Technology Enhanced Learning @ UBSS Australia: A Self-Assessment Case study

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Introduction

Universal Business School Sydney (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 impact of COVID19 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 an 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 outcomes. 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, investing in 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 ensuring 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 improvement[1].

This paper 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.
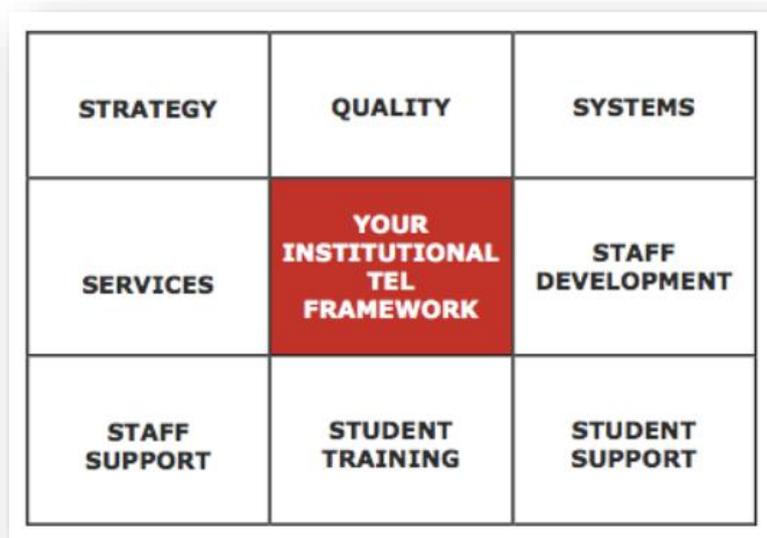
The Technology Enhanced Learning (TEL) Framework

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

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

TEL Framework overview is depicted in the below figure 1.

Figure 1 – TEL Framework

According to this framework, an institution which is delivering technology enhanced learning (TEL) must adopt eight elements of the framework to fully illuminate its performance, 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 as well as strategic and operational plans. The institution has established fully 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 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 way 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 when 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 effectively and/or encounter difficulties while using them, and who need to be able to get ready access to this support in an effort 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/or 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.

TEL Assessment Methodology

The framework is designed with eight aspects of TEL on which an institution can be evaluated – in this case self-assessed. Each of the eight categories of TEL has range of performance indicators and measures. The Performance indicators are designed with five variables on five point scale, indicating one as no TEL related measures exist to five indicating existence of elaborate measures. Each of those indicators are explained where an assessor is required to rate the performance indicators and measure and provide rationale and evidence supporting the rating.

For example, one of the element of TEL is Strategy and its performance indicator is given in Table 1

Table 1 – TEL Strategy and its performance indicator

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

ACODE has prescribed a guideline for using the framework which is given in following figure 2.

Figure 2 – Using the TEL Framework
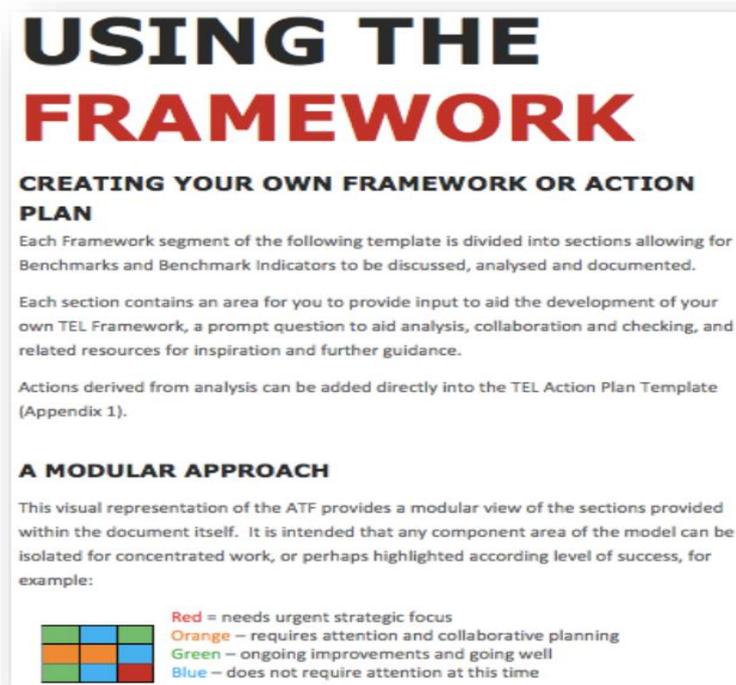
The ACODE framework Performance Indicators and variable are given in **Annexure 1**.

