The University of Sydney

Draft Change Proposal – Centre for English Teaching and Academic Enrichment

22/10/20

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Date:	22/10/2020
Version:	1

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1. INTRODUCTION AND CONTEXT

Purpose

This document outlines the nature, rationale and expected outcomes of a proposed change in the Centre for English Teaching and Academic Enrichment (Learning Centre and Maths Learning Centre). It has been prepared to facilitate consultation with staff and their unions in accordance with Clause 390 of *The University of Sydney Enterprise Agreement* 2018 -2021 (the Enterprise Agreement).

Background

The aim of the proposed change is to enable the University to provide outstanding, pro-active, comprehensive, evidence-based, and sustainable English language and academic learning support to the increasingly diverse cohorts of current and future students throughout the entirety of their learning journey with the University, from entry to exit. Significant factors leading to the proposed change include:

- Work undertaken by the University into enhancing the student experience (as outlined in the Student Experience Strategy, 2018).
- Reviews conducted in 2018 and 2020 into the quality and sustainability of academic learning support, English language support and English language pathways at the University
- The imperative to position the University for the future and reimagine student learning support in light of the changing landscape of higher education.

In 2018, the DVC Education released the 'Strategy for the student experience at the University of Sydney'. The strategy was developed in response to concerns around the quality of the student experience as identified by numerous data sources including the national Student Experience Survey (2015-2017), the International Student Experience Taskforce report, '*Improving the International Student Experience*' (University of Sydney, 2017) and a week-long online student discussion forum (University of Sydney, 2018) focusing on aspects of the student experience (student life, classes, administrative processes; and student support).

The strategy outlines an ambitious vision for an outstanding student experience, emphasising the importance of a sense of connection and belonging to the University. The provision of academic learning support is a key enabler in supporting an enhanced student experience and mitigating barriers to participation. The strategy acknowledges the range of initiatives and essential support work currently being done by faculties, schools and units to address the support needs relevant to specific cohorts of students and highlights the importance of a student-centric University-wide model of learning support:

> *there would be value in developing a whole-of-University perspective and a model for various forms of academic and learning support that optimises their reach and impact across the University. Attention to the design of the support systems in place is particularly important given: the increasing number of students at the University; the increasing proportion for whom English is an additional language; and the likely changing support needs in the area of mathematics, given the introduction of a mathematics pre-requisite for a number of undergraduate degrees and the possible impact on access to the University by those who have experienced educational disadvantage. A current Education Portfolio project is undertaking more detailed design work for a preferred model for meeting students' academic support needs, including the use of peer programs. (p.14, Strategy for the student experience at the University of Sydney).*

As outlined in the Student Experience Strategy, there is a pressing need to reassess the current models of academic learning support to ensure that they meet the needs of the University's student cohort. Contemporary models of learning support must provide a cohesive and systematic approach across the student journey, commencing with early engagement (including pre-entry and pre-arrival) and extending through the final years of study for all coursework and research students. Hence, models of learning support must be scalable and sustainable and reach a significant proportion of the student cohort who need learning support. In addition, learning support models must be able to adapt and

respond to the changing needs of students (via continuous evaluation and quality improvement mechanisms) and clearly demonstrate impact and value to the students and the institution.

The University has implemented programs designed to recruit students from culturally and socioeconimically diverse backgrounds domestically including linguistically diverse students. In addition, in recent years, the University has experienced an increase in enrolments from overseas students who have entered university via the English language admissions requirements through achievement of the required result in an English language skills test, successful completion of an English language pathway course, or by providing other evidence of English language proficiency. https://sydney.edu.au/study/how-to-apply/english-language-requirements.html). Hence, the University must ensure that it is equipped to meet the learning support needs of our increasingly diverse student cohort.

In order to better understand the current learning support models and to assess the capacity of these models to meet the current and future needs of the dynamic and diverse student cohort, the University has undertaken three key pieces of work: the thematic review into the 'Quality of English Language Pathways and Support' (2020), the 'Learning Centre Review Report' (2020) and the 'Mathematics Learning Centre Review Report' (2018). Academic Enrichment staff have also provided responses to these reports, which include 'Selected Corrections to the Mathematics Learning Centre Review Report' and 'Response to the Report: Review of the Mathematics Learning Centre' and the 'Learning Centre Response to the Learning Centre Review Report'. The findings and recommendations from these reviews are addressed below along with the implications for the proposed change.

Current state

This section outlines the current state of Academic Enrichment and the Centre for English Teaching in terms of programs, staffing and budgets.

Currently, Academic Enrichment (the Learning Centre and the Mathematics Learning Centre) and the Centre for English Teaching sit within the office of the Pro-Vice-Chancellor (Student Life) within the portfolio of the Deputy Vice-Chancellor Education. Academic Enrichment and the Centre for English Teaching are headed by the Director Centre for English Teaching and Academic Enrichment, who reports directly to the PVC (Student Life).

