



Tertiary Education Commission (TEC)
Te Amōrangī Mātauranga Mātua

Ministry of Education
Te Tākaka e te Mātauranga

Universities New Zealand Committee for the Approval of University Academic Programmes (CUAP)

Academic Quality Agency (AQA)

New Zealand Qualifications Authority (NZQA)
NEW ZEALAND QUALIFICATIONS AUTHORITY
PANA TOHU MĀTAURANGA O AOTEAROA

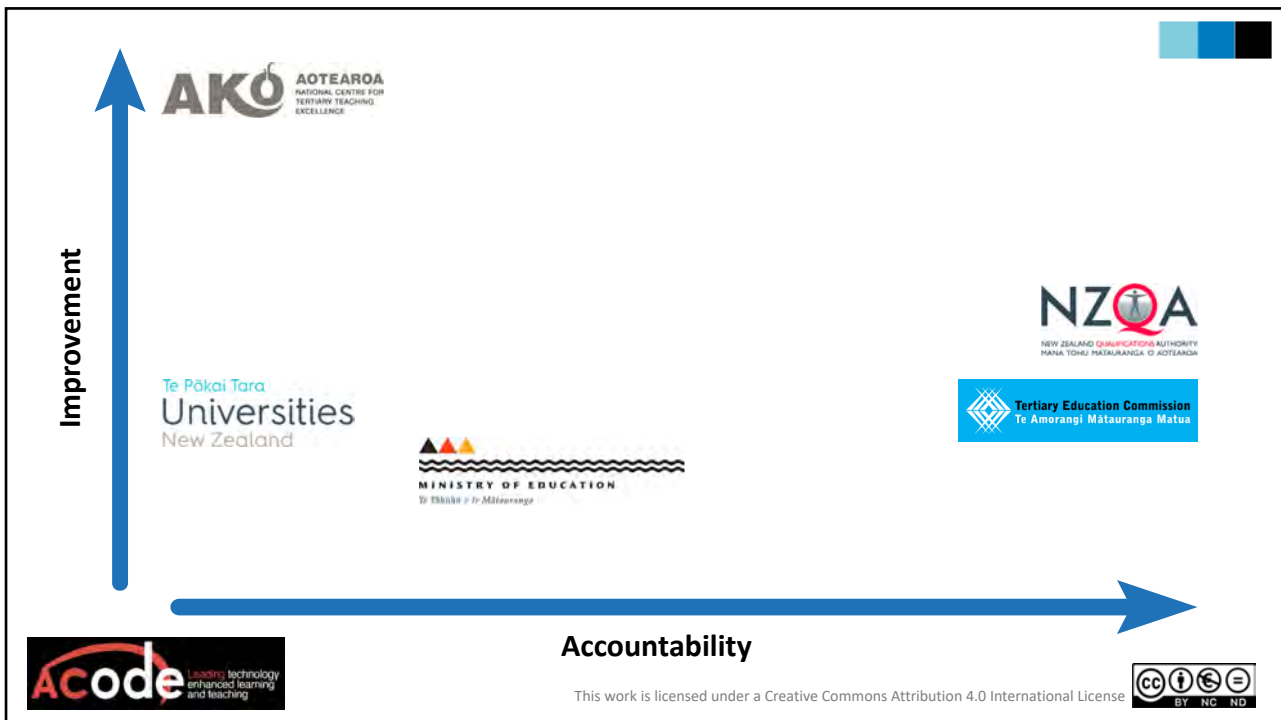
Ako Aotearoa
AKO AOTEAROA
NATIONAL CENTRE FOR TERTIARY TEACHING EXCELLENCE

Te Pūkai Tara Universities New Zealand

ACode Leading technology enhanced learning and teaching

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Framing quality...

- Quality as exception. In relation to some form of standard or norm that is exceeded.
- Quality as perfection. Describing the state of flawlessness.
- Quality as fitness for purpose. Potentially the most inclusive model of quality, fitness of purpose refers to the degree of utility or impact.
- Quality as value for money. This conception focuses on the provision of an adequate return on investment, as measured by cost-benefit tools typically focusing on the financial input costs.
- Quality as transformation. Describing quality as a mechanism that supports qualitative change and continuous improvement activities, focusing on quality as improvement rather than quality as assurance.
- Quality as sense-making. Quality as a mindset supporting organisational sense-making and sense-giving, driving a deeper understanding of purposes and systems.



