**Benchmarking Quality Open Distance eLearning Systems Technology Help Enhanced Learning Policy Planning Development Delegation Communications Teaching Learning New Improvement Integration IT Infrastructure Support Training Pedagogy ICT Standards Development Staff Students Benchmarking Quality Systems Distance eLearning Help Technology Systems Enhanced Learning Policy ICT Planning Courses Development TEL Open Delegation Communications Teaching ACODE Quality**



**Leading in Technology Enhanced Learning and Teaching**

**Benchmarks for Technology Enhanced Learning**

**Self-Assessment Templates**

# Introduction

This document has been laid out for you to use as a templates during your self-assessment and collation activities. The only page breaks that appear in this document are between the Benchmarks themselves. However, as you come to use the templates please feel free to adjust the formatting as you see fit.

### Correspondence

ACODE Secretariat

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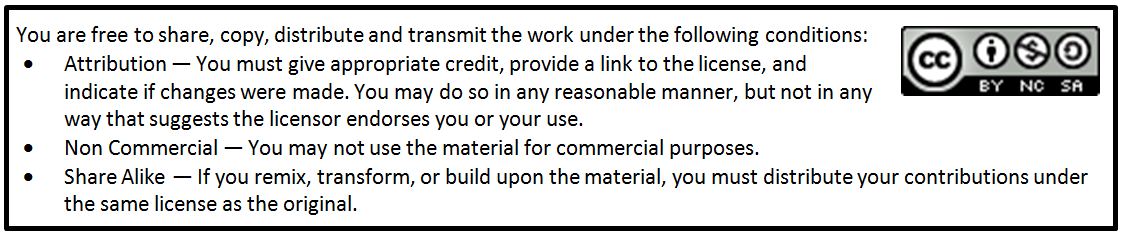
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# Benchmark 1

## 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 |

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 | | | |  | | Aligned with either institution strategic or operational plans | | | | | | |
| **3** |  | Some specific plans | | | |  | | Aligned with both institution strategic and operational plans | | | | | | |
| **4** |  | Numerous specific plans | | | |  | | Aligned with either institution strategic or operational plans | | | | | | |
| **5** |  | Comprehensive suite of plans | | | |  | | Aligned 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 process.*** | | |
| **1** |  | No alignment |
| **2** |  | Limited alignment |
| **3** |  | Moderate alignment |
| **4** |  | Considerable alignment |
| **5** |  | Complete alignment |

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.*** | | | | | | | | | | | | | | |
|  | **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:**

### Team Consolidation

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. Specific plans relating to the use of technology enhanced learning are aligned with the institution’s strategic directions and operational plans. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. Planning for the ongoing use of technology enhanced learning is aligned with the institution’s budget process. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. Institution policies, procedures and guidelines provide a framework for how technology enhanced learning should be used at both a course and program level. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. Policies, procedures and guidelines on the use of technology enhanced learning are well communicated and integrated into processes and systems. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. The institution has established mechanisms for the governance of technology enhanced learning that include representation from key stakeholders. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. Authority and responsibility for the operational management of the technologies used to enhance learning and teaching are clearly articulated. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. The institution uses a clearly articulated policy framework and governance structure when deciding on the adoption of new technologies. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |

### Initial recommendations for improvement

# 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 |

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 |

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 |

Indicate where you believe you rate above.

**Rationale and Evidence:**

### Team Consolidation

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. Comprehensive evaluation processes are in place to support decisions relating to the implementing of technology enhanced learning services. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. Planning for quality improvement of the institution’s technology enhanced learning systems and procedures is resourced. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. Evaluation cycles are in place to measure key performance indicators identified by and for all stakeholders, and are integrated in planning for continuous improvement purposes. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. Outcomes are reported to all levels of the institution. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |

### Initial recommendations for improvement

# 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 technology enhanced learning. This can include the use of: learning management systems and their associated systems; library systems; cloud-based tools and services; 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, 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.*** | | | | | | | | | | | | | | |
|  | **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.*** | | | | | | | | | | | | | | |
|  | **Processes** | | | | | | **Responsibilities** | | | | | | | |
| **1** |  | Not articulated | | | | |  | | Not articulated | | | | | |
| **2** |  | Poorly articulated | | | | |  | | Poorly articulated | | | | | |
| **3** |  | Generally articulated | | | | |  | | Generally articulated | | | | | |
| **4** |  | Substantial articulated | | | | |  | | Substantial articulated | | | | | |
| **5** |  | Comprehensive articulated | | | | |  | | Comprehensive 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.*** | | | | | | | | | | | | | | |
|  | **Responsibilities** | | | | | | **Processes** | | | | | | | |
| **1** |  | Not defined | | | | |  | | Not defined | | | | | |
| **2** |  | Poorly defined | | | | |  | | Poorly defined | | | | | |
| **3** |  | Generally defined | | | | |  | | Generally defined | | | | | |
| **4** |  | Substantial defined | | | | |  | | Substantial defined | | | | | |
| **5** |  | Comprehensive defined | | | | |  | | Comprehensive 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.*** | | | | | | | | | | | | | | |
|  | **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.*** | | | | | | | | | | | | | | | | |
|  | **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).*** | | | | | | | | | | | | | | |
|  | **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.*** | | |
| **1** |  | None |
| **2** |  | Limited |
| **3** |  | Moderate |
| **4** |  | Substantial |
| **5** |  | Comprehensive |

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.*** | | | | | | | | | | | | | | |
|  | **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:**

### Team Consolidation

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. There are clearly articulated processes, and responsibilities for the implementation and maintenance of the technology enhanced learning systems. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. Responsibilities and processes for support and training of staff and students in the use of the technology enhanced learning systems are clearly defined. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. Resources are allocated for the implementation and maintenance of IT services that support technology enhanced learning. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. Experimentation with new and emerging technologies is encouraged and resourced by the institution and supported by procedure. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. Professional development occurs for staff managing the services used to support technology enhanced learning (including new and emerging technologies). |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. The institution has robust procedures and processes in place to identify and manage risk associated with all the technology enhanced learning services. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. Support levels and pathways for assistance for all learning technologies are clearly communicated to staff. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |

### Initial recommendations for improvement

# Benchmark 4

## The application of technology enhanced learning services

### Scoping Statement

This topic addresses the effective application of technology enhanced learning (TEL) services into courses and programs. It encompasses the underlying rationale and strategic intent, how it is embedded into teaching, how it is resourced, evaluated and advanced. The effective pedagogical application of these services is fundamental to the learning and teaching mission of the institution. Failure to apply TEL services in a pedagogically sound ways will reduce the value of the investment placed in these services and has the potential to impact on every student and staff member.

***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 is:

* 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
* advanced appropriately.

The Performance Indicators are organised to reflect these aspects of pedagogical application.

### Performance Indicators and Measures

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **P4.1. *The application of technology enhanced learning services are grounded in the context of 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 individual courses and programs is readily apparent to teaching and support staff.*** | | | | | | | | | | | | | | |
|  | **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 based on sound educational research and guidelines (including compliance with legal requirements, accessibility, and learning designs) are readily available to all teaching and support staff.*** | | | | | | | | | | | | | | |
|  | **Application based on sound research** | | | | | | **Guidelines readily available** | | | | | | | |
| **1** |  | Not applied | | | | |  | | None available | | | | | |
| **2** |  | Applied, but only in limited cases | | | | |  | | Limited availability | | | | | |
| **3** |  | Applied, but not consistently | | | | |  | | Available, but do not cover all areas | | | | | |
| **4** |  | Mostly applied | | | | |  | | Mostly available | | | | | |
| **5** |  | Comprehensively applied | | | | |  | | Readily available to all | | | | | |
|  | | | | | | | | | | | | | | |
| **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.*** | | | | | | | | | | | | |
| **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 development of technology enhanced learning pedagogies.*** | | | | | | | | | | | | |
| **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.*** | | | | | | | | | | | | |
| **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.*** | | | | | | | | | | | | | | |
|  | **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 the impact of technology enhanced learning is integrated into continuous improvement planning for courses and programs.*** | | | | | | | | | | | | | | |
|  | **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:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **P4.9.** ***Good practice examples advance the pedagogically sound use of technology enhanced learning services in courses and programs.*** | | | | | | | | | | | | | | |
|  | **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:**