Learning Centre Current State

Programs

- The Learning Centre provides free essential academic language, communication, and learning support services to students and staff across the University.
- The Learning Centre provides a range of programs and resources, broadly categorised as follows:
    1) Co-curricular face-to-face, blended and online programs (supporting transition, bridging, UG, PG and HDR) including the Central workshop program, individual learning consultations, bridging and transition programs, orientation programs, large lecture programs and online modules via Canvas.
    2) Curriculum embedded-aligned teaching programs to support disciplinary learning.
    3) eLearning resources via a dedicated Canvas site (Learning Centre Dashboard and The Write Site) for student self-access or staff use as embedded within/or as adjunct to teaching programs.
- Currently, Learning Centre programs reach 14% of students, and these support activities tend to have little reach in some faculties with a high percentage of international students, for example, in the Business Faculty. Findings from the Student Life Survey (2020) indicate that 85.8% of survey respondents agree or strongly agree that the Learning Centre is an important service for the student community, however, 57.4% of respondents are unaware of the service or aware of but not sure how to access the service. Student who engage with the Learning Centre report high levels of satisfaction, yet the Student Experience Survey (2019) indicates that only 44% of respondents feel they receive adequate English language support. This

indicates that there is a strong demand for the centre's services and that there is the opportunity to increase the percentage of students reached by the service.

Staffing

- Staffing in the Learning Centre currently consists of a total of 11 FTE with 9.6 FTE academic staff (this includes the position of Head Learning Centre, which is currently vacant) involved in the leadership and delivery of the Learning Centre's programs and 1.4 FTE professional staff who provide administrative support.
- There are 7.6 FTE academic teaching and research roles with an additional 2 FTE education-focused academics.
- The Learning Centre also employs up to 14 casual academics, as required, who predominantly teach into the central workshop program.
- Learning design support is provided by Educational Innovation staff for specific strategic projects and dependent on the available resources of Educational Innovation.

Maths Learning Centre Current State

Programs

- The Mathematics Learning Centre assists eligible undergraduate students to develop the mathematical knowledge, skills and confidence that are needed for studying mathematics or statistics at university. The Maths Learning Centre offers a range of free programs that have been developed to meet the needs of undergraduate students who enter the University of Sydney without the 'assumed knowledge' in mathematics they need for their first level mathematics or statistics units of study.
- The Maths Learning Centre provides a range of programs and resources, including:
    1) Revision classes and supplementary tutorials for certain units of study. These are generally the first unit in a degree that contains a substantive amount of mathematical or statistical content, such as calculus, linear algebra and statistics.
    2) Drop-in Centre for individual one-to-one help with a selection of mathematics, statistics and related units of study.
    3) Bridging courses in mathematics or statistics
    4) Online resources for self-study

It is noted that students who engage with the services provided by the Mathematics Learning Centre report high levels of satisfaction.

Staffing

- Staffing in the Maths Learning Centre currently consists of 3.0 FTE academic staff involved in the delivery of the Learning Centre's programs and 0.6 FTE professional staff who provides administrative support. Please see Table 3 below for the staffing profile.
- The 3 FTE roles are academic teaching and research roles.
- The Mathematics Learning Centre also employs up to 10 casual academics as required who predominantly teach into the workshop program and drop-in centre.
- Learning design support is provided by Educational Innovation staff for specific strategic projects and dependent on the available resources of Educational Innovation.

The Centre for English Teaching Current State

Programs

- The Centre for English Teaching (CET) is the university language centre of the University of Sydney and delivers a range of English language, academic skills and teacher training programs. Programs include:
    1) University Pathways courses aimed at students who hold conditional offers (conditional on English) to undergraduate and postgraduate degrees at the University of Sydney. These courses prepare students for entry to university by developing academic skills and English language proficiency. These courses assess students' academic and English language preparedness to commence their degree at the university allowing students

to demonstrate that they have met the English language entry requirements of their intended degree.

2) Intensive Test Preparation courses aimed at students who are preparing to undertake the IELTS test or who wish to qualify for entry into CET's university pathway programs.
3) Academic Skills Preparation courses aimed at students who hold unconditional offers to undergraduate and postgraduate degrees at the University of Sydney. These courses develop students' academic language and communication skills and support transition into study at the university.
4) Global English courses aimed at students who want to develop English language skills for professional and social communication.
5) English Language Teacher Training units of study delivered in collaboration with the School of Education and Social Work to pre-service teachers.
6) English Language Teacher Training professional development courses aimed at pre- or in-service teachers in Australia and abroad.
7) Online university preparation courses aimed at supporting current and future students' transition and acculturation to the university. These courses include the Academic Skills for University Success MOOC Specialisation (delivered via Coursera) and the Fundamental Communication Skills OLE (delivered via Canvas).
8) Transition support programs aimed at students enrolled in undergraduate, postgraduate (including HDR) degrees at the University of Sydney. These programs develop students' English language skills with a focus on oral communication (Speak and Connect and Speak Up!) and written communication (Get it Write!) and aim to build a sense of connection and belonging to the university.

It is noted that CET has consistently received high levels of student satisfaction and has recently been awarded the English Australia Innovation Award, 2020 for Speak and Connect program and highly commended in the PIEoneer Language Educator 2020 of the year.

