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List of Abbreviations

AUTCSF	Australian University Teaching Criteria Standards Framework
CFL	Centre for Flexible Learning
ITS	Information Technology Services
PGCTT	Post Graduate Certificate in Tertiary Teaching
USP	The University of the South Pacific

Broad Overview

In July 2020 The University of the South Pacific (USP) appointed a Review Panel to conduct an external review of its Centre for Learning and Teaching (CFL). The international Review Panel was comprised of higher education experts from both Australia and New Zealand, each of whom had specific expertise across the full range of areas relevant to the consideration of the roles and value of a central learning and teaching unit.

The Panel was provided with a Terms of Reference, the previous Review Report (2014) and access to a range of other related documents. They were also able to access the University's online learning and teaching environment to view current examples of learning and teaching delivery. Finally, over a three day period (19 – 21 Aug) the Panel met with a range of students and staff from across the many nations that together form the USP family. In addition to this, the Panel met prior to this three day period to consider it's approach and it has met subsequent to it in the completion and finalization of the Report.

The Review Panel

The Review Panel members:

- Professor Kevin Ashford-Rowe, Queensland University of Technology (Chair)
- Associate Professor Julie Fleming, CQUniversity
- Dr John Willison, University of Adelaide
- Dr Mark Nichols (PFHEA), Open Polytechnic New Zealand

Executive Summary

The Review Panel acknowledges the clear value that the USP community places upon the role of the Centre for Flexible Learning (CFL) and its staff. This feedback was received from participants with very few exceptions. However, there were some individual responses that demonstrated an apparent lack of clarity as to the actual role of CFL in terms of the products and services that it provides and its broader role around advancing USP's learning and teaching agenda.

The centralized approach to leading the learning and teaching conversation at USP is working. In fact, in a post COVID-19 world where resourcing is likely to become more constrained, the Panel felt that USP should seek to further benefit from the efficiencies that can be gained in terms of asserting consistent and student-centred approaches to pedagogy across all modes of delivery at the University. Gratitude for the CFL team's work during the COVID-19 shift to remote learning was expressed by many across the three days of discussion. The Panel was impressed by the activities and energy of the CFL staff, and the samples of work demonstrated during the CFL staff session were well configured. However

interview evidence suggests that this is inconsistent across other Moodle units. To help address this inconsistency, a design framework could be developed and implemented across all Moodle sites.

The Panel observed the need for strategic leadership in learning and teaching from the senior executive of USP that clarifies the role of the CFL with the Faculties and across the campuses. Clarification is necessary for several vital reasons. First, the standard meaning of the term *flexible learning* does not seem to adequately reflect the learning requirements of the diverse set of student groups served by USP or the excellent services provided by the CFL. Strategic leadership would therefore include a clearer definition of flexible learning for the USP context or the decision to adopt another term. The second reason is that a strategic learning and teaching plan wll set connectivity priorities, which is vital as evidenced by the variability in Internet connectivity and infrastructure across campuses and students. Indeed, the variability of connectivity caused several problems during the virtual meetings that took place, particularly across some of the more remote campuses. Third, and most important, a strategic approach clearly situates CFL's place and role in the learning ecosystem of USP.

There is also a clear and continuing requirement to reassert the strategic leadership of learning and teaching across USP, perhaps more toward a better consolidated education approach based on distance education practices, that in turn would improve the flexibility of learning and teaching. At present, too much of the definition of 'flexible' is left to individual interpretation. This risks an overall lack of coherence in educational design and operational effectiveness, with a consequent inconsistency of the student learning experience (exacerbated by the varying student settings across the Pacific).