Self-Assessment of UBSS on Technology Enhanced Learning (TEL) Framework

  1. **Strategy - Institution-wide policy and governance for technology enhanced learning**

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 the 'UBSS Virtual Campus'. The role of virtual campus was to develop a business model for online delivery of courses. Creation of a UBSS Virtual Campus has been part of the specific focus of the UBSS Strategic Plan. It has evolved to blend with the existing business model of face to face delivery of courses.

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

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

UBSS has taken utmost care in communicating TEL related processes and systems to all including teachers, administrative staff, managerial team members 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. UBSS has ensured that all stakeholders are well informed and involved in the UBSS TEL journey. Moreover, TEL responsibilities are clearly defined and are provided to all key managerial staff and stakeholders. The GCA Board, UBSS Academic Senate and Executive Management Team determine the extent of the TEL requirements at UBSS.

2. **Quality - Planning for institution-wide quality improvement of technology enhanced learning**

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

A dedicated team has been allocated to drive TEL initiatives including its quality improvement. Periodical (monthly) 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. TEL outcomes are reported and discussed at regular group meetings and managerial meetings.

3. **Systems - Information technology systems, services and support for technology enhanced learning**

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 the TEL process. 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.

Staff orientation and regular PD sessions cover the required support and training in the use of TEL. Dedicated IT expertise internally as well as external IT outsourced company is engaged to deal with TEL requirements. At the beginning of trimester, and throughout, regular PD sessions are organised to build the capability of staff to deliver learning using TEL.

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 is appropriate software technology adopted including Blackboard Collaborate for delivery management. The GCA Risk Register covers all aspects of risk associated with TEL. To implement TEL, various procedure step booklets and presentations have been designed for staff and students to follow.

4. Services - The application of technology enhanced learning services

TEL is a part of the UBSS overall Learning and Teaching Strategy. In the current Covid-19 situation, only TEL is being implemented at its full potential and hence is fully apparent. UBSS has ensured that it meets compliance and regulatory requirements of the Regulator (TEQSA) and its associated guidelines for TEL.

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. UBSS has allocated sufficient budget for the ongoing development of TEL pedagogies. All the course material for TEL delivery is well prepared and readily available.

A robust process is in place to evaluate the pedagogical impact of TEL. Regular feedback mechanisms are in place to understand the impact of TEL. Both Face to face and online delivery of courses are seamlessly integrated with TEL processes. 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.

5. Staff Development - Staff professional development for the effective use of technology enhanced learning

TEL aspects are part of PD sessions. Staff development needed is periodically identified for TEL requirements and appropriate PD plans are developed. TEL experts have designed regular PD sessions and delivered teaching/learning sessions to staff.

The responsibilities of staff development is shared between the Academic Team and TEL Expert Team and is seamlessly delivered. Staff are encouraged to attend TEL PD sessions and are paid accordingly. Periodically a number of sessions are arranged for PD and the sessions are flexible and address different skills levels. PD session feedback is used for continuous improvement purposes.

6. Staff Support - Staff support for the use of technology enhanced learning

UBSS has invested substantially in the latest technology. UBSS has designated team members managing TEL. The team involved in TEL is given clear and well defined responsibilities and these are monitored and evaluated on an ongoing basis. This is evident from all staff interactions and TEL performance indicators. TEL support Services are available at all times. Dedicated staff are involved in TEL support services.