<u>Staffing</u>

- Staffing in the Centre for English Teaching currently consists of a total of 53 FTE.
- There are 16 FTE professional staff roles; these staff support the centre's administrative requirements and delivery of the centre's programs in the areas of compliance, finance, enrolments, business development, communications and promotions, management of peer-facilitated programs and student well-being.
- There are 37 FTE CET teaching and learning roles responsible for delivering the centre's programs. Of these 37 FTE, there are 6 management roles and 31 FTE English language teachers who are scheduled to teach up to 20 hours per week for 45 weeks of the year.
- The centre also employs up to 150 casual English language teachers per year to teach during the Centre's two peak periods per year.

2. THE PROPOSED CHANGE

To realise the University's ambition to improve and reimagine student learning support, the University proposes a change in the current operating model for Centre for English Teaching (CET) and Academic Enrichment (AE) to enhance integration and coordination of support activities and enable us to re-conceptualise the current Academic Enrichment model and strengthen and capitalise on synergies.

A new approach to learning support enabled by technology

It is proposed that Mathematics Learning Centre be disestablished and that mathematics learning support be provided by faculties and via a range of delivery modes including peer-to-peer programs, such as PASS that will be supported by a centrally coordinated technology platform, and run at faculty level in consultation with the Office of the Pro-Vice Chancellor (Student Life).

It is proposed that there are changes to the current Learning Centre support services and that there is a considerable uplift in resources to expand the uses of technology and to implement new approaches that would reach a wider audience beyond current reach. Moreover, new mechanisms and processes will need to be implemented in order measure and evaluate the impact of learning support provided.

The new model proposes a cohesive, coordinated and streamlined approach to the provision of learning support across the student journey at the University of Sydney, from pre-entry and pre-arrival through to graduation. Crucial to this vision will be enhanced capacity to provide a range of support initiatives for English pathway students and UG, PG and PhD cohorts, coupled with robust mechanisms for ongoing assessment, self-assessment, and evaluation. The new model envisages a seamless student experience commencing with students' first point of contact with the University either via a CET pathway course or via direct entry to their degree program.

Educational programs and support offerings will be tailored to and aligned with the stages in the student journey. As students begin their studies and transition to University life, initiatives will focus on early engagement and pre-emptive needs analysis (including, for example, a language diagnostic delivered not later than week 1 of a student's first semester of study). Fit-for-purpose programs and resources will need to be developed to meet those needs. A wide range of support activities will be created and made available and accessible via different modes (e.g. virtual, face-to-face, blended), access points (e.g. referral/self-access, embedded/stand-alone) and facilitation models (e.g. learning advisors, academic staff, English language teachers, peer-peer). These activities will support diverse opportunities for ongoing development of academic and communication skills. In the final year of study, initiatives will focus on graduation and work readiness, supporting students to reflect on their achievements and future goals and preparing them for diverse workplaces via the provision of a toolkit for professional communication and evidence of achievement via their University transcript.

Proposed alignment of Centre for English Teaching and the Learning Centre

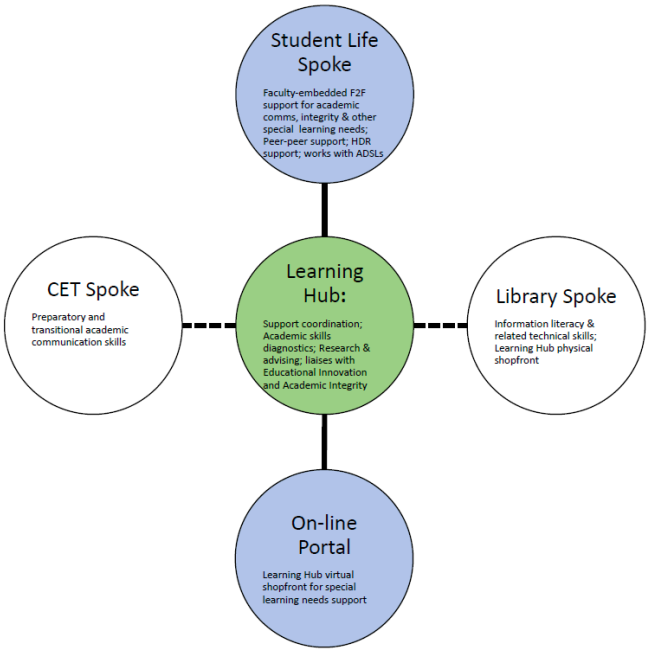
Given the highly innovative and award winning approaches to provision of pre-entry and post-entry programs provided by the Centre for English Teaching, there is a compelling need to rethink the role of the Centre in contributing to an enhanced institution-wide, cohesive student experience.

Hence, a new model combining the Centre for English Teaching and the Learning Centre is proposed. The new model presents a combined, cohesive and streamlined infrastructure. To achieve this, it is proposed that the current Academic Enrichment model be disestablished and replaced by a Learning Hub and that the existing Centre for English Teaching organisational structure be streamlined and modified to integrate the proposed Learning Hub.