Marshall, S. (2016). Quality as Sense-making. Quality in Higher Education. DOI: 10.1080/13538322.2016.1263924.
<http://www.tandfonline.com/doi/pdf/10.1080/13538322.2016.1263924>

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“The answer to large-scale reform is not to try to emulate the characteristics of the minority who are getting somewhere under present conditions ... Rather, **we must change existing conditions so that it is normal and possible for a majority of people to move forward**”

(Fullan, 2001, p268)



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E-Learning Maturity Model

<http://www.emm.nz/>

Initial → Repeatable → Defined → Managed → Optimizing

Labels: Disciplined, Consistent, Predictable, Continuously Improved

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E-Learning Maturity Model

<http://www.emm.nz/>

Mejoramiento (5) Optimization

Entrega (1) Delivery

Planificación (2) Planning

Supervisión (4) Monitoring

Enmarcado (3) Framing

Capability
Capacidad

| Learning: Processes that directly impact on pedagogical aspects of e-learning | |
|---|---|
| L1. | Learning objectives guide the design and implementation of courses |
| L2. | Students are provided with mechanisms for interaction with teaching staff and other students |
| L3. | Students are provided with e-learning skill development |
| L4. | Students are provided with expected staff response times to student communications |
| L5. | Students receive feedback on their performance within courses |
| L6. | Students are provided with support in developing research and information literacy skills |
| L7. | Learning designs and activities actively engage students |
| L8. | Assessment is designed to progressively build student competence |
| L9. | Student work is subject to specified timetables and deadlines |
| L10. | Courses are designed to support diverse learning styles and learner capabilities |
| Development: Processes surrounding the creation and maintenance of e-learning resources | |
| D1. | Teaching staff are provided with design and development support when engaging in e-learning |
| D2. | Course development, design and delivery are guided by e-learning procedures and standards |
| D3. | An explicit plan links e-learning technology, pedagogy and content used in courses |
| D4. | Courses are designed to support disabled students |
| D5. | All elements of the physical e-learning infrastructure are reliable, robust and sufficient |
| D6. | All elements of the physical e-learning infrastructure are integrated using defined standards |
| D7. | E-learning resources are designed and managed to maximise reuse |
| Support: Processes surrounding the support and operational management of e-learning | |
| S1. | Students are provided with technical assistance when engaging in e-learning |
| S2. | Students are provided with library facilities when engaging in e-learning |
| S3. | Student enquiries, questions and complaints are collected and managed formally |
| S4. | Students are provided with personal and learning support services when engaging in e-learning |
| S5. | Teaching staff are provided with e-learning pedagogical support and professional development |
| S6. | Teaching staff are provided with technical support in using digital information created by students |
| Evaluation: Processes surrounding the evaluation and quality control of e-learning through its entire lifecycle | |
| E1. | Students are able to provide regular feedback on the quality and effectiveness of their e-learning experience |
| E2. | Teaching staff are able to provide regular feedback on quality and effectiveness of their e-learning experience |
| E3. | Regular reviews of the e-learning aspects of courses are conducted |
| Organisation: Processes associated with institutional planning and management | |
| O1. | Formal criteria guide the allocation of resources for e-learning design, development and delivery |
| O2. | Institutional learning and teaching policy and strategy explicitly address e-learning |
| O3. | E-learning technology decisions are guided by an explicit plan |
| O4. | Digital information use is guided by an institutional information integrity plan |
| O5. | E-learning initiatives are guided by explicit development plans |
| O6. | Students are provided with information on e-learning technologies prior to starting courses |
| O7. | Students are provided with information on e-learning pedagogies prior to starting courses |
| O8. | Students are provided with administration information prior to starting courses |
| O9. | E-learning initiatives are guided by institutional strategies and operational plans |