### Team Consolidation

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 context of the institution’s learning and teaching strategy. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. The pedagogical intent of the application of technology enhanced learning services within individual courses and programs is readily apparent to teaching and support staff |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. The pedagogical application of technology enhanced learning is based on sound educational research and guidelines (including compliance with legal requirements, accessibility, and learning designs) are readily available to all teaching and support staff |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. Collegial communities exist to promote and support the use of technology enhanced learning for communicating and promoting the innovative use and its pedagogical application in learning and teaching. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. Resources are allocated for the ongoing development of technology enhanced learning pedagogies. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. The pedagogical application of technology enhanced learning services is sustainable. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. The pedagogical impact of technology enhanced learning services is regularly evaluated in detail at a course and program level. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. Evidence of the impact of technology enhanced learning is integrated into continuous improvement planning for courses and programmes. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. Good practice examples advance the pedagogically sound use of TEL services in courses and programs. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |

### Initial recommendations for improvement

# 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 and needs as required by different discipline contexts.

### Performance Indicators and Measures

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **P5.1. *A framework for staff development in technology enhanced learning is part of 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 in use 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** |  | 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.** ***Educational and technical expertise is used to develop quality programs and resources addressing staff development needs.*** | | | | | | | | | | | | | | |
|  | **Educational expertise is used** | | | | | | **Technical expertise is used** | | | | | | | |
| **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.*** | | | | | | | | | | | | |
| **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:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 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 processes | | | | | | | | | | |
| **5** |  | Systematic integration exists across all programs | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Overall rating** | | | **1** |  | **2** |  | **3** |  | **4** |  | **5** |  |

Indicate where you believe you rate above.

**Rationale and Evidence:**

### Team Consolidation

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Benchmark 5: Staff professional development for the effective use of technology enhanced learning** | **1** | **2** | **3** | **4** | **5** |
| 1. A framework for staff development in technology enhanced learning is part of the institution's learning and teaching strategy. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. Processes are in place and in use to identify staff development needs in support of the institution’s strategy for technology enhanced learning. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. Educational and technical expertise is used to develop quality programs and resources addressing staff development needs. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. Coordination occurs between those areas providing staff development for technology enhanced learning across the institution. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. Staff development for technology enhanced learning is resourced. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. Staff development programs are delivered flexibly and address differing skill levels. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. Evaluation data is used to inform the planning for continuous improvement of staff development processes. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |

### Initial recommendations for improvement

# 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 who want to use technologies and/or encounter difficulties while using them, and who need to be able to get ready access to and who want to maximise student learning outcomes

***Out of scope.*** This benchmark does not include staff development which forms part of the more formal 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, in formal training sessions, on a just-in-time basis, and for troubleshooting purposes.

### Performance Indicators and Measures

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **P6.1.** ***Technical and educational support is aligned with the current and emerging learning technologies being deployed by the institution.*** | | | | | | | | | | | | | | |
|  | **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.** ***Procedures are in place to identify the support requirements of staff, 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.** ***Procedures are in place to regularly evaluate the support services and resources provided for staff.*** | | | | | | | | | | | | | | |
|  | **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.*** | | | | | | | | | | | | |
| **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.*** | | | | | | | | | | | | | | |
|  | **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. *There are procedures in place that ensure that evaluation data on technology enhanced learning support services for staff contributes to their continuous improvement.*** | | | | | | | | | | | | |
| **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:**

### Team Consolidation

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Benchmark 6: Staff support for the use of technology enhanced learning** | **1** | **2** | **3** | **4** | **5** |
| 1. Technical and educational support is aligned with the current and emerging learning technologies being deployed by the institution. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. Procedures are in place to identify the support requirements of staff, at individual, team and institutional levels. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. Procedures are in place to regularly evaluate the support services and resources provided for staff. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. Coordination occurs between those areas providing support services for staff across the institution. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. Technology enhanced learning support services are accessible and used by staff. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. Technology enhanced learning support services are adequately resourced. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. Technology enhanced learning support services are promoted to staff. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. New technology enhanced learning services are fully analysed for staff support requirements, prior to and during the adoption process. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. There are procedures in place that ensure that evaluation data on technology enhanced learning support services for staff contributes to their continuous improvement. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |

### Initial recommendations for improvement

# Benchmark 7

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

### Scoping Statement

Technology enhanced learning services are the systems and tools used by the institution to support learning and teaching. These can include the use of: required computing equipment and software; learning management systems and associated applications; library systems; cloud-based environments; mobile technologies. Aspects of an ethical approach to technology enhanced learning are also included.

Student training refers to the applied use of such 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. Staff providing the training need appropriate skills which require alignment to the professional/staff development benchmark.

***Out of Scope***. Student training does not encompass training in other aspects of learning development (i.e. general study skills).