The new combined unit would support students throughout the entirety of their journey at the University. The Centre for English Teaching component of the new unit would continue to support English language pathway students pre-entry with an expanded emphasis on supporting transition from the pre-entry to the post-entry space. CET would also continue to deliver its current suite of programs (included in the CET 2021 Brochure https://www.sydney.edu.au/cet/docs/cet-brochure.pdf) ensuring alignment with

the University's strategic priorities. The Learning Hub component would support students post-entry and have carriage over designing, delivering and administering all academic learning support programs across the University, but especially for programs developing communication capabilities. CET + Learning Hub initiatives would be centred on student experience and student-centred support provision, rather than on academic activity per se, and the unit would identify clear measures of success for support and enrichment of service provision of the unit.

The CET + Learning Hub unit will form part of the portfolio of the Deputy Vice-Chancellor Education, reporting to the Pro-Vice-Chancellor (Student Life). The new combined unit will maintain a strong culture of collaborative and multidisciplinary practice and will cultivate proactive and productive relationships with complimentary units across the University including The Library, the portfolio of the DVC (Indigenous Strategy and Services), faculties and schools, the Educational Innovation Unit, and the Office of Educational Integrity, as well as developing a closer collaborative relationship with Taylors College to facilitate a more cohesive transition into the University for these students. A virtual hub-and-spokes structure will facilitate the coordination and delivery of learning support between these units. The diagram below (see Learning Centre Report, p. 13) outlines the "essence" of the proposed hub-and-spoke model. Further, in order to facilitate reach and visibility within the University community, it is proposed that the Learning Hub component of the unit will have a physical location in the Library (subject to approval and consultation with Library). CET will continue to operate from its current location in the Wentworth and Storie Dixson buildings.



The proposed structure for the new CET + Learning Hub consists of a combined, integrated and streamlined infrastructure (see Attachment 2). In order to more efficiently support and enact the University's strategic objectives, a new organisational structure comprising a flatter management structure is proposed. This new management structure would consist of a total of six managers reporting directly into the Director CET & Learning Hub. This structure would enable a closer relationship between the Director and the managers, leading to more effective decision-making, heightening the unit's responsiveness and agility, and enabling strategic work to be enacted by and through the team of managers.

The University Pathways Education Managers and the Professional Programs Education Manager would primarily manage the pre-entry teaching and learning work of the unit, as well as teacher training courses and professional programs, with the cohort of English Language Teachers reporting into these managers. The CET Business Operations Manager would manage the pre-entry (CET) administrative

and operations work of the unit, supported by the CET Business Operations team. With CET's increased integration with the wider University, and specifically with the DVC Education portfolio, the proposed infrastructure is leaner, as the unit benefits from the support structures within the DVC Education portfolio and the wider University, for example in areas including, HR, finance, quality and compliance, marketing and promotions. The Learning Hub Education Manager would manage teaching and learning work in the post-entry (Learning Hub) space, with the cohort of Learning Success Advisors and Educational Designer reporting to this position. The Education Services Manager would manage a consolidated education services team that would support the activities across the pre and post-entry spaces. This team would be responsible for managing a central student support portal/resource, student student-facing engagement and support co- and extra-curricular activities (including management of the CET well-being unit) developing, managing and coordinating a range of technological systems to track student engagement and progression, build student learning profiles, support students' personalised learning plans, monitor and evaluate the impact of initiatives, manage peer-facilitated programs and communicate and promote initiatives via a systematised and multi-channel communication plan.

In terms of the staffing profiles of the Learning Success Advisors in the post-entry (Learning Hub) component of the model, it is proposed that these staff would be specialist professional staff focusing on student facing support and with service role profiles that match the requirements of the proposed Learning Hub. These positions will provide learning skills services physically as well as virtually, work in partnership with the faculties, schools, and library to facilitate the development of discipline specific integrated and embedded programs, develop and evaluate resources for learning skills programs, provide groups and individual learning skills sessions, and contribute to the development of plans, strategies and procedures in line with the University's strategy. Given that the primary purpose of these roles is to provide outstanding and sustainable provision of service and co-curricular student support, there is no requirement to undertake academic research included in these positions. Instead, Learning Success Advisors will be given appropriate professional training support as required. In addition, it is proposed that a specialised Educational Designer role be included. This role would be tasked with developing online resources, under the direction of the Learning Hub Education Manager and in collaboration with the Learning Success Advisors, to ensure appropriate use of skills to develop fit-for-purpose and innovative resources as required. In addition, the new proposed model would enable increased capacity for peer-facilitated programs via an increased budget allocation within the existing Academic Enrichment resourcing allocation.

Whilst the different roles within the management team would have responsibility for specific offerings in either the pre or post-entry space within the unit, the proposed organisational structure would facilitate increased collaboration across these spaces, enabling further connections and synergies to be realised, thus contributing to a more cohesive and enhanced student experience.

