
# The ACODE Benchmarks for Technology Enhanced Learning

Second Edition

V2.1

The Australasian Council on Open and Digital Education, hereafter referred to as ACODE

## Acknowledgement

The ACODE Executive would like to thank the working group for their excellent work in reviewing and refreshing the now well-established ACODE Benchmarks.

This work was facilitated by Michael Sankey (Charles Darwin Queensland), with major contributions from, Stephen Marshall (Victoria University of Wellington), Sheila McCarthy (Griffith University), Steve Leichtweis (University of Auckland), Kate Ames (Central Queensland University), Ratna Selvaratnam (Edith Cowan University), Nadine Adams (Central Queensland University) and Liane Joubert (Australian National University), particularly with her work on the new Benchmark 9.

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The Executive would like to further acknowledge the work of the previous working group (2014), who originally developed the new ACODE Benchmarks for Technology Enhanced Learning. This included: Michael Sankey (University of Southern Queensland), Helen Carter (Macquarie University), Stephen Marshall (Victoria University of Wellington), Regina Obexer (Queensland University of Technology), Carol Russell (Western Sydney University) and Romy Lawson (University of Wollongong).

Along with those forbears who developed the original benchmarking model back in 2007.

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# Introduction

The ACODE benchmarks have been developed to assist institutions in their practice of delivering a quality technology enhanced learning (TEL) experience for their students and staff (recognising that some institutions refer to their practice with terms such as e-learning, online or flexible learning, blended, etc.). There are nine benchmarks, each of which can be used as a standalone indicator or used collectively to provide a whole institution perspective. However, where these benchmarks become even more powerful is when they are used in association with other institutions, as part of a collaborative interinstitutional benchmarking exercise that ACODE facilitates every two years. This is where one or more institutions are willing to share their practices and journey in TEL with others, based on the outcomes of their own internal benchmarking activity.

The benchmarks were originally developed as part of an ACODE-funded project initiated by Christine Goodacre and Angela Bridgland in 2007 (prior to them focusing on TEL). They were developed collaboratively by representatives of a number of ACODE member universities and, at the time, were independently reviewed by Professor Paul Bacsich, a UK consultant specialising in benchmarking and was the author of the Pick & Mix benchmarking model (Bacsich 2009). This group established the original ACODE Benchmarking Model.

Ten years ago (2014), the original ACODE Benchmarks were subject to a major review to ensure they were modernised and to change the focus to TEL. A team of six ACODE representatives worked on this project and developed the first suite of Benchmarks for TEL, but were still based in the original benchmarking model. The then-new Benchmarks were designed to assist any institution, not just ACODE member institutions, to monitor their capacity to provide the best possible TEL experience for their students and staff.

Since this time the 2014 Benchmarks have been used in a formal way by some 59 institutions across five countries (Marshall & Sankey, 2023). ACODE has also facilitated five formal interinstitutional activities that have well and truly tested the model, the benchmarks, and the performance indicators. Over ten years, ACODE Executive members have gathered feedback, considered evaluation data, observed emerging trends in the sector and agreed that it was timely to institute a new review to again modernise benchmarks in time for the scheduled 2024 interinstitutional benchmarking activity.

In parallel, at the ACODE 85 Workshop, held in November 2021, it was agreed that ACODE would start to develop an additional benchmark that considered Learning Spaces, with a particular focus on the use of technologies in relation to these spaces and how the virtual might compliment the physical. This work was originally led by Tim Grace and Liane Joubert from the Australian National University and many ACODE Delegates have contributed to this work over this time. As part of this review, the group sought to also incorporate the emerging Learning Spaces Benchmark, now added to this document as Benchmark 9.

This Benchmarking document does not stand alone. There are a range of practices that are needed to enact a quality system for TEL at an institution. These are best captured by implementing an organizational framework, such as the ACODE TEL Framework (McCarthy & Halley, 2018), which was formed out of a collaboration of 14 universities across Australia and New Zealand. This framework provides “an adaptable mechanism to assist the collaborative planning, implementation, support and review for TEL across Higher Education Institutions” (p. 4). The Framework is a companion piece to these Benchmarks.

## Benchmarking vs Standards

To be clear these benchmarks are not standards but may be used in conjunction with standards to provide an institution with a holistic picture of where they are positioning their TEL practice. For example, Figure 1 would indicate that an institution may choose to implement something like the

ASCILITE Technology Enhanced Learning Accreditation Standards (TELAS, 2022), as a 'measure' at the individual course/unit level (at the micro level), whereas benchmarking is an 'activity' that looks to understand to what extent an institution is using standards (and other measures) to mediate a level of quality across its units of study. In many senses, Benchmarking operates at a higher level than do standards and is something that may happen when standards are being applied (or not) within an institution. At this point, a benchmarking tool may be used to allow for internal self-reflection, which may then lead to an opportunity for comparisons to be made between institutions, to identify areas for potential improvement and to provide a mechanism to engage in that improvement (Marshall & Sankey, 2023).

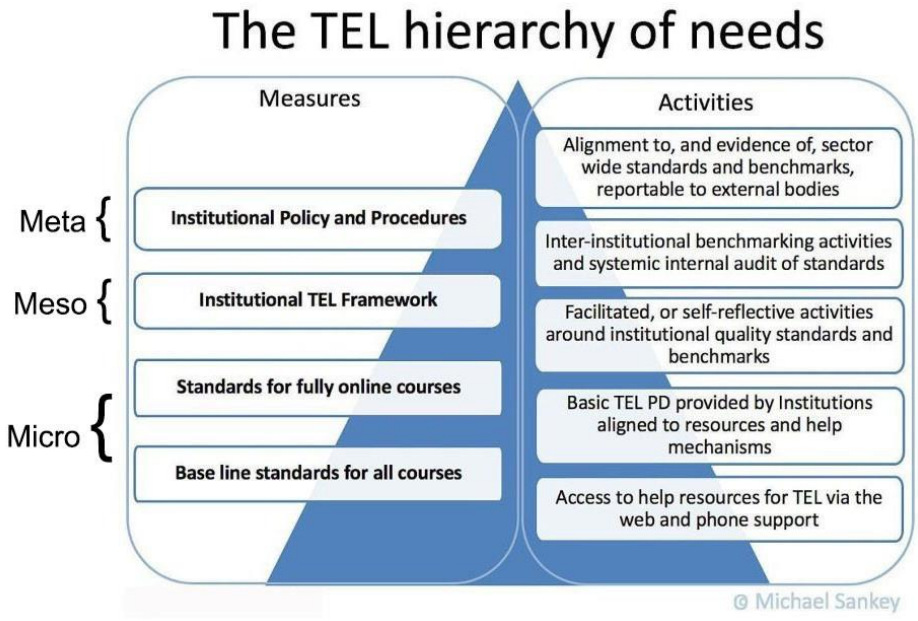


Figure 1. The TEL hierarchy of needs (Sankey 2018).

Of note also, in Figure 1 is the notion that an Institution may also have in place its TEL Framework at the Meso level, an example of which, and preferred model, is the ACODE TEL Framework (McCarthy & Halley, 2018).

# About these Benchmarks

The purpose of benchmarking, and these benchmarks particularly, is to support continuous quality improvement in technology enhanced learning at an institutional level. The approach reflects an enterprise perspective, integrating the key issue of pedagogy, with institutional dimensions such as planning, staff and student development and infrastructure provision. The benchmarks have been developed for use by the organisational areas responsible for the provision of leadership in technology enhanced learning and their associated services.

Each benchmark area is discrete; for example, staff support for the use of technology enhanced learning can be used alone or in combination with other benchmarks. The benchmarks can be used for self-assessment purposes (in one or several areas), or as part of a collaborative, comparative exercise, one that would typically include other institutions.

Because these benchmarks may be used individually there is some limited duplication across the benchmarking topics. However, in this iteration of the benchmarks the authors have tried to minimise this overlap, suggesting rather, that an institution may choose to select indicators from a range of

related benchmarks rather than just choosing one or two whole benchmarks. Something more akin to the Bacsich Pick & Mix methodology of benchmarking, where one selects the indicators they want to use from a much broader group of indicators. Importantly, if this methodology is adopted it becomes more difficult to compare your results with other institutions who may not necessarily have used this same methodology.

It is expected that to get full advantage of engaging in this benchmarking exercise an institution may choose to do this over a period of years, rather than all at one time. For example, in any given year two to three Benchmarks may be addressed, were the areas selected reflect institutional priorities for quality improvement at that time. Alternatively, if an institution wanted to gain a full understanding of where they were placed at a given point in time, they could undertake a full review. Both approaches have been used successfully by institutions since the Benchmarks were first developed.

The Benchmarks cover the following nine topic areas:

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.

Each of the above benchmarks includes a Scoping Statement, a Good Practice Statement, a set of Performance Indicators (PIs) and an area to make initial recommendations on that may need improvement having emerged from undertaking the assessment.

Each measure is rated on a 5-point scale (where level 5 indicates good practice). There are five statements that represent progress toward good practice (as represented by an indicator), with some represented as a matrix. Service areas, or units within the institution can complete a self-assessment of current practice using these indicators, noting that it is not necessary to aspire to best practice on all. Rather, it is one way to establish a 'real' picture of where your institution may sit in relation to these and, by extension, within the sector.

The rest of this document is designed to assist you in the use of these Benchmarks and comprises of:

- A step-by-step guide on how to use the Benchmarks (Section 1)
- A complete set of the Benchmarks and Performance Indicators (Section 2).
- A Team Consolidation template (Section 3). This template may be use at the various stages of the reporting process. It is also found on the ACODE website under Benchmarking as a fillable Word document.

# Section 1 – How to use these Benchmarks

The ACODE benchmarks are designed to be used for continuous improvement and quality assurance purposes. Their focus is technology enhanced learning, an area that is now mission critical within higher education institutions for the quality delivery of courses and programs.

Use of the benchmarks can provide a basis for research for improving practice, resulting in a better understanding of operational systems and processes and contributing to accountability requirements. Use of the benchmarks can also provide a tool for learning and may be helpful in breaking down beliefs that "we are different", instead "we are all in this together".

