SASS and CLIPP staff. These include:

- Redevelopment of FedReady online for 2021.
- Development of a teacher preparation resource for lecturers delivering courses offshore.
- Help to review/proofread staff applications to the Vice Chancellor's Learning and Teaching Awards.
- Feedback on Engineering courses under review.

Recommendations for 2021

- A full review of SASS student support programs will be undertaken from December 2020 to March 2021 in order to establish ongoing ASK and new PASS & Mentor programs at the Brisbane campus. This will align the Brisbane campus with the range of services offered by SASS to students at the Victorian campuses.
- Continuation of ASK Pilot program in Trimester 3, 2021
- More time allocated for strategic planning for support of international students.
- Review methods of data collection.

7. 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 set up to provide leadership in the area, and to support the (Interim) 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
- supporting the visibility of student communications

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

In addition to ongoing projects and supporting the strategic retention and success goals of the university, several responsive projects were developed in 2021.

7.3.1 Digital Literacy Enhancement Project

During Semester 1 2020 Federation University Australia transitioned all students to online study in response to the COVID-19 pandemic. Due to this rapid transition, students who were expecting traditional face to face learning and support services required added support to effectively engage with online learning.

The project involved development and delivery of three key components:

1. Introduction to Online Study paper-based booklet mailout and outbound call campaign

As part of the FedStart self-assessment, students were asked the following question: *Question 17: Would you like more information about Federation's recommended computer requirements for successful study? Students who answered yes received the following comment: Yes please! If you select this option we will send you out a hard copy of our introduction to online study booklet.*

Of the 1334 students who were emailed the FedStart self-assessment, 144 responded to the above question. Of those students, 44% (n = 64) requested further information and were mailed a copy of the ITSO. Approximately 70% of these students were from regional or remote locations within Australia. A cross-school research project (B20-134) is investigating the use of this resource, and its impact on commencing students.

Twenty-five students requested added support for setting up their digital study environment and were contacted by a Student Academic Leader.

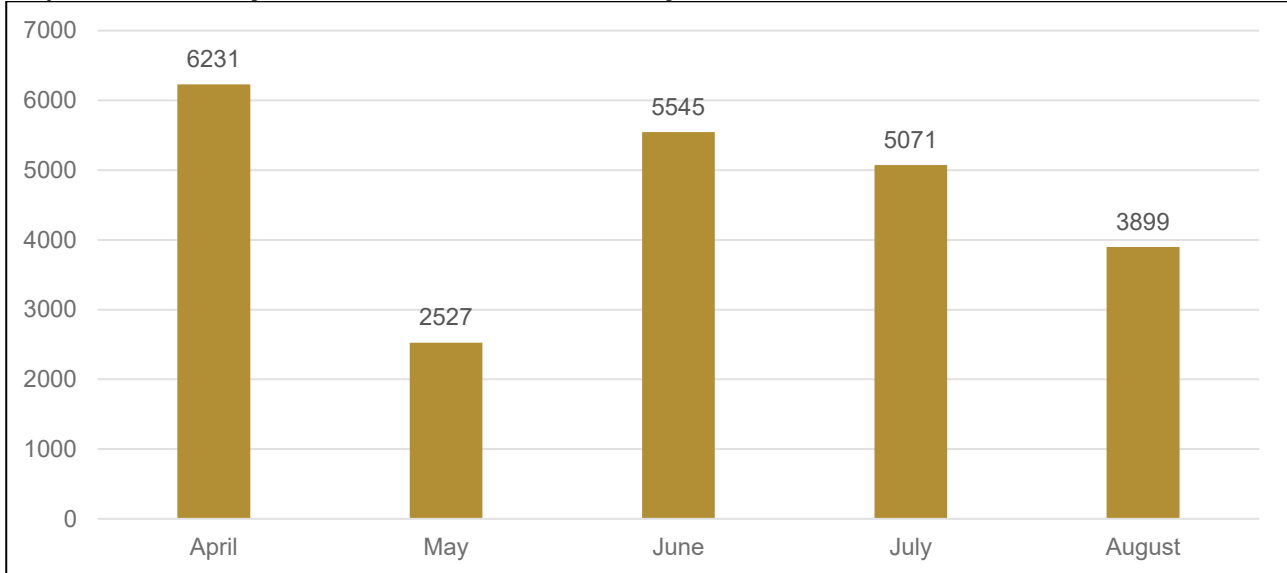
2. Online Technology Bootcamp

The Online Technology Bootcamp sessions were hosted in blocks from 11am to 1pm, with repeat sessions from 3pm to 5pm. The timing was based on access for students who may be studying around family and work commitments, as well as international students in different time zones. Many of the sessions were also recorded so that students who could not attend would still be able to view the presentations. Overall, 102 student attendances were recorded.