The new proposed structure would see a decrease of 9.6 FTE in the total number of FTE across the three existing units, from 66.6 FTE to 57 FTE as a result of:

- Streamlining the current management infrastructure by reducing the total number of CET management positions by 2 FTE
- Streamlining the current CET Operations team by reducing the number of staff by 2 FTE
- Establishing a consolidated Education Services Team that supports the activities across the pre and post-entry spaces, thereby reducing the total number of education services and administrative staff across the three units by 1 FTE
- Disestablishing the Mathematics Learning Centre and devolving mathematics learning support within faculties, thereby reducing the number of staff by 3 FTE
- Disestablishing the current Learning Centre model and integrating post-entry support provision within the combined unit thereby reducing the total number of staff by 1.6 FTE

The intended timeframe for the change is the period October 2020 – February 2021.

The proposed change was discussed with potentially affected staff through preliminary consultation on 1st October 2020 and the comments and suggestions of staff have been considered in preparing this document.

Rationale for the change

The key drivers for the proposed change are the strategic imperative to provide an enhanced student experience and to ensure the University can meet the current and future needs of its student cohorts.

The proposed change takes into consideration a number of factors, including the 'Strategy for the student experience at the University of Sydney' (DVC Education, 2018), the thematic review into the 'Quality of English Language Pathways and Support' (2020), the 'Learning Centre Review Panel Report', the 'Learning Centre Staff Response to the Review', the 'Mathematics Learning Centre Review Report', the 'Selected Corrections to the Mathematics Learning Centre Review Report' and 'Response to the Report: Review of the Mathematics Learning Centre' and the need to reimagine the provision of learning support in light of the changing higher education landscape. Refer to Attachment 1 for all reports.

As stated above, the 'Strategy for the student experience at the University of Sydney' (DVC Education, 2018), emphasises the value of a cohesive, student-centric, University-wide model of academic learning support that maximises reach and impact across the University and responds to the diverse and dynamic support needs of students; the proposed change presents a vision and supporting structure that will enable delivery of the model of learning support articulated in the Strategy.

Further, it is necessary that resources for the provision of English language and academic learning support are maximised to improve provision of targeted and personalised support to as many students as possible and achieve optimum impact, particularly at a time of increased anticipated need due to the effect of COVID-19 on our current and future student population.

In addition, the thematic review into the 'Quality of English Language Pathways and Support' (2020) highlighted the crucial nature of English language skills in supporting student academic success and also in 'fulfilling social engagement, career advancement, and development of the full suite of graduate qualities expected as a result of studying at the University' (p. 3, Thematic Review into the 'Quality of English Language Pathways and Support'). The review also noted the University's poor performance in the area of language support when benchmarked against our competitors in the Group of Eight universities (Go8) and against the wider university sector (p. 6 Thematic Review into the 'Quality of English Language Pathways and Support'). The review panel made a range of recommendations to improve and strengthen the quality of English language support at the University; recommendations relevant to this proposed change, include:

- Implementation of early engagement strategies targeting English language skills development. (p. 7, Thematic Review into the 'Quality of English Language Pathways and Support')
- Development of a referral process for students identified as requiring specialist support for academic success to faculty resources or to a centralized team of experts. The centralized team of experts will be credited with the time to provide English language support and advice. (p. 7, Thematic Review into the 'Quality of English Language Pathways and Support')
- Provision of a pre-arrival transition program include training in everyday English for students as well as recommendations for resources available immediately and throughout their course. Students should be made aware that they are expected to develop their academic, professional and social English throughout their course. Development in specialist academic, professional or everyday English required for a course should be integrated into the full length of the course. (p. 8, Thematic Review into the 'Quality of English Language Pathways and Support')
- Provision of a seamless program of central and faculty support, with the PVC Student Life portfolio and faculties working together, avoiding duplication between faculty and centre work, and ensuring students are aware of the curricular opportunities. (p. 8, Thematic Review into the 'Quality of English Language Pathways and Support')

- Inclusion of a diagnostic evaluation of English skills as part of the new transition units.

It is clear that there is a pressing need to reconceptualise and prioritise the way English language support is provisioned across the University, in conjunction with the reimagining of academic learning support.

Furthermore, the findings and recommendations put forward by the 'Learning Centre Review Panel Report' and the 'Mathematics Learning Centre Review Report' are also key factors informing the rationale for the proposed change. Whilst the reports present recommendations specific to each Centre, there are also common themes evident across the recommendations.

Both reports found that significant changes are required; common themes across the reports' recommendations include:

- Widening the scope of learning support provision across the University to incorporate a whole-of institution approach (see p.2, Learning Centre Review Report and p. 7, Mathematics Learning Centre Report) to increase reach and impact.
- Exploring and implementing alternative delivery models, such as peer-facilitated programs, to drive efficiencies and increase accessibility and reach (see p.2, Learning Centre Review Report and p. 6 & 11, Mathematics Learning Centre Report).
- Enhancing use of technological resources to improve pedagogy, manage scale and increase reach (see p.2, Learning Centre Review Report and p. 8, Mathematics Learning Centre Report).
- Enhancing integration and coordination of support activities across multiple University units and faculties to increase reach, gain efficiencies and avoid duplication of services (see p.2, Learning Centre Review Report and p. 6 & 10, Mathematics Learning Centre Report).
- Reconsidering current staffing models to ensure role profiles are fit-for purpose, and the expectations and responsibilities of roles are clearly defined and function to support the strategic direction of the Learning Hub and the University's educational priorities (see p.2, Learning Centre Review Report and p. 6 & 7, Mathematics Learning Centre Report).