The Panel felt that it would be of strategic and operational benefit to the progression of learning and teaching at USP if the CFL, the Library and the Student Learning Support Specialists were to be united under a single learning and teaching strategic leadership that reported to the DVC (Education). If these elements are brought together, it is highly likely that a stronger and more collaborative outcome could be achieved for learning and teaching. Such a combination would also make it easier to address areas of current overlap across a range of learning and teaching related products and services. The Panel also felt that a more united and better aligned entity would be in a stronger position to provide the necessary domain leadership at the University level in terms of learning and teaching. In addition, the Panel was of the view that a stronger and more aligned central entity would be better able to lead a scholarly and research-led approach to addressing the specific challenges faced by such a unique University. A reconstitued CFL entity that engages in the scholarship of learning and teaching, focussed on the distance-oriented challenges USP faces, would likely develop publications of international interest. This is because the challenges of distance are greater and need different solutions than the challenges that a one-campus university has and is able to accommodate with high levels of flexibility without any need to consider the difficulties of remoteness. Again, this is why a clear strategic plan needs to be more aligned with diverse remote contexts and actual delivery models, and define 'flexible' for USP.

The Panel noted a need for a stronger and more transparent working relationship between CFL and ITS. This situation is not unique to USP however at present there is a discernable degree of confusion between the roles and responsibilities of the two. In fact, even where the staff of both entities understand where distinctions apply, it is not always clear that other university staff or student communities are equally aware of them.

Finally, the Panel felt that there is a clear opportunity to enhance the progression of USP's learning and teaching agenda, and increase the engagement with it, via the review and re-design of the current Post Graduate Certificate in Tertiary Teaching (PGCTT). The Panel was of the view that the current offering was too restricted in terms of the ways in which it was offered, as a traditional postgraduate award course. The number of places available seemed to be well below the demand that was evident and restricted to new academic appointments only.

Commendations

1. The CFL and the staff employed within it are clearly valued by the staff of USP. The Panel noted an almost universal acknowledgement of the CFL as a provider of important and valued support with a positive and engaging staff seeking to provide support. This was particularly evidenced through the recent Covid-19 crisis and the efficient and effective support provided by CFL team moving staff from traditional based learning to online and flexible modes.

2. The current PVC (FL) should be commended for his leadership in driving the flexible learning agenda at USP. His broad reaching networks have provided opportunities for his staff to be involved in the scholarship of learning and teaching, as well as provide a pathway for future innovative thinking within CFL.

3. The course materials assembled with the CFL appear to be ideally suited for online and distance education, and the CFL appears to be taking initiative in the area of offline availability for remote students. The university has made clear progress in its commitment to a digital flexible learning agenda.

Affirmations

1. It was clear that a centralized approach to the leading of the learning and teaching agenda at USP is working.

2. The professional development workshops and 'push-button' support being provided by CFL has been integral to staff adopting new approaches to teaching.

3. Engagement with the Library staff has contributed to a number of collaborative projects. For example, the development of a 'research skills' course and development of open educational resources.

4. USP successfully teaches a variety of programmes across multiple campuses, across an incredibly diverse set of contexts (some with significant constraints in connectivity).

Recommendations

1. That the domain leadership of learning and teaching at USP be reaffirmed and reinforced as a strategic institutional priority under the clear leadership of the DVC (Education).

2. That the existing roles of 'Heads' of *Learning Experience Design and Development*, *Learning Technologies and Analytics*, and *Open Education Practices* be changed to 'Associate Director' roles, which would more accurately capture their seniority and support the PVC role, as well as put in place succession planning.

3. That an operational plan be developed from the DVCE portfolio, aligned to USP strategic goals around learning and teaching. This would then enable CFL to be more strategic and deliberate, by firmly aligning activity with renewed USP L&T strategic goals and operational plan, rather than doing 'everything'.

4. That USP revamp and refocus on learning and teaching more broadly.

5. That the CFL be empowered to take an end-to-end function across learning and teaching services that might be of university-wide benefit, for example, learning analytics, lecture capture processes, the appropriate use of print, maintenance of online courses, and assessment innovation.

6. That they develop a clear set of guidelines around products and services to alleviate the problems inherent with overlaps of services, such as with ITS, as well as reinforce DVCE strategic ownership.

7. That a consistent approach to Moodle design be adopted to ensure an equitable student learning experience across all units.