Some of the benefits that have been found from prior use of the benchmarks include:

- Identification of strengths and weaknesses - for planning and priority setting;
- An improved understanding of strategic and operational requirements;
- A framework for quality assurance purposes;
- Recognition of areas of achievement;
- Generation of ideas and a reinvigoration of practice, for example, the development of strategies for improvement in areas of need;
- Collaboration is facilitated – develop better understanding across areas within the institution and with partners; and
- Communities of practice can develop which provide opportunities for staff professional development, project work, staff exchanges and secondments.

## Structure of the Benchmarks

Each benchmark contains the following elements:

- Scoping Statement;
- Good Practice Statement;
- Performance Indicators (PIs);
- Performance Measures - on a 5-point scale (or LPIs);
- A place to provide a rationale and evidence to support your assessment; and
- An area to note an initial recommendation which may be useful for future improvement.

## The Scoping Statement

This describes what is considered in the benchmark and sometimes what is out of scope. The following example from Benchmark 1 illustrates the purpose of the scoping statement, providing a detailed explanation of what is addressed in the benchmark and what is not. This reduces the potential for ambiguity and confusion when progressing through the performance indicators.

**Example 1** – **Scoping Statement from Benchmark 1**: Institution-wide policy and governance for technology enhanced learning:

> *This applies to institution-level planning, policy development and implementation in relation to the application of technology-enhanced learning. It includes the delegation of authority and responsibility for developing and implementing policy, and strategic and operational plans.*

## The Good Practice Statement

This statement indicates what good practice would look like if it were being done well, noting that this level of practice is achievable. The following example is provided from Benchmark 1.

**Example 2** – **Good Practice Statement from Benchmark 1**: Institution-wide policy and governance for technology enhanced learning:

*The institution has established, well understood strategy, governance mechanisms and policies that guide the selection, deployment, evaluation and improvement of the technologies used to support learning and teaching.*

## The Performance Indicators

These identify the key performance areas that would indicate the realisation of the good practice statement. There is some duplication of performance indicators across the benchmarks, but we have tried to limit this to where it is absolutely necessary. The following example provides the first two of the eight performance indicators used in Benchmark 1.

**Example 3** –**The first 2 of 8 Performance Indicators from Benchmark 1**: Institution-wide policy and governance for technology enhanced learning

1. *Institution strategic and operational plans support and promote the use of technology enhanced learning.*
2. *Specific plans relating to the use of technology enhanced learning are aligned with the institution's strategic directions and operational plans.*

## The Performance Measures

Performance Measures are statements contained within a matrix, representing levels of progress towards good practice (as represented by the performance indicator). A five-point scale is used for self-assessment and comparison purposes. Level 5 represents best practice.

The following example demonstrates the two types of measures that are provided in the benchmarks. This is where there is a requirement to demonstrate one, two, or more elements within a particular performance indicator. Where a single measure is provided a single score is selected, as per the first example below. Where two or more measures are provided, each should be scored individually, then the summary scale should be completed, as per the second example below. In this case there is also an 'Overall Rating' required. However, this does not necessarily have to be an average of the two sub-measures necessarily.

**Example 4** – **The first two of eight Performance Indicators from Benchmark 1**: Institution-wide policy and governance for technology enhanced learning.

**PI 1.** ***Institution strategic and operational plans support and promote the use of technology enhanced learning.***

| | | |
|---|---|---|
| **1** | | No current strategic or operational plans |
| **2** | | Strategic or operational plan but no recognition of technology enhanced learning |
| **3** | | Strategic or operational plan includes some recognition of technology enhanced learning |
| **4** | **X** | Strategic and operational plans both have some recognition of technology enhanced learning |
| **5** | | Strategic and operational plans both have clear recognition of technology enhanced learning |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Overall rating** | **1** | | **2** | | **3** | | **4** | **X** | **5** | |

Indicate where you believe you rate above.

**PI 2.** ***Specific plans relating to the use of technology enhanced learning are aligned with the institution's strategic directions and operational plans.***

| | Specific plans exist | | Plans are aligned | |
|---|---|---|---|---|
| **1** | | No specific plans | | Not aligned to institution strategic and operational plans |
| **2** | | Immature plans | **X** | Limited alignment with either institution strategic or operational plans |
| **3** | | Some specific plans | | Moderate alignment with either institution strategic and operational plans |
| **4** | **X** | Numerous specific plans | | Moderate alignment with both institution strategic and operational plans |
| **5** | | Comprehensive suite of plans | | Considerable alignment with both institution strategic and operational plans |

| **Overall rating** | **1** | | **2** | | **3** | **X** | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

## Providing a Rationale and Evidence

Once a rating is given, the 'rationale' for that rating on a scale of 1-5 should be provided, along with evidence supporting that determination.

The 'rationale' will usually be a series of dot points indicating key reasons that support the 'rating', this is then supported by your 'evidence', enough that others viewing your 'rationale' in the future will understand this in your institutional context.

'Evidence' might comprise of a URL leading to a planning document, report, guidelines, support website, etc., or a written statement containing excerpts, or explaining the whereabouts of the 'evidence', or an artefact. This evidence will then be used to defend or support your 'rating', if required.

## The initial recommendations for improvement section

When conducting a self-assessment activity it will often become clear that there are things that can be done to improve in a certain area. There is a space provided at the end of each benchmark where notes may be made for future reference. It is advisable to make these notes when you think of them, rather than leaving them for later. These points may be personal, or they may be useful in team discussions with team members coming together to reach a consensus.

## Step-by-step guide

Benchmarking technology enhanced learning is not a trivial undertaking and would normally be considered as part of an enterprise's commitment to using benchmarking for quality improvement purposes. It requires planning and resources if outcomes are to be fully realised and the commitment of staff involved is to be assured.

One, several or all benchmarks could be used in a benchmarking exercise. In recognition of this there is some limited duplication of performance indicators across the benchmarks. The benchmarks can also be used within an institution, for self-assessment purposes only, or they might be used with others to develop comparative data for the purpose of identifying improvement strategies based on the practice of colleagues. The focus of the benchmarking exercise might be the institutional level or that of an organisational unit, such as a faculty or teaching and learning unit.

In this benchmarking context, self-assessment is the critical comparison of the existing performance of a selected area or topic against a set of predetermined expectations. Goodacre, Bridgland, & Blanchard, (2005), determined that when using a benchmarking framework, one of the key success factors in

achieving comparability was that all collaborating institutions used the templates and self-assessment processes in full.

In the context of this ACODE benchmarking activity, this is about:

- Gathering as much information as possible on the performance area (i.e. Performance Indicator) – and importantly using examples to provide evidence.
- Making a comparison between what was gathered (examples and evidence) against the expected Performance Measures.
- Weighing-up or making informed judgement about where the performance area stands in the continuum of progress towards achieving 'good practice' (as seen in the Performance Measures).

The self-assessment activity will ultimately facilitate an institution knowing itself just that little bit better, that is, against what has been proposed as 'good practice' by the Performance Measures in the Benchmarks. The desired outcome is for each institution to identify their strengths and weaknesses and ways they can facilitate the actions required to make enhancements in these areas where appropriate.

There are two steps in an institution assessing itself against the benchmarks (institutional self-assessment). It starts with individuals making an assessment (individual self-assessment) and then those individuals, as a team, making an assessment (team self-assessment). The following provides a set of guidelines that is 'an approach' to undertaking this activity.

## Steps in self-assessment

### *Part 1: Individual self-assessments*

Typically, this activity will include staff representing different areas of the institution that have a stake in how a particular Benchmark is performed. It may include staff members from the Learning and Teaching (L&T) area, from ICT, faculty representatives, staff and/or student support, training, library, etc. Typically, there may be three, up to four people involved in this self-assessment, depending on the Benchmark. Each team member will perform a self-assessment as best they can.

Although this may involve staff from different areas taking responsibility for the different benchmarks, we do suggest that one person take overall responsibility for the whole activity. It's important to the integrity of the final outcome that you get this level of cross-institutional engagement.

Importantly, the individual self-assessments are being made by those who can source the appropriate evidence, as they know and are familiar with how the institution is working to fulfil its mandate in the given area. In other words, they are seen as professionals in this space.

It is strongly recommended that an institution, or the benchmarking team, avoid the temptation of conducting a survey of their staff to see what 'they' think. This has been shown in the past to be problematic and can lead to a level of confusion in the team. This activity may well be used for other reasons but is not necessary for this activity. The evidence and the agreement reached between the team members should be sufficient to speak for itself, as they have a stake in these activities being conducted in the best possible way.

The following steps are suggested:

1. Bring the team members together, those who will be doing the self-assessment, and go through the ground rules with them. It's Important they are familiar with the area covered by the benchmark.
2. At the outset, confirm the benchmarking area you will all be assessing.
3. As a team, review what would be considered 'good practice' for the chosen Benchmark and associated Performance Indicators. Discuss this so as to come to a common understanding.

4. We suggest considering the 'significant' criterion/criteria for that performance area (as Identified in the Performance Measures area and ranking box).
5. The team should then go and gather their 'evidence' and make their individual assessments based on what they find (a comparison will be made between an existing situation and expected performance measures when you come back together).
    a. We suggest considering the following forms of 'evidence':
        i. quantifiable/direct measurable data (if available)
        ii. documents e.g. policies, business protocol, procedural write-up
        iii. practices, methods, programs
    b. Provide excerpts and or links to these quantifiable data, documents, etc.
6. Once the team members have their evidence they should make a judgment of the indicator by providing a 'ranking' on the 5-point scale, using only the 5-points, not half points.
    a. Try not to over emphasise the measures – the 5-point scale is a guide for summary purposes.
    b. Try not to use the measures without reference to 'evidence'.
7. Write a brief 'justification' for the ranking. This doesn't have to be extensive but sufficient to remind you of the key points as to how you arrived at this ranking. This is important for when you come back together.

### *Part 2: Team self-assessment*

Once you have completed the individual assessments the team assessing the benchmark will come back together to share their self-assessments and make a final assessment. The ultimate goal is to reach a level of agreement amongst the team and decide on ONE final score. This score will be used to represent your institutions position. Not everybody will agree but please avoid the temptation to give half marks (i.e. 3.5), as the tool is designed to work best with whole numbers.