All staff are made aware how to access TEL support services. Research and appropriate evaluation is undertaken before implementing TEL solutions. The Academic Team regularly monitors TEL impact.

7. Student Training - Student training for the effective use of technology enhanced learning

Students receive are training for access to TEL. This aspect is integral to the student orientation and other learning sessions. Suitable resources are allocated for student training. Regular evaluation is

undertaken by the teams involved to ensure adequacy of resources. A dedicated team and centralized function take care of these aspects. All students are encouraged to participate in training. Regular feedback and its data are used to evaluate effectiveness. Training for students is a well-defined process embedded in the curriculum.

8. **Student Support - Student support for the use of technology enhanced learning**

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.

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.

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. The Student Services team also promotes the availability of services in person and during calls when they contact students.

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.

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.

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 essentially four out of five in all indicators.

The following table 2, 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.

Table 2 - Summary of the scores of Self-assessment

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 indicates - 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 1, 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.

Graph 1 – Radar chart on TEL score of UBSS
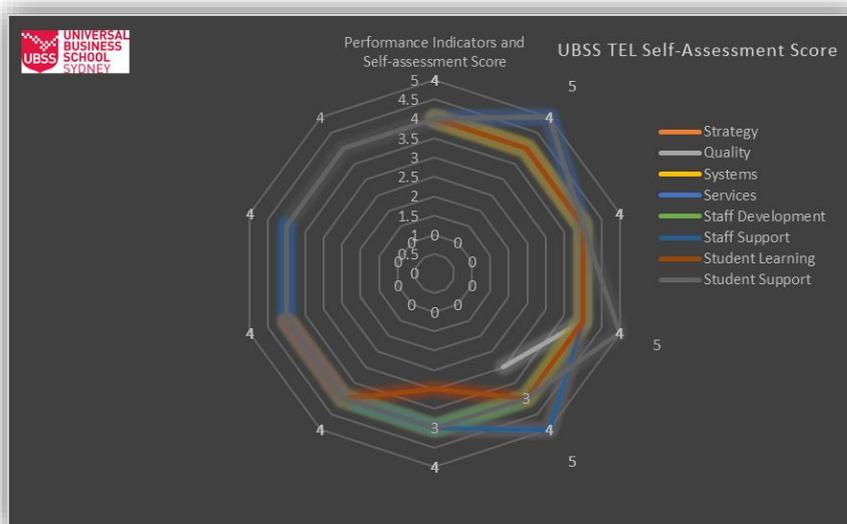
The TEL implementation has provided substantive tangible and intangible benefits to UBSS[2]. The most important among these benefits is improved student engagement. An analysis of the student engagement is summarised as follows –

- 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.

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

- 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.[3]

- 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 into 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.

About UBSS

UBSS[4] is a member of Group Colleges Australia (GCA), a consortium of educational institutions. The UBSS Sydney CBD campus is situated in the World Square precinct of Sydney, Australia. UBSS is in the heart of the city. The UBSS campus is equipped to handle 2,000 students, and features modern spacious classrooms, computer labs, free printing and copying facilities, interactive Whiteboards, quiet rooms for studying, student Information and IT support services and with free Wi-Fi. UBSS offers both undergraduate and postgraduate courses in business and management with specialization streams of entrepreneurship and accounting. These courses are accredited courses from the Australian government higher education regulator TEQSA5. UBSS has in place a Centre for Entrepreneurship and has accredited programs with CPA.

The GCA Board has ultimate responsibility for UBSS performance and operations as an accredited higher education provider. Overview of UBSS is managed by the UBSS Senior Executive in association with the UBSS Academic Senate.