### Good Practice Statement

The provision of student training for the effective use of the institution’s technology enhanced learning services 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 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 in use at 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.** ***There are procedures in place to regularly evaluate the training and training resources provided for students.*** | | | | | | | | | | | | | | |
|  | **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:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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.*** | | | | | | | | | | | | | | |
|  | **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 social media and the technology enhanced learning services provided by the institution.*** | | | | | | | | | | | | | | |
|  | **For social media** | | | | | | **For TEL services** | | | | | | | |
| **1** |  | Not apparent | | | | |  | | Not apparent | | | | | |
| **2** |  | Apparent in only limited cases | | | | |  | | Apparent in only limited cases | | | | | |
| **3** |  | Apparent, but not consistently applied | | | | |  | | Apparent, but not consistently applied | | | | | |
| **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:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **P7.7. *Evaluation data is used to inform the planning for continuous improvement of student development 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 processes | | | | | | | | | | |
| **5** |  | Systematic integration 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 pathways for students to access the training they require.*** | | | | | | | | | | | | |
| **1** |  | No pathways 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:**

### Team Consolidation

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 in use at the institution. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. Student training for technology enhanced learning is adequately resourced. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. There are procedures in place to regularly evaluate the training and training resources provided for students. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. Coordination occurs between those areas providing training for students. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. Student training programs are delivered flexibly and address differing skill levels. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. Student training promotes an ethical approach to the use of social media and the technology enhanced learning services provided by the institution. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. Evaluation data is used to inform the planning for continuous improvement of student development processes. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. There are clearly defined pathways for students to access the training they require. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |

### Initial recommendations for improvement

# Benchmark 8

## Student support for the use of technology enhanced learning

### Scoping Statement

Support for students in the use of technology enhanced learning 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 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 services used by the institution.*** | | | | | | | | | | | | |
| **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 pathways for students to access support services and these are promoted to the student body.*** | | | | | | | | | | | | | | |
|  | **Clear pathways to support services** | | | | | | **Support services are promoted** | | | | | | | |
| **1** |  | No pathways 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.** ***Support sites and resources are accessible from commonly used devices and the analytics of student usage are monitored.*** | | | | | | | | | | | | | | |
|  | **Accessible from commonly used devices** | | | | | | **Student usage is monitored** | | | | | | | |
| **1** |  | Not accessible | | | | |  | | Not monitored | | | | | |
| **2** |  | Limited accessibility | | | | |  | | Limited or ad hoc monitoring | | | | | |
| **3** |  | Moderately accessible | | | | |  | | Moderate levels of monitoring occur | | | | | |
| **4** |  | Mostly accessible | | | | |  | | Mostly monitored | | | | | |
| **5** |  | Fully accessible | | | | |  | | Comprehensive monitoring | | | | | |
|  | | | | | | | | | | | | | | |
| **Overall rating** | | | **1** |  | **2** |  | | **3** | |  | **4** |  | **5** |  |

Indicate where you believe you rate above.

**Rationale and Evidence:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **P8.5.** ***There are procedures in place to ensure that 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:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **P8.6. *There are procedures in place that ensure that evaluation data on technology enhanced learning support services for students contributes to their continuous improvement.*** | | | | | | | | | | | | |
| **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:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **P8.7. *Coordination occurs between those areas providing support 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:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **P8.8. *There are procedures in place to ensure there is an alignment between student training and student support.*** | | | | | | | | | | | | |
| **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:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **P8.9. *Processes are in place to determine the ongoing support requirements of students.*** | | | | | | | | | | | | |
| **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:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **P8.10.** ***New technology enhanced learning services 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:**

### Team Consolidation

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 services used by the institution. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. Student technology enhanced learning support services are resourced. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. There are clearly defined pathways for students to access support services and these are promoted to the student body. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. Support sites and resources are accessible from commonly used devices and the analytics of student usage are monitored. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. There are procedures in place to ensure that student support services and resources are regularly evaluated. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. There are procedures in place that ensure that evaluation data on technology enhanced learning support services for students contributes to their continuous improvement. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. Coordination occurs between those areas providing support for students. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. There are procedures in place to ensure there is an alignment between student training and student support. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. Processes are in place to determine the ongoing support requirements of students. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |
| 1. New technology enhanced learning services are fully analysed for student support requirements, prior to and during the adoption process. |  |  |  |  |  |
| **Rationale** | | | | | |
| **Evidence** | | | | | |

### Initial recommendations for improvement