8. Consult/discuss individual self-assessments with the benchmarking team.

1. Walk through the individual self-assessment - discuss the ranking and the 'whys' for that ranking, using the examples of evidence.
2. Have a dialogue/debate/discussion.
3. Make a group decision on the individual assessment.
4. Provide a 'final' group ranking – this is the ranking that will be submitted.

If the institution is using this self-assessment in preparation for a broader benchmarking activity with other institutions, once the institution (via the team) has decided on its ranking for a particular benchmark, it should collate its evidence and be ready to share. A space will be provided later in this document for the institution to provide its team assessment (ranking) for each Benchmark they have chosen to assess but it is not expected that the evidence be supplied at this time. The evidence will be shared later during the benchmarking activity (or summit) by the institution's nominated representative.

# References

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# Glossary of terms

| | |
|---|---|
| Benchmarking | It is the process of measuring one's performance, in a given area, against a specific set of established performance indicators.<br>The extension of this is to benchmark, or compare, the results of this activity against others who have done the same thing. |
| Cloud-based tools or services | This is essentially a metaphor for software, platforms and infrastructure that are found and used on the Internet. |
| Courses | May also be known as Units, Subjects, Papers, etc. Many Courses will make up a Program. |
| Evaluation | The process of making of a judgement about the value, or success of something, using a set of criteria or standards. |
| IT | Information Technology. |
| KPI | A key performance indicator is a quantifiable measure of performance over time for a specific objective. It can provide targets for teams, milestones to gauge progress, and insights that help people across an institution. |
| Pedagogical | Pedagogy is the method and practice of teaching. Pedagogical refers to the teacher's design, development and delivery of an academic subject. |
| Performance Indicators (PIs) | A type of measurement that may be used to evaluate the success of a particular activity in which the institution is involved. |
| Programs | Also known as Course, Degree, etc. Completion of a Program will usually result in a formal award of academic achievement. |
| Social media | Internet-based applications that allow the creation and exchange of user-generated content in virtual communities and networks. |
| Stakeholder | An entity (person, group or organisation) with a key interest in the outcomes of a given activity or project. |
| Staff Development | Also known as Professional Development, where the staff of an institution is provided instruction and training. |
| Technology enhanced learning (TEL) | May also be referred to as technology enhanced learning and teaching. It is where technology is used to enable new types of learning practices and to enhance existing learning settings. |
| TEL Services | The ICT-based systems used by an institution that may be either internally or externally hosted. |

# Section 2 – The Complete Set of Benchmarks

The Benchmarks cover the following nine topic areas:

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.

# Benchmark 1

## Institution-wide policy and governance for technology enhanced learning

### Scoping Statement

This applies to institution level planning, policy development and implementation in relation to the application of technology enhanced learning. It includes the delegation of authority and responsibility for developing and implementing policy, and strategic and operational plans.

### Good Practice Statement

The institution has established, well understood strategy, governance mechanisms and policies that guide the selection, deployment, evaluation and improvement of the technologies used to support learning and teaching.

### Performance Indicators and measures

**PI 1.** ***Institution strategic and operational plans support and promote the use of technology enhanced learning.***

| | | |
|---|---|---|
| **1** | | No current strategic or operational plans |
| **2** | | Strategic or operational plan but no recognition of technology enhanced learning |
| **3** | | Strategic or operational plan includes some recognition of technology enhanced learning |
| **4** | | Strategic and operational plans both have some recognition of technology enhanced learning |
| **5** | | Strategic and operational plans both have clear recognition of technology enhanced learning |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |

Indicate where you believe you rate above.

**Rationale and Evidence:**

**PI 2.** ***Specific plans relating to the use of technology enhanced learning are aligned with the institution's strategic directions and operational plans.***

| | **Specific plans exist** | | **Plans are aligned** | |
|---|---|---|---|---|
| **1** | | No specific plans | | Not aligned to institution strategic and operational plans |
| **2** | | Immature plans | | Limited alignment with either institution strategic or operational plans |
| **3** | | Some specific plans | | Moderate alignment with either institution strategic and operational plans |
| **4** | | Numerous specific plans | | Moderate alignment with both institution strategic and operational plans |
| **5** | | Comprehensive suite of plans | | Considerable alignment with both institution strategic and operational plans |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |

Indicate where you believe you rate above.

**Rationale and Evidence:**

**PI 3.** ***Planning for the ongoing use of technology enhanced learning is aligned with the institutions budget and has formal request and approval processes in place.***

| | Budget alignment | | Processes | |
|---|---|---|---|---|
| **1** | | No alignment | | No process in place |
| **2** | | Limited alignment | | In place but not confirmed across the institution |
| **3** | | Moderate alignment | | In place but inconsistently applied across the institution |
| **4** | | Considerable alignment | | In place and mostly confirmed across the institution |
| **5** | | Complete alignment | | In place and fully confirmed across the institution |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**PI 4.** ***Institution policies, procedures and guidelines provide a framework for how technology enhanced learning should be used at both a course and program level.***

| | Course level | | Program level | |
|---|---|---|---|---|
| **1** | | No policies, procedures and guidelines applied at the course level | | No policies, procedures and guidelines applied at the program level |
| **2** | | Little alignment with policies, procedures and guidelines | | Little alignment with policies, procedures and guidelines |
| **3** | | Some alignment with policies, procedures and guidelines | | Some alignment with policies, procedures and guidelines |
| **4** | | Good alignment with policies, procedures and guidelines | | Good alignment with policies, procedures and guidelines |
| **5** | | Comprehensive alignment with policies, procedures and guidelines | | Comprehensive alignment with policies, procedures and guidelines |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**PI 5.** ***Policies, procedures and guidelines on the use of technology enhanced learning are well communicated and integrated into processes and systems.***

| | Communicated | | Integrated | |
|---|---|---|---|---|
| **1** | | Not communicated | | Not integrated |
| **2** | | Poorly communicated | | Poorly integrated |
| **3** | | Moderately communicated | | Moderately integrated |
| **4** | | Substantially communicated | | Substantially integrated |
| **5** | | Widely communicated | | Fully integrated |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**PI 6.** ***The institution has established mechanisms for the governance of technology enhanced learning that include representation from key stakeholders.***

*Note: For areas related to support please refer to Benchmark 5*

| | Governance | | Stakeholder representation | |
|---|---|---|---|---|
| **1** | | No governance | | None |
| **2** | | Planning for governance | | Limited |
| **3** | | Immature | | Moderate |
| **4** | | Established but maturing | | Substantial |
| **5** | | Well established and mature | | Comprehensive |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**PI 7.** ***Authority and responsibility for the operational management of the technologies used to enhance learning and teaching are clearly articulated.***

| | Authority and responsibility | | Clearly articulated | |
|---|---|---|---|---|
| **1** | | Non-existent | | Not articulated |
| **2** | | Not well established or defined | | Very limited articulation |
| **3** | | Established but only partially defined | | Moderately articulated |
| **4** | | Well defined but maturing | | Substantial articulation |
| **5** | | Well established and mature | | Comprehensively articulated |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**PI 8.** ***The institution uses a clearly articulated policy framework and governance structure when deciding on the adoption of new technologies.***

| | Policy framework for new technologies | | Clearly articulated | |
|---|---|---|---|---|
| **1** | | Non-existent | | Not articulated |
| **2** | | Not well established or defined | | Very limited articulation |
| **3** | | Established but only partially defined | | Moderately articulated |
| **4** | | Well defined but maturing | | Substantial articulation |
| **5** | | Well established and mature | | Comprehensively articulated |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

# Initial recommendations for improvement – Benchmark 1

This is where you would pull together all the threads and provide a suite of recommendations for your institution.

## *Consolidation table*

| **Benchmark 1: Institution-wide policy and governance for technology enhanced learning.** | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|
| 1. Institution strategic and operational plans support and promote the use of technology enhanced learning. | | | | | |
| 2. Specific plans relating to the use of technology enhanced learning are aligned with the institution's strategic directions and operational plans. | | | | | |
| 3. Planning for the ongoing use of technology enhanced learning is aligned with the institutions budget and has formal request and approval processes in place. | | | | | |
| 4. Institution policies, procedures and guidelines provide a framework for how technology enhanced learning should be used at both a course and program level. | | | | | |
| 5. Policies, procedures and guidelines on the use of technology enhanced learning are well communicated and integrated into processes and systems. | | | | | |
| 6. The institution has established mechanisms for the governance of technology enhanced learning that include representation from key stakeholders. | | | | | |
| 7. Authority and responsibility for the operational management of the technologies used to enhance learning and teaching are clearly articulated. | | | | | |
| 8. The institution uses a clearly articulated policy framework and governance structure when deciding on the adoption of new technologies. | | | | | |

**Based on the above analysis we recommend that…**

# Benchmark 2

## Planning for institution-wide quality improvement of technology enhanced learning

### Scoping Statement

Institution-wide processes are in place, including, planning, implementation, evaluation and feedback loops, to ensure the effective use of technology enhanced learning and its alignment with external requirements.

### Good Practice Statement

Institutions support and encourage the sustainable, effective and efficient use of technology enhanced learning through strategic planning processes at all levels of the institution. The focus is continuous improvement through systematic and regular evaluation of implementation strategies and outcomes. Such evaluation will in turn inform future planning and align with the institutions strategic direction.