8. That a professional development framework that influences higher education teaching standards be adopted. Examples include, Quality Matters https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducation Rubric.pdf and Australian University Teaching Standards Criteria Framework http://uniteachingcriteria.edu.au/

9. That CFL more deliberately support and enhance all teaching staff with the fundamental and advanced knowledge and skills required to proficiently undertake a range of teaching across modes.

10. That some professional development is made mandatory to, for example, Course Coordinators, who need to know specific aspects that enhance student learning.

11. That the PGCTT be reviewed and re-designed to:

    i. Accommodate a more disaggregated (micro-credentialed) approach to content design;

    ii. Increase the teaching role of CFL and other relevant staff (i.e. Library) in the teaching of the course, subject to appropriate qualification levels being present; and,

    iii. Increase the overall enrolment of the course both in terms of numbers of staff enrolled as well as diversified profile of staff i.e. more than just academic staff and not just newly appointed teachers.

12. That the definition of the term 'flexible' be re-asserted or that consideration be given to the use of another term to drive the USP learning and teaching agenda. The Flexible Learning Policy could be strengthened by this re-assertion for the USP context and so more clearly guide consistent practice across the diverse contexts of the institution.

13. That the CFL, the Library and Student Learning Support Services be united under a single learning and teaching strategic leadership.

14. That CFL continue to offer professional development opportunities across all sites and online, but expand its offerings to support pedagogy and design of learning and assessment experiences.

15. That staff who attend professional development are awarded a Certificate or some such acknowledgement of attendance, that they can demonstrate currency of professional learning for their performance review conversations as well as promotion and awards.

16. That CFL design learning provision that meets the needs of its students across the diversity of their contexts, with design according to agreed-on standards, of appropriate granularity, to maximize consistency of the student learning journey in any mode. For example, for some particularly remote students print may need to be maintained, but the same standards that are applied to onine learning should be be applied to print mode.

17. That a one stop help desk be put in place to triage staff technical problems. Currently staff are unsure of where to go for specific help.

18. That a learning analytics strategy be developed that collects, stores, disseminates and applies real time data for enhancement purposes. This strategy should be inclusive of staff professional development around the use of real time data to the enhancement of the student learning experience, including where students are at risk.

19. That CFL develop a service agreement with all campuses to ensure an equitable provision of assistance.

20. That CFL continue to develop learning analytics in collaboration with ITS to ensure proposed solutions that account for problems identified will work effectively on the platforms used.

21. That a more refined process be developed for transition from face-to-face to online and other modes. Currently this takes up to a year, which is well above the timeframe experienced by other institutions. Efficiencies could be made around the governance processes and a more deliberate, project-based approach could be applied.

22. That staff in CFL be provided specific professional learning for their areas of expertise, with a focus on pedagogy, to further develop their existing technological skills.

23. That a redefined central area for learning and teaching be tasked to both lead and collaborate with other work areas in the development and delivery of a scholarly and research-led approach directed toward addressing the specific challenges faced by such a unique University as USP.

24. That there be a closer and formalized relationship between CFL and ITS, and that both develop products and services catalogues that defines the exact products and services that each provides.

25. That a strategic relationship be further developed with ITS to ensure joint implementation of, for example, new technologies. Clearer roles and responsibilities need to be articulated, particularly around ownership of technology including Moodle.

Concluding Comments

In conclusion, the Review Panel again acknowledges the clear and demonstrable value that the USP community places upon the role of the CFL and its staff. It is clear, though, that additional clarity as to the role of CFL is needed – particularly in terms of the products and services that it provides and its broader role around advancing USP's learning and teaching agenda.