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eMM Assessments – Australian and NZ Universities

| | University AUS-A | University AUS-B | University AUS-C | University AUS-D | University AUS-F | University AUS-H | University AUS-J | University AUS-M | University AUS-N | University NZ-A | University NZ-B | University NZ-C | University NZ-D | University NZ-E | University NZ-F | University NZ-G |
|--|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Learning: Processes that directly impact on pedagogical aspects of e-learning | | | | | | | | | | | | | | | | |
| L1 | | | | | | | | | | | | | | | | |
| L2 | | | | | | | | | | | | | | | | |
| L3 | | | | | | | | | | | | | | | | |
| L4 | | | | | | | | | | | | | | | | |
| L5 | | | | | | | | | | | | | | | | |
| L6 | | | | | | | | | | | | | | | | |
| L7 | | | | | | | | | | | | | | | | |
| L8 | | | | | | | | | | | | | | | | |
| L9 | | | | | | | | | | | | | | | | |
| L10 | | | | | | | | | | | | | | | | |
| Development: Processes surrounding the creation and maintenance of e-learning resources | | | | | | | | | | | | | | | | |
| D1 | | | | | | | | | | | | | | | | |
| D2 | | | | | | | | | | | | | | | | |
| D3 | | | | | | | | | | | | | | | | |
| D4 | | | | | | | | | | | | | | | | |
| D5 | | | | | | | | | | | | | | | | |
| D6 | | | | | | | | | | | | | | | | |
| D7 | | | | | | | | | | | | | | | | |
| Support: Processes surrounding the support and management of e-learning | | | | | | | | | | | | | | | | |
| S1 | | | | | | | | | | | | | | | | |
| S2 | | | | | | | | | | | | | | | | |
| S3 | | | | | | | | | | | | | | | | |
| S4 | | | | | | | | | | | | | | | | |
| S5 | | | | | | | | | | | | | | | | |
| S6 | | | | | | | | | | | | | | | | |
| Evaluation: Processes surrounding the evaluation and quality control of e-learning through its entire lifecycle | | | | | | | | | | | | | | | | |
| E1 | | | | | | | | | | | | | | | | |
| E2 | | | | | | | | | | | | | | | | |
| E3 | | | | | | | | | | | | | | | | |
| Organisation: Processes associated with institutional planning and management | | | | | | | | | | | | | | | | |
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| O2 | | | | | | | | | | | | | | | | |
| O3 | | | | | | | | | | | | | | | | |
| O4 | | | | | | | | | | | | | | | | |
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| O6 | | | | | | | | | | | | | | | | |
| O7 | | | | | | | | | | | | | | | | |
| O8 | | | | | | | | | | | | | | | | |
| O9 | | | | | | | | | | | | | | | | |

Not practised/not adequate
 Partially adequate
 Largely adequate
 Fully adequate
 Not assessed



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Marshall, S. (2012). *E-learning and higher education: Understanding and supporting organisational change in New Zealand* <http://akoatearoa.ac.nz/node/3991>

| | AUS-A 2008 | AUS-A 2013 | AUS-A 2008-13 | AUS-B 2009 | AUS-B 2013 | AUS-B 2009-13 | NZ-C 2005 | NZ-C 2010 | NZ-C 2011 | NZ-C 2010-2011 |
|--|------------|------------|---------------|------------|------------|---------------|-----------|-----------|-----------|----------------|
| Learning: Processes that directly impact on pedagogical aspects of e-learning | | | | | | | | | | |
| L1 | | | | | | | | | | |
| L2 | | | | | | | | | | |
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| L4 | | | | | | | | | | |
| L5 | | | | | | | | | | |
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| L8 | | | | | | | | | | |
| L9 | | | | | | | | | | |
| L10 | | | | | | | | | | |
| Development: Processes surrounding the creation and maintenance of e-learning resources | | | | | | | | | | |
| D1 | | | | | | | | | | |
| D2 | | | | | | | | | | |
| D3 | | | | | | | | | | |
| D4 | | | | | | | | | | |
| D5 | | | | | | | | | | |
| D6 | | | | | | | | | | |
| D7 | | | | | | | | | | |
| Support: Processes surrounding the support and management of e-learning | | | | | | | | | | |
| S1 | | | | | | | | | | |
| S2 | | | | | | | | | | |
| S3 | | | | | | | | | | |
| S4 | | | | | | | | | | |
| S5 | | | | | | | | | | |
| S6 | | | | | | | | | | |
| Evaluation: Processes surrounding the evaluation and quality control of e-learning through its entire lifecycle | | | | | | | | | | |
| E1 | | | | | | | | | | |
| E2 | | | | | | | | | | |
| E3 | | | | | | | | | | |
| Organisation: Processes associated with institutional planning and management | | | | | | | | | | |
| O1 | | | | | | | | | | |
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| O8 | | | | | | | | | | |
| O9 | | | | | | | | | | |