### Performance Indicators and measures

**P2 1.** ***Institution-wide processes for quality assurance are in place and in use to integrate technology enhanced learning at both a program and course level.***

| | **Processes in place** | | **At both a Course and Program level** |
|---|---|---|---|
| **1** | | None | | No integration |
| **2** | | Limited | | Across some course and or programs |
| **3** | | Moderate | | Across many courses and or programs |
| **4** | | Extensive | | Across most courses and programs |
| **5** | | Comprehensive | | Across all courses and programs |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P2 2.** ***Comprehensive evaluation processes are in place to support decisions relating to the implementing of technology enhanced learning services.***

| | | |
|---|---|---|
| **1** | | None |
| **2** | | Limited |
| **3** | | Moderate |
| **4** | | Substantial |
| **5** | | Comprehensive |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P2 3.** ***Planning for quality improvement of the institution's technology enhanced learning systems and procedures is resourced.***

| | | |
|---|---|---|
| **1** | | No resources |
| **2** | | Inadequate resources |
| **3** | | Moderate resources |
| **4** | | Substantial resources |
| **5** | | Comprehensive resources |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P2 4.** ***Evaluation cycles are in place to measure key performance indicators (KPIs) identified by and for all stakeholders, and are integrated in planning for continuous improvement purposes.***

| | **KPI's evaluation processes in place** | | **Integrated into planning for improvement** | |
|---|---|---|---|---|
| **1** | | No evaluation cycles | | No integration |
| **2** | | Limited evaluation cycles of some stakeholders | | Limited integration |
| **3** | | Evaluation cycles for some stakeholders | | Moderate integration |
| **4** | | Evaluation cycles for most stakeholders | | Extensive integration |
| **5** | | Evaluation cycles of all stakeholders | | Comprehensive integration |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P2 5.** ***Outcomes are reported to all levels of the institution.***

| | | |
|---|---|---|
| **1** | | No outcomes are reported |
| **2** | | Some outcomes are reported to some levels |
| **3** | | Outcomes are reported to the majority of levels |
| **4** | | Outcomes are reported to all levels |
| **5** | | Comprehensive outcomes are reported to all levels |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

# Initial recommendations for improvement – Benchmark 2

This is where you would pull together all the threads and provide a suite of recommendations for your institution.

## *Consolidation table*

| **Benchmark 2: Planning for institution-wide quality improvement of technology enhanced learning.** | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|
| 1. Institution-wide processes for quality assurance are in place and in use to integrate technology enhanced learning at both a program and course level. | | | | | |
| 2. Comprehensive evaluation processes are in place to support decisions relating to the implementing of technology enhanced learning services. | | | | | |
| 3. Planning for quality improvement of the institution's technology enhanced learning systems and procedures is resourced. | | | | | |
| 4. Evaluation cycles are in place to measure key performance indicators (KPIs) identified by and for all stakeholders, and are integrated in planning for continuous improvement purposes. | | | | | |
| 5. Outcomes are reported to all levels of the institution. | | | | | |

**Based on the above analysis we recommend that…**

# Benchmark 3

## Information technology systems, services and support for technology enhanced learning

### Scoping Statement

Information technology (IT) services describe the range of systems and support required to maintain and update the institution's approach to TEL. This can include the use of: learning management systems and their associated systems; library systems; cloud-based tools and services and mobile technologies. It also includes hardware (computers, telecommunications and ancillary equipment) and networks, both internal and external which are used for the purposes of technology enhanced learning, for both on and off-campus environments.

***Out of scope.*** The pedagogical issues relating to the use of IT services is the domain of other benchmarks.

### Good Practice Statement

Technical infrastructure, both physical and virtual, is aligned with institutional learning goals and the technologies are resourced, support staff are trained and the infrastructure is implemented, managed, maintained, administered and supported efficiently and effectively.

### Performance Indicators and Measures

**P3.1.** ***Systems and processes are in place to generate learning and educational analytic data to support decision-making when acquiring and maintaining technology-enhanced learning systems.***

| | Systems | | Processes | |
|---|---|---|---|---|
| **1** | | No systems and no data | | No processes in place |
| **2** | | Some systems and limited data | | Ad hoc processes in place |
| **3** | | Some systems and good data | | Limited processes in place |
| **4** | | Substantial systems and data | | Defined processes in place |
| **5** | | Comprehensive systems and data | | Comprehensive processes in place |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P3.2.** ***There are clearly articulated responsibilities, and processes for the implementation and maintenance of the technology enhanced learning systems.***

*Note: For example, a central L&T area may govern (have business ownership of) the L&T systems, but the ICT department may facilitate this for them and the university. It is therefore important that there are both processes in place to support this and that the 'who' is responsible for 'what' is clearly articulated.*

| | Processes | | Responsibilities | |
|---|---|---|---|---|
| **1** | | Not articulated | | Not articulated |
| **2** | | Poorly articulated | | Poorly articulated |
| **3** | | Generally articulated | | Generally articulated |
| **4** | | Substantially articulated | | Substantially articulated |
| **5** | | Comprehensively articulated | | Comprehensively articulated |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P3.3.** ***Responsibilities and processes for support and training of staff and students in the use of the technology enhanced learning systems are clearly defined.***

*Note: this is dealt with in much greater depth in Benchmarks 5-8. .A poor score in this indicator would indicate a closer look using these further indicators is necessary*

| | Responsibilities | | Processes | |
|---|---|---|---|---|
| **1** | | Not defined | | Not defined |
| **2** | | Poorly defined | | Poorly defined |
| **3** | | Generally defined | | Generally defined |
| **4** | | Substantially defined | | Substantially defined |
| **5** | | Comprehensively defined | | Comprehensively defined |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P3.4.** ***Resources are allocated for the implementation and maintenance of IT services that support technology enhanced learning.***

*Note: This refers to both the initial implementation of TEL systems and the ongoing maintenance of these systems. Maintenance includes ongoing licencing and facilitating upgrades.*

| | Implementation | | Maintenance | |
|---|---|---|---|---|
| **1** | | No resources allocated | | No resources allocated |
| **2** | | Inadequate resources allocated | | Inadequate resources allocated |
| **3** | | Moderate resources allocated | | Moderate resources allocated |
| **4** | | Substantial resources allocated | | Substantial resources allocated |
| **5** | | Comprehensive resources allocated | | Comprehensive resources allocated |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P3.5.** ***Experimentation with new and emerging technologies is encouraged and resourced by the institution and supported by procedure.***

*Note: There are defined opportunities provided for experimentation with new and emerging technologies that are supported by the institution, e.g. trials, pilots, etc. This is distinct from more isolated (not institution -wide) systems that may come from a grant or external funding body, with no broader application.*

| | Encouraged | | Resourced | | Supported by procedure | |
|---|---|---|---|---|---|---|
| **1** | | Not encouraged | | No resources | | No procedure |
| **2** | | Limited encouragement | | Inadequate resources | | Ad hoc procedures |
| **3** | | Moderate encouragement | | Moderate resources | | Partially defined procedures |
| **4** | | Substantial encouragement | | Substantial resources | | Defined procedures |
| **5** | | Fully encouraged | | Comprehensive resources | | Comprehensive procedures |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P3.6.** ***Professional development occurs for staff managing the services used to support technology enhanced learning (including new and emerging technologies).***

*Note: This does not refer to the training for those using L&T systems. This is dealt with in Benchmarks 5 and 6. This is to ensure those supporting these staff are fully trained in all aspects of the systems.*

| | For core services | | For new and emerging technologies | |
|---|---|---|---|---|
| **1** | | No PD occurs | | No PD occurs |
| **2** | | Ad hoc PD occurs, but only when requested | | Ad hoc PD occurs, but only when requested |
| **3** | | Semi regular PD occurs for some services | | Semi regular (reactive) PD occurs |
| **4** | | Regular PD occurs for most services | | Regular PD occurs (after implementation) |
| **5** | | Comprehensive PD occurs for all services | | Comprehensive (pro-active) PD occurs |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P3.7.** ***The institution has robust procedures and processes in place to identify and manage 'risk' associated with all the technology enhanced learning services.***

*Note: This is not about pedagogical risk, rather the inappropriate use of these systems may cause emotional or financial harm to individuals or the institution. Typically, this would be seen in an institutional Risk Register.*

| | | |
|---|---|---|
| **1** | | None |
| **2** | | Limited |
| **3** | | Moderate |
| **4** | | Substantial |
| **5** | | Comprehensive |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P3.8.** ***Support levels and pathways for assistance for all learning technologies are clearly communicated to staff.***

*Note: There is clear signposting for staff as to where to find support and that these are regularly communication to remind staff as to where this may be found. This is dealt with in more depth for staff in Benchmark 6 and for Students in Benchmark 8.*

| | Pathways for support | | Communicated | |
|---|---|---|---|---|
| **1** | | Not identified | | No communication |
| **2** | | Ill-defined pathways | | Ad hoc communication |
| **3** | | Some pathways identified | | Partially communicated |
| **4** | | Pathways mostly identified | | Mostly communicated |
| **5** | | Comprehensively identified | | Comprehensively communicated |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

# Initial recommendations for improvement – Benchmark 3

This is where you would pull together all the threads and provide a suite of recommendations for your institution.

## *Consolidation table*

| **Benchmark 3: Information technology systems, services and support for technology enhanced learning.** | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|
| 1. Systems and processes are in place to generate learning and educational analytic data to support decision making when acquiring and maintaining technology enhanced learning systems. | | | | | |
| 2. There are clearly articulated responsibilities, and processes for the implementation and maintenance of the technology enhanced learning systems. | | | | | |
| 3. Responsibilities and processes for support and training of staff and students in the use of the technology enhanced learning systems are clearly defined. | | | | | |
| 4. Resources are allocated for the implementation and maintenance of IT services that support technology enhanced learning. | | | | | |
| 5. Experimentation with new and emerging technologies is encouraged and resourced by the institution and supported by procedure. | | | | | |
| 6. Professional development occurs for staff managing the services used to support technology enhanced learning (including new and emerging technologies). | | | | | |
| 7. The institution has robust procedures and processes in place to identify and manage 'risk' associated with all the technology enhanced learning services. | | | | | |
| 8. Support levels and pathways for assistance for all learning technologies are clearly communicated to staff. | | | | | |

**Based on the above analysis we recommend that…**

# Benchmark 4

## The application of technology enhanced learning services

### Scoping Statement

The effective application of technology enhanced learning (TEL) services into courses and programs encompasses the underlying rationale and strategic intent, how it is embedded into teaching, how it is resourced, evaluated and advanced.

***Out of scope.*** Technological, policy and administrative issues relating to the application of TEL services are the domain of other benchmarks.

### Good Practice Statement

The application of TEL services are grounded in the institution's Learning and Teaching strategy; informed by good pedagogical practice and research; supported adequately; deployed and promoted effectively; evaluated from a number of perspectives; and evolved to improve practice.

