



Self-Assessment of Technology Enhanced Learning at UBSS

Adopted from the TEL Framework of
The Australasian Council on Open, Distance and e-Learning
(ACODE)

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Introduction

UBSS in recent times has embarked on the journey of a transformational change in its approach to delivering courses and enhancing the student experience. This has become possible by way of embracing technology and bringing technology to the forefront of education delivery. The COVID19 impact has further forced education providers - including UBSS - to make a shift from face-to-face teaching to a purely online teaching model.

Moving to online teaching is not merely delivering classes through video-based delivery such as zoom, but it is more to do with institution driving a culture of technology seamlessly weaved in with all aspects of education delivery. UBSS has realised in its early stages that unless overall adaptation of technology is done in *all* facets of the School, the delivery will not be effective and planned transformational change will not and cannot be achieved.

Mitigating the intricate requirements of such transformational change on technology enhanced learning, UBSS has built a robust model and driven technology enhanced learning from its strategy, systems & procedures, operations & implementation and student services & support while maintaining close monitoring on quality. Moreover, technology enhanced learning demands an appropriate level of investment in technological resources. UBSS has made significant investment in technology by acquisition of tracking camera technology, converting classrooms in to live lecture delivery studios, incorporating a range of audio visual aids, software and other hardware leaving no room for errors and mitigating potential risk of system downtime. Preparing staff, lecturers and students to adapt to new ways of learning has also been a challenge. Intensive training and PD sessions helped facilitate learning new approaches to TEL.

UBSS is aware that adapting to TEL and making transformational change is a journey and requires regular checks to ensure that the changes are resulting in fruitful outcomes in terms of student engagement, student experience and the overall health of UBSS. Since TEL is a process which requires continuous improvement, UBSS has adopted the ACODE TEL framework to self-check its current status on TEL and identify areas requiring further improvements¹.

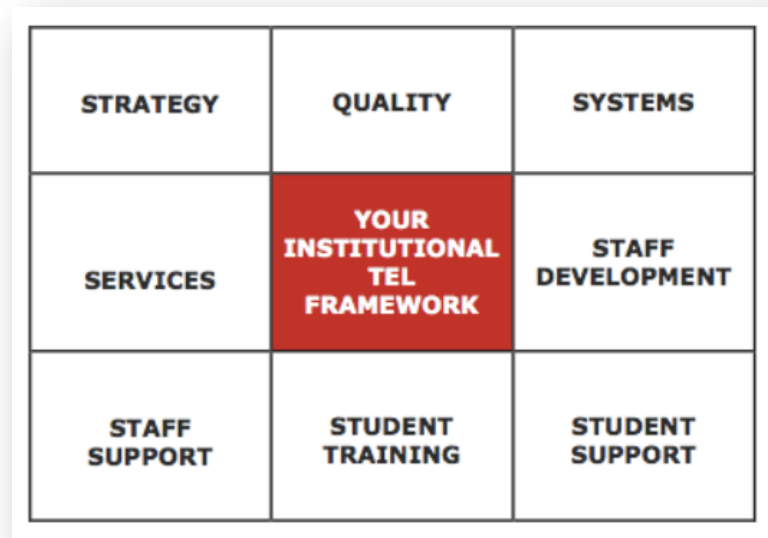
This document has been laid out as a self-assessment of UBSS. With this introduction, eight TEL framework aspects are evaluated with reference to UBSS with a brief rationale and evidence used to support each assessment. At the end of each, an analysis of the self-assessment and conclusions are drawn. Every attempt is made to evaluate the UBSS present TEL capabilities with reference to this framework and action plan.

¹ <https://www.acode.edu.au/mod/page/view.php?id=1598>

The Technology Enhanced Learning (TEL) Framework

The ACODE TEL Framework (V1) has been developed by the ACODE TEL Framework Working Group across the latter half of 2018. Representatives from across 15 Member Institutions contributed to the project, and the ACODE TEL Framework Pilot Pack² is the outcome of this Working Party.

TEL Framework overview is depicted in the below figure –



According to this framework, an institution which is delivering technology enhanced learning (TEL) must adopt eight elements of the framework, which are -

1. Strategy

This applies to institution level planning, policy development and implementation in relation to the application of technology enhanced learning. It includes the delegation of authority and responsibility for developing and implementing policy, and strategic and operational plans. The institution has established, well understood strategy, governance mechanisms and policies that guide the selection, deployment, evaluation and improvement of the technologies used to support learning and teaching.

2. Quality

Institution-wide processes are in place, including, planning, implementation, evaluation and feedback loops, to ensure the effective use of technology enhanced learning and its alignment with external requirements. Institutions support and encourage the sustainable, effective and efficient use of technology enhanced learning through strategic planning processes at all levels of the institution. The focus is continuous improvement through systematic and regular evaluation of implementation strategies and outcomes. Such evaluation will in turn inform future planning and align with the institution's strategic direction.

3. Systems

Information technology (IT) services describe the range of systems and support required to maintain and update the institution's approach to technology enhanced learning. This can include the use of: learning management systems and their associated systems; library

² <https://www.acode.edu.au/mod/page/view.php?id=1598>

systems; cloud-based tools and services; mobile technologies. It also includes hardware (computers, telecommunications and ancillary equipment) and networks, both internal and external which are used for the purposes of technology enhanced learning, for both on and off-campus environments. Technical infrastructure, both physical and virtual, is aligned with institutional learning goals and the technologies are resourced, support staff are trained, and the infrastructure is implemented, maintained, administered and supported efficiently and effectively.

4. Services

This topic addresses the effective application of technology enhanced learning (TEL) services into courses and programs. It encompasses the underlying rationale and strategic intent, how it is embedded into teaching, how it is resourced, evaluated and advanced. The effective pedagogical application of these services is fundamental to the learning and teaching mission of the institution. Failure to apply TEL services in a pedagogically sound ways will reduce the value of the investment placed in these services and has the potential to impact on every student and staff member.

5. Staff Development

The key focus is on developing teaching staff to make effective use of a range of approaches to technology enhanced learning (TEL). Staff development activities encompass individual and group delivery, face-to-face, as well as online. Self-directed learning activities and resources are also included. Some professional development will be designed and delivered to meet the strategic needs of the organisation, whilst other activities will be provided to meet the demands of teaching staff as they arise.

Quality learning and teaching is brought about where people are confident, enthusiastic, skilled and well supported, and learning experiences are designed to engage the learner and employ a variety of approaches. Engagement in professional development should not be limited by factors of physical location, equity or technological skills. This means that staff development is offered flexibly, accommodates a range of entry points, is evaluated and is informed by the work of related units. A good practice approach to the use of technology enhanced learning reflects an understanding of learners' characteristics and needs as required by different discipline contexts.