3. Online Study Hub Moodle Shell

Students were also linked to the Online Study Hub (Moodle Shell) having a range of resources relating to technology and online study skills. The views per month are shown in the **Graph 24**.

Graph 24 Online Study Hum Moodle Shell student views by month



Student feedback

Student feedback was positive, a small sample of qualitative feedback is provided below.

“Good experience - short, brief, to the point, get started is all I needed then show help areas where to go.” “I like the way they taught to us and quick respond for our issues. It help more to understand almost my technical problems. Specially they are very friendly lectures.”

“I found it really helpful, thanks. Online learning is quite the challenge but I’m feeling much more confident. Thanks again.”

Summary

This project will continue in Semester 1, 2021.

The project highlighted the need for a longer term, institutional project to supply scaffolded support for digital literacy throughout the student life cycle from pre-arrival to alumni. This proposal for this project will name a clear framework, note the requirement for mapping and gap identification, and make a proposal for a cohesive project to support skills enhancement to improve student outcomes.

A full report and infographic on the program can be found by clicking [here](#).

The project team would like to thank everyone involved in the project for their dedication to enhancing the Student Experience.

7.3.2 Academic Engagement with Data

Given the recent release of new Business Intelligence (BI) Dashboards, the Manager Student Retention and Success has started a collaborative project with the BI, Data Infrastructure (DI), and ADTQ teams to support academic engagement with data. The project aims to:

- Provide a clear overview of data accessible to academic staff at a course, program, and school leadership level.
- Link this data to relevant timelines for accessing and using the data;
- Provide access to resources to help staff access and use the data appropriately; and
- Connect the data with strategies on how it may be used to improve student retention and success.

This ongoing collaboration will continue development in early 2021.

7.3.3 Response to Moodle Course Feedback

Feedback was received through the 'Transition to Online' surveys in Semester 1, Semester 2 orientation, and Student Leaders (SASS program and Student Senate) about Moodle Course presence and organisation. The feedback can be summarised as follows:

Course Moodle shells are not meeting the expectation of students on some occasions.

Examples of this included:

- a. Courses not available prior to commencement of classes;
- b. Course content disorganised or difficult to navigate; and
- c. Course materials being out of date or missing;

Some of this feedback was linked to the rapid transition to online learning experienced due to the COVID-19 pandemic. Work being undertaken within Schools and School Support Teams has addressed this as we moved toward Semester 1, 2021. In addition to these ongoing projects, the following actions were undertaken.

1. Course Moodle presence prior to commencement of Semester 1 2021 to be checked by Academic Support Services Directorate (ASSD).
 - a. **Course Readiness Dashboard** has been re-established to enable staff to name where courses are not available or have content two weeks prior to commencement of Semester 1. The Moodle Course Readiness Dashboard covers the following aspects:
 - i. Course visibility (course is available for student to view)
 - ii. Lecturer (there is a lecturer assigned to this course)
 - iii. Students (there are students enrolled in this course)
 - iv. Course description (there is a file having the words 'course desc')
 - v. 5 modules (there are 5 or more modules within this course).
 - b. Sharing of the [BOLD Learning and Teaching Practices](#) with staff 2-weeks prior to Semester to enable self-assessment, with links to CLIPP School Support teams to aid with any development requirements (professional and learning design).
 - c. ASSD to review processes to ensure this is monitored and followed up with relevant school stakeholders.
2. Feedback channel for students was developed to highlight any issues identified with Moodle Courses. This involved
 - a. Providing clear guidance for students on the proper steps to be taken by students to raise feedback in relation to course Moodle shells (inclusive of positive feedback).
 - b. As students are not always comfortable raising issues with their lecturer directly, an alternative option to be developed in collaboration with Student Senate.