Not practised/not adequate
 Partially adequate
 Largely adequate
 Fully adequate
 Not assessed
 Unchanged
 Improved one rank
 Improved two or more ranks
 Decreased one rank
 Decreased two or more ranks



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New Zealand Tertiary Education Capability Framework

<http://www.tec.govt.nz/assets/Publications-and-others/Capability-Framework-Introduction.pdf>

Ministerial objective:

“supporting a self-improving, self-correcting tertiary system that responds and adapts to the changing needs of learners and employers”

Capability ≠ Quality Assurance



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High capability organizations have demonstrated the necessary characteristics to allow the TEC and other agencies to have a **high degree of confidence** that the organization can operate with a high level of autonomy. High capability organizations are trusted to manage the risks of new models of delivery or forms of provision and supported practically in their initiatives.



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New Zealand Tertiary Education Capability Framework

<http://www.tec.govt.nz/assets/Publications-and-others/Capability-Framework-Introduction.pdf>

| |
|--|
| Governance |
| G.1. TEO leadership is informed, guided and monitored by an active governance group. |
| G.2. TEO plans articulate and support a differentiated and future-oriented educational mission. |
| G.3. The TEO has a quality system informing and sustaining continuous improvement of its educational activities. |
| G.4. The TEO benchmarks its educational activities in collaboration with other TEOs. |
| Stakeholder engagement |
| S.1. Key stakeholders are active partners in the oversight and guidance of TEO educational activities. |
| S.2. Key stakeholders are actively involved in the provision of TEO educational activities. |
| Infrastructure |
| I.1. Infrastructure enabling the TEO's educational activities is sufficient and aligned to the evolving and diverse learner contexts served by the TEO. |
| I.2. Infrastructure enabling the TEO's educational activities is sustained in collaboration with other TEOs. |
| Support for learners progressing through the system |
| L.1. Learners are provided with comprehensive information and support in order to select and prepare for educational activities. |
| L.2. TEO systems actively enable learner movement between other TEOs in the sector. |
| L.3. Learners are provided with mechanisms to demonstrate evidence of their achievements, knowledge and skills, in a range of forms, suitable for communication with key stakeholders. |
| Support for staff |
| D.1. Staff have substantive and systematic professional development aligned to the TEOs current and future educational activities. |