### Performance Indicators and Measures

**P4.1.** ***The application of technology enhanced learning services are grounded in the institution's learning and teaching strategy.***

| | | |
|---|---|---|
| **1** | | Not grounded |
| **2** | | Very limited grounding |
| **3** | | Modest grounding |
| **4** | | Substantially grounded |
| **5** | | Comprehensively grounded |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P4.2.** ***The pedagogical intent of the application of technology enhanced learning services within programs and individual courses is readily apparent to teaching and support staff.***

*Note: Program here refers to the qualification (Bachelors, Masters, Graduate Diploma, etc), while Courses refers to the individual subjects/units that make up that Program. Across both of these levels, it is made clear to staff and students how the technology is being used across the program, and that this is consistently applied at the course level. An example of this might be the Program-wide use of ePortfolio.*

| | **At a course level** | | **At a program level** | |
|---|---|---|---|---|
| **1** | | Not apparent | | Not apparent |
| **2** | | Apparent in only limited cases | | Apparent in only limited cases |
| **3** | | Apparent, but not consistently | | Apparent, but not consistently |
| **4** | | Mostly apparent | | Mostly apparent |
| **5** | | Fully apparent | | Fully apparent |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P4.3.** ***The pedagogical application of technology enhanced learning is framed by standards and guidelines and enabled by the institution.***

*Note: This implies that a tool or set of standards is being used by the institution to mediate the quality of individual units in a program and across the program. An example of this would be the TELAS Framework (Technology Enhanced Learning Accreditation Standards). In the rationale and evidence, one should note what set of standards are being used. Enablement in this context would indicate that this is also supported by the institution.*

| | Standards and Guidelines | | Enabled | |
|---|---|---|---|---|
| **1** | | Not applied | | None enabled |
| **2** | | Applied, but only in limited cases | | Limited enablement |
| **3** | | Applied, but not consistently | | Enabled, but do not cover all areas |
| **4** | | Mostly applied | | Mostly enabled |
| **5** | | Comprehensively applied | | Comprehensively enabled |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P4.4.** ***Collegial communities exist to promote and support the use of technology enhanced learning, for communicating its innovative use and pedagogical application in learning and teaching.***

*Note: This is a general indicator for those who may not participate in Benchmarks 5 and 6. However, there should be a consistent outcome noted here if these other two indicators are being used.*

| | | |
|---|---|---|
| **1** | | None in existence |
| **2** | | Very few communities exist of this nature and are ad hoc at best |
| **3** | | Some communities exist, but have limited exposure and reach |
| **4** | | Communities exist and have a reasonable expose and reach |
| **5** | | These communities are wide spread and have very good exposure and reach |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P4.5.** ***Resources are allocated for the ongoing pedagogical development of technology enhanced learning services. (development of new things)***

| | | |
|---|---|---|
| **1** | | No allocation |
| **2** | | Very limited resources allocated |
| **3** | | Partially funded |
| **4** | | Well funded |
| **5** | | Fully funded |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P4.6.** ***The pedagogical application of technology enhanced learning services is sustainable.***

*Note that this would indicate that this is contained within an institutional or faculty-based strategic approach to the purposeful use of technology that is supported appropriately.*

| | | |
|---|---|---|
| **1** | | This is not considered |
| **2** | | Usually implemented as one-off's with little thought for sustainability |
| **3** | | Sustainability is sometimes considered during implementation, with ad hoc follow through |
| **4** | | Sustainability is usually considered during implementation, with some follow through |
| **5** | | Implementation is well funded with the view to sustaining good practice longer term |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P4.7.** ***The pedagogical impact of technology enhanced learning services is regularly evaluated in detail at a course and program level.***

*Note: This extends past the notion of an LMS, to also include all authorised systems that support TEL, such as ePortfolio, lecture capture, etc. In other words, the full-service experience.*

| | **At a course level** | | **At a program level** | |
|---|---|---|---|---|
| **1** | | Not evaluated | | Not evaluated |
| **2** | | Limited evaluation occurs | | Limited evaluation occurs |
| **3** | | Evaluated but not in great detail | | Evaluated but not in great detail |
| **4** | | Evaluated in reasonable detail | | Evaluated in reasonable detail |
| **5** | | Fully evaluated | | Fully evaluated |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P4.8.** ***Evidence of impact advances the pedagogically sound use of technology enhanced learning services in courses and programs.***

*Note: that it is one thing to evaluate these systems, but in this case, that evaluation also extends to a continuous improvement at the course and program level in their pedagogical application. For example, are lecture recordings being listened to, or are ePortfolio pages being viewed and commented on, etc.*

| | **At a course level** | | **At a program level** | |
|---|---|---|---|---|
| **1** | | Not apparent | | Not apparent |
| **2** | | Apparent only in limited cases | | Apparent only in limited cases |
| **3** | | Apparent, but not consistently | | Apparent, but not consistently |
| **4** | | Mostly apparent | | Mostly apparent |
| **5** | | Fully apparent | | Fully apparent |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

# Initial recommendations for improvement – Benchmark 4

This is where you would pull together all the threads and provide a suite of recommendations for your institution.

## *Consolidation table*

| Benchmark 4: The application of technology enhanced learning services | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. The application of technology enhanced learning services are grounded in the institution's learning and teaching strategy. | | | | | |
| 2. The pedagogical intent of the application of technology enhanced learning services within programs and individual courses is readily apparent to teaching and support staff. | | | | | |
| 3. The pedagogical application of technology enhanced learning is framed by standards and guidelines and enabled by the institution. | | | | | |
| 4. Collegial communities exist to promote and support the use of technology enhanced learning, for communicating its innovative use and pedagogical application in learning and teaching. | | | | | |
| 5. Resources are allocated for the ongoing pedagogical development of technology enhanced learning services (development of new things). | | | | | |
| 6. The pedagogical application of technology enhanced learning services is sustainable (keeping them going). | | | | | |
| 7. The pedagogical impact of technology enhanced learning services is regularly evaluated in detail at a course and program level (not just about the LMS, it's the full service experience). | | | | | |
| 8. Evidence of impact advances the pedagogically sound use of technology enhanced learning services in courses and programs. | | | | | |

**Based on the above analysis we recommend that…**

# Benchmark 5

## Staff professional development for the effective use of technology enhanced learning

### Scoping Statement

The key focus is on developing teaching staff to make effective use of a range of approaches to technology enhanced learning (TEL). Staff development activities encompass individual and group delivery, face-to-face, as well as online.

Self-directed learning activities and resources are also included. Some professional development will be designed and delivered to meet the strategic needs of the organisation, whilst other activities will be provided to meet the demands of teaching staff as they arise.

### Good Practice Statement

Quality learning and teaching is brought about where people are confident, enthusiastic, skilled and well supported, and learning experiences are designed to engage the learner and employ a variety of approaches.

Engagement in professional development should not be limited by factors of physical location, equity or technological skills. This means that staff development is offered flexibly, accommodates a range of entry points, is evaluated and is informed by the work of related units.

A good practice approach to the use of technology enhanced learning reflects an understanding of learners' characteristics, as required by different discipline contexts, and is aligned to institutional strategy.

### Performance Measures

**P5.1.** ***Staff development in technology enhanced learning is aligned to the institution's learning and teaching strategy.***

| | | |
|---|---|---|
| **1** | | No staff development and no alignment with strategy |
| **2** | | Some staff development, but not aligned with strategy |
| **3** | | Some staff development, partly aligned with strategy |
| **4** | | Staff development mostly aligned with strategy |
| **5** | | Extensive staff development, fully aligned with strategy |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P5.2.** ***Processes are in place and are used to identify staff development needs in support of the institution's strategy for technology enhanced learning.***

| | | |
|---|---|---|
| **1** | | No processes in place |
| **2** | | Some processes exist, but no evidence of use |
| **3** | | Some processes exist and they are partly used |
| **4** | | Processes are in place and they are partly used |
| **5** | | Comprehensive processes are in place and they are well used |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P5.3.** ***Programs and resources addressing educational and technical staff development needs are provided.***

*Note: 'Educational' may also be read as 'Pedagogical'. This is dealt with more fully in Benchmark 4. If this Benchmark (5) is being done in isolation and Benchmark 4 is not attempted, this may serve as an initial indication as to whether this should be pursued further in Benchmark 4.*

| | Educational | | Technical | |
|---|---|---|---|---|
| **1** | | No educational program or resources | | No technical program or resources |
| **2** | | Limited educational program/resources | | Limited technical program/resources |
| **3** | | Educational program, limited resources | | Technical program, limited resources |
| **4** | | Educational program, good resources | | Technical program, good resources |
| **5** | | Extensive educational program/resources | | Extensive technical program/resources |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P5.4.** ***Coordination occurs between those areas providing staff development for technology enhanced learning across the institution.***

| | | |
|---|---|---|
| **1** | | No coordination |
| **2** | | Ad hoc coordination occurs |
| **3** | | Semi regular coordination occurs |
| **4** | | Regular coordination occurs |
| **5** | | Comprehensive coordination occurs |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P5.5.** ***Staff development for technology enhanced learning is resourced and incorporated into workload plans.***

| | Resourced | | Incorporated in workload | |
|---|---|---|---|---|
| **1** | | Not resourced | | Not incorporated in workload |
| **2** | | Inadequately resourced | | Inadequately incorporated in workload |
| **3** | | Moderately resourced | | Moderately incorporated in workload |
| **4** | | Substantially resourced | | Substantially incorporated in workload |
| **5** | | Comprehensively resourced | | Comprehensively incorporated in workload |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P5.6.** ***Staff development programs are delivered flexibly and address differing skill levels.***

| | Delivered flexibly | | Address differing skill levels | |
|---|---|---|---|---|
| **1** | | Not at all | | Not at all |
| **2** | | Limited | | Limited |
| **3** | | Moderate | | Moderate |
| **4** | | Substantial | | Substantial |
| **5** | | Fully | | Fully |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P5.7.** ***Evaluation data is used to inform the planning for continuous improvement of staff development processes.***

| | | |
|---|---|---|
| **1** | | No evaluation occurs |
| **2** | | Only limited or ad hoc evaluation exists |
| **3** | | Some good examples of evaluation exist, but not across the board |
| **4** | | Regular evaluation exists across most processes |
| **5** | | Systematic evaluation exists across all programs |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

# Initial recommendations for improvement – Benchmark 5

This is where you would pull together all the threads and provide a suite of recommendations for your institution.