This project has resulted in ongoing collaboration with the Student Senate to develop a feedback process for reporting and addressing student academic issues. This work will continue in 2021.

7.4 Future Student Retention Engagement and Success Projects

Future SASS and SERS projects will continue as part of the new Student Experience and Administration (SEAS) Directorate. However SERS projects will continue to collaborate with CLIPP, the library and schools.

8. Policy and Quality Services (P&QS)

8.1 Quality Services

[Quality Services](#) proactively delivers a professional service to all Federation University stakeholders, supplying 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 supplies training as needed 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 supporting the regulatory and legislative compliance of policies and procedures, templates and related documents.

The Quality Services team handles:

- 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 supply 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 support 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

8.2 Quality Services Performance Measures

Quality Services successful stakeholder engagement activities for Semester 2 2020 included:

- Membership and participation in committees and working groups including VETCQC, International Education Committee, Learning and Teaching Committee and VOWG
- 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 reviews in consultation with key stakeholders
- Successful completion of scheduled internal audits for quarters 3 & 4 in consultation with University stakeholders.
- Management Action Plan response submission to the Department of Education and Training External Audit Findings Business Process and Transactional Compliance audit.
- Successful Reregistration with the Victorian Curriculum and Assessment Authority (VCCA) and Victorian Registration and Qualifications Authority (VRQA) on behalf of Federation College
- Review and reporting of ASQA reregistration project, stage 1 - in support of Federation TAFE
- Targeted advice and support to Higher Education stakeholders including Copyright, Higher Education Teaching Requirements and Records Retention.

8.3 Quality Audits

Audit activities completed during 2020:

1. Scope of Registration/Internal Monitoring and Management – Four reviews completed. February, May, August & November 2020
2. Delegate management and reporting of additions and deletions of scope in alignment with national register – 25 additions to scope and 10 deletions from scope
3. Internal ASQA Audit – Review of rectifications
4. External Audit - HESG BPA/TCA site audit and submission of Management Action Plan
5. VET Evidence of Participation Audits – 200 student files
6. VET Evidence of Eligibility & Concession Audits – 49 student files
7. VET Qualification Audits – 25 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 – 35 applications for 371 students
12. VET Testamur Issuance Audit – 50 student files
13. Higher Education Standards Framework (HESF) – Academic Staff Qualifications and Equivalency Audit
14. HESF – Delegations Framework Audit
15. HESF – Standard 1 – Student Participation and Attainment

HESF – Standard 2 – Learning Environment

The Evidence of Assessment and Validation of Assessment Audits were cancelled due to COVID-19

8.4 Quality Services Recent Achievements/Improvements

8.4.1 Achievements

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

- Conduct of audits to monitor, measure and support compliance in accordance with the Standards for Registered Training Organisations (RTOs) 2015 and in accordance with the VET Funding Contract.
- Ongoing review and support for TAFE Reregistration Project
- Successful VCCA and VRQA reregistration
- Contextualized education sessions to Schools/Departments delivered on line during COVID -19
- 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 documentation to assist in capturing compliant evidence in accordance with the Standards for RTOS
- Development of compliant support documentation in response to COVID-19 and regulatory and funding body reporting requirements
- Creation of content and collaboration with TAFE in support of TAFE PD week

8.4.2 General achievements across VET and HE

- 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
- Greater stakeholder engagement with the commencement of remote delivery of education and support sessions
- Collaboration with LLN VETAssess online roll out following Contract requirements including review of supporting policies, procedures and supporting documents and forms.

8.4.3 Just-in-Time Support

- Federation TAFE have required urgent reviews of a significant amount of training products during 2020 with tight timeframes to ensure additions to scope could be actioned to meet Government initiatives in response to COVID-19.
- Quality Services have been able to provide specific advice and support on request to stakeholders such as the Library, HR, and ITS in relation to meeting Higher Education Standards Framework requirements.
- Ongoing support to Federation TAFE in response to Reregistration Project activity.
- Just in time support has been provided to the Chair, Academic Board in response to Higher Education Teaching requirements, Credit Transfers and reviews of Schools requirements following regulatory requirements.
- Advice and support in relation to Hybrid Degrees meeting regulatory requirements

8.5 Quality Services Current Challenges/Future Initiatives

8.5.1 Current Challenges

- Monitoring of rectifications and gaining traction to ensure ongoing compliance with stakeholders
- Conducting quality VET and higher education audits to confirm internal quality assurance processes during COVID-19 restrictions with reduced resourcing
- Ongoing high-level of expected support to Federation TAFE
- Ongoing monitoring, maintenance and reporting for the registration requirements of ASQA delegate status
- Scheduling of audits to meet Regulatory and VET Funding Contract reporting requirements for 2021 with reduced resourcing.