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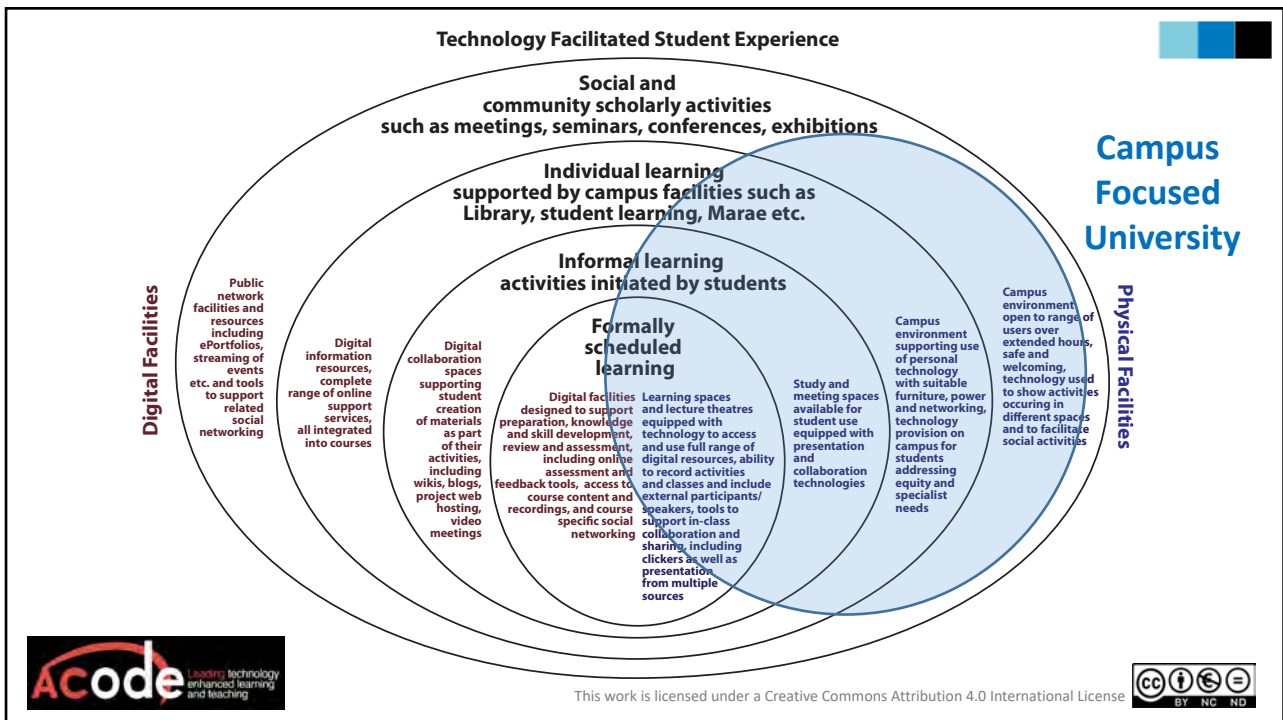
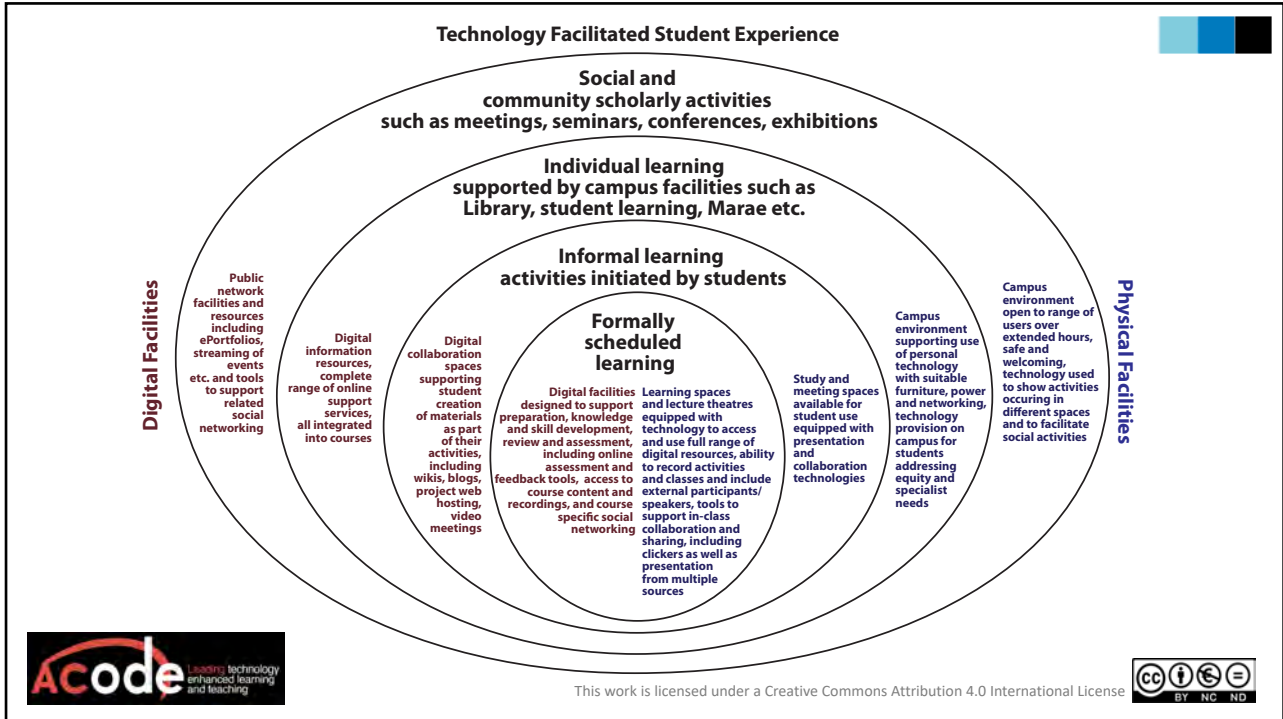
S.1. Key stakeholders are active partners in the oversight and guidance of TEO educational activities.