It is also clear to the Review Panel that the centralized approach to leading the learning and teaching conversation at USP is working. This point of focus should be further exploited as a means to ensure that USP could benefit from further efficiencies in terms of asserting consistent and student-centred approaches to pedagogy across all modes of delivery at the University.
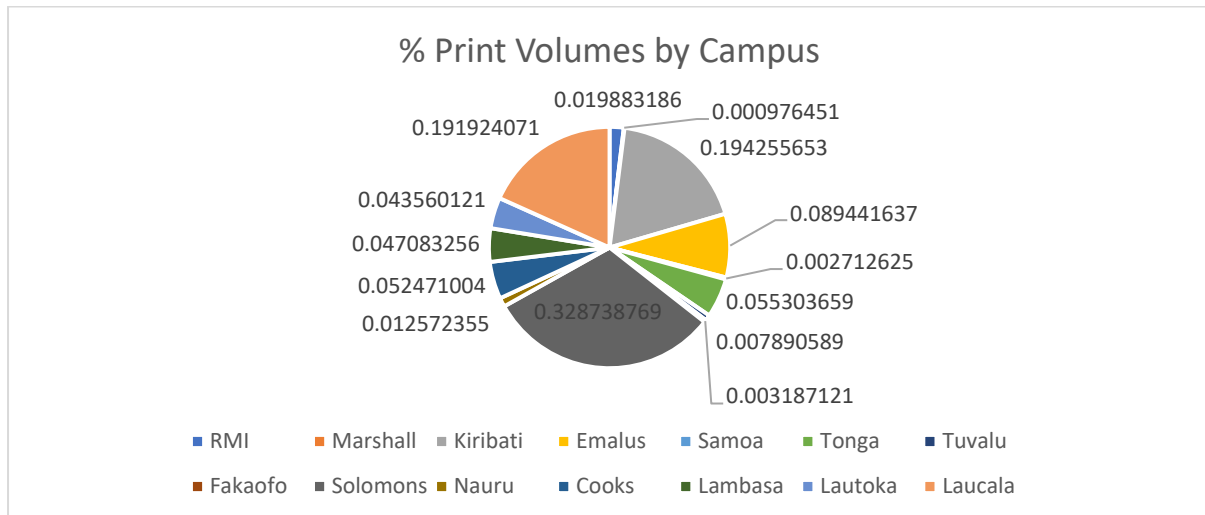
The Review Panel believes that USP needs to strengthen the strategic leadership in learning and teaching from the senior executive of USP in order to clarify the role of the CFL with the Faculties and across the campuses. In meeting this requirement there is an apparent need to further address the emphasis on *flexible learning* which it seems does not always adequately reflect the learning requirements of the diverse set of student groups served by USP. By reasserting the strategic leadership of learning and teaching USP could seek a enhanced and more consolidated approach to education delivery, based on distance education practices. Such an approach would, in turn, would improve the flexibility of learning and teaching.

The Panel felt that it would be of strategic and operational benefit to the progression of learning and teaching at USP if the CFL, the Library and the Student Learning Support Services were to be united under a single learning and teaching strategic leadership that reported to the DVC (Education). This will enable the achievement of stronger and more collaborative outcomes for learning and teaching, as well as making it easier to address areas of current overlap across a range of learning and teaching related products and services. Such an entity would also enable the University to provide the necessary domain leadership at the University level in terms of learning and teaching; as well as, to lead a scholarly and research-led approach to addressing the specific challenges faced by such a unique University. In progressing this, the Panel noted the need to develop a stronger and more transparent working relationship between CFL and ITS.

Finally, the Panel felt that there is a clear opportunity to enhance the progression of USP's learning and teaching agenda, and increase the engagement with it, via the review and re-design of the current Post Graduate Certificate in Tertiary Teaching (PGCTT). The current offering is too restricted in terms of the ways in which it is offered, and the number of places available seems to be well below the evident demand for it.

Appendices, including review documentation and programme of review activities

Appendix 1: Print Volumes by USP Campus, Semester 2, 2020

% Print Volumes by Campus

Legend: RMI, Marshall, Kiribati, Emalus, Samoa, Tonga, Tuvalu, Fakaofo, Solomons, Nauru, Cooks, Lambasa, Lautoka, Laucala

Values shown: 0.019883186, 0.000976451, 0.191924071, 0.194255653, 0.043560121, 0.089441637, 0.047083256, 0.002712625, 0.052471004, 0.055303659, 0.012572355, 0.007890589, 0.328738769, 0.003187121

The information is for Semester 2, 2020, the proportions are about the same for both Semesters. There is very little printed at the Regional Campus as they require production machine(s) that need an 'economy of scale' to make them commercially viable. Using MFD's is also problematic as they are not built for production printing. Outsourcing print in the regions is an outflow of cash and is more expensive.