8.5.2 Future Initiatives

Quality Services will play an instrumental role in the successful preparation for TAFE Reregistration.

During 2021, preparation will include a full review of the VET Policy Library, Marketing and Recruitment practices, Enrolment processes, Support and progression activity for students, Training and Assessment Documentation, Student Completion and secure certification practices and regulatory compliance and governance practice.

Ideally, confirmation of compliant practice should be achieved 6 months prior to 30th June 2022 when current registration expires. ASQA will begin the reregistration audit during 2021 at a time yet to be advised. A review and discussion of resourcing linked to activities continues.

8.6 Policy Office

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

The Policy Office team handles:

- Maintaining and updating the Policy Library which consist of 300+ 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

8.7 Policy Office Performance Measures

During 2020, the following work has been completed:

- Full review completed, including seeking university wide comment, on 48 policy documents.
- Minor amendments completed, excluding university wide comment, on 30 policy documents
- 5 New Policy Documents created
- 10 Policy Documents rescinded
- 146 forms updated
- Review and redesign of the Master data list for Policy documents aiding in reporting activity.
- Student Life Cycle Audit and rectifications have been completed.

The current status on the Policy Library Documents is detailed in [Table 14](#)

Table 14 Policy Library documents

Policy Library Documents	Number
Current – No review required	130
Current – Review in Progress	11
Overdue - Review Required	76
Overdue – Review in Progress *	61
Draft – Under Construction (New documents)	15
Rescinded Documents	10
Minor amendments	30
Forms updated in PAMS	146

* - The team are working on a solution to addressing overdue documents

8.8 Policy Office Recent Achievements/Improvements

- Providing policy advice and writing assistance on a variety of policy issues/documents on behalf of and at the request of the Chair, Academic Board. This has included making recommendations about how to integrate the University's processes for dealing with all types of academic misconduct and revoking Regulation 6.1.1 - Student Plagiarism.
- Providing policy writing assistance to other University stakeholders to enhance the clarity and usability/readability of documents.
- A new approach to Policy review and tracking
- 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
 - circulate documents out for university wide comment if they accurately reflect business process.
- Ongoing review and realignment of policy sponsorship to right stakeholders to ensure reviews are conducted as efficiently as possible
- Use of Monsido Scan reporting to successfully reduce broken links across the Policy Library from 290 to 23 to date
- Audit of Policy Wheel student life cycle diagram deciding where the Policy Administration Management system has not automatically updated and where manual links must be incorporated and completed rectifications.
- Development and provision to stakeholders of a Policy Planning template designed to aid stakeholders in planning review activities with policy and procedure review and development from draft stages to publishing.

- Development and provision of a Policy Quick Start Guide to assist incoming Committee Chairs with their most frequently asked questions including how to action diverse types of amendments and who does what in the Policy Team.

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

8.9.1 Current Challenges

- 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 and together with resourcing issues, reduces the Policy Office's capacity to work more strategically with Policy Sponsors on:
 - streamlining suites to reduce the number of policy documents for Policy and Policy Sponsors to maintain.
 - reducing the number of overdue documents.
 - improving the clarity/readability/usability of existing documents to enhance business process compliance/productivity for the University.
- Appropriate realignment of Policy documents when Policy Sponsorship and Approval Authorities require a change of ownership/responsibilities due to University restructures.

8.9.2 Future initiatives

- Engagement with CeRDi and ITS to identify a Policy Administration system that will replace the increasingly problematic PAMS and adequately meet University Policy Administration requirements. PAMS relies on Internet Explorer to function and this service will no longer be available as of August 2021.
- Using the Policy Quickstart Guide as a basis for 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.