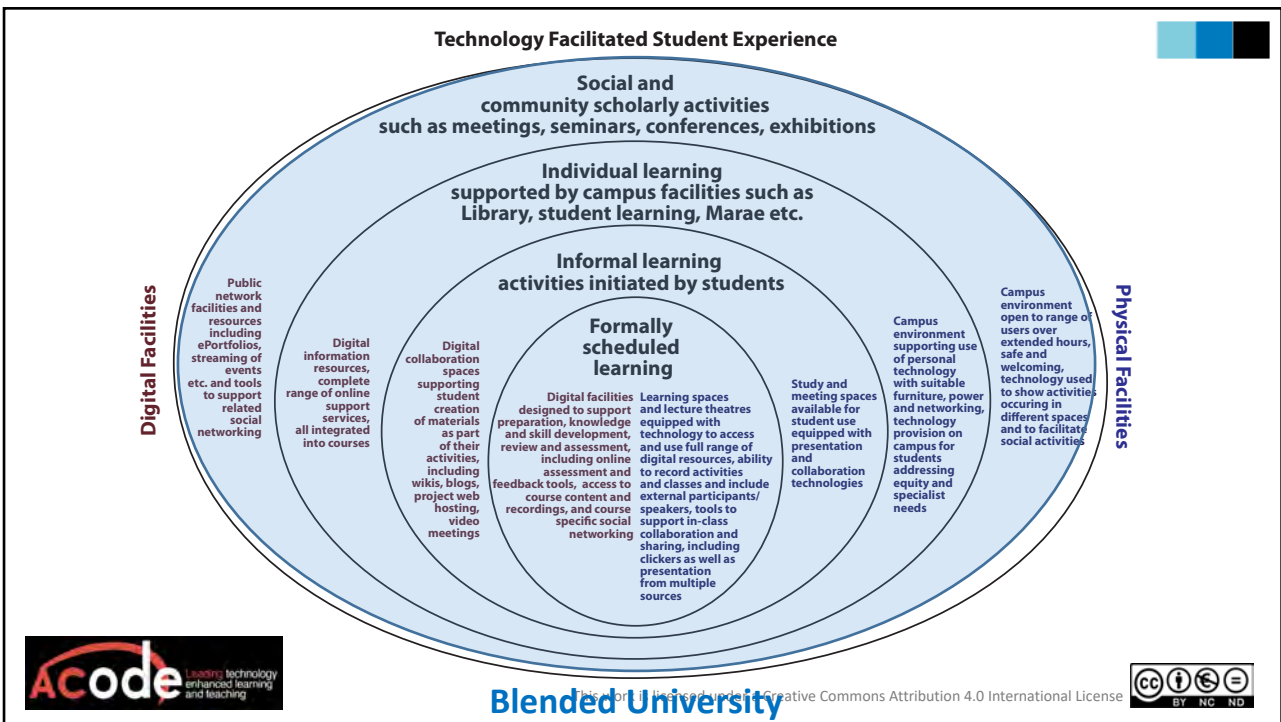
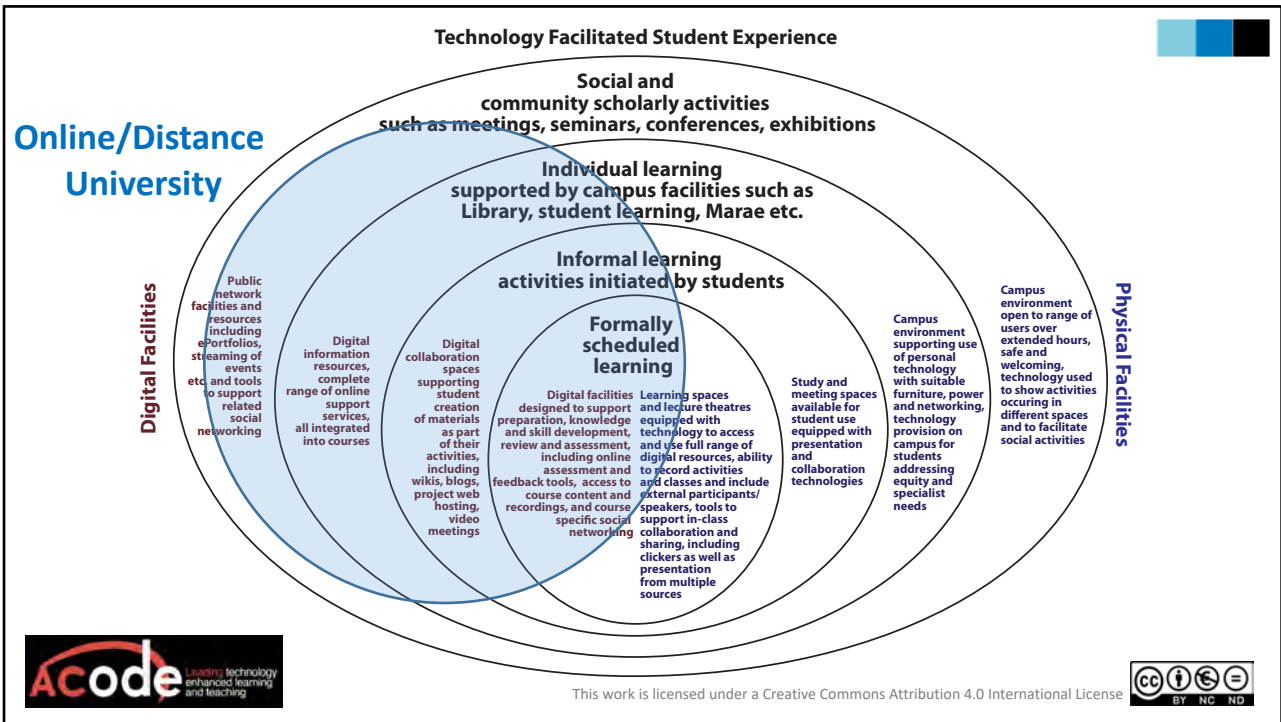
| | | | |
|--|--|--|--------------------------|
| S.1.1. | Delivery <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> | TEO governance groups routinely incorporate key stakeholders in the governance of educational activities. | |
| <p><i>This focus statement is looking for evidence that employers are involved in the regular qualification and programme level operational governance activities of the TEO that support the delivery and management of these activities. Examples include delivery of programmes in full partnership with an employer group; the operation of an external reference or steering group that comments on changes and reviews the outcomes being achieved from their perspective; participation by employer representatives in the formal sign-off of course changes; and/or involvement in major programme and qualification reviews.</i></p> <p><i>Evidence for this statement should particularly reflect the inputs used to support engagement with employers, including demonstrating the alignment to specific requirements of key employer groups.</i></p> | | | |
| No evidence of employer involvement in the governance processes of the TEO's qualifications and other educational activities. | | Not Adequate | <input type="checkbox"/> |
| Employer involvement in the governance processes of the TEO's qualifications and other educational activities limited to a few courses in specific areas, or only as limited consultation during major programme and qualification reviews. | | Partly Adequate | <input type="checkbox"/> |
| Employers have some form of governance involvement in the majority of the TEO's qualifications and other educational activities. Exact extent of involvement varies across qualifications and in many cases is handled informally as needed. | | Largely Adequate | <input type="checkbox"/> |
| Employers are formally and systematically involved in the governance processes of the TEO's qualifications and other educational activities. | | Fully Adequate | <input type="checkbox"/> |