6. Staff Support

Staff support for the use of technology enhanced learning encompasses both technical and educational support. Technical support is required to deal with problems or needs related to the technological environment, including hardware and software, communications and connections, and performance. Educational support addresses the needs of staff who want to use technologies and/or encounter difficulties while using them, and who need to be able to get ready access to and who want to maximise student learning outcomes.

Staff are made aware of and have access to comprehensive technical and educational support for the use of technology enhanced learning tools and services: prior to and during the implementation of the technology, in formal training sessions, on a just-in-time basis, and for troubleshooting purposes.

7. Student Training

Technology enhanced learning services are the systems and tools used by the institution to support learning and teaching. These can include the use of: required computing equipment and software; learning management systems and associated applications; library systems; cloud-based environments; mobile technologies. Aspects of an ethical approach to technology enhanced learning are also included.

Student training refers to the applied use of such technologies in a learning context. It can take many forms and be provided by many people, for example through: specific training

classes; self-help resources; or as part of a unit of study. Staff providing the training need appropriate skills which require alignment to the professional/staff development benchmark.

The provision of student training for the effective use of the institution's technology enhanced learning services is aligned with the teaching approaches in use; is adequately resourced; is coordinated with other student support services; is flexible; is focused on the needs of students; covers a range of current technologies and reflects good practice in the use of technology.

8. Student Support

Support for students in the use of technology enhanced learning services is defined as primarily technical but the learning context should also be acknowledged. Support should be considered in terms of the use of computers and mobile technologies; learning management systems and their associated applications; library systems, and those cloud based systems and tools adopted by the institution. The requirements of on-campus and off-campus study should be considered.

Students are aware of and have access to effective and well-resourced support for the technology enhanced learning services used by the institution. Student support is responsive to student needs; is coordinated with student training; and is constantly developing in response to changing technology.

USING THE FRAMEWORK

CREATING YOUR OWN FRAMEWORK OR ACTION PLAN

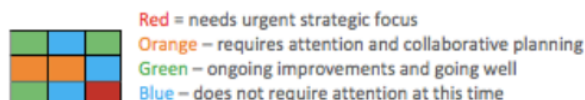
Each Framework segment of the following template is divided into sections allowing for Benchmarks and Benchmark Indicators to be discussed, analysed and documented.

Each section contains an area for you to provide input to aid the development of your own TEL Framework, a prompt question to aid analysis, collaboration and checking, and related resources for inspiration and further guidance.

Actions derived from analysis can be added directly into the TEL Action Plan Template (Appendix 1).

A MODULAR APPROACH

This visual representation of the ATF provides a modular view of the sections provided within the document itself. It is intended that any component area of the model can be isolated for concentrated work, or perhaps highlighted according level of success, for example:



1. STRATEGY

Self-assessment of UBSS on Technology Enhanced Learning (TEL) Framework Institution-wide Policy and Governance for Technology Enhanced Learning

Scoping Statement

This applies to institution level planning, policy development and implementation in relation to the application of technology enhanced learning. It includes the delegation of authority and responsibility for developing and implementing policy, and strategic and operational plans.

Good Practice Statement

The institution has established, well understood strategy, governance mechanisms and policies that guide the selection, deployment, evaluation and improvement of the technologies used to support learning and teaching.

Performance Indicators and measures

PI 1. Institution strategic and operational plans support and promote the use of technology enhanced learning.

1		No current strategic or operational plans
2		Strategic or operational plan but no recognition of technology enhanced learning
3		Strategic or operational plan includes some recognition of technology enhanced learning
4	✓	Strategic and operational plans both have some recognition of technology enhanced learning
5		Strategic and operational plans both have clear recognition of technology enhanced learning

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

UBSS has recognised technology enhanced learning for many years, which is reflected in its strategic planning documents. In 2018, UBSS decided to develop a focussed approach to online learning with technology enhanced learning and hence set up an independent team as 'UBSS Virtual Campus'. The role of virtual campus to develop a business model for online delivery of courses.

PI 2. Specific plans relating to the use of technology enhanced learning are aligned with the institution's strategic directions and operational plans.

	Specific plans exist		Plans are aligned	
1		No specific plans		Not aligned to institution strategic and operational plans
2		Immature plans		Limited alignment with either institution strategic or operational plans
3		Some specific plans		Moderate alignment with either institution strategic or operational plans
4	✓	Numerous specific plans	✓	Moderate alignment with both institution strategic and operational plans
5		Comprehensive suite of plans		Considerable alignment with both institution strategic and operational plans

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

Creation of a UBSS Virtual Campus has been part of the specific focus of the UBSS strategy. It has evolved to blend with the existing business model of face to face delivery of courses.

PI 3. Planning for the ongoing use of technology enhanced learning is aligned with the institutions budget process.

1		No alignment
2		Limited alignment
3		Moderate alignment
4	✓	Considerable alignment
5		Complete alignment

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

This is evident from the investment that the UBSS has made in driving technology enhanced learning. UBSS has allocated significant budget for procuring various technologies required for technology enhanced learning. This includes investment in tracking cameras, audio-visual aids, hardware and software, and people with TEL expertise.

PI 4. Institution policies, procedures and guidelines provide a framework for how technology enhanced learning should be used at both a course and program level.

	Course level		Program level	
1		No policies, procedures and guidelines applied at the course level		No policies, procedures and guidelines applied at the program level
2		Little alignment with policies, procedures and guidelines		Little alignment with policies, procedures and guidelines
3		Some alignment with policies, procedures and guidelines		Some alignment with policies, procedures and guidelines
4	✓	Good alignment with policies, procedures and guidelines	✓	Good alignment with policies, procedures and guidelines
5		Comprehensive alignment with policies, procedures and guidelines		Comprehensive alignment with policies, procedures and guidelines

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

All the existing policies and procedures, which were originally developed for face-to-face learning, have been suitably modified and amended suiting technology enhanced learning provisions. Relevant sections are added in all specific policies and procedure steps are included where required.

PI 5. Policies, procedures and guidelines on the use of technology enhanced learning are well communicated and integrated into processes and systems.

	Communicated		Integrated	
1		Not communicated		Not integrated
2		Poorly communicated		Poorly integrated
3		Moderately communicated		Moderately integrated
4		Substantially communicated		Substantially integrated
5	✓	Widely communicated	✓	Fully integrated

Overall rating	1		2		3		4		5	✓
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Indicate where you believe you rate above.