The costs of printing centrally and shipping is far cheaper than any local print solutions for the volumes involved. In effect, our Laucala production machines run at full capacity 7 months per year to meet these orders. Also each machine requires staff resources, so devolving will increase capital cost and recurrent labour costs to overcome a perceived "expense of shipping".

This issue has been raised in reports to Council from students reps that printed material arrives late, this is wholly incorrect. Enrolment can run 2 or 3 weeks into the Semester, in effect the late enrolments expect their course material at the same time, which is impossible. We either need to stop late enrolments (unlikely) or have a stand-by solution for late enrolment course materials, as these become costly to air-freight.

Appendix 2: USP Programs Offered

		Programmes @ USP
1	PTAFE	Preliminary Business Stream
2		Foundation Business Stream
3		Preliminary Arts Stream
4		Foundation Business Stream
5		Preliminary Science Stream
6		Foundation Science Stream
8		Certificate III in Small Business Development & Management
9		Certificate IV in Accounting
10		Certificate IV in Human Resources
11		Certificate IV in Business Administration
12		Certificate IV in Project Management Practice
13		Diploma in Accounting (Level 5)
14		Diploma of Business Administration
15		Diploma of Project Management (Level 5)
16		Diploma of Human Resources Management (Level 5)
17		Professional Diploma in Business Management
18		Professional Diploma in Procurement & Supply
19		Professional Diploma in Public Sector Management
20		Certificate III in Pastisserie (Pastry & Bakery)
21		Certificate IV in Pastisserie (Pastry and Bakery)
22		Certificate III in Commercial Cookery
23		Certificate IV in Commercial Cookery
24		Certificate IV in Hospitality Operations (Events, Food & Beverage and Front office)
25		Diploma of Hospitality Management: Event, Food & Beverage and Front office (Level 5)
26		Diploma of Culinary Arts and Management (Level 5)
27		Certificate III in Community Development
28		Certificate III in Early Childhood Care & Education
29		Certificate IV in Early Childhood Care & Education
30		Certificate IV in Library/ Information Studies
31		Certificate IV in Training & Assessment
32		Certificate IV in Counselling
33		Diploma in Counselling (Level 5)
34		Diploma of Library and Information Services (Level 5)
35		Diploma of Early Childhood Care & Education (Level 5)
36		Certficate III in Resilience (Climate Change Adaptation & Disaster Risk Reduction)
37		Certificate IV in Coastal Fisheries & Aquaculture Compliance
38		Certificate IV in Cyber Security
39		Certificate IV in Fisheries Enforcement & Compliance
40		Certificate IV in Information Technology (Support)
41		Certificate IV in Resilience (Climate Change, Adaptation & Disaster Risk Management

