

## **Benchmarking Toolkit for Technology-Enabled Learning**

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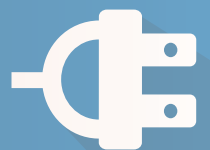
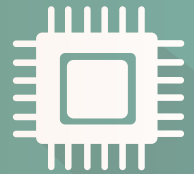
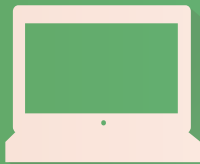
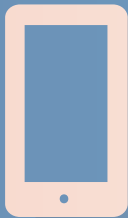
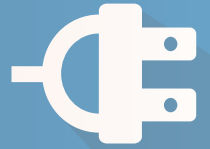
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# **Benchmarking Toolkit for Technology-Enabled Learning**



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The Commonwealth of Learning (COL) is an intergovernmental organisation created by Commonwealth Heads of Government to promote the development and sharing of open learning and distance education knowledge, resources and technologies.



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### ***Benchmarking Toolkit for Technology-Enabled Learning***

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# Overview

Many quality agencies across the higher education sector are requiring more rigour in the use of technology to enable learning and teaching, so it is important to provide tools that can help institutions meet this need. For example, Australia's national regulator, the Tertiary Education Quality and Standards Authority (TEQSA), recommends benchmarking across a range of fields as one means by which institutions can help mediate their quality processes. Of benchmarking they write:

*Its purpose is to identify comparative strengths and weaknesses as a basis for developing improvements in academic quality. Benchmarking can also be defined as a quality process used to evaluate performance by comparing institutional practices to sector good practice. (TEQSA, 2014)*

This Commonwealth of Learning (COL) Benchmarking Toolkit is designed to help institutions see their technology-enabled learning (TEL) practice in the light of what is considered good practice, and then compare their analysis with others'. The simple steps contained in the methodology will help you take advantage of a style of quality assurance practice that will provide your institution with a richer experience in using technology to enable student learning.

This toolkit is an extension of the framework for TEL implementation promoted by COL. COL's TEL initiative focuses on increasing access to quality teaching and learning by supporting policy formulation and innovation in the application of ICT in education, and through the development of ICT skills. Working with Commonwealth educational institutions, COL supports the use of a range of technologies for teaching and learning, including mobile devices, online learning, and low-cost technologies such as audio and video, radio and TV. The TEL initiative focuses on three levels of intervention (micro, meso and macro), building the capacities of individuals, institutions and national governments to foster an enabling environment for promoting the use of appropriate technologies. The TEL implementation project targets the integration of technology in teaching and learning at the institutional level to:

- increase the number of courses that use technology to deliver blended/online courses;
- increase the number of women and men effectively engaging with technology for learning;
- increase the number of teachers systematically using technology for teaching and delivering courses; and
- improve the quality of teaching and learning by updating the pedagogical practices in institutions.

Below, we provide a brief description of the model deployed to assist educational institutions in the Commonwealth.



## COL's TEL Implementation Model

COL believes that for technology to have a transformative effect on teaching and learning, it is necessary to focus on Policy–Technology–Capacity as a triangle (Figure 1) and to base practice on research evidence. When any of the three components are missing in an institution, it is difficult to harness the full potential of TEL. So when COL starts working with an institution, it elaborates on the expectations from them to fully engage in the process of TEL implementation, which has three distinct phases: Preparation, Development and Maturation (Figure 2).

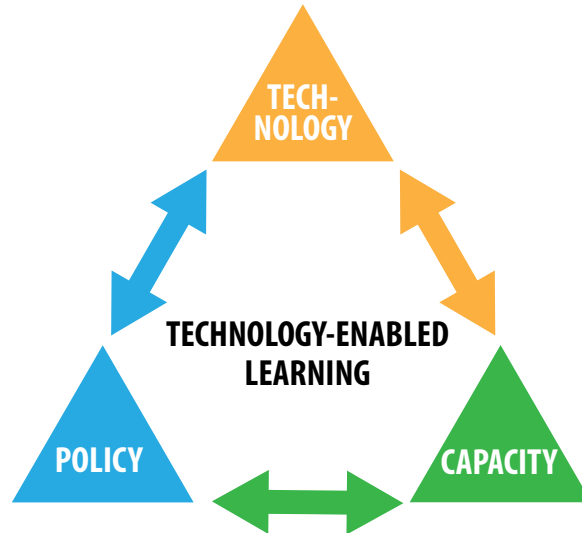


Figure 1. The three pillars of TEL implementation

### Phase 1: Preparation

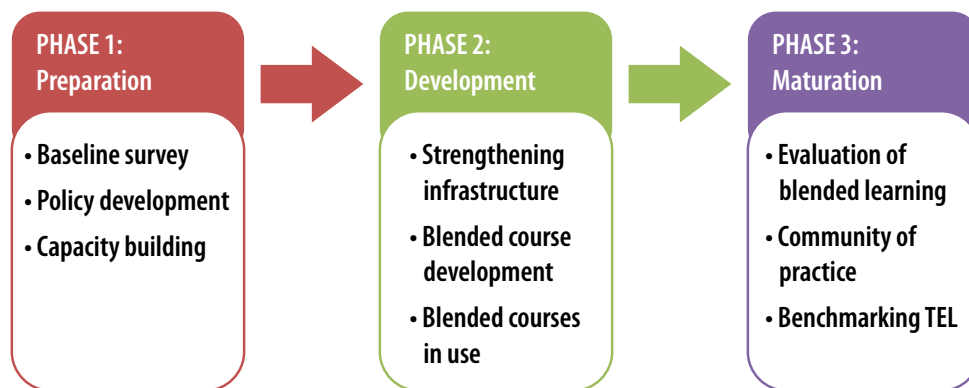
Once COL receives the expression of interest in TEL implementation, an initial discussion takes place to describe the three different phases as well as the process for making collaborative arrangements. This is followed by COL and the institution signing an agreement. The *TEL Implementation