



RMIT University – Assuring quality

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What's next...



Background

- RMIT University is a dual sector University with approximately 91,000 students studying onshore, offshore and wholly online
- RMIT Melbourne closed its physical campus for teaching and learning at the end of March and moved to online/remote learning
- Depending on State Government restrictions – prioritised classes have been running on campus (practical's, labs, work integrated learning) where replication in an online environment has been challenging.
- Immediate response to ensure set-up for all of 2020
- Keeping our actions aligned to the future

Our Focus

- 01 **Our Principles and Strategy**
- 02 **Quality Assurance – the impact**
- 03 **Looking to the Future**

Our Principles and Strategy

In Semester 1 (Feb-June 2020), RMIT University moved 3,500 courses approx. online

Key elements had to be developed at pace and with institutional wide support for a strategy to support the staff and student experience

Principles

Supporting Staff and Students

Ensuring Teaching staff were supported for online quality delivery

- Custom Professional Development
- Live Chat

Building student support mechanisms to ensure students could engage with online learning and access learning and health and wellbeing support

- Investing in key grants for students
- Online learning support
- Online counselling

Using new technologies (partnering)

Consistency

Online Learning Guidelines

Leveraging best practice:

- Content, Resources and Instruction
- Learning Activities
- Collaboration and Engagement
- Assessment

- Quality Confirmation check on all courses to support alignment to online learning standards and provide support to staff to make continuous improvement

- Principles agreed about activities that would be on-campus (where and when possible)
- Removal of exams
- Measuring impact post semester



Quality Management and Assurance

A QA semester end to end process related to online delivery quality to ensure the attainment of student learning outcomes, holistic student support and staff capability development.

Enablers

- Staff Professional Development
- Student Support Framework (Academic Support, Health & Wellbeing, Advisory support, Technology support, Belonging/Peer support)
- Learning Technologies

Governance

- Program Approval
- University Quality Framework
- Policy
- Alignment to TEQSA and ASQA published guidance



*Exceptions related to finalisation of results in courses where delivery is delayed (e.g. WIL placements intensives, specialist classes)



Creating a single quality focused impact summary

The University Quality Committee identified four themes and indicators for a quality insights report



Student Performance

- Pass and fail rates
- Special Considerations and Interim Results (DEF, EOT & EQV).
- RNF, SUP and blank results.
- Special considerations and show cause
- Student integrity cases
- Attrition and Retention



Staff Engagement and Professional Development

- Professional development
- Canvas engagement (staff)



Curriculum Design

- Assessment changes
- Online quality confirmation outcomes



Student Engagement and Feedback

- Student support services
- Student feedback
- Canvas engagement and analytics (student)

Focusing on Quality and Impact in an online mode

Ensuring that we undertook analysis of various metrics post semester to assure regulators, internal governance but also to provide insights into areas of continuous improvement and focus for the University.

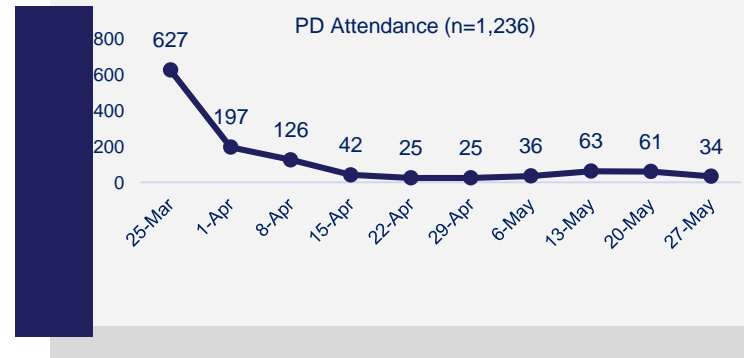
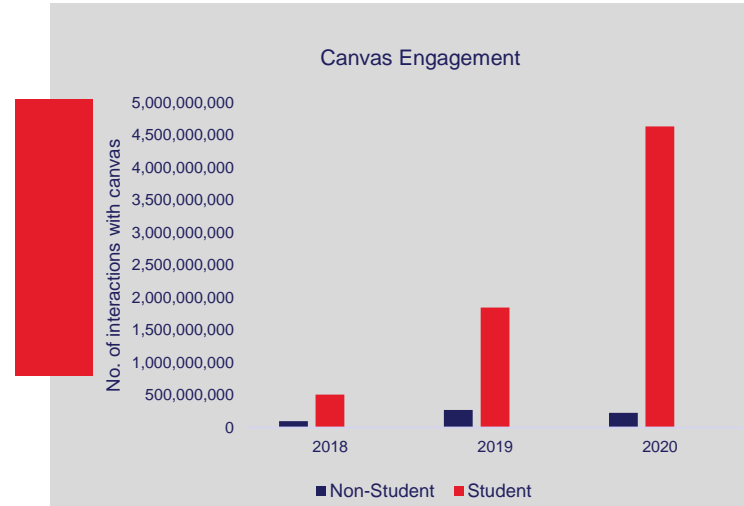
Outcomes Focused