42		Diploma of Information Technology (Level 5)
43	**FALE**	Certificate in Law*
44		Certificate of Justice*
45		Certificate in Educational Assessment
46		Certificate in Social and Community Work
47		Certificate in Non-Formal Education
48		Certificate in Policing
49		Certificate in Teaching (Primary)
50		Certificate in Teaching (Secondary)
51		Certificate in Vernacular Language (Tongan and Niuafo'ou)
52		Certificate in Vernacular Language (Vagahau Niue)
53		Certificate in Vernacular Language (Vanuatu Language Studies)
54		Diploma in Early Childhood Education and Care
55		Diploma in Educational Evaluation and Assessment
56		Diploma in Educational Leadership
57		Diploma in Multilingual Studies
58		Diploma in Pacific Journalism
59		Diploma in Police Management
60		Diploma in Prosecutions
61		Diploma in Social and Community Work
62		Diploma in Special and Inclusive Education
63		Diploma in Teaching (Secondary)
64		Diploma in Vernacular Language (Hindi)
65		Diploma in Vernacular Language (Cook Islands Maori)
66		Diploma in Vernacular Language (Tongan and Niuafo'ou)
67		Diploma in Verncular Language (Vagahau Niue)
68		Diploma in Justice
69		Graduate Certificate in Education
70		Graduate Certificate in School Leadership (GCSL)
71		Bacehlor of Arts
72		Bachelor of Education In-service
73		Bacheor of Early Childhood Education & Care
74		Bachelor of Primary Education
75		Bachelor of Special & Inclusive Education
76		Bachelor of Secondary Education
77		Bacehlor of Laws
78		Bachelor of Arts and Bachelor of Laws
79		Bachelor of Commerce and Bachelor of Laws
80		Bachelor of Arts and Graduate Certificate in Education
81		Bachelor of Commerce and Graduate Certificate in Education
82		Bachelor of Science and Graduate Certificate in Education
83		Postgraduate Certificate in Tertiary Teaching

84		Postgraduate Certificate in Gender Studies
85		Postgraduate Certificate in Border Security
86		Postgraduate Diploma in Arts
87		Postgraduate Diploma in Border Security
88		Postgraduate Diploma in Education
89		Postrgraduate Diploma in Tertiary Teaching
90		Postgraduate Diploma in Law
91		Professional Certificate in Education Policy and Planning
92		Professional Certificate in Hertiage Management
93		Professional Diploma in Legal Practice
94		Professional Diploma in Legislative Drafting
95		Master of Arts
96		Master of Education
97		Master of Environmental Law
98		Mastero f Laws
99		Doctor of Philosophy
100	**FBE**	Certificate in Hotel Management
101		Certificate in Land Managemenet
102		Certificate in Management Studies
103		Certificate in Official Statistics
104		Certificate in Population Studies & Demography
105		Certificate in Tourism & Hospitality Management
106		Diploma in Accounting Studies
107		Diploma in Agriculture
108		Diploma in Economics
109		Diploma in Hotel Management
110		Diploma in Leadership, Governance & Human Rights
111		Diploma in Management Studies
112		Diploma in Official Statistics
113		Diploma in Population Studies & Demography
114		Bachelor of Agriculture
115		Bachelor of Arts
116		Bachelor of Commerce
117		Bachelor of Commerce in Hotel Management
118		Bachelor of Commerce in Tourism & Hospitality Management
119		Bachelor of Commerce in Professional Accounting
120		Graduate Certificate in Entrepreneurship
121		Graduate Certificate in Public Administration
122		Postgraduate Certificate in Financial Administration
123		Postgraduate Certficate in Human Resource Management
124		Postgraduate Certificate in Diplomacy & International Affairs
125		Postgraduate Diploma in Agriculture

126		Postgraduate Diploma in Business Admnistration
127		Postgraduate Diplma For General Managers
128		Postgraduate Diploma in Advanced Analytical Skills
129		Postgraduate Diploma in Commerce
130		Postgraduate Diploma in Development Studies
131		Postgraduate Diploma in Diplomacy & International Affairs
132		Postgraduate Diploma in Forensic Accounting & Fraud
133		Postgraduate Diploma in Governance
134		Master of Agriculture
135		Master of Arts in Development Studties
136		Master of Arts in Diplomacy & International Affairs
137		Master of Arts in Governance
138		Master of Arts in Politics/International Affairs
139		Master of Business Administration
140		Master of Commerce in Accounting
141		Master of Commerce in Economics (Thesis or SRP)
142		Master of Commerce in Economics (Coursework)
143		Master of Commerce in Professional Accounting
144		Master of Commerce in Land Management
145		Master of Commerce in Management & Public Adminstration (Thesis or SRP)
146		Master of Commerce in Management & Public Adminstration (Coursework)
147		Master of Commerce in Official Statistics
148		Master of Commerce in Population Studies & Demography
149		Master of Commerce (Tourism & Hospitality Management)
150		Doctor of Philosophy
151	**FSTE**	Certificate in Computing
152		Certificate in Geospatial Science
153		Certificate in Information Systems
154		Certificate in Mathematics
155		Certificate in Ocean Resources Management
156		Certificate in Sustainable Fisheries
157		Diploma in Computing
158		Diploma in Geospatial Science
159		Diploma in Information Systems
160		Diploma in Mathematics
161		Diploma in Ocean Resources Management & Policy
162		Bachelor of Science
163		Bachelor of Arts (Environmental Management)
164		Bachelor of Arts (Marine Management)
165		Bachelor of Engineering
166		Bachelor of Engineering (Civil)
167		Bachelor of Engineering (Electrical & Electronics)