Rationale and Evidence:

UBSS has taken utmost care in communicating TEL related processes and systems to all including teachers, administrative staff, managerial team as well as all students. These communications are evident through a series of emails, short presentations, group meetings,

professional development sessions, staff and student orientation sessions and executive management meetings.

PI 6. The institution has established mechanisms for the governance of technology enhanced learning that include representation from key stakeholders.

	Governance		Stakeholder representation	
1		No governance		None
2		Planning for governance		Limited
3		Immature		Moderate
4	✓	Established but maturing	✓	Substantial
5		Well established and mature		Comprehensive

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

All stakeholders are well informed and involved in the UBSS TEL journey.

PI 7. Authority and responsibility for the operational management of the technologies used to enhance learning and teaching are clearly articulated.

	Authority and responsibility		Clearly articulated	
1		Non-existent		Not articulated
2		Not well established or defined		Very limited articulation
3		Established but only partially defined		Moderately articulated
4	✓	Well defined but maturing	✓	Substantial articulation
5		Well established and mature		Comprehensively articulated

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

TEL responsibilities are clearly defined and are provided to all key managerial staff and stakeholders.

PI 8. The institution uses a clearly articulated policy framework and governance structure when deciding on the adoption of new technologies.

	Policy framework for new technologies		Clearly articulated	
1		Non-existent		Not articulated
2		Not well established or defined		Very limited articulation
3		Established but only partially defined		Moderately articulated
4	✓	Well defined but maturing	✓	Substantial articulation
5		Well established and mature		Comprehensively articulated

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

The GCA Board, UBSS Academic Senate and Executive Management Team determine the extent of the TEL requirements at UBSS.

Recommendations for improvement

Nil

2. QUALITY

Planning for Institution-wide Quality Improvement of Technology Enhanced Learning

Scoping Statement

Institution-wide processes are in place, including, planning, implementation, evaluation and feedback loops, to ensure the effective use of technology enhanced learning and its alignment with external requirements.

Good Practice Statement

Institutions support and encourage the sustainable, effective and efficient use of technology enhanced learning through strategic planning processes at all levels of the institution. The focus is continuous improvement through systematic and regular evaluation of implementation strategies and outcomes. Such evaluation will in turn inform future planning and align with the institution's strategic direction.

Performance Indicators and measures

P2 1. Institution-wide processes for quality assurance are in place and in use to integrate technology enhanced learning at both a program and course level.

	Processes in place		At both a Course and Program level	
1		None		No integration
2		Limited		Across some course and or programs
3		Moderate		Across many courses and or programs
4	✓	Extensive	✓	Across most Courses and Programs
5		Comprehensive		Across all Courses and Programs

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

In the present circumstances, UBSS is fully prepared for delivering courses with TEL. Hence extensive quality assurance measures are put in place to ensure that the TEL delivery meets with the requirements.

P2 2. Comprehensive evaluation processes are in place to support decisions relating to the implementing of technology enhanced learning services.

1		None
2		Limited
3		Moderate
4	✓	Substantial
5		Comprehensive

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

Within the course and regulatory framework of the assessment requirements, all assessment processes are fully integrated with the TEL delivery model without compromising assessment integrity.

P2 3. Planning for quality improvement of the institution's technology enhanced learning systems and procedures is resourced.

1		No resources
2		Inadequate resources
3		Moderate resources
4	✓	Substantial resources
5		Comprehensive resources

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

A dedicated team has been allocated to drive TEL initiatives including its quality improvement.

P2 4. Evaluation cycles are in place to measure key performance indicators (KPIs) identified by and for all stakeholders and are integrated in planning for continuous improvement purposes.

	KPI's evaluation processes in place	Integrated into planning for improvement
1	No evaluation cycles	No integration
2	Limited evaluation cycles of some stakeholders	Limited integration

3		Evaluation cycles for some stakeholders		Moderate integration
4	✓	Evaluation cycles for most stakeholders	✓	Extensive integration
5		Evaluation cycles of all stakeholders		Comprehensive integration

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

Periodical review of the progress is measured with KPIs in all aspects of TEL and this is institutionalised. Responsible role holders are required to provide feedback on the achievements and improvements plans in TEL on a regular basis.

P2 5. Outcomes are reported to all levels of the institution.

1		No outcomes are reported
2		Some outcomes are reported to some levels
3	✓	Outcomes are reported to the majority of levels
4		Outcomes are reported to all levels
5		Comprehensive outcomes are reported to all levels

Overall rating	1		2		3	✓	4		5	
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Indicate where you believe you rate above.

Rationale and Evidence:

TEL outcomes are reported and discussed at regular group meetings and managerial meetings.

Recommendations for improvement

Nil

3. SYSTEMS

Information Technology Systems, Services and Support for Technology Enhanced Learning

Scoping Statement

Information technology (IT) services describe the range of systems and support required to maintain and update the institution's approach to technology enhanced learning. This can include the use of: learning management systems and their associated systems; library systems; cloud-based tools and services; mobile technologies. It also includes hardware (computers, telecommunications and ancillary equipment) and networks, both internal and external which are used for the purposes of technology enhanced learning, for both on and off-campus environments.

Out of scope. The pedagogical issues relating to the use of IT services is the domain of other benchmarks.

Good Practice Statement

Technical infrastructure, both physical and virtual, is aligned with institutional learning goals and the technologies are resourced, support staff are trained and the infrastructure is implemented, maintained, administered and supported efficiently and effectively.

Performance Indicators and Measures

P3.1. Systems and processes are in place to generate learning and educational analytic data to support decision making.

	Systems		Processes	
1		No systems and no data		No processes in place
2		Some systems and limited data		Ad hoc processes in place
3		Some systems and good data		Limited processes in place
4	✓	Substantial systems and data	✓	Defined processes in place
5		Comprehensive systems and data		Comprehensive processes in place

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

UBSS collects regular feedback and data on the effectiveness of the TEL delivery process. These data are collected from the system log, usage time, access information and various other modes. UBSS analyse these data and reflect on the effectiveness of TEL process.

P3.2. There are clearly articulated responsibilities, and processes for the implementation and maintenance of the technology enhanced learning systems.

	Processes		Responsibilities	
1		Not articulated		Not articulated
2		Poorly articulated		Poorly articulated
3		Generally articulated		Generally articulated
4	✓	Substantially articulated	✓	Substantially articulated
5		Comprehensively articulated		Comprehensively articulated

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

UBSS has built an outsourcing model of bringing TEL expertise through an IT company involved in developing software and TEL solutions in the education sector. Internally, individual responsibilities are articulated to build a focus approach to TEL delivery.