The two sub-sections below provide a summary of the aims and recommendations from the 'Learning Centre Review Panel Report' and the 'Mathematics Learning Centre Review Report' and also provide an overview of the responses provided to these reports by Learning Centre and Mathematics Learning Centre staff.

Learning Centre Review Panel Report – Aims and Recommendations Summary

The Learning Centre Review Panel Report, commissioned by the PVC Student Life in 2020, aimed to:

1) Assess the current organisational structure and service delivery models of the Learning Centre to determine if they meet the future needs of the University.
2) Assess the current resourcing capabilities of the Learning Centre to support projected future need.
3) Assess the resourcing capabilities to support future engagement in technology-enhanced learning and teaching, including digital learning resources.
4) Assess the relationship between the practices within the Learning Centre and those across the University to identify any areas of duplication and/or where greater efficiencies can be achieved.
5) Consult with other Universities regarding the wider environment of learning centres. (see p.2, Learning Centre Review Report)

The Learning Centre Panel Review Report put forward the following recommendations:

That the DVC Education Portfolio:

1) Implements a centrally supported peer-to-peer language support model across the University.
2) Introduces a diagnostic tool in transition units to enable early intervention in partnership with the Student Experience project.
3) Develops more online resources, where appropriate, to increase the reach of language and academic skills support in the University.
4) Conducts a sustainability review of the Central Workshop program to determine if there are workshops that would be more suited to an online or blended delivery model.
5) Works with the Centre for English Teaching to determine if there are some Learning Centre programs that might be delivered through these centres.
6) Supports the implementation of a learning support portal to provide clarity around the support services available across the University and which enables students and staff to easily identify suitable services.
7) Increases the use of social media to raise awareness of the available services.
8) Considers the use of peers including HDR and Honours students, to provide writing support and to disrupt the contract cheating business model.
9) Implements data collection to analyse the success of its support and intervention (e.g. progression, WAM, reducing integrity beaches and students at risk).
10) Introduces a more transparent workload model for learning support staff.
11) Repositions current Learning Centre operations and staffing to focus on support coordination, communication and research-informed advising functions over direct provision of support; and implements relevant structural changes to improve alignment of learning support with the University's overall educational priorities and to sharpen clarity of purpose across these support functions.
12) Considers a new model of campus-wide learning support base on a 'hub-and-spokes' configuration as detailed in the final section of the Review Panel Report. (see p.2, Learning Centre Review Report)

Staff Response to Learning Centre Review Panel Report

In summary, Learning Centre staff had a mixed response to the report. Whilst many of the recommendations were well received and echoed a desire amongst staff to improve efficiency and transparency, to raise the Centre's profile and visibility, and to integrate more effectively with other key University services, staff also expressed concern that their significant contributions to the academic language and learning of students at the University of Sydney had not been adequately acknowledged. These include, but are not limited to, the Learning Centre's consistently high ratings from students, as benchmarked against other universities in Australia and overseas universities, and the Learning Centre's pioneering work in the area of online resources.

The response included actions that have already been taken and proposed future actions to address the recommendations included in the review report. It is clear that the Learning Centre offers a valuable

service to students, and has significantly increased its online offerings, including quickly adapting to full online delivery of programs in response to the COVID pandemic. The full response is included in Attachment 1.

Mathematics Learning Centre Review Panel Report – Aims and Recommendations Summary

Next, the recommendations and findings put forward by the Mathematics Learning Centre Review Report and the 'Response to the Report: Review of the Mathematics Learning Centre' provided by MLC staff to the review and the current context of the University are contributing factors informing the rationale for the proposed change.

It is important to note that the 'Mathematics Learning Centre Review Panel Report', was commissioned by the DVC Education in 2018, and therefore some contextual factors may have changed over the past 2 years. Despite this timeframe, many of the recommendations of the Report remain relevant. The Report aimed to:

1) Assess the current organisational structure and service delivery models of the MLC to determine if they meet the future needs of the University.
2) Assess the current resourcing capabilities of the MLC to support projected future need.
3) Assess the resourcing capabilities to support future engagement in technology enhanced learning and teaching, including digital learning resources.
4) Assess the relationship between the practices within the MLC and those across the University to identify any areas of duplication and/or where greater efficiencies can be achieved.
5) Consult with other Universities regarding the wider environment of mathematics learning centres.

The Mathematics Learning Centre Review Report put forward the recommendations that:

1) Different delivery models are considered to increase accessibility to services (e.g. peer-to-peer teaching, visiting teaching scholars and online, on-demand support).
2) The current staffing model is revised to ensure it is fit-for purpose (e.g. potential models include, teaching-focussed, visiting teaching scholars and casual models).
3) Duties, responsibilities of staff are clearly defined and aligned with the needs of the Mathematics Learning Centre.
4) The scope of service is re-examined to increase reach and impact across the University.
5) Increased engagement with technology-enhanced learning and teaching resources and the adaptation of on-demand, out-of-hours interactive academic support systems and services to increase reach and access.
6) A formal relationship with relevant schools such as the School of Mathematics and Statistics be considered.
7) Areas of duplication of services across the University be consolidated to gain efficiencies.
8) Alternative operating models are considered in order to service more students, drive efficiencies and optimize current services across the University.