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Standards must...

- reflect the **diversity** of student learning capabilities and desired outcomes;
- **evolve** to meet the challenges of new forms of technology, and new types of pedagogy, and ideally they should **stimulate** the discussion, application and research that result in that evolution;
- be **enablers of effective practice** rather than constraints on the creativity and burdens to the passion of teachers;
- reflect an **evidence base** of effective teaching practice and research into ways of improving student learning;
- be expressed in a way that enables **efficient** determination of compliance and an ability to “benchmark” or document that compliance;
- **support the management of institutions** in identifying areas in need of development and strategic decisions about e-learning directions for the institution as a whole;
- support the **development of capability** across entire sectors of tertiary education, rather than encouraging piecemeal and isolated initiatives.



Marshall, S. (2004). E-learning standards: Open enablers of learning or compliance strait jackets? In R. Atkinson, C. McBeath, D. Jonas-Dwyer & R. Phillips (Eds), *Beyond the comfort zone: Proceedings of the 21st ASCILITE Conference* (pp. 596-605). Perth, 5-8 December.

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“...a truly practical standard is one that will be used because it is simple enough to follow and flexible enough to allow for creativity ... a tool that allows you to do more, rather than a grim necessity to which you must adhere.”

(Welsch 2002)



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Further Reading

Marshall, S. (2018) *Shaping the University of the Future: Using Technology to Catalyse Change in University Learning and Teaching*. Sydney, Australia: Springer.
<http://www.springer.com/gp/book/9789811076190>



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