P3.3. Responsibilities and processes for support and training of staff and students in the use of the technology enhanced learning systems are clearly defined.

	Responsibilities		Processes	
1		Not defined		Not defined
2		Poorly defined		Poorly defined
3		Generally defined		Generally defined
4	✓	Substantially defined	✓	Substantially defined
5		Comprehensively defined		Comprehensively defined

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

Staff orientation and regular PD sessions covers the required support and training in the use of TEL.

P3.4. Resources are allocated for the implementation and maintenance of IT services that support technology enhanced learning.

	Implementation		Maintenance	
1		No resources allocated		No resources allocated
2		Inadequate resources allocated		Inadequate resources allocated
3		Moderate resources allocated		Moderate resources allocated
4	✓	Substantial resources allocated	✓	Substantial resources allocated
5		Comprehensive resources allocated		Comprehensive resources allocated

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

Dedicated IT expertise internally as well as external IT outsourced company is engaged to deal with TEL requirements

P3.5. Experimentation with new and emerging technologies is encouraged and resourced by the institution and supported by procedure.

	Encouraged		Resourced		Supported by procedure	
1		Not encouraged		No resources		No procedure
2		Limited encouragement		Inadequate resources		Ad hoc procedures
3		Moderate encouragement		Moderate resources		Partially defined procedures
4	✓	Substantial encouragement	✓	Substantial resources	✓	Defined procedures
5		Fully encouraged		Comprehensive resources		Comprehensive procedures

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

UBSS has installed the latest tracking cameras in classrooms to provide the feel of a live lecture session on online learning mode. Besides hardware, there are appropriate software technology adopted including Blackboard Collaborate for delivery management.

P3.6. Professional development occurs for staff managing the services used to support technology enhanced learning (including new and emerging technologies).

	For core services		For new and emerging technologies	
1		No PD occurs		No PD occurs
2		Ad hoc PD occurs, but only when requested		Ad hoc PD occurs, but only when requested
3		Semi regular PD occurs for some services		Semi regular (reactive) PD occurs
4	✓	Regular PD occurs for most services	✓	Regular PD occurs (after implementation)
5		Comprehensive PD occurs for all services		Comprehensive (pro-active) PD occurs

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

At the beginning of trimester, and throughout, regular PD sessions are organised to build the capability of staff to deliver learning using TEL.

P3.7. The institution has robust procedures and processes in place to identify and manage risk associated with all the technology enhanced learning services.

1		None
2		Limited
3		Moderate
4	✓	Substantial
5		Comprehensive

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

The GCA Risk Register covers all aspects of risk associated with TEL.

P3.8. Support levels and pathways for assistance for all learning technologies are clearly communicated to staff.

	Pathways for support		Communicated	
1		Not identified		No communication
2		Ill-defined pathways		Ad hoc communication
3		Some pathways identified		Partially communicated
4	✓	Pathways mostly identified	✓	Mostly communicated
5		Comprehensively identified		Comprehensively communicated

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

To implement TEL, various procedure step booklets and presentations have been designed to follow for the staff and students.

Recommendations for improvement

Nil

4. SERVICES

The application of Technology Enhanced Learning Services

Scoping Statement

This topic addresses the effective application of technology enhanced learning (TEL) services into courses and programs. It encompasses the underlying rationale and strategic intent, how it is embedded into teaching, how it is resourced, evaluated and advanced. The effective pedagogical application of these services is fundamental to the learning and teaching mission of the institution. Failure to apply TEL services in a pedagogically sound ways will reduce the value of the investment placed in these services and has the potential to impact on every student and staff member.

Out of scope. Technological, policy and administrative issues relating to the application of TEL services are the domain of other benchmarks.

Good Practice Statement

The application of TEL services is:

- grounded in the institution's Learning and Teaching strategy;
- informed by good pedagogical practice and research;
- supported adequately;
- deployed and promoted effectively;
- evaluated from a number of perspectives; and
- advanced appropriately.

The Performance Indicators are organised to reflect these aspects of pedagogical application.

Performance Indicators and Measures

P4.1. The application of technology enhanced learning services are grounded in the context of the institution's learning and teaching strategy.

1		Not grounded
2		Very limited grounding
3		Modest grounding
4	✓	Substantially grounded
5		Comprehensively grounded

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

TEL is a part of the UBSS overall Learning and Teaching Strategy.

P4.2. The pedagogical intent of the application of technology enhanced learning services within individual courses and programs is readily apparent to teaching and support staff.

	At a course level		At a program level	
1		Not apparent		Not apparent
2		Apparent in only limited cases		Apparent in only limited cases
3		Apparent, but not consistently		Apparent, but not consistently
4		Mostly apparent		Mostly apparent
5	✓	Fully apparent	✓	Fully apparent

Overall rating	1		2		3		4		5	✓
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Indicate where you believe you rate above.

Rationale and Evidence:

In the current situation, only TEL is being implemented at its full potential and hence is fully apparent.

P4.3. The pedagogical application of technology enhanced learning is based on sound educational research and guidelines (including compliance with legal requirements, accessibility, and learning designs) are readily available to all teaching and support staff.

	Application based on sound research		Guidelines readily available	
1		Not applied		None available
2		Applied, but only in limited cases		Limited availability
3		Applied, but not consistently		Available, but do not cover all areas
4	✓	Mostly applied	✓	Mostly available
5		Comprehensively applied		Readily available to all

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

UBSS has ensured that it meets compliance and regulatory requirements of TEQSA and its associated guidelines for TEL.

P4.4. Collegial communities exist to promote and support the use of technology enhanced learning, for communicating its innovative use and pedagogical application in learning and teaching.

1		None in existence
2		Very few communities exist of this nature and are ad hoc at best
3		Some communities exist, but have limited exposure and reach
4	✓	Communities exist and have a reasonable expose and reach
5		These communities are widespread and have very good exposure and reach

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

All teaching and non-teaching staff are made fully aware of the TEL requirements and are trained accordingly. Regular communication is maintained through emails and group meetings.

P4.5. Resources are allocated for the ongoing development of technology enhanced learning pedagogies.

1		No allocation
2		Very limited resources allocated
3		Partially funded
4	✓	Well-funded
5		Fully funded

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

UBSS has allocated sufficient budget for the ongoing development of TEL pedagogies.

P4.6. The pedagogical application of technology enhanced learning services is sustainable.