Staff Response to Mathematics Learning Centre Review Panel Report

In response to the Mathematics Learning Centre Review report, staff provided extensive corrections to the report via the 'Selected Corrections to the Mathematics Learning Centre Review Report'; this response offers factual corrections to the report; the full response is included in Attachment 2.6. Staff also provided a response via the 'Response to the Report: Review of the Mathematics Learning Centre'. The full response is included in Attachment 1. In summary, staff were extremely disappointed with the way that the review was conducted and the errors contained in the report. The response highlighted the work that is already being done by the Mathematics Learning Centre to address a number of the recommendations in the report and acknowledged that the report provides some recommendations worthy of further consideration, however, the response also points out that the report contains some serious gaps, inconsistencies and inaccuracies.

It is clear that, while the Learning Centre and the Mathematics Learning Centre offer a valuable service to students and have done much to address the changing support needs of our diverse and growing student cohort over time, that the current models offer insufficient infrastructure and capacity

to deliver on the vision for the new Learning Hub model. Therefore, in order to deliver on this vision, a new combined unit, comprising CET + Learning Hub is proposed. This integration of CET and the Learning Hub would allow the combined unit to support the student's learning journey both before and during their degree studies. In addition, a focus on the 'whole of student journey' approach will enhance the unit's capacity to support the student rather than the stage of their learning.

In regards to the Mathematics Learning Centre, current mathematics support services need to change to reflect changes to Mathematics pre-requisites requirements as well as integrate and align with the MOOC developed by the School of Mathematics (rather than the Mathematics Learning Centre) to support students who need assistance to meet the mathematics pre-requisite.

The current approach to the delivery of language and learning support by the Learning Centre also needs to change to reflect the University's expectation that central provision of language and academic skills learning support meet the growing demands of the University's increasingly diverse student cohort. As outlined in the Learning Centre Review Report, "the Centre's service provision approach has been very traditional in nature" (p. 8)

In addition, specific opportunities lie in CET's position as an early pre-entry touch point for students entering the University, in the ability of the Centre to support transition across the pre-entry and post-entry spaces and also in the Centre's expertise in working with students from non-English speaking backgrounds. Furthermore, there is the opportunity to leverage synergies by way of a common infrastructure between the Learning Centre and the Centre for English Teaching thereby making the most of the expertise, skills and resources available. In addition, increased integration with the wider University, and specifically the with the DVC Education portfolio, presents opportunities to make use of the resources and support structures available within the wider portfolio.

The proposed change, which entails consolidating English language and academic learning support into a combined CET + Learning Hub unit will also facilitate consistent connections and mutually informing practice with other support services within the University such as disability services, special consideration, academic and career advice.

Implications of the change

<u>Financial Implications of the Change</u>
While cost is not a driver for the change, the financial implications of the change are that there will be an 18% decrease in continuing and fixed-term staff costs.

<u>Advantages of the proposed change</u>
Advantages of the change include:

- Establishing an operating model that has the capacity to deliver on the aims articulated in the University's Student Experience Strategy and on the recommendations of the thematic review into the 'Quality of English Language Pathways and Support' (2020)
- Establishing an operating model that is agile and able to respond quickly to the needs of students, academics and the wider University
- Delivering a model of English language and academic learning support that aligns with and supports the wider strategy of the University and the DVC Education portfolio, enabling the following aims:
    - implementation of a cohesive whole of institution approach to English language and academic learning support
    - further leveraging the affordances of educational technologies to support program design, delivery and administration to improve pedagogy and deliver at scale
    - the development, management and delivery of peer-assisted learning programs
    - coordination of resources and sharing of information across multiple University units and faculties
    - contribution to staff professional development across the University
    - the implementation of early intervention strategies to support all students, from those at risk through to high-achieving students

- tracking, evaluation and reporting on the impact of learning support services on student progression, retention and satisfaction by leveraging university-wide systems
- Achieving increased reach and impact for a greater percentage of students across the University

- Providing students with a streamlined and consistent student experience throughout the entirety of their journey at the University

Disadvantages of the proposed change

Disadvantages of the change include:

- Potential loss of institutional knowledge and expertise through loss of existing staff
  This will be mitigated through building capability of staff through targeted training and professional development to ensure that staff are equipped to meet the needs of the new roles
- The University will no longer have a dedicated unit that offers mathematics learning support
  This will be mitigated by delivering learning support for students in mathematics and statistics via a range of delivery modes including peer-to-peer programs, such as PASS that will be supported by a centrally coordinated technology platform, and run at faculty level wih support by the Office of the Pro-Vice Chancellor (Student Life).
- Potential loss of research expertise relevant to Learning Hub's activities
  This will be mitigated by establishing a Research Advisory Board comprising academics from appropriate disciplines and with relevant established track records of research activity from across faculties and schools to inform and conduct research on the activities and intiatives of the Learning Hub.

