

TABOR

DELIVERY MODES POLICY

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Related Documents:	Assessment Policy Student Workload Guidelines Students in the Workplace Policy	
Responsible Officer:	Academic Director	
Review:	Academic Quality Assurance Committee	

Any person who requires assistance in understanding any aspect of this document should contact the Responsible Officer

1. Overview

- 1.1. The TEQSA template for the Subject Outline¹ requires lecturers to indicate (§1.5) the delivery mode for each subject. It provides eleven specific options in addition to the “Other (please specify)” option, although the options of “Full-time”, “Part-time”, and “External” relate to student attendance rather than delivery mode and so have been excluded from the lexicon.² Collectively, these amount to:
 - 1.1.1. Face to face on site
 - 1.1.2. Supervised study on campus
 - 1.1.3. Mixed/blended
 - 1.1.4. e-learning (online)
 - 1.1.5. Intensive (provide details)
 - 1.1.6. Distance/independent learning (untimetabled)
 - 1.1.7. Work-integrated learning
 - 1.1.8. Block release (provide details)
 - 1.1.9. Fast track (provide details)
 - 1.1.10. Other (please specify)
- 1.2. According to the “glossary of terms” provided in TEQSA’s Application Guide, “mode of study – cover the range of options for study that are available to students. Examples include: attendance face-to-face in a classroom; supervised study on a higher education provider’s campus; e-learning (online learning); distance or independent learning; work-integrated learning; fast track; intensive delivery; block release; and mixed (or blended) delivery.” These are the options identified in the Subject Outline template under the heading “modes of delivery.”

¹ Attachment 1, *Application for Renewal of Accreditation of a Higher Education Course of Study (AQF Qualification)* (effective from 1 July 2012).

² It appears from the “glossary of terms” provided in TEQSA’s *Application Guide* that these three categories relate to “Attendance options - cover the range of options available to students for undertaking the course of study. Examples include full-time, part-time, and external” rather than to the mode of delivery.

1.3. To ensure consistency in our submissions, Tabor is choosing to define specific modes of delivery/study at the College level, see below. Individual lecturers should choose from these options in consultation with their Dean of Faculty.

2. Scope and Applications

This policy and its associated guidelines apply to the delivery of subjects at the Higher Education level.

3. Policy Principles

3.1. Tabor's subjects are shaped by the accredited subject learning outcomes and the assessment tasks used to measure the student's mastery of these outcomes. The choice involved in deciding between modes of delivery in no way changes this and certainly should not compromise the likely achievement of these outcomes.

4. Procedures

4.1. The volume of learning is determined by the assigned credit points for a subject, not by its mode of delivery. The typical assessment load is determined by the AQF level of a subject, not by its mode of delivery; however, it is possible that the delivery mode shapes the assessment tasks in such a way that the assessment load is atypical, while still requiring the same total hours for the subject. (See Student Workload Guidelines.)

4.1.1. Each 6cps requires a total of 150 hours of student engagement. This might include, for example, lectures, required readings, student sourced readings, and assessments tasks.

4.2. Different modes of study might be chosen because of:

4.2.1. Timetabling demands related to a student's pathway. An "intensive" or "distance/independent learning (untimetabled)" may be easier for a part-time student to fit into their course of study than a timetabled "mixed/blended" subject.

4.2.2. Particular subject learning outcomes. "Independent research" might be easier to achieve and demonstrate in a "distance/independent learning (untimetabled)" than in a timetabled "mixed/blended" subject.

4.2.3. The nature of a subject. The opportunity to engage in field study/research or to engage in "work-integrated learning" adds significantly to a student's learning experiences.

4.2.4. Each mode of delivery, including the most common "mixed/blended," involves a pedagogical choice and should be considered carefully.

4.2.5. Not all subjects are equally appropriate for each mode of delivery. Lecturers should discuss with their Dean of Faculty which modes of delivery is most appropriate to a particular subject.

4.3. See also Appendix A - Lexicon of Modes of Delivery

5. Definitions

See [Global Definitions](#)

6. Communication / Training

6.1. Deans of Faculties are responsible for training their staff in the requirements of this policy and it will be published in the Tabor Policy Repository

Appendix A - Lexicon of Modes of Delivery

Introduction

1. Good subjects are subjects that...³
 - 1.1. Challenge students to significant kinds of learning.
 - 1.2. Use active forms of learning.
 - 1.3. Have teachers who care – about the subject, their students, and about teaching and learning.
 - 1.4. Have teachers who interact well with students.
 - 1.5. Have a good system of feedback, assessment, and grading.
2. This remains true *whatever* the mode of delivery. It is a reality, however, that some modes of delivery require more planned strategies to achieve student-teacher interaction than others.
3. Students are responsible for their own learning; however, it is the responsibility of the lecturer to ensure that the structure, the content, the resources, and the mode of delivery of a subject is such that students have the maximum opportunity to learn.