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[3] https://www.qilt.edu.au/qilt-survey/student -experience
[4] https://www.ubss.edu.au/
[5] https://www.teqsa.gov.au/national-register/provider/group-colleges-australia-pty-ltd

References and Acknowledgements

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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

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Annexure 1

TEL – ACODE Framework Performance Indicators and Variable

1. **Strategy - Institution-wide policy and governance for technology enhanced learning**
   a) Institution strategic and operational plans support and promote the use of technology enhanced learning.
   b) Specific plans relating to the use of technology enhanced learning are aligned with the institution's strategic directions and operational plans.
   c) Planning for the ongoing use of technology enhanced learning is aligned with the institutions budget process.
   d) Institution policies, procedures and guidelines provide a framework for how technology enhanced learning should be used at both a course and program level.
   e) Policies, procedures and guidelines on the use of technology enhanced learning are well communicated and integrated into processes and systems
   f) The institution has established mechanisms for the governance of technology enhanced learning that include representation from key stakeholders.
   g) Authority and responsibility for the operational management of the technologies used to enhance learning and teaching are clearly articulated
   h) The institution uses a clearly articulated policy framework and governance structure when deciding on the adoption of new technologies.

2. **Quality - Planning for institution-wide quality improvement of technology enhanced learning**
   a) Institution-wide processes for quality assurance are in place and in use to integrate technology enhanced learning at both a program and course level.
   b) Comprehensive evaluation processes are in place to support decisions relating to the implementing of technology enhanced learning services.
   c) Planning for quality improvement of the institution's technology enhanced learning systems and procedures is resourced
   d) 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
   e) Outcomes are reported to all levels of the institution

3. **Systems - Information technology systems, services and support for technology enhanced learning**
   a) Systems and processes are in place to generate learning and educational analytic data to support decision making
   b) There are clearly articulated responsibilities, and processes for the implementation and maintenance of the technology enhanced learning systems.
   c) Responsibilities and processes for support and training of staff and students in the use of the technology enhanced learning systems are clearly defined.
   d) Resources are allocated for the implementation and maintenance of IT services that support technology enhanced learning.
   e) Experimentation with new and emerging technologies is encouraged and resourced by the institution and supported by procedure.
   f) Professional development occurs for staff managing the services used to support technology enhanced learning (including new and emerging technologies).
   g) The institution has robust procedures and processes in place to identify and manage risk associated with all the technology enhanced learning services.
   h) Support levels and pathways for assistance for all learning technologies are clearly communicated to staff.

4. **Services - The application of technology enhanced learning services**
   a) The application of technology enhanced learning services are grounded in the context of the institution's learning and teaching strategy.
   b) The pedagogical intent of the application of technology enhanced learning services within individual courses and programs is readily apparent to teaching and support staff.

c) 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.

d) 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.

e) Resources are allocated for the ongoing development of technology enhanced learning pedagogies

f) The pedagogical application of technology enhanced learning services is sustainable.

g) The pedagogical impact of technology enhanced learning services is regularly evaluated in detail at a course and program level

h) Evidence of the impact of technology enhanced learning is integrated into continuous improvement planning for courses and programs

i) Good practice examples advance the pedagogically sound use of technology enhanced learning services in courses and programs

5. **Staff Development - Staff professional development for the effective use of technology enhanced learning**
   a) A framework for staff development in technology enhanced learning is part of the institution's learning and teaching strategy.
   b) Processes are in place and in use to identify staff development needs in support of the institution's strategy for technology enhanced learning.
   c) Educational and technical expertise is used to develop quality programs and resources addressing staff development needs.
   d) Coordination occurs between those areas providing staff development for technology enhanced learning across the institution.
   e) Staff development for technology enhanced learning is resourced.
   f) Staff development programs are delivered flexibly and address differing skill levels.
   g) Evaluation data is used to inform the planning for continuous improvement of staff development processes