1		This is not considered
2		Usually implemented as one-off's with little thought for sustainability
3		Sustainability is sometimes considered during implementation, with ad hoc follow through
4	✓	Sustainability is usually considered during implementation, with some follow through
5		Implementation is well funded with the view to sustaining good practice longer term

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

All the course material for TEL delivery is well prepared and readily available.

P4.7. The pedagogical impact of technology enhanced learning services is regularly evaluated in detail at a course and program level.

	At a course level		At a program level	
1		Not evaluated		Not evaluated
2		Limited evaluation occurs		Limited evaluation occurs
3		Evaluated but not in great detail		Evaluated but not in great detail
4	✓	Evaluated in reasonable detail	✓	Evaluated in reasonable detail
5		Fully evaluated		Fully evaluated

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

Process is in place to evaluate the pedagogical impact of TEL. Regular feedback mechanisms are in place to understand the impact of TEL.

P4.8. Evidence of the impact of technology enhanced learning is integrated into continuous improvement planning for courses and programs.

	At a course level		At a program level	
1		Not apparent		Not apparent
2		Apparent only in limited cases		Apparent only in limited cases
3		Apparent, but not consistently		Apparent, but not consistently
4	✓	Mostly apparent	✓	Mostly apparent
5		Fully apparent		Fully apparent

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

Both Face to face, and online delivery of courses are seamlessly integrated with TEL processes.

P4.9. Good practice examples advance the pedagogically sound use of technology enhanced learning services in courses and programs.

	At a course level		At a program level	
1		Not apparent		Not apparent
2		Apparent only in limited cases		Apparent only in limited cases
3		Apparent, but not consistently		Apparent, but not consistently
4	✓	Mostly apparent	✓	Mostly apparent
5		Fully apparent		Fully apparent

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

Regular research on good practice related to TEL is shared and evaluated within all teams to understand how effective UBSS TEL is vis-à-vis other higher education providers in Australia.

Recommendations for improvement

NIL

5. STAFF DEVELOPMENT

Staff Professional Development for the Effective use of Technology Enhanced Learning

Scoping Statement

The key focus is on developing teaching staff to make effective use of a range of approaches to technology enhanced learning (TEL). Staff development activities encompass individual and group delivery, face-to-face, as well as online.

Self-directed learning activities and resources are also included. Some professional development will be designed and delivered to meet the strategic needs of the organisation, whilst other activities will be provided to meet the demands of teaching staff as they arise.

Good Practice Statement

Quality learning and teaching is brought about where people are confident, enthusiastic, skilled and well supported, and learning experiences are designed to engage the learner and employ a variety of approaches.

Engagement in professional development should not be limited by factors of physical location, equity or technological skills. This means that staff development is offered flexibly, accommodates a range of entry points, is evaluated and is informed by the work of related units.

A good practice approach to the use of technology enhanced learning reflects an understanding of learners' characteristics and needs as required by different discipline contexts.

Performance Indicators and Measures

P5.1. A framework for staff development in technology enhanced learning is part of the institution's learning and teaching strategy.

1		No staff development and no alignment with strategy
2		Some staff development, but not aligned with strategy
3		Some staff development, partly aligned with strategy
4	✓	Staff development mostly aligned with strategy
5		Extensive staff development, fully aligned with strategy

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

TEL aspects are part of PD sessions.

P5.2. Processes are in place and in use to identify staff development needs in support of the institution's strategy for technology enhanced learning.

1		No processes in place
2		Some processes exist, but no evidence of use
3		Some processes exist and they are partly used
4	✓	Processes are in place and they are partly used
5		Processes are in place and they are well used

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

Staff development needed is periodically identified for TEL requirements and appropriate PD plans are developed.

P5.3. Educational and technical expertise is used to develop quality programs and resources addressing staff development needs.

	Educational expertise is used		Technical expertise is used	
1		No educational program or resources		No technical program or resources
2		Limited educational program/resources		Limited technical program/resources
3		Educational program, limited resources		Technical program, limited resources
4	✓	Educational program, good resources	✓	Technical program, good resources
5		Extensive educational program/resources		Extensive technical program/resources

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

TEL experts have designed regular PD sessions and delivered teaching/learning sessions to staff.

P5.4. Coordination occurs between those areas providing staff development for technology enhanced learning across the institution.

1		No coordination
2		Ad hoc coordination occurs
3		Semi regular coordination occurs
4	✓	Regular coordination occurs
5		Comprehensive coordination occurs

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

The responsibilities of staff development are shared between the Academic Team and TEL Expert Team and is seamlessly delivered.

P5.5. Staff development for technology enhanced learning is resourced.

1		Not resourced
2		Inadequately resourced
3		Moderately resourced
4	✓	Substantially resourced
5		Comprehensively resourced

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

Staff are encouraged to attend TEL PD sessions and are paid accordingly.

P5.6. Staff development programs are delivered flexibly and address differing skill levels.

	Delivered flexibly		Address differing skill levels	
1		Not at all		Not at all
2		Limited		Limited
3		Moderate		Moderate
4	✓	Substantial	✓	Substantial
5		Fully		Fully

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

Periodically a number of sessions are arranged for PD and the sessions are flexible and address different skills levels.

P5.7. Evaluation data is used to inform the planning for continuous improvement of staff development processes.

1		No integration
2		Only limited or ad hoc integration exists
3		Some good examples of integration exist, but not across the board
4	✓	Regular integration exists across most processes
5		Systematic integration exists across all programs

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

PD session feedback is used for continuous improvement purposes.

Recommendations for improvement

NIL

6. STAFF SUPPORT

Staff support for the use of technology enhanced learning

Scoping Statement

Staff support for the use of technology enhanced learning encompasses both technical and educational support.

Technical support is required to deal with problems or needs related to the technological environment, including hardware and software, communications and connections, and performance.

Educational support addresses the needs of staff who want to use technologies and/or encounter difficulties while using them, and who need to be able to get ready access to and who want to maximise student learning outcomes

Out of scope. This benchmark does not include staff development which forms part of the more formal professional development framework – see Benchmark 5

Good Practice Statement

Staff are made aware of and have access to comprehensive technical and educational support for the use of technology enhanced learning tools and services: prior to and during the implementation of the technology, in formal training sessions, on a just-in-time basis, and for troubleshooting purposes.

Performance Indicators and Measures

P6.1. Technical and educational support is aligned with the current and emerging learning technologies being deployed by the institution.

	For current technologies		For emerging technologies	
1		No alignment		No alignment
2		Limited alignment		Limited alignment
3		Moderate alignment		Moderate alignment
4	✓	Considerable alignment	✓	Considerable alignment
5		Full alignment		Full alignment

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

UBSS has invested substantially in the latest technology.