Modes of Delivery

1. Face to face on site

Tabor does not use this as a distinct mode of study because all on site subjects involve the use of Tabor's **Learning Management System** (LMS⁴) for delivering content and for submitting assignments. For this reason what might normally be described as "face to face on site" is better described as "blended."
2. Supervised study on campus

Tabor does not use this as a distinct mode of study as the type of supervision provided to students engaged in independent study is such that it does not require the student's presence on campus. For this reason what might at times be described as "supervised study on campus" is better described as "independent learning (untimetabled)."
3. Mixed / Blended

This is *the most common mode of study* at Tabor. Blended subjects are usually delivered over the course of a 13-week semester involving 39 hours of face-to-face learning, giving students adequate time to read, to reflect, to practice, and to integrate their learning with the teaching component of the subject.

 - a. In a blended mode of study, students are *at a minimum* required to log on to the LMS in order to access resources, submit assignments, and to contact their lecturer.
 - b. Blended mode of study differs from e-learning in that e-learning has no opportunity for on-campus gatherings.
 - c. Blended subjects may include, among other teaching strategies, lectures, tutorials, forums, and seminars depending upon the subject learning outcomes. Whatever teaching strategy is employed it is important to maintain an emphasis on "active learning" and "student-teacher interaction."
 - d. *Best practice* blended subjects use classroom time to maximize lecturer-student interaction and to convey to students the lecture's passion for the subject and for learning.
 - e. *Best practice* blended subjects use Tabor Online to enhance the learning experience of students through encouraging student-contributed learning.
 - f. *Best practice* blended subjects provide students with resources to explore the foundational knowledge and create assignments that require application and integration.⁵

³ D. Fink, *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* (Jossey-Bass, 2003), p.28.

⁴ Tabor has been using moodle since 2008; currently we are using Moodle 2.0. Internally, the LMS is known as Tabor Online.

⁵ As described by D. Fink, foundational knowledge involves understanding and remembering information and ideas; application involves skills, critical, creative, and practical thinking, and managing projects; and integration involves connecting ideas, people, and realms of life (*Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* (Jossey-Bass, 2003), p.31).

- g. The Digital Learning and Innovations Team (DLIT) provides orientation to Tabor Online and its resources as well as ongoing professional development in maximizing the pedagogical value of Tabor Online.
- h. The Quality Assurance of subjects offered in a blended mode of study falls within the oversight of the Academic Quality Assurance Committee (AQAC) and the Scholarship Committee (SC) which work collaboratively with the DLIT.

4. E-Learning/online

Subjects that will never be offered with an on-campus component fit into this mode of study. However, *subjects offered in blended mode may also be designated as e-learning⁶* if they will be made available online to students when the subject is not being offered on-campus. Subjects that include an attendance component are not identified in the documentation as e-learning; they would be classified either as blended (if offered across a semester) or intensives.

- a. E-Learning subjects may include synchronous learning events delivered online.
- b. E-learning subjects require the active presence of, at least, a Teaching Assistant. Where possible, a cohort of students should be formed around an e-learning subject.
- c. *Best practice* e-learning subjects retain the “presence” of the “creating lecturer” and provide opportunities for interaction with an appropriate level discipline scholar.
- d. *Best practice* e-learning subjects are designed without reference to on-campus delivery events (even if they use resources drawn from on-campus delivered events).
- e. The Quality Assurance of subjects offered in an e-learning mode of study falls within the oversight of the AQAC and SC which work collaboratively with the DLIT.

5. Intensive

Intensive subjects are distinguished from blended subjects in that the face-to-face component of the teaching strategy is limited to ten or fewer days of face-to-face contact. Because students will not normally have the time to process a high volume of learning in a short period of time, intensives must have a pre-learning and a post-learning component (e.g., reading, journals).

- a. The nature of an intensive is such that there is usually an increased opportunity for student-lecturer interaction. For this reason (as well as practical ones), intensives are often the preferred mode of delivery for postgraduate students to study with visiting international scholars.
- b. Given the intensive nature of the subject content delivery, lecturers are encouraged to provide preparatory learning materials for students to process prior to the actual lecture experience. As a guide, the pre-learning component should normally be equivalent in hours to the intensive teaching component of the subject.
- c. The intensive lecture component of the subject will typically run for 5 days, with 7.5 hours instruction / student engagement per day. Lecturers may choose to offer a shorter lecture component, but there should be a minimum of 30 hours of direct lecture content / instruction. If lecturers choose to offer a shorter lecturing component, there must be a clear rationale for how students receive additional lecturer curated input (e.g., through recorded lecturers, subsequent workshops etc.) to ensure consistency with the typical format.
- d. The overall volume of learning for a subject delivered in intensive mode should be identical to a subject delivered in any other format, including face-to-face, 9i.e. 150 hours).
- e. *Best practice* might involve either a pre-intensive and/or a post-intensive session allowing students to test their ideas and strategies with others. This might be achieved through synchronous online delivery.