## *Consolidation table*

| **Benchmark 5: Staff professional development for the effective use of technology enhanced learning** | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|
| 1. Staff development in technology enhanced learning is aligned to the institution's learning and teaching strategy. | | | | | |
| 2. Processes are in place and are used to identify staff development needs in support of the institution's strategy for technology enhanced learning. | | | | | |
| 3. Programs and resources addressing educational and technical staff development needs are provided. | | | | | |
| 4. Coordination occurs between those areas providing staff development for technology enhanced learning across the institution. | | | | | |
| 5. Staff development for technology enhanced learning is resourced and incorporated into workload plans. | | | | | |
| 6. Staff development programs are delivered flexibly and address differing skill levels. | | | | | |
| 7. Evaluation data is used to inform the planning for continuous improvement of staff development processes. | | | | | |

**Based on the above analysis we recommend that…**

# Benchmark 6

## Staff support for the use of technology enhanced learning

### Scoping Statement

Staff support for the use of technology enhanced learning encompasses both technical and educational support.

Technical support is required to deal with problems or needs related to the technological environment, including hardware and software, communications and connections, and performance.

Educational support addresses the needs of staff to use technologies and/or encounter difficulties while using them.

***Out of scope.*** This benchmark does not include staff development which forms part of the more formal institutional professional development framework – see Benchmark 5

### Good Practice Statement

Staff are made aware of and have access to comprehensive technical and educational support for the use of technology enhanced learning tools and services, prior to and during the implementation of the technology. These may be provided through training sessions, available on a just-in-time basis, and for troubleshooting purposes.

### Performance Indicators and Measures

**P6.1.** ***Technical and educational support is aligned with current and emerging technologies being deployed by the institution for learning and teaching.***

> ***Note:*** *emerging technologies can include those systems actively being piloted, but please note this in the rationale.*

| | For current technologies | | For emerging technologies | |
|---|---|---|---|---|
| **1** | | No alignment | | No alignment |
| **2** | | Limited alignment | | Limited alignment |
| **3** | | Moderate alignment | | Moderate alignment |
| **4** | | Considerable alignment | | Considerable alignment |
| **5** | | Full alignment | | Full alignment |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P6.2.** ***Support requirements for staff are identified at individual, team and institutional levels.***

| | For individuals | | At a team level | | At an institutional level | |
|---|---|---|---|---|---|---|
| **1** | | Not identified | | Not identified | | Not identified |
| **2** | | Limited identification | | Limited identification | | Limited identification |
| **3** | | Some identification | | Some identification | | Some identification |
| **4** | | Regular identification | | Regular identification | | Regular identification |
| **5** | | Systematic identification | | Systematic identification | | Systematic identification |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P6.3.** ***Support services and resources provided for staff are regularly evaluated.***

| | | Evaluation of support services | | Evaluation of resources |
|---|---|---|---|---|
| **1** | | No evaluation occurs | | No evaluation occurs |
| **2** | | Limited or ad hoc evaluation occurs | | Limited or ad hoc evaluation occurs |
| **3** | | Semi regular evaluation occurs | | Semi regular evaluation occurs |
| **4** | | Mostly regular evaluation occurs | | Mostly regular evaluation occurs |
| **5** | | Fully and regularly evaluated | | Fully and regularly evaluated |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P6.4.** ***Coordination occurs between those areas providing support services for staff across the institution.***

***Note:*** *Those provided by central units or in faculties, such as LMS support, ICT support, HR, Library, etc.*

| | | |
|---|---|---|
| **1** | | No coordination |
| **2** | | Ad hoc coordination occurs |
| **3** | | Semi regular coordination occurs |
| **4** | | Regular coordination occurs |
| **5** | | Comprehensive coordination occurs |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P6.5.** ***Technology enhanced learning support services are accessible and used by staff.***

***Note:*** *Accessible in this context means easy to find.*

| | | Services are accessible to staff | | Services are used by staff |
|---|---|---|---|---|
| **1** | | Not at all | | Not at all |
| **2** | | Restricted | | Limited use |
| **3** | | Working hours | | Moderate usage |
| **4** | | Extended hours | | Good usage |
| **5** | | 24 X 7 | | Extensively used |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P6.6.** ***Technology enhanced learning support services are adequately resourced.***

| | | |
|---|---|---|
| **1** | | Not resourced |
| **2** | | Inadequately resourced |
| **3** | | Moderately resourced |
| **4** | | Substantially resourced |
| **5** | | Comprehensively resourced |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P6.7.** ***Technology enhanced learning support services are promoted to staff.***

| | | |
|---|---|---|
| **1** | | Not promoted |
| **2** | | Limited promotion |
| **3** | | Moderate promotion |
| **4** | | Substantial promotion |
| **5** | | Systematically and comprehensively promoted |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P6.8.** ***New technology enhanced learning services are fully analysed for staff support requirements, prior to and during the adoption process.***

| | **Prior to adoption** | | **During adoption** | |
|---|---|---|---|---|
| **1** | | No analysis occurs | | No analysis occurs |
| **2** | | Limited or ad hoc analysis occurs | | Limited or ad hoc analysis occurs |
| **3** | | Partial analysis occurs | | Partial analysis occurs |
| **4** | | Reasonable analysis occurs | | Reasonable analysis occurs |
| **5** | | Comprehensive analysis occurs | | Comprehensive analysis occurs |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P6.9.** ***Evaluation data on technology enhanced learning support services for staff are integrated into continuous improvement processes.***

| | | |
|---|---|---|
| **1** | | No integration |
| **2** | | Only limited or ad hoc integration exists |
| **3** | | Some good examples of integration exist, but not across the board |
| **4** | | Regular integration exists across most services |
| **5** | | Systematic integration exists across all services |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

# Initial recommendations for improvement – Benchmark 6

This is where you would pull together all the threads and provide a suite of recommendations for your institution.

## *Consolidation table*

| **Benchmark 6: Staff support for the use of technology enhanced learning** | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|
| 1. Technical and educational support is aligned with current and emerging technologies being deployed by the institution for learning and teaching. | | | | | |
| 2. Support requirements for staff are identified at individual, team and institutional levels. | | | | | |
| 3. Support services and resources provided for staff are regularly evaluated. | | | | | |
| 4. Coordination occurs between those areas providing support services for staff across the institution. | | | | | |
| 5. Technology enhanced learning support services are accessible and used by staff. | | | | | |
| 6. Technology enhanced learning support services are adequately resourced. | | | | | |
| 7. Technology enhanced learning support services are promoted to staff. | | | | | |
| 8. New technology enhanced learning services are fully analysed for staff support requirements, prior to and during the adoption process. | | | | | |
| 9. Evaluation data on technology enhanced learning support services for staff are integrated into continuous improvement processes. | | | | | |

**Based on the above analysis we recommend that…**

# Benchmark 7

## Student training for the effective use of technology enhanced learning

### Scoping Statement

Student training refers to the act of training students in the applied use of technologies in a learning context. It can take many forms and be provided by many people. For example, through specific training classes; self-help resources; or as part of a unit of study. Aspects of training students in an ethical approach to technology enhanced learning are also included. Staff providing the training need appropriate skills which require alignment to the professional/staff development Benchmark 6.

Technologies used in a learning context refers to the systems and tools utilised by the institution to support learning and teaching. These can include: required computing equipment and software; learning management systems and associated applications; library systems; cloud-based environments; mobile technologies.

***Out of Scope***. Student training does not encompass training in other aspects of learning development (i.e. general study skills) and it does not encompass student support, which is the domain of Benchmark 8.

### Good Practice Statement

The provision of student training for the effective use of the institution's technology enhanced learning systems is aligned with the teaching approaches in use; is adequately resourced; is coordinated with other student support services; is flexible; is focused on the needs of students; covers a range of current and emerging technologies, and reflects good practice in the use of technology.

### Performance Indicators and Measures

**P7.1.** ***Student training is aligned with the technologies and teaching approaches used by the institution.***

| | | **Aligned with the technologies used** | | **Aligned with the teaching approaches used** |
|---|---|---|---|---|
| **1** | | No alignment | | No alignment |
| **2** | | Limited alignment | | Limited alignment |
| **3** | | Moderate alignment | | Moderate alignment |
| **4** | | Considerable alignment | | Considerable alignment |
| **5** | | Full alignment | | Full alignment |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P7.2.** ***Student training for technology enhanced learning is adequately resourced.***

| | | |
|---|---|---|
| **1** | | Not resourced |
| **2** | | Inadequately resourced |
| **3** | | Moderately resourced |
| **4** | | Substantially resourced |
| **5** | | Comprehensively resourced |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P7.3.** ***Training and training resources provided for students are regularly evaluated.***

| | Evaluation of training | | Evaluation of training resources | |
|---|---|---|---|---|
| **1** | | No evaluation occurs | | No evaluation occurs |
| **2** | | Limited or ad hoc evaluation occurs | | Limited or ad hoc evaluation occurs |
| **3** | | Semi regular evaluation occurs | | Semi regular evaluation occurs |
| **4** | | Mostly regular evaluation occurs | | Mostly regular evaluation occurs |
| **5** | | Fully and regularly evaluated | | Fully and regularly evaluated |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P7.4.** ***Coordination occurs between those areas providing training for students across the institution.***

| | | |
|---|---|---|
| **1** | | No coordination |
| **2** | | Ad hoc coordination occurs |
| **3** | | Semi regular coordination occurs |
| **4** | | Regular coordination occurs |
| **5** | | Comprehensive coordination occurs |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P7.5.** ***Student training programs are delivered flexibly and address differing skill levels.***

*Note: training programs may include training provided by the LMS group, student support areas, library, peer-learning programs, ICT areas, etc.*

| | Training is delivered flexibly | | Training addresses different skill levels | |
|---|---|---|---|---|
| **1** | | Not at all | | Not at all |
| **2** | | Limited | | Limited |
| **3** | | Moderate | | Moderate |
| **4** | | Substantial | | Substantial |
| **5** | | Fully | | Fully |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P7.6.** ***Student training promotes an ethical approach to the use of technology enhanced learning systems provided by the institution.***

| | | |
|---|---|---|
| **1** | | Not apparent |
| **2** | | Apparent in only limited cases |
| **3** | | Apparent, but not consistently applied |
| **4** | | Mostly apparent |
| **5** | | Fully apparent |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P7.7.** ***Evaluation data is used to inform the planning for continuous improvement of student training.***

| | | |
|---|---|---|
| **1** | | No evaluation |
| **2** | | Only limited or ad hoc evaluation exists |
| **3** | | Some good examples of evaluation exist, but not across the board |
| **4** | | Regular evaluation exists across most processes |
| **5** | | Systematic evaluation exists across all programs |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P7.8.** ***There are clearly defined channels for students to access the training they require.***

| | | |
|---|---|---|
| **1** | | No channels defined |
| **2** | | Limited definition and not explicit |
| **3** | | Defined but not explicit |
| **4** | | Defined and mostly explicit |
| **5** | | Comprehensively defined and explicit |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

# Initial recommendations for improvement – Benchmark 7

This is where you would pull together all the threads and provide a suite of recommendations for your institution.

