Accessible technology enhanced learning

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ACODE
Leading technology enhanced learning and teaching

I acknowledge the Traditional Owners of Country throughout Australia and their continuing connection to land, waters and community. I pay my respects to their Cultures, Country and Elders past, present and emerging.

“For a quality system to impact positively on the virtual university it needs to shape aspirations, guide and support rapidly changing activities and systems, and regenerate evidence of outcomes that both meet and stimulate expectations for what such an organization can achieve for individuals and societies.”

(Marshall 2023, p. 4)

“A diversity of functions requires a variety of qualities. Higher education has diversity of functions. It must start to recognize a variety of qualities: not quality but qualities”

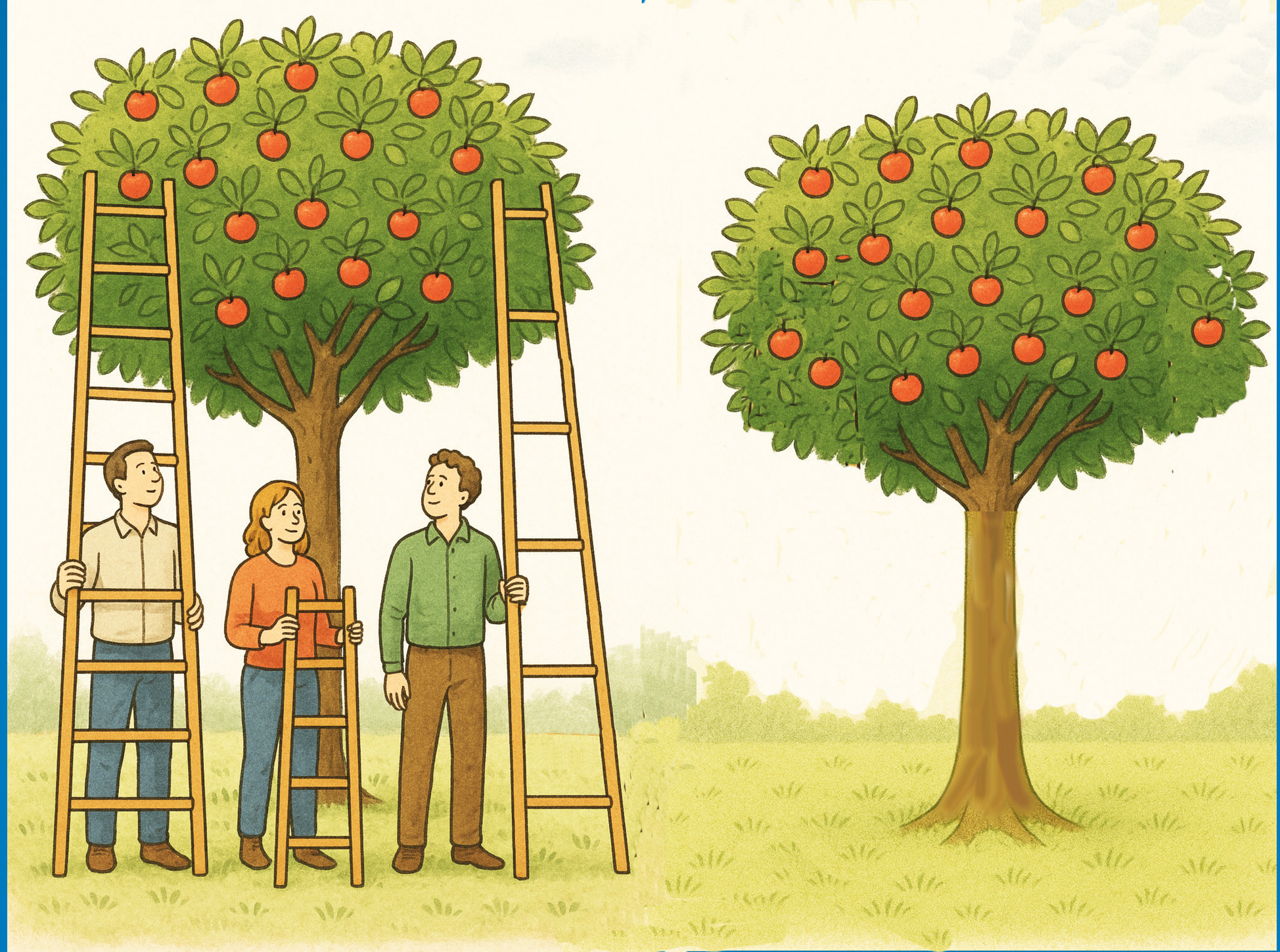
(Ball 1991, p. 103)