⁶ The same subject could be designated blended, e-learning, and intensive with no change in subject learning outcomes and minimum change to assessment tasks. This is not the case for Independent, work-related, or block release.

- f. The Quality Assurance of subjects offered in an intensive mode of study falls within the oversight of the AQAC and SC.

6. Independent Learning (untimetabled)

Subjects in which the student is *primarily* responsible for creating the learning experience and gathering the learning resources are identified as independent learning modes of study. This mode of study includes, but is not limited to: research, projects, and capstone experiences.

- a. This mode of study is ideally suited to students who have a particular interest relevant to their course of study but not shared by the larger cohort of students.
- b. This mode of study involves increased opportunities for students to “learn how to learn” and supervisors should take care to supervise this area of a student’s learning and not just focus on the content.
- c. The level of lecturer input into an independent learning mode of study normally varies with the AQF level of the subject, e.g.,
 - i. AQF 7 6cps 9 hours (usually 6 x 1.5 tutorial sessions) + 9 hours of “feedback”
 - ii. AQF 9 12cps 12 hours (usually 6 x 2 coaching sessions) + 24 hours of “feedback”
- d. Music skill subjects are probably “independent learning mode.” Creative Writing projects are also probably “independent learning mode.”
- e. The Quality Assurance of subjects offered in an independent learning mode of study falls within the oversight of the AQAC and SC.

7. Work-integrated learning

Subjects that require students to be off-campus and in a work-place, whether they are employed or not, are identified as work-integrated learning mode of study. According to the TEQSA description, this includes field trips and study tours.

From TEQSA Guidance Note on Work Integrated Learning: *In the context of the Higher Education Standards Framework (Threshold Standards) 2015 (HES Framework), work-integrated learning (WIL) encompasses any arrangement where students undertake learning in a workplace outside of their higher education provider (or one operated jointly with an external partner) as a part of their course of study. Such arrangements may include:*

- *clinical or other professional placements*
- *online projects*
- *internships, or*
- *workplace projects.*

The nature and scope of WIL may vary considerably, as will the extent of ‘integration’ of the workplace learning with the activities of the workplace or with the remainder of the student’s course work.

For example, a WIL experience might involve conduct of a project that is very much part of the core business of the workplace, and colleagues in the workplace may have an active teaching or mentoring role in achieving specified learning outcomes that have been jointly developed with the provider. Alternatively, a workplace experience may be less integrated with the business of the workplace e.g. an early placement that is mostly about observation of and orientation to work practices. While less integrated, this type of WIL may nonetheless provide an important practical foundation that will be built on in the remainder of the course of study.

Other types of work experience may not involve a placement with an outside organisation (for example, simulated or online experiences), but these lie outside the scope of the Section of the HES Framework that specifically deals with WIL (5.4) and outside the scope of this guidance note. All references to WIL in this Guidance Note refer to WIL placements that would be covered by Section 5.4.

- a. Supervision of students in this context is crucial for not all students will necessarily know how to translate their experiences into learning. This may include a greater emphasis upon reflective journals as a mode of assessment than in other modes of delivery.
 - i. When possible, supervisors should be employees of the College and compliant with the various policies, procedures, and expectations of the College.
 - ii. When this is not possible, the College lecturer responsible for the subject should have established that the supervisor's used are appropriately qualified and clearly understand their role in the educative process, receive appropriate training and induction, and that the placement is appropriately quality assured.
- b. Work-integrated learning mode of study subjects must be compliant with all additional relevant College policies.
- c. Note: supervised counseling sessions count as "work-integrated learning."
- d. The Quality Assurance of subjects offered in a work-integrated learning mode of study falls within the oversight of the AQAC and SC.

8. Block release

Subjects that require students to commit an extended period of time to attending a learning experience beyond the common lecture block (or its equivalent) are being delivered in "block release" mode. Examples include field study trips and camps/retreats.

- a. Supervision of students in this context is crucial for not all students will necessarily know how to translate their experiences into learning. This may include a greater emphasis upon reflective journals as a mode of assessment than in other modes of delivery.
- b. Block release mode of study subjects must be compliant with all additional relevant College policies.
- c. The Quality Assurance of subjects offered in a work-integrated learning mode of study falls within the oversight of the AQAC and SC.

9. Fast track

Tabor does not use this as a distinct mode of study. In our view this relates more to the time it takes a student to engage with the learning recourses and to complete assessment tasks than it does to the particular mode of study employed in the subject.

10. Other (please specify)

To ensure consistency across the College at the beginning of an accreditation period, lecturers are being asked to work with the already substantial range of available modes of study. New modes of delivery may be developed. These should be presented to the SC which will, in turn, present the suggestion to the Academic Board for approval.