168		Bachelor of Engineering (Mechanical)
169		Bachelor of Networks & Security
170		Bachelor of Software Engineering
171		Bachelor of Public Health
172		Bachelor of Science (Environmental Science)
173		Bachelor of Science (Marine Science)
174		Bachelor of Geospatial Science
175		Postgraduate Diploma in Science
176		Postgraduate in Information Technology
177		Postgraduate Diploma in Cybersecurity
178		Master of Arts in Environmental Management
179		Master of Arts in Marine Management
180		Master of Arts in Mathematics
181		Master of Science in Biology
182		Master of Science in Chemistry
183		Master of Science in Computing Science
184		Master of Science in Earth Science
185		Master of Science in Engineering
186		Master of Science in Environmental Science
187		Master of Science in Geospatial Science
188		Master of Science in Information Systems
189		Master of Science in Marine Science
190		Master of Science in Mathermatics
191		Master of Science in Physics
192		Master of Computing & Information Systems
193		Master of Information Systems
194		Master of Science in Sustainable Development in Small Island States
195	PACE-SD	Postgraduate Diploma in Climate Change
196		Master of Science in Climate Change
197		Doctor of Philosophy in Climate Change

Appendix 3: Retention, Completion and Pass Rate 2012-2018

Year	Blended mode	Face to Face	Online 80+% offering (no F2F)	Print
2012	61%	76%	67%	55%
2013	54%	75%	65%	57%
2014	55%	75%	63%	57%
2015	66%	76%	60%	58%
2016	71%	78%	60%	61%
2017	73%	78%	65%	63%
2018	70%	76%	66%	63%

Table 1: Retention Rate

Programme retention is the percentage of student enrolments in an academic year who were retained in the same programme the following year, where retained means any of the following:

- graduated in the same programme (hence being retained as a graduate) in the relevant graduation ceremonies for that academic year (i.e. between 1 June of the year and 31 May next year)

- graduated in the same programme (hence being retained as a graduate) in the relevant graduation ceremonies for that academic year (i.e. between 1 June of the year and 31 May next year) graduated in the same programme (hence being retained as a graduate) in the relevant graduation ceremonies for the following academic year but did not enroll at USP in the meantime (this is to pick up delays in graduation)

- enrolled in the same programme in any teaching period in the following year (returns)

Year	Face to Face	Blended mode	Online 80+% offering (no F2F)	Print
2012	51%	31%	40%	17%
2013	50%	25%	34%	17%
2014	51%	29%	25%	18%
2015	50%	39%	19%	18%
2016	44%	31%	16%	12%
2017	35%	23%	16%	5%

Table 2: Completion Rate

Completion rate is the percentage of a group of students who commence a programme who then graduated.

Mode of Study	2015 PassRate	2016 PassRate	2017 PassRate	2018 PassRate	2019 PassRate
Blended mode	86%	84%	83%	79%	79%
Face to Face	83%	81%	82%	80%	80%
Online 80+% offering (no F2F)	74%	76%	75%	75%	74%
Print	69%	70%	68%	70%	70%

Table 3: Pass Rate

Appendix 4: Clarifications of USP Terms and Processes by email, August 2020

Black font: Review Panel Question
Blue Font: USP Answer

We are also getting a mixed message on whether a unit can be available in more than one mode. Eg If a course was blended and converted to a fully online mode- is it not offered in blended mode anymore?