6. **Staff Support - Staff support for the use of technology enhanced learning**
   a) Technical and educational support is aligned with the current and emerging learning technologies being deployed by the institution.
   b) Procedures are in place to identify the support requirements of staff, at individual, team and institutional levels.
   c) Procedures are in place to regularly evaluate the support services and resources provided for staff.
   d) Coordination occurs between those areas providing support services for staff across the institution.
   e) Technology enhanced learning support services are accessible and used by staff.
   f) Technology enhanced learning support services are adequately resourced.
   g) Technology enhanced learning support services are promoted to staff.
   h) New technology enhanced learning services are fully analysed for staff support requirements, prior to and during the adoption process
   i) There are procedures in place that ensure that evaluation data on technology enhanced learning support services for staff contributes to their continuous improvement

7. **Student Training - Student training for the effective use of technology enhanced learning**
   a) Student training is aligned with the technologies and teaching approaches in use at the institution.
   b) Student training for technology enhanced learning is adequately resourced.
   c) There are procedures in place to regularly evaluate the training and training resources provided for students.
   d) Coordination occurs between those areas providing training for students across the institution.
   e) Student training programs are delivered flexibly and address differing skill levels.
   f) Student training promotes an ethical approach to the use of social media and the technology enhanced learning services provided by the institution.
   g) Evaluation data is used to inform the planning for continuous improvement of student development processes.
   h) There are clearly defined pathways for students to access the training they require.

8. **Student Support - Student support for the use of technology enhanced learning**
    a) The provision of support for students is aligned with the technology enhanced learning services used by the institution.
    b) Student technology enhanced learning support services are resourced'
    c) There are clearly defined pathways for students to access support services and these are promoted to the student body.
    d) Support sites and resources are accessible from commonly used devices and the analytics of student usage are monitored.
    e) There are procedures in place to ensure that student support services and resources are regularly evaluated.
    f) There are procedures in place that ensure that evaluation data on technology enhanced learning support services for students contributes to their continuous improvement.
    g) Coordination occurs between those areas providing support for students across the institution.
    h) There are procedures in place to ensure there is an alignment between student training and student support.
    i) Processes are in place to determine the ongoing support requirements of students.
    j) New technology enhanced learning services are fully analysed for student support requirements, prior to and during the adoption process.

About the Authors

Dr Ashok Chanda

Dr Chanda has a great passion for building 'New Age Learning' and 'Digital Transformation' in education industry. He has in-depth knowledge of education system including regulatory requirements at Vocational education and training and higher education. He has extensive experience of education management, compliance and academic management. In past, Dr Chanda has lead large corporations as a Chief Executive and at a senior management level in oil and gas, construction, mining, energy and logistics industries and has been instrumental in its growth and success. Dr Chanda has a PhD in Management from UNISA, Australia and has MBA and Law qualifications. He has authored three business books on business strategy, organisational performance and strategic HRM and numerous research papers. Currently he is a Provost – Virtual Campus, UBSS Australia.

Emeritus Prof Greg Whateley

Emeritus Professor Greg Whateley is currently Consulting Deputy Vice Chancellor, Group Colleges Australia. He is author of more than 250 external publications and advises in the areas of accreditation, quality assurance, government reporting, eLearning, mLearning and bLearning. Emeritus Prof Whateley is currently a Member of the Editorial Board for the International Journal of Innovation, Creativity and Change; a Reviewer for the British Educational Research Journal, Chair of the Board of Directors, Australian Academy of Music and Performing Arts, a Member of the Academic Board of Stanfort Academy (Singapore); Chair of the Academic Senate of UBSS and Director, Group Colleges Australia, and Chair and President, Musicum20. Emeritus Prof Whateley is also a Fellow of the Australian Institute of Management and a Fellow of the Australian College of Research.

Emeritus Prof Whateley has a Doctorate in Virtual Pedagogy beside having a Bachelor of Music Education (with a music education focus), a Graduate Diploma in Educational Administration (with a focus on Organisational Behaviour), a Master of Education (Assessment and Evaluation). Emeritus Prof Whateley began his teaching career (1975 – 1988) in the area of music and arts education at both primary and secondary level. He has taught at every level of formal education (K – PhD) and has either, taught and/or researched, in four States and five Countries. Throughout his teaching career, he has maintained a keen interest in how and why people learn.

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