P6.2. Procedures are in place to identify the support requirements of staff, at individual, team and institutional levels.

	For individuals		At a team level		At an institutional level	
1		Not identified		Not identified		Not identified
2		Limited identification		Limited identification		Limited identification
3		Some identification		Some identification		Some identification
4	✓	Regular identification	✓	Regular identification	✓	Regular identification
5		Systematic identification		Systematic identification		Systematic identification

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

UBSS has designated team members managing TEL

P6.3. Procedures are in place to regularly evaluate the support services and resources provided for staff.

	Evaluation of support services		Evaluation of resources	
1		No evaluation occurs		No evaluation occurs
2		Limited or ad hoc evaluation occurs		Limited or ad hoc evaluation occurs
3		Semi regular evaluation occurs		Semi regular evaluation occurs
4	✓	Mostly regular evaluation occurs	✓	Mostly regular evaluation occurs
5		Fully and regularly evaluated		Fully and regularly evaluated

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

The team involved in TEL is given responsibilities and these are monitored and evaluated on an ongoing basis.

P6.4. Coordination occurs between those areas providing support services for staff across the institution.

1		No coordination
2		Ad hoc coordination occurs
3		Semi regular coordination occurs
4	√	Regular coordination occurs
5		Comprehensive coordination occurs

Overall rating	1		2		3		4	√	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

This is evident from all staff interactions and TEL performance indicators.

P6.5. Technology enhanced learning support services are accessible and used by staff.

	Services are accessible to staff		Services are used by staff	
1		Not at all		Not at all
2		Restricted		Limited use
3		Working hours		Moderate usage
4		Extended hours		Good usage
5	√	24 X 7	√	Extensively used

Overall rating	1		2		3		4		5	√
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Indicate where you believe you rate above.

Rationale and Evidence:

TEL support Services are available at all times.

P6.6. Technology enhanced learning support services are adequately resourced.

1		Not resourced
2		Inadequately resourced
3		Moderately resourced
4	✓	Substantially resourced
5		Comprehensively resourced

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

*Dedicated staff are involved in TEL support services.***P6.7. Technology enhanced learning support services are promoted to staff.**

1		Not promoted
2		Limited promotion
3		Moderate promotion
4	✓	Substantial promotion
5		Systematically and comprehensively promoted

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

All staff are made aware how to access TEL support services.

P6.8. New technology enhanced learning services are fully analysed for staff support requirements, prior to and during the adoption process.

	Prior to adoption		During adoption	
1		No analysis occurs		No analysis occurs
2		Limited or ad hoc analysis occurs		Limited or ad hoc analysis occurs
3		Partial analysis occurs		Partial analysis occurs
4	✓	Reasonable analysis occurs	✓	Reasonable analysis occurs
5		Comprehensive analysis occurs		Comprehensive analysis occurs

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

Research and proper evaluation are undertaken before implementing TEL solutions.

P6.9. There are procedures in place that ensure that evaluation data on technology enhanced learning support services for staff contributes to their continuous improvement.

1		No integration
2		Only limited or ad hoc integration exists
3		Some good examples of integration exist, but not across the board
4	✓	Regular integration exists across most services
5		Systematic integration exists across all services

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

The Academic Team regularly monitors TEL impact.

Recommendations for improvement

Nil

7. STUDENT TRAINING

Student Training for the Effective use of Technology Enhanced Learning

Scoping Statement

Technology enhanced learning services are the systems and tools used by the institution to support learning and teaching. These can include the use of: required computing equipment and software; learning management systems and associated applications; library systems; cloud-based environments; mobile technologies. Aspects of an ethical approach to technology enhanced learning are also included.

Student training refers to the applied use of such technologies in a learning context. It can take many forms and be provided by many people, for example through: specific training classes; self-help resources; or as part of a unit of study. Staff providing the training need appropriate skills which require alignment to the professional/staff development benchmark.

Out of Scope. Student training does not encompass training in other aspects of learning development (i.e. general study skills).

Good Practice Statement

The provision of student training for the effective use of the institution's technology enhanced learning services is aligned with the teaching approaches in use; is adequately resourced; is coordinated with other student support services; is flexible; is focused on the needs of students; covers a range of current technologies and reflects good practice in the use of technology.

Performance Indicators and Measures

P7.1. Student training is aligned with the technologies and teaching approaches in use at the institution.

	Aligned with the technologies used		Aligned with the teaching approaches used	
1		No alignment		No alignment
2		Limited alignment		Limited alignment
3		Moderate alignment		Moderate alignment
4	✓	Considerable alignment	✓	Considerable alignment
5		Full alignment		Full alignment

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

Students are trained for access to TEL and all necessary training is provided. This aspect is integral to the student orientation and other learning sessions.

P7.2. Student training for technology enhanced learning is adequately resourced.

1		Not resourced
2		Inadequately resourced
3		Moderately resourced
4	✓	Substantially resourced
5		Comprehensively resourced

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

Suitable resources are allocated for student training.

P7.3. There are procedures in place to regularly evaluate the training and training resources provided for students.

	Evaluation of support services		Evaluation of resources	
1		No evaluation occurs		No evaluation occurs
2		Limited or ad hoc evaluation occurs		Limited or ad hoc evaluation occurs
3		Semi regular evaluation occurs		Semi regular evaluation occurs
4	✓	Mostly regular evaluation occurs	✓	Mostly regular evaluation occurs
5		Fully and regularly evaluated		Fully and regularly evaluated

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

Regular evaluations are undertaken by the teams involved to ensure adequacy of resources.

P7.4. Coordination occurs between those areas providing training for students across the institution.

1		No coordination
2		Ad hoc coordination occurs
3		Semi regular coordination occurs
4	✓	Regular coordination occurs
5		Comprehensive coordination occurs

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

Dedicated team and centralized function take care of these aspects.

P7.5. Student training programs are delivered flexibly and address differing skill levels.

	Training is delivered flexibly		Training addresses different skill levels	
1		Not at all		Not at all
2		Limited		Limited
3		Moderate		Moderate
4	✓	Substantial	✓	Substantial
5		Fully		Fully

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

All students are encouraged to participate in training.

P7.6. Student training promotes an ethical approach to the use of social media and the technology enhanced learning services provided by the institution.