## *Consolidation table*

| **Benchmark 7: Student training for the effective use of technology enhanced learning** | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|
| 1. Student training is aligned with the technologies and teaching approaches used by the institution. | | | | | |
| 2. Student training for technology enhanced learning is adequately resourced. | | | | | |
| 3. Training and training resources provided for students are regularly evaluated. | | | | | |
| 4. Coordination occurs between those areas providing training for students across the institution. | | | | | |
| 5. Student training programs are delivered flexibly and address differing skill levels. | | | | | |
| 6. Student training promotes an ethical approach to the use of technology enhanced learning systems provided by the institution. | | | | | |
| 7. Evaluation data is used to inform the planning for continuous improvement of student training. | | | | | |
| 8. There are clearly defined channels for students to access the training they require. | | | | | |

**Based on the above analysis we recommend that…**

# Benchmark 8

## Student support for the use of technology enhanced learning

### Scoping Statement

Support for students in the use of technology enhanced learning systems and services is defined as primarily technical but the learning context should also be acknowledged. Support should be considered in terms of the use of computers and mobile technologies, learning management systems and their associated applications, library systems, and those cloud-based systems and tools adopted by the institution. The requirements of on-campus and off-campus study should be considered.

### Good Practice Statement

Students are aware of and have access to effective and well-resourced support for the technology enhanced learning systems and services used by the institution. Student support is responsive to student needs, is coordinated with student training, and is constantly developing in response to changing technology.

### Performance Indicators and Performance Measures

**P8.1.** ***The provision of support for students is aligned with the technology enhanced learning systems used by the institution.***

> ***Note:*** *This relates to support for all the major systems provided by the institution and used by students in their studies, this may also include systems that are used at faculty or program level.*

| | | |
|---|---|---|
| **1** | | No alignment |
| **2** | | Limited alignment |
| **3** | | Moderate alignment |
| **4** | | Considerable alignment |
| **5** | | Full alignment |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P8.2.** ***Student technology enhanced learning support services are resourced.***

| | | |
|---|---|---|
| **1** | | Not resourced |
| **2** | | Inadequately resourced |
| **3** | | Moderately resourced |
| **4** | | Substantially resourced |
| **5** | | Comprehensively resourced |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P8.3.** ***There are clearly defined channels for students to access support services and these are promoted to the student body.***

| | Clear channels to support services | | Support services are promoted | |
|---|---|---|---|---|
| **1** | | No channels defined | | Not promoted |
| **2** | | Limited definition and not explicit | | Limited promotion |
| **3** | | Defined but not explicit | | Moderate promotion |
| **4** | | Defined and mostly explicit | | Substantial promotion |
| **5** | | Comprehensively defined and explicit | | Systematically and comprehensively promoted |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P8.4.** ***Student support services and resources are regularly evaluated.***

| | Support services are regularly evaluated | | Support resources are regularly evaluated | |
|---|---|---|---|---|
| **1** | | No evaluation occurs | | No evaluation occurs |
| **2** | | Limited or ad hoc evaluation occurs | | Limited or ad hoc evaluation occurs |
| **3** | | Semi regular evaluation occurs | | Semi regular evaluation occurs |
| **4** | | Mostly regular evaluation occurs | | Mostly regular evaluation occurs |
| **5** | | Fully and regularly evaluated | | Fully and regularly evaluated |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P8.5.** ***Evaluation data on technology enhanced learning support services for students contributes to their continuous improvement.***

| | | |
|---|---|---|
| **1** | | No contribution to improvement |
| **2** | | Only limited or ad hoc contribution to improvement occurs |
| **3** | | Some contribution to improvement exist, but not across the board |
| **4** | | Regular contribution to improvement exists across most services |
| **5** | | Systematic contribution to improvement exists across all services |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P8.6.** ***Coordination occurs between those areas providing support for students across the institution.***

***Note****: Support may include that provided by the LMS group, student support areas, library, ICT areas, etc.*

| | | |
|---|---|---|
| **1** | | No coordination |
| **2** | | Ad hoc coordination occurs |
| **3** | | Semi regular coordination occurs |
| **4** | | Regular coordination occurs |
| **5** | | Comprehensive coordination occurs |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

P8.7. *Procedures are in place to ensure there is alignment between student training and student support.*

*Note. This is aligned with responses from Benchmark 7 relating to Student training.*

| | | |
|---|---|---|
| **1** | | No alignment |
| **2** | | Limited alignment |
| **3** | | Moderate alignment |
| **4** | | Considerable alignment |
| **5** | | Full alignment |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P8.8.** ***Processes are in place to determine the ongoing support requirements of students.***

***Note:*** *This includes horizon scanning and the advent of new and emerging technologies*

| | | |
|---|---|---|
| **1** | | No processes |
| **2** | | Inadequate processes |
| **3** | | Some processes |
| **4** | | Regular processes |
| **5** | | Comprehensive processes |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P8.9.** ***New technology enhanced learning systems are fully analysed for student support requirements, prior to and during the adoption process.***

| | Prior to adoption | | During adoption | |
|---|---|---|---|---|
| **1** | | No analysis occurs | | No analysis occurs |
| **2** | | Limited or ad hoc analysis occurs | | Limited or ad hoc analysis occurs |
| **3** | | Partial analysis occurs | | Partial analysis occurs |
| **4** | | Reasonable analysis occurs | | Reasonable analysis occurs |
| **5** | | Comprehensive analysis occurs | | Comprehensive analysis occurs |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

# Initial recommendations for improvement – Benchmark 8

This is where you would pull together all the threads and provide a suite of recommendations for your institution.

## *Consolidation table*

| **Benchmark 8: Student support for the use of technology enhanced learning** | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|
| 1. The provision of support for students is aligned with the technology enhanced learning systems used by the institution. | | | | | |
| 2. Student technology enhanced learning support services are resourced. | | | | | |
| 3. There are clearly defined channels for students to access support services and these are promoted to the student body. | | | | | |
| 4. Student support services and resources are regularly evaluated. | | | | | |
| 5. Evaluation data on technology enhanced learning support services for students contributes to their continuous improvement. | | | | | |
| 6. Coordination occurs between those areas providing support for students across the institution. | | | | | |
| 7. Procedures are in place to ensure there is alignment between student training and student support. | | | | | |
| 8. Processes are in place to determine the ongoing support requirements of students. | | | | | |
| 9. New technology enhanced learning systems are fully analysed for student support requirements, prior to and during the adoption process. | | | | | |

**Based on the above analysis we recommend that…**

# Benchmark 9

## Technology Enhanced Learning Spaces

### Special acknowledgement

The ACODE Executive would like to thank the working group, led by Liane Jourbert, for their excellent work in establishing this new Benchmark which included, Tim Grace (Australian National University) Michael Sankey and Bill Searle (Charles Darwin University), Stephen Marshall (Victoria University of Wellington), Ratna Selvaratnam (Edith Cowan University); Nadine Adams (Central Queensland University); Steve Leichtweis (University of Auckland); Karen Halley (university of Canberra). A special thanks also to Ella Masters, Chair of the Learning Environments Australasia (LEA), Australian Capitol Territory Chapter.

### Scoping Statement

This benchmark describes learning spaces as resources enabling the application of TEL in the context of formally scheduled facilities where the physical environment supports formal and informal learning. Learning spaces provide for individual teaching accommodations in the broader context of being maintained, configured and accessible to a wide range of users. Given adequate resourcing, learning spaces include support services which contribute to the successful delivery of teaching and learning experiences; effectively, learning spaces can be perceived as learning partners. The defined focus on Learning Spaces (seen as provisioned resources) distinguishes it from broader TEL Services described in Benchmark 4.

**Out of Scope.** The surface features contributing to the aesthetic ambiance of learning spaces are beyond the realm of this benchmark. Likewise, the wider campus environs (conference centers, exhibition venues, etc.); domain specific facilities (libraries, cafes, residences, etc.); and virtual learning spaces (Facebook, Minecraft, etc.).

### Good Practice Statement

Learning spaces are, 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 at a point in time. They are also inclusive and accessible and consequently well-equipped with versatile teaching tools and technologies. Similarly, connected environments that bring together physical and virtual spaces and understanding to motivate thinking and cultivate an exchange of creative ideas. These spaces are actively measured, and assessed through use, to inform ongoing institutional learning and ongoing improvements. As well as managed within a sustainable ecology of spaces capable of moving with the organization's evolving needs.