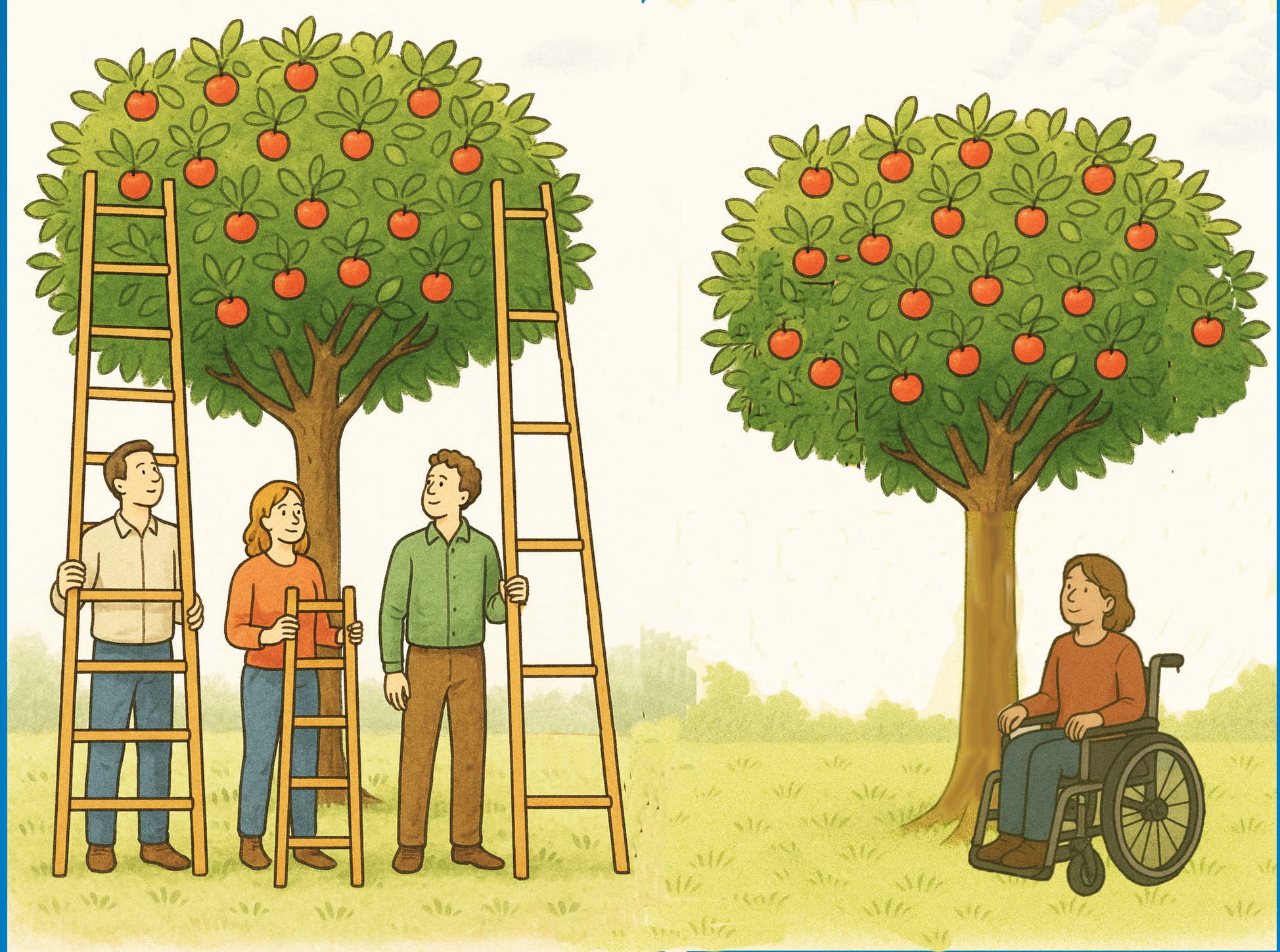
Ball C. (1991). Quality and qualities: an overview. In T. Schuller (Ed.) The Future of Higher Education (pp. 100-105). Buckingham, UK: The Society for Research into Higher Education & Open University Press.