Academic Integrity

- Staff were more cognisant of potential breaches
- Increase of allegations were not significant in any element of Academic Integrity
- Reduction in exam related misconduct allegations or breaches

Staff and Student Engagement

- Staff required support more extensively pre and at the beginning of a semester
- LMS usage increased significantly following similar trends to most learning analytics behavioural patterns
- Content uploads and the use of asynchronous and synchronous collaboration technologies dramatically increased



Focusing on Quality and Impact in an online mode

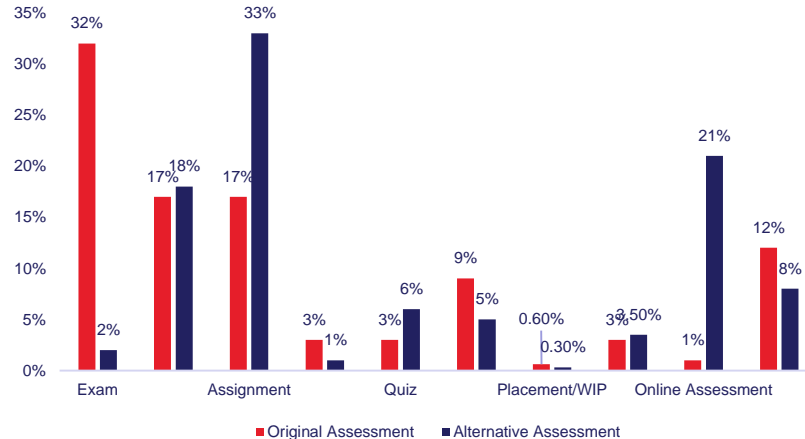
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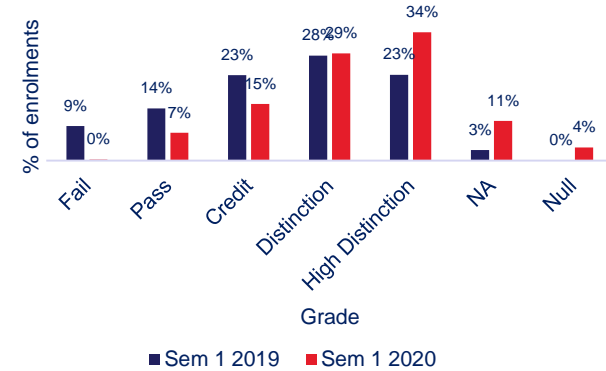
Student Performance & Feedback

- The Course Experience Survey results remained the same as previous comparable semesters
- Student pass rates fluctuated slightly - 1-3%
- Students want “more”

Mean GTS 2019 **4.1** → Mean GTS 2020 **4.1**



Grade Distribution Semester 1 2019 v Semester 1 2020



Curriculum Design

- Pedagogy of courses did not change dramatically
- Assessment changes were minimal
- Focus on ensuring maintenance of learning outcomes
- Quality confirmation highlighted strengths and opportunities
 - More resources
 - More assessment guidance



Looking to the Future

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What's next...



What did we confirm?

- Students responded and welcomed more online services and online learning options
- Assessment needs to be future focused
- Students “succeeded” but want more and want social connection that they don’t think can be replicated online (cohort dependent)
- The “lecture” is not wanted in current format
- That we have the best practice, knowledge, research base and the tools to implement to support the student learning experience
- Our staff are innovative and creative



What did we learn?

- Staff support and development - we collected detail; where to support and place effort and leverage their expertise even more
- Needed a layered and educative approach to Academic Integrity
- We won't be going “back” to the old normal. Lock in changes. Move even more quickly on our Learning and Teaching Strategy
 - Exams removed moving into 2021
 - Even more focused on authentic assessment
 - Lectures changed forever (and our entire pedagogy – blended framework)
 - Flexibility and options for learners (new models, new modes, new opportunities)