8.9.3 Just-in-time support

Just-in-time support continues to be 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 and in accordance with regulatory and funding bodies.

8.10 International & Strategic Compliance

International & Strategic Compliance (ISC) handles tertiary regulatory compliance and supporting 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 supported following current registration and legislative requirements.

With the transition of International Compliance into the Quality Services team, it has become clear that alignment of audit practices will be needed to ensure a consistent and mature approach to Quality Assurance activities when confirming compliant practices within International. This will require a clear separation of operational tasks and audit/risk and compliance activity to ensure independent review can be confidently conducted and reported on accordingly.

8.10.1 International & Strategic Compliance coordinates and delivers the following activities:

- Schedule and Conduct International Education Partner audits to confirm ESOS and HESF compliance

- Development of compliant tools and templates that support compliant practice and provide robust evidence.
- Lead and/or participate in the scheduled review and development of compliant policies and procedures following the National Code
- Participating in sector networks and monitor trends and practice to provide advice to the University
- Monitoring and maintenance of CRICOS Register
- Provide and report on International activity at relevant committees such as the International Education Committee
- Develop and Coordinate the University's Management Action Response to TEQSA Voluntary Undertakings
- Facilitate the collation, reporting and submissions of scheduled responses as outlined in TEQSA Voluntary Undertakings agreement.

8.10.2 International Compliance responsibilities

- Conduct audit and review of all Education Partners to confirm compliance with ESOS and/or HESF and provide advice and support where rectifications are needed
- Monitoring and approvals for CRICOS Program Registrations
- Maintenance and review of Federation University's National Code Policy Library
- Confirmation of Marketing Compliance
- Membership of IEC and JOC

8.10.3 International Compliance Performance Measures

- Completion of International Audit Schedule and subsequent reporting
- Development and implementation of business processes to evidence adequate monitoring of CRICOS registration activities
- Submission of all scheduled responses as requested by TEQSA Voluntary Undertakings agreement.
- Enhanced relationships with Education Partner providers
- Independent review of University compliance following the National Code

8.10.4 International Compliance Recent Achievements/Improvements

- Successful CRICOS Reregistration with Voluntary Undertakings to be actioned

8.10.5 International Compliance current challenges

- Lack of streamlined, documented business processes that can be easily evidenced
- Business Processes and work instructions to be designed and implemented to ensure alignment with existing Quality Assurance
- Documentation development to capture evidence to support quality assurance.
- Timelines to supply sufficient education and support to Education Partner Providers

8.10.6 Future initiatives

- Implement CRICOS Registration monitoring and review processes.
- Redesigned International Audit templates specifically mapped to target and collect specific and robust evidence that supports compliant practice

8.10.7 Just-in-time support

- Commencement of CRICOS Registration monitoring and review processes
- Develop Management Action Plan in support of TEQSA Voluntary Undertakings
- International Marketing Checklist for Partner Providers
- ATMC Rectification Review

Teaching Quality and Innovation Contacts

(Interim) Pro Vice Chancellor (TQ & I), CLIPP Director (2020), Chair, Learning and Teaching Committee (2020), Now Dean, Learning and Teaching (2021)

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Abbreviation Index

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

Abbreviation Index (continued)

ABBREVIATION	DESCRIPTION
PD	Professional Development
PLM	Professional Learning Modules
PRDP	Performance Review and Development Program
PVC (TQ&I)	Pro Vice Chancellor (Teaching Quality & Innovation)
SALs	Student Academic Leaders
SASS	Student Academic and Study Support including Learning Skills Advisers
SERS	Student Engagement, Retention and Success
SoA	School of Arts
SoE	School of Education
SoSciPS	School of Science, Psychology and Sports
SoH	School of Health
SoEITPS	School of Engineering, IT and Physical Sciences
SoLT	Scholarship of learning and teaching
TAFE	Technical and further education
TEQSA	Tertiary Education Quality and Standards Agency
TQ&I	Teaching Quality and Innovation
VCALT	Vice-Chancellor Academic Learning and Teaching Awards
VCCA	Victorian Curriculum and Assessment Authority
VET	Vocational Education and Training
VRQA	Victorian Registration and Qualifications Authority

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