Marshall, S. (2023). Laying and Maintaining the Foundations for Quality. M. D. Sankey et al. (eds.), *Technology-Enhanced Learning and the Virtual University, University Development and Administration*, https://doi.org/10.1007/978-981-19-9438-8_4-1

ACODE Benchmarks for Technology Enhanced Learning

1. Institution-wide policy and governance for technology enhanced learning
2. Planning for institution-wide quality improvement of technology enhanced learning
3. Information technology systems, services and support for technology enhanced learning
4. The application of technology enhanced learning services
5. Staff professional development for the effective use of technology enhanced learning
6. Staff support for the use of technology enhanced learning
7. Student training for the effective use of technology enhanced learning
8. Student support for the use of technology enhanced learning
9. Technology enhanced learning spaces
10. ***Accessible technology enhanced learning***





Evolution of accessibility

- Physical access
- Hearing loops
- Text to speech
- Lecture recordings
- Online learning
- Neurodiverse learning

BM9.2 Learning spaces and the technologies within are accessible and inclusive

The journey so far

- ACODE 93 Accessibility and Technology Enhanced Learning
  - University of Auckland New Zealand 20th March 2025
- Benchmark 10 Working group established May 2025
- Draft shared at LTLI August 2025
- Draft piloted with 5 universities October/November 2025
- Final version announced March 6 2026!

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Accessible technology enhanced learning

Accessibility is the expectation that a service, environment, or facility is designed and operated to ensure all members of the University community can use it to the greatest extent possible without the need for ad hoc modifications, adjustments or additional accommodations.

Good practice

Students and staff are aware of and have access to sufficient, effective and well-resourced accessible technology enhanced learning (TEL) environments, systems and services. Accessibility support is responsive to student and staff needs, is coordinated across the whole institution, and is constantly developing in response to changing technology drawing on lived experiences and undertaken using a model of co-design and partnership.

Good practice

Accessible technology enhanced learning environments enable and enhance active, collaborative, and authentic educational experiences, both formal and informal. They are flexible in response to the contemporary requirements of the people who are using them. Accessible technology enhanced learning environments are actively measured, and assessed through use, to inform ongoing institutional improvements. Accessible technology enhanced learning environments are also managed within a sustainable ecology of TEL environments, systems and tools capable of moving with the organization's evolving needs.

Good practice

Accessible technology enhanced learning environments are developed through comprehensive stakeholder engagement that captures diverse lived experiences. *Informed* stakeholders receive regular updates on accessibility initiatives. *Consultive* engagement systematically gathers feedback from diverse community members, especially those with lived disability experience. *Involvement* includes stakeholders in co-creating solutions and user testing. *Collaborative* partnerships embed students and staff with accessibility needs as co-designers in governance and decision-making processes. This framework ensures accessibility initiatives are grounded in authentic lived experiences and developed through meaningful partnership across the University community.

Benchmark 10: Accessible technology enhanced learning

P10.1. The institution has established mechanisms for the governance of TEL accessibility that formally involve stakeholders with lived experience.

P10.2. TEL accessibility is enabled by the institution's strategic and operational plans.

P10.3. TEL accessibility is resourced.

P10.4. Institution policies, procedures and guidelines enable TEL accessibility to be achieved.

P10.5. TEL accessibility is addressed in formal procurement policies and procedures.

P10.6. Staff development Is provided for creating and using accessible content and integrating accessible technologies into learning and teaching.

P10.7. Staff competence in TEL accessibility is explicitly valued, recognised and rewarded.

P10.8. Students have agency in their use of sufficient and effective TEL accessibility support.

P10.9. Physical learning spaces are accessible.

P10.10. Digital learning experiences are accessible.

P10.11. Data is collected and used to undertake continuous improvement in TEL accessibility services and resources.