### Performance Indicators and Performance Measures

**P9.1.** ***The size and configuration of available learning spaces are aligned to the institution's learning and teaching strategy.***

| | **Sizes** | | **Configurations** | |
|---|---|---|---|---|
| **1** | | Not aligned to institution learning and teaching strategy | | Not aligned to institution learning and teaching strategy |
| **2** | | Limited alignment with learning and teaching strategy | | Limited alignment with learning and teaching strategy |
| **3** | | Somewhat aligned learning and teaching strategy | | Somewhat aligned learning and teaching strategy |
| **4** | | Moderate alignment with learning and teaching strategy | | Moderate alignment with learning and teaching strategy |
| **5** | | Considerable alignment with learning and teaching strategy | | Considerable alignment with learning and teaching strategy |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P9.2.** ***Learning Spaces and the technologies within are accessible and inclusive.***

| | Accessibility | | Inclusion | |
|---|---|---|---|---|
| **1** | | No specific focus on the versatility of use impacting on accessibility evident in the tools and technologies supplied | | No specific focus on the versatility of use impacting on inclusion evident in the tools and technologies supplied |
| **2** | | Tool support constrained to generic support for accessibility through default OS and tool features | | Tool support constrained to generic support for inclusion through default OS and tool features |
| **3** | | Some spaces provide supplementary tools and technology options addressing a limited range of accessibility needs | | Some spaces are provided with supplementary tool and technology options addressing a limited diversity of inclusion supports |
| **4** | | Majority of spaces provide supplementary tools and technology options addressing a range of standard accessibility needs | | Majority of spaces provide supplementary tools and technology options addressing a range of standard inclusion supports |
| **5** | | Extensive accessibility options supported by versatile tools and technology in majority of spaces | | Extensive support of inclusion of diverse needs by versatile tools and technology in majority of spaces |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P9.3.** ***Learning spaces have a comprehensive, sufficient, and consistent set of technology affordances supporting the range of pedagogies in use.***

| | Technology Affordances | | Range of Pedagogies | |
|---|---|---|---|---|
| **1** | | No or very minimal provision of learning technologies | | No alignment of technologies with pedagogical models |
| **2** | | Limited provision of learning technologies inconsistently available in different spaces | | Technologies limited to transmission pedagogy only |
| **3** | | Variety of learning technologies with little standardization available in majority of spaces | | Technologies provide support for a limited subset of pedagogies in use, with more comprehensive or specialized support only available in a limited set of spaces |
| **4** | | Standardized set of learning technologies in majority of spaces | | Technologies provide support for most pedagogies in use in the majority of spaces |
| **5** | | Provision of comprehensive range of standard learning technologies in all spaces | | Technologies fully capable of supporting a diverse range of pedagogies as needed are available in all spaces |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P9.4.** ***Synchronous hybrid learning involving face to face and online students is supported through a range of collaboration and interaction tools provided in learning spaces.***

| | Content collaboration | | Interaction between participants | |
|---|---|---|---|---|
| **1** | | No provision of collaboration technologies | | No provision of interaction technologies |
| **2** | | Limited provision of collaboration technologies | | Limited provision of interaction technologies |
| **3** | | Moderate provision of collaboration technologies | | Moderate provision of interaction technologies |
| **4** | | Substantial provision of collaboration technologies | | Substantial provision of interaction technologies |
| **5** | | Comprehensive provision of collaboration technologies | | Comprehensive provision of interaction technologies |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P9.5.** ***Students have self-initiated access to a range of learning spaces equipped with technologies enabling independent learning individually and in groups.***

| | Self-initiated access | | Technology affordances | |
|---|---|---|---|---|
| **1** | | No independent student access learning spaces provided | | No technology affordances in student access spaces to support learning |
| **2** | | Inadequate amount of independent student access learning spaces provided | | Inadequate technology affordances in student access spaces to support learning |
| **3** | | Moderate amount of student access learning spaces provided | | Moderate technology affordances in student access spaces to support learning |
| **4** | | A substantial amount of student access learning spaces provided | | Substantial technology affordances in student access spaces to support learning |
| **5** | | A comprehensive amount of student access learning spaces provided | | Comprehensive technology affordances in student access spaces to support learning |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P9.6.** ***Good practice examples are provided on the pedagogically effective use of learning space technologies.***

| | | |
|---|---|---|
| **1** | | No good practice examples are provided |
| **2** | | Limited good practice examples are provided |
| **3** | | Moderate good practice examples are provided |
| **4** | | Substantial good practice examples are provided |
| **5** | | Extensive good practice examples are provided |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P9.7.** ***The pedagogical appropriateness of the technologies used in learning spaces is regularly evaluated from student, teacher, and support perspectives, to inform improvements.***

| | Student | | Teacher | | Support | |
|---|---|---|---|---|---|---|
| **1** | | Not evaluated | | Not evaluated | | Not evaluated |
| **2** | | Limited evaluation occurs, irregularly, addressing only a small number of aspects | | Limited evaluation occurs, irregularly, addressing only a small number of aspects | | Limited evaluation occurs, irregularly, addressing only a small number of aspects |
| **3** | | Evaluated regularly but addressing only a small number of aspects | | Evaluated regularly but addressing only a small number of aspects | | Evaluated regularly but addressing only a small number of aspects |
| **4** | | Evaluated regularly across a range of aspects addressing a subset of pedagogies | | Evaluated regularly across a range of aspects addressing a subset of pedagogies | | Evaluated regularly across a range of aspects addressing a subset of pedagogies |
| **5** | | Evaluated frequently and across a full range of different pedagogies | | Evaluated frequently and across a full range of different pedagogies | | Evaluated frequently and across a full range of different pedagogies |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P9.8.** ***Resources are allocated for the ongoing support and maintenance of the learning space technologies.***

*Note: This Performance indicator can also be linked to Benchmark 5 and 6*

- *Support: Can refer to both the user and technology support, either proactive or re-active*
- *Maintenance: Refers to the ongoing checking, replacing and updating of technologies*

| | Support | | Maintenance | |
|---|---|---|---|---|
| **1** | | No resources allocated | | No resources allocated |
| **2** | | Inadequate resources allocated | | Inadequate resources allocated |
| **3** | | Moderate resources allocated, incomplete coverage of spaces | | Moderate resources allocated, incomplete coverage of spaces |
| **4** | | Substantial resources allocated, majority of spaces | | Substantial resources allocated, majority of spaces |
| **5** | | Comprehensive resources allocated across all spaces | | Comprehensive resources allocated across all spaces |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

**P9.9.** ***Processes to collect data that inform continuous improvement in the different ways learning spaces enable and support learning exists.***

*Note: Processes can be both human driven or technological (automated)*

| | Systems for data collection | | Processes of continuous improvement | |
|---|---|---|---|---|
| **1** | | No systems and no data | | No processes in place |
| **2** | | Some systems and limited data | | Ad hoc processes in place |
| **3** | | Some systems and good data | | Limited processes in place |
| **4** | | Substantial systems and data | | Defined processes in place |
| **5** | | Comprehensive systems and data | | Comprehensive processes in place |

| **Overall rating** | **1** | | **2** | | **3** | | **4** | | **5** | |
|---|---|---|---|---|---|---|---|---|---|---|

Indicate where you believe you rate above.

**Rationale and Evidence:**

# Initial recommendations for improvement – Benchmark 9

This is where you would pull together all the threads and provide a suite of recommendations for your institution.

## *Consolidation table*

| Benchmark 9: Student support for the use of technology enhanced learning | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. The size and configuration of available learning spaces are aligned to the institution's learning and teaching strategy. | | | | | |
| 2. Learning spaces and the technologies within are accessible and inclusive. | | | | | |
| 3. Learning spaces have a comprehensive, sufficient, and consistent set of technology affordances supporting the range of pedagogies in use. | | | | | |
| 4. Synchronous hybrid learning involving face to face and online students is supported through a range of collaboration and interaction tools provided in learning spaces. | | | | | |
| 5. Students have self-initiated access to a range of learning spaces equipped with technologies enabling independent learning individually and in groups. | | | | | |
| 6. Good practice examples are provided on the pedagogically effective use of learning space technologies. | | | | | |
| 7. The pedagogical appropriateness of the technologies used in learning spaces is regularly evaluated from student, teacher, and support perspectives, to inform improvements. | | | | | |
| 8. Resources are allocated for the ongoing support and maintenance of the learning space technologies. | | | | | |
| 9. Processes to collect data that inform continuous improvement in the different ways learning spaces enable and support learning exists. | | | | | |

**Based on the above analysis we recommend that…**

# Interinstitutional Benchmarking Activities

The purpose of the ACODE TEL Benchmarks has always been to support the continuous quality improvement of institutional practices around technology enhanced learning. The approach adopted by this ACODE Benchmarking tool reflects an enterprise perspective, integrating the key issue of pedagogy with institutional dimensions, such as planning, staff development and infrastructure provision. These benchmarks have been developed for use at either an enterprise level, or by an organisational unit, and may also be used for self-assessment, or as part of a broader collaborative benchmarking activity.

Where these benchmarks become most powerful is when they are used in association with other institutions, as part of a collaborative interinstitutional benchmarking exercise that ACODE facilitates every two years. This is where one or more institutions are willing to share their practices and journey in TEL with others, based on the outcomes of their own internal benchmarking activity. Over the last 10 years, 59 institutions across five countries have formally used the benchmarks in this way.

ACODE facilitates the Interinstitutional Benchmarking Summit in the June of every second year, with the next activity scheduled for June 2024, where this second edition will be used for the first time. To participate each institution will first undertake a self-assess of their capacity in TEL against the embedded performance indicators (PIs) that are part of the Benchmarks. They will confidentially share that self-assessment with all the other institutions involved.

As part of this commitment, each institution must participate in a minimum of two benchmarks, but many will do more, with some even doing all nine. During the Summit, each institution will take it in turns to briefly describe how they came to give themselves their rating. This, in many cases, generates lively discussion as to why one has given themselves a particular score, as this in many senses indicates what they see represents good practice. But more importantly, through this open sharing of practice, each institution is then able to make a judgement on the veracity of their own self-assessment.

Here in lies the essence of the Benchmarking activity; having the opportunity to engage in broad ranging discussion around the PIs allowing participants to form clear judgements as to the context of their own institutions practice, thereby allowing them to make qualitative determinations as to the accuracy of their self-assessment.

Ultimately, the following two comments typify the overall sentiment expressed by many of the participants at a Summit:

> *"Great opportunity to meet and share where everyone is at. The benchmarking exercise is a great self reflective practice that is reinforced through the feedback and deliberation from other institutions"*
>
> *"I really enjoyed this Benchmarking Summit, I have learned a lot from the inter-institutional activity and will definitely be sharing and pushing for these benchmarks to be accepted at our institution. Thank you for facilitating this and look forward to the institution following up with the benchmarks in the future."*

The ACODE Executive therefore invite you to be involved in a future ACODE Interinstitutional Benchmarking Summit and will alert member institutions well in advance as to the dates these will be held. ACODE are also keen for others, outside ACODE to make use of this tool, and we stand ready to provide whatever information you might need to make the most of this instrument.

If you would like to know more, please email the ACODE Executive Officer on secretariate@acode.edu.au

We wish you all the best with the use of this instrument.