A course can be available in more than one mode simultaneously. E.g. UU114 is available in F, O and P. Most LT courses are available in F and O. Most LN courses are available in B and O. However, in practice, under previous VC, the drive to convert courses often led to the closure of F modes. Some schools seem to have been told that once they convert to B or O, the courses *must* close in F. There is now a general sense across FALE that this went against the principle of flexibility, which means (by definition) offering different modes for different kinds of students.

The concept of 'print packs' came up in session with Student Learning Support Specialists and Coordinator, Postgraduate Certificate for Tertiary Teaching. Can you clarify for us: How they are produced? Eg who and how? Is it CFL staff in discussion with academics who choose what goes into these?

> They were introduced by FALE as an emergency measure in s1/2020, to help those students with limited internet access. CFL gave guidance in initial discussions, but after that FALE managed it internally. Course Coordinators prepared the packs via the Course Material download function in Moodle, and FALE SLS made them centrally available to students and regional support staff via the FALE SLS Moodle page.

How they are rolled out to students? Eg downloaded to laptops. Printed on paper?

> We think both so how common is paper version? FALE SLS made them digitally available via the FALE SLS Moodle page: students could either then download and save to laptops, tablets, etc., or print them at campuses. Regional support staff were given access, and agreed to print them at the campuses for students who requested them.

Are the 'print packs' used widely? Eg multiple courses or just some?

- Course Coordinators were encouraged to provide them in s1/2020, but not all did so. FALE SLS would be able to confirm exactly how many CCs took part. The plan was to make these compulsory for all courses in s2/2020, but we had delays in securing the shared drive from ITS. It was made available in W2, and we are now working with CCs to make available for as many courses as possible in W4.

- Print mode is one of the four modes of delivery at USP. As per the USP's Handbook & Calendar 2020, a course offered in the print mode will normally have learning resources in the form of print and online materials and may include tutorials. CFL, working closely with the Faculties and PTAFE manages Print mode course design and development.

- **Off-net/offline Print Packs**: This was one of the solutions that FALE had used for remote teaching during the COVID-19 pandemic in Semester 1/2020. This was coordinated by the Office of the Associate Dean (L&T) in FALE and was only used for some of the FALE courses. FALE would be able to advice further on this.

- However, in order to differentiate between Print mode, course and Off-net Print packs, see CFL's response below in relation to only *Print mode course:*

How print mode are produced? E.g. who and how? Is it CFL staff in discussion with academics who choose what goes into these?
- The Print mode course development follows the rigorous course design and development process at CFL (similar to course development processes for Online and Blended courses). These are stated in the **pages 18-20 of the CFL Self-Review Report 2020**. A standard LXDD course development team comprises of a Learning Experience/Instructional Designer/Learning Designer (Team Leader), an Education Technologists and an Electronic Publisher with the SME/Course Writers who are the content specialists/subject matter experts. They drive the content while the LXDD course development team drives the learning experience design and support.

- Over the last 5 years, the number of New Print mode courses have significantly decreased at Degree Level.

How they are rolled out to students? E.g. downloaded to laptops. Printed on paper? We think both so how common is paper version?

- The Print mode course materials are published in hard copies using the standard publishing standards. CFL submits the final camera-ready softcopy to Book Centre to print and dispatch to students and as well as to the regional campuses. Regional Campuses then distributes these Print modes course materials to students.

Are the 'print mode courses' used widely? E.g. multiple courses or just some?
Print mode courses are widely used amongst all local and regional campuses with the majority being for Foundation/Preliminary and Skills based courses. As **stated on page 13** of the CFL Self-Review Report 2020, currently there is a total of 91 Print mode course at the University.

Please do note that the Print mode is different from off-net print packs (as used by FALE in S1/2020 as a direct response to COVID-19)