

Introduction

Minimum service standards are intended to ensure that learners get the support they need in any subject they study online. Minimum standards can assist to manage learner and academic expectations, and ensure that those studying on-campus and online have similar access to high standards and levels of communication by teaching staff. This relates to the Complex Institute of Education's (CIE) core values of provision of high quality training and assessment services, meeting industry needs for highly trained and skilled employees, and putting all learners first. Minimum standards assist to ensure that appropriate advice and support is provided and learner queries are quickly identified and addressed in a timely manner.

CIE conducts a variety of vocational education and training programs through blended learning options. While some learners may elect to complete all of their learning and assessment activities online, regularly scheduled face to face sessions are held to provide further assistance to learners and to foster a cohesive learning environment.

These minimum service standards are designed to ensure that learners are engaged, motivated, and achieve results through their training and future employment prospects.

System Availability

CIE's Learning Management System is hosted externally. While historical performance has proven 100% online availability, CIE can assure all learners engaged in online training and assessment activities that the Learning Management System will be available at least 99% of the time.

Minimum Service Standards

CIE seeks excellence but requires minimum standards in the delivery of subjects to support learner engagement in learning and assessment activities. Online trainer and assessors should ensure that each subject has the following minimum level of service.

1. A formal introductory message, posted on the Learning Management system before the start of each subject, which:
 - a. welcomes learners to the subject;
 - b. describes how the subject flows throughout the cohort;
 - c. explains how learners may obtain support by appropriately directing training or technical enquiries; and
 - d. provides context for the subject, how it fits in and why it is important.
2. An informal Introductory message, posted on the Learning Management system before the start of each subject, which:
 - a. introduces you to the learners as their online trainer;
 - b. provides the learner with more information about you (experience, interests, areas of specialisation etc.); and
 - c. directly invites the learners to respond and introduce themselves to you and others.
3. Checking, monitoring and the driving of discussions and other learner access areas every day of your allocation in order to:

- a. monitor and moderate comments and discussion by learners in all forums; and
 - b. manage subject operation by responding to learner enquiries and learning activities.
4. Responding to all learner requests for clarification or assistance as soon as possible, but certainly within 24 hours.
 5. Monitoring learners' activities, contacting them when/if they fall behind.
 6. Flag any learners for follow up with Business Support Services and Student Employment Support Services which meet the student at risk criteria as per the Student at Risk policy.
 7. An introductory video 'selfie'. Who are you and what are you passionate about? What do you do?

Detailed Standards for Online Trainers

Best practice standards for subjects in online learning are intended to ensure quality. Each newly appointed academic must undertake the compulsory induction session (face-to-face or virtual) with the National eLearning Engagement Specialist or representative.

Online trainers are required to:

- Manage assigned groups and facilitate learner engagement via the Learning Management System related to learning and teaching content.
- Be agile in responding to all learner communication in a timely manner via all online forums, messages or emails within 24 hours of contact, or assist in the resolution by directing learners to the appropriate contact.
- Daily log in to the Learning Management System and initiation of contact with learners who are not participating, accessing materials, or responding to communications.
- Wherever relevant, relate industry experience to learning.
- Facilitate on-line forums and discussions in relation to the subject matter taught.
- Contribute to a culture of learning and encourage learner success.
- Liaise with the Training Coordinator and Manager Governance and Development for queries regarding the subject content.
- Deliver revision sessions throughout the teaching period via webinars or any other method as deemed necessary.
- Utilise the Noticeboard each week to provide a brief of; the weekly content, important reminders, and other information relevant to that week (webinars, assessments, readings etc.).
- Utilise the Learning Management System to share relevant topics of interest each week related to the weekly material to encourage online discussion and engagement with the weekly content. Ensure currency of information shared and note that these topics must be related to courses of study within which the subject lies in an Australian context.
- Identify areas of concern or learners at risk to be escalated to the appropriate Student Services team member.

- Provide feedback to Training Coordinator and Manager Governance and Development where relevant, related to any aspect of the learning and teaching content or delivery of the subject to assist in quality improvement.
- Mark assessments within seven days of submission by the learner and provide meaningful feedback in a timely manner.

Aside from webinars, there is no set time for the learner class participation, thus there is no set time during the day for learners to complete tasks. Online trainers are required to remain logged into the Learning Management System during business hours in order to respond immediately to learner queries and discussions. Any learner enquiries or discussions posted outside of business hours must be responded to as early as possible the following business day.

Commencement of each Learner Cohort

Online trainers are assigned to their group at least one week prior to commencement of scheduled learning activities. This will ensure enough time for preparation and orientation to the class, this is when they are expected to familiarise themselves with the subject. They must post the introductory message to the Learning Management System, and the introduction on the Noticeboard summarising the important notes for the subject before the beginning of the subject.

Regular Contact with Learners

Every online subject has been setup with a Discussion Board for online trainers to post information and create informal discussion with learners. It's expected by CIE that the online trainers posts regular relevant topics of interest in the Discussion Board each week. It is also mandatory that regular check are made with learner and process followed for inactive and at-risk learners in order to ensure that learners are continually engaged in learning and assessment activities.

Learner Contact with Online Trainers

Each online trainer is issued with a CIE mobile phone which is required to be turned on during business hours for the days in which the online trainer is scheduled to monitor learning and assessment activities within the Learning Management System. This mobile phone number is to be provided to learners upon commencement.

Measuring Performance

CIE uses subjective and objective measures to manage performance. There are participation activities within the subject design that encourage regular and continual interaction within the online platform. There are measures in place to monitor the activity through the online academic logs within the Learning Management System. All these logs for learners and online trainers are recorded and can be retrieved by the Training Coordinator, the Manager Governance and Development, or Information Technology administrators at any time.

On a regular basis the Training Coordinator checks these reports for each online trainer's "last access". These access dates and times are recorded - If an assigned online trainer has not remained logged in to the Learning Management System during the allocated hours, the Training Coordinator

will make contact with the online trainer to check on reasons for their inactivity. Appropriate understanding of the inactivity and failure to log in is discussed and remediated immediately by the Training Coordinator.

Formal feedback is obtained through Student Feedback Survey completed by learners along with the Quality Indicators. Informal feedback on any aspect of online learning support can be provided by the learner to their online trainer or the Training Coordinator. This provides direct input on the cohort and the quality of the support provided by the academic.

Continued feedback or behaviours that affect the learners' participation and engagement in learning and assessment activities are reported and noted. These are discussed as appropriate with the Training Coordinator and Manager Governance and Development.

Objective Performance Measures

- Student Feedback Survey
- Activity logs
- Speed of responses
- Formal feedback
- Attendance at training and accessing resources on the Online Academic Hub
- Subject pass/fail rates
- Subject retention
- Subject withdrawals

Subjective Performance Measures

- Quality of posts
- Engagement quality
- Tone of posts
- Peer review
- Informal feedback