	For social media		For TEL services	
1		Not apparent		Not apparent
2		Apparent in only limited cases		Apparent in only limited cases
3	✓	Apparent, but not consistently applied	✓	Apparent, but not consistently applied
4		Mostly apparent		Mostly apparent
5		Fully apparent		Fully apparent

Overall rating	1		2		3	✓	4		5	
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Indicate where you believe you rate above.

Rationale and Evidence:

This is done with utmost care.

P7.7. Evaluation data is used to inform the planning for continuous improvement of student development processes.

1		No integration
2		Only limited or ad hoc integration exists
3		Some good examples of integration exist, but not across the board
4	✓	Regular integration exists across most processes
5		Systematic integration exists across all programs

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

Regular feedback and its data are used to evaluate effectiveness.

P7.8. There are clearly defined pathways for students to access the training they require.

1		No pathways defined
2		Limited definition and not explicit
3		Defined but not explicit
4	✓	Defined and mostly explicit
5		Comprehensively defined and explicit

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

Training for students is a well-defined process as a part of curriculum.

Recommendations for improvement

Nil

8. STUDENT SUPPORT

Student Support for the use of Technology Enhanced Learning

Scoping Statement

Support for students in the use of technology enhanced learning services is defined as primarily technical but the learning context should also be acknowledged. Support should be considered in terms of the use of computers and mobile technologies; learning management systems and their associated applications; library systems, and those cloud based systems and tools adopted by the institution. The requirements of on-campus and off-campus study should be considered.

Good Practice Statement

Students are aware of and have access to effective and well-resourced support for the technology enhanced learning services used by the institution. Student support is responsive to student needs; is coordinated with student training; and is constantly developing in response to changing technology.

Performance Indicators and Performance Measures

P8.1. The provision of support for students is aligned with the technology enhanced learning services used by the institution.

1		No alignment
2		Limited alignment
3		Moderate alignment
4	✓	Considerable alignment
5		Full alignment

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

UBSS has implemented online student support services using a dedicated UBSS student service portal and app. Students can contact student services using these applications. They provide all necessary information including academic timetable, available student services and relevant communication updates. Students can also arrange for a time to speak to the Student Services Team and can resolve their queries whenever they wish.

P8.2. Student technology enhanced learning support services are resourced.

1		Not resourced
2		Inadequately resourced
3		Moderately resourced
4		Substantially resourced
5	✓	Comprehensively resourced

Overall rating	1		2		3		4		5	✓
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Indicate where you believe you rate above.

Rationale and Evidence:

Services are comprehensively resourced with the necessary technology support and hardware required. The IT team is well equipped to respond to requirements at all times. A dedicated team of Student Service staff are always available to students for resolving their student support requirements.

P8.3. There are clearly defined pathways for students to access support services and these are promoted to the student body.

	Clear pathways to support services		Support services are promoted	
1		No pathways defined		Not promoted
2		Limited definition and not explicit		Limited promotion
3		Defined but not explicit		Moderate promotion
4	✓	Defined and mostly explicit	✓	Substantial promotion
5		Comprehensively defined and explicit		Systematically and comprehensively promoted

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

Students are made aware of the available services through various means including the UBSS website, Student Portal and Learning Management System. Regular news and group emails and chats also provide information on accessing student support services. UBSS also promotes usage of such services through continuous broadcasting details on the Television display sets placed at reception and other prominent places on the campus. Student services team also promotes the availability of services in person and during calls when they contact students.

P8.4. Support sites and resources are accessible from commonly used devices and the analytics of student usage are monitored.

	Accessible from commonly used devices		Student usage is monitored	
1		Not accessible		Not monitored
2		Limited accessibility		Limited or ad hoc monitoring
3		Moderately accessible		Moderate levels of monitoring occur
4		Mostly accessible		Mostly monitored
5	✓	Fully accessible	✓	Comprehensive monitoring

Overall rating	1		2		3		4		5	✓
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Indicate where you believe you rate above.

Rationale and Evidence:

UBSS website, Student Portal, Learning Management System are accessible using a variety of devices such as desktop computers, laptops, iPads and smart phones. The sites and resources are designed in such a way that they are compatible with each of these devices and students can make maximum use of the resources without any difficulties.

P8.5. There are procedures in place to ensure that student support services and resources are regularly evaluated.

	Support services are regularly evaluated		Support resources are regularly evaluated	
1		No evaluation occurs		No evaluation occurs
2		Limited or ad hoc evaluation occurs		Limited or ad hoc evaluation occurs
3		Semi regular evaluation occurs		Semi regular evaluation occurs
4	✓	Mostly regular evaluation occurs	✓	Mostly regular evaluation occurs
5		Fully and regularly evaluated		Fully and regularly evaluated

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

Student Services evaluation of the services quality and its effectiveness is a regular standing agenda item in the monthly Executive Management Team meeting chaired by the GCA CEO. The Student Services Team is hands on with all the data at all times on how the student services is performing and helping students. Regular and detailed analysis is undertaken on the concurrent and past data to monitor changes and emerging patterns.

P8.6. There are procedures in place that ensure that evaluation data on technology enhanced learning support services for students contributes to their continuous improvement.

1		No integration
2		Only limited or ad hoc integration exists
3		Some good examples of integration exist, but not across the board
4	✓	Regular integration exists across most services
5		Systematic integration exists across all services

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

The student services activities are supported with robust policies and procedures duly evolved and approved by the UBSS Academic Senate and/or GCA Executive Management Team. These policies are reviewed at regular intervals and updated for continuous improvement purposes. A policy version control is an integral part of the policy and are captured at the end of each policy document.

P8.7. Coordination occurs between those areas providing support for students across the institution.

1		No coordination
2		Ad hoc coordination occurs
3		Semi regular coordination occurs
4	✓	Regular coordination occurs
5		Comprehensive coordination occurs

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

There are regular coordination meetings and data sharing sessions among various teams involved in student support. IT, Accounts, Administration, Academic and Student Services Teams keep continuous contact for smooth coordination to deal with student support issues in a unified way.

P8.8. There are procedures in place to ensure there is an alignment between student training and student support.

1		No alignment
2		Limited alignment
3		Moderate alignment
4	✓	Considerable alignment
5		Full alignment

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

The elaborate and detailed student support policy and other student training policies are aligned in many ways. For example, Student training timetable, delivery of sessions and assessment related communication are integral to student support services. The Student Support Team does not operate in isolation but has considerable alignment with student training as the majority of student support requirements are related to student training.

P8.9. Processes are in place to determine the ongoing support requirements of students.

1		No processes
2		Inadequate processes
3		Some processes
4	✓	Regular processes
5		Comprehensive processes

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

Student support requirements are generally related to academic and non-academic matters. Students are supported with dedicated staff in both academic and non-academic areas backed up by defined policies. All queries related to student enrolment, student identity, deferment, transfer, leave of absence, subject selection, credit and RPL application, re-assessment, issuance of parchment, attendance and the like are dealt with in accordance with defined policies and procedures.

P8.10. New technology enhanced learning services are fully analysed for student support requirements, prior to and during the adoption process.

	Prior to adoption		During adoption	
1		No analysis occurs		No analysis occurs
2		Limited or ad hoc analysis occurs		Limited or ad hoc analysis occurs
3		Partial analysis occurs		Partial analysis occurs
4	✓	Reasonable analysis occurs	✓	Reasonable analysis occurs
5		Comprehensive analysis occurs		Comprehensive analysis occurs

Overall rating	1		2		3		4	✓	5	
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Indicate where you believe you rate above.

Rationale and Evidence:

All new technology enhanced learning initiatives are fully analysed before implementing. For example, when UBSS decided to use Blackboard Collaborate moving away from another software for delivering online webinars and sessions, lecturers were trained, and their ability and comfort levels were evaluated. The Student Support Team was thoroughly briefed, and student feedback was ascertained. Once UBSS concluded satisfaction in relation to the new changes, then the new TEL software for delivering lectures was introduced.


Recommendations for improvement

NIL

ANALYSIS AND CONCLUSION

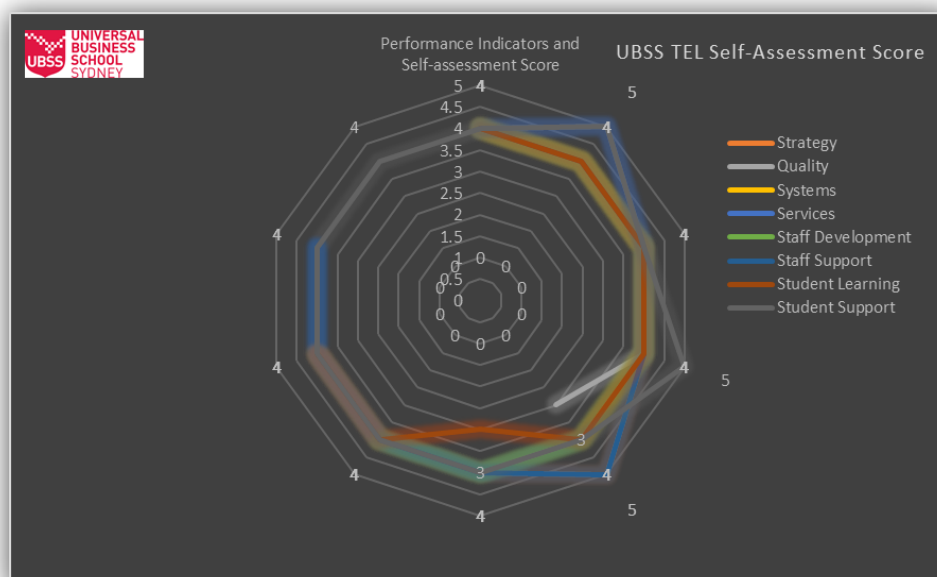
The UBSS self-assessment score indicates that UBSS has well adapted to all eight aspects of TEL. UBSS has made all efforts to mitigate the TEL requirements in all aspects and hence scores almost four out of five in all indicators.

The following table is a summary of the scores of Self-assessment on each of the TEL indicators and in turn the average score. The overall score is calculated by averaging the sum total of all indicators with the eight indicators.

 Universal Business School Sydney Technology Enhanced Learning - ACODE framework self-assessment Results												
September 2020												
TEL Indicator #	TEL Indicator	Performance Indicators and Self-assessment Score										Average Score
		PI1	PI2	PI3	PI4	PI5	PI6	PI7	PI8	PI9	PI10	
1	Strategy	4	4	4	4	5	4	4	4			4.1
2	Quality	4	4	4	4	3						3.8
3	Systems	4	4	4	4	4	4	4	4			4.0
4	Services	4	5	4	4	4	4	4	4	4		4.1
5	Staff Development	4	4	4	4	4	4	4				4.0
6	Staff Support	4	4	4	4	5	4	4	4	4		4.1
7	Student Learning	4	4	4	4	4	3	4	4			3.9
8	Student Support	4	5	4	5	4	4	4	4	4	4	4.2
Overall		Sum total of average / eight indicators										4.0

Score indicators - 1 - Tel Indicator does not exist; 2 - Existing to a limited extent; 3 - Partially exist; 4 - Reasonably exist and 5 - Comprehensively exist

The following graph depicts the Self-Assessment score of UBSS in a 'radar' type chart indicating the score of each of the elements on the outer side of the radar circles reaching to the full circle.



The TEL implementation has provided substantive tangible and intangible benefits to UBSS³. The most important among these benefits is *improved student engagement*. An analysis of the student engagement is summarised as follows -

- Student attendance at scheduled classes actually increased from 70 percent to 80 percent.
- Number of students sitting for examinations also rose to 84 percent from 81 percent.
- UBSS maintained its impressive aggregate student feedback result of 4.2 out of 5.0 based on 1,200 + responses. This is above 78 percent rating of all Australian IHEPs 2019.⁴
- Similar results were achieved on staff feedback, where in aggregate score achieved was 4.2 out of 5.0
- All educators have been upskilled in course delivery and remote learning skills, which can be utilised on an ongoing basis to reach new students and compensate for unplanned absences.

It can be concluded that the technology enhanced learning has become a driver for the transformational change in UBSS. The way UBSS has been delivering learning in past has dramatically changed to new ways of delivery and the same has been integrated in UBSS as new UBSS way of life.

UBSS will continue to strive to improve on TEL to further enhance more invigorated student learning and student engagement.

³ Whateley G. (2020) Full marks for educators, the 'digital convicts' of Covid-19, Campus Review, Sept 2020

⁴ <https://www.qilt.edu.au/qilt-survey/student-experience>

References and Acknowledgements

References

ACODE - <https://www.acode.edu.au/mod/page/view.php?id=1598>

ACODE TEL framework – Pilot pack <https://www.acode.edu.au/mod/page/view.php?id=1598>

QILT results – UBSS website - <https://www.qilt.edu.au/qilt-survey/student-experience>

Whateley G. (2020) Full marks for educators, the 'digital convicts' of Covid-19, Campus Review, Sept 2020

Acknowledgements

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Dr Ashok Chanda is currently Associate Professor and Provost of the UBSS Virtual Campus.