Impact of the change

The changes being proposed are expected to require staff to alter ways of working and practices for managing and undertaking CET + Learning Hub programs and intiatives. Across the three key groups of staff who are expected to be affected by the proposed changes, the potential implications to each group are as follows:

Maths Learning Centre

- Impact to the current organisational structure.
- For a detailed table of potentially affected staff, please refer to Attachment 3.

Learning Centre

- Impact to the current organisational structure.
- For a detailed table of potentially affected staff, please refer to Attachment 3.

Centre for English Teaching

- Impact to the current organisational structure.
- A shift in culture and ways of working.
- Changes to roles and responsibilities for existing positions.
- Changes to reporting lines.
- For a detailed table of potentially affected staff, please refer to Attachment 3.

Proposed New Roles

As a result of the proposed changes, there are a number of new roles proposed to be created. These roles are:

Education Services Manager – HEO9 x 1

Learning Hub Education Manager – HEO8 x 1

Professional Programs Education Manager – HEO8 x 1

Learning Success Advisors – HEO7 x 6

Educational Designer – HEO7 x 1

Education Services Officer – HEO6 x 1

Learning Systems Coordinator – HEO7 x 1

For current state and future state organisational charts, please see Attachment 2.

For a list of potentailly affect staff, please see Attachment 3.

For proposed new position descriptions, please see Attachment 4.

For the list of proposed mapping principles, please see Attachment 5.

Strategies to mitigate the impact of the change

The University is committed to retaining valued staff members and minimising involuntary redundancies. The University will seek to redeploy staff whose positions have become redundant. Staff members who are affected by the proposed change will have access to information and training to effectively use the system and apply it to their role.

Where a position has been declared redundant, the staff member will be issued with written notice and offered voluntary redundancy in accordance with Clause 405 of the Enterprise Agreement. The staff member will then be given a consideration period of four weeks to decide whether they want to accept the redundancy or seek redeployment to a suitable alternative position in accordance with Clauses 413 to 417. If redeployment is successful, the staff member will move into the new position. If no suitable alternative position can be found, the staff member will leave the University via involuntary redundancy.

Support during the change

The University recognises that change can be a difficult and unsettling experience for staff, especially those directly impacted by it. Throughout the consultation and implementation of this change initiative, staff are encouraged to access the range of supports offered by the University to help staff look after their health and wellbeing. These include counselling offered through the Employee Assistance Program, Benestar, which can be accessed by calling 1300 360 364. For more information on where to access support for your wellbeing, visit the Staff Health Support page on the intranet - https://intranet.sydney.edu.au/employment/support.html.

Staff whose positions are no longer required will be offered redeployment and career transition support by the University's Redeployment and Career Transition Support team. Any staff redeployed as a result of this change will be offered appropriate training and support to assist them in adjusting to their new role.

3. CONSULTATION ON CHANGE

The University is committed to consulting with staff and their union/s in accordance with the Managing Workplace Change obligations in the Enterprise Agreement (Clauses 385 to 395). The following table steps out the consultation process and outlines relevant activities and dates.

ACTIVITY	DATES	STATUS
Preliminary consultation	01/10/2020 - 12/10/2020	Complete
Draft Change Proposal provided to staff and their union/s	22/10/2020	In progress
Staff and union/s consider Draft Change Proposal (2 weeks)	22/10/2020 – 05/11/2020	In progress
All feedback on Draft Change Proposal is provided to the change manager	05/11/2020	Not started
Feedback on Draft Change Proposal is considered and Revised Change Proposal developed (2 weeks)	05/11/2020 - 19/11/2020	Not started
Revised Change Proposal (including, response to the feedback received from staff and Draft Implementation Plan) is provided to staff and their union/s	20/11/2020	Not started
Staff and union/s consider Revised Change Proposal and Draft Implementation Plan (2 weeks)	20/11/20- 04/12/2020 -	Not started
Feedback on Revised Change Proposal is considered (3 week)	04/12/20- 11/01/21	Not started
Change manager seeks necessary approval and authorisations to proceed with the change and develops a Final Change Plan (1 week)	11/01/21 - 15/01/21	Not started
Implementation in accordance with the final Implementation Plan commences	FCP Issued: 19/01/21	Not started

4. IMPLEMENTATION OF CHANGE

Subject to consultation as outlined above, the University anticipates implementing the proposed change from on or around 19 January 2021.

A full **Implementation Plan** will be drafted and included in the Revised Change Proposal, which will be provided to staff for comment (see timing proposed in the table above).

5. NEXT STEPS

Staff and their unions are encouraged to consider this document and send any feedback and suggestions to the CET & AE change team at cet-ae.feedback@sydney.edu.au by 10.00am 5 November 2020.

ATTACHMENTS

ATTACHMENT 1 – REPORTS

ATTACHMENT 2 – ORGANISATIONAL CHARTS (CURRENT AND FUTURE STATE)

ATTACHMENT 3 – LIST OF POTENTIALLY AFFECTED STAFF

ATTACHMENT 4 – POSITION DESCRIPTIONS

ATTACHMENT 5 – PRICIPLES FOR CHANGE, MAPPING AND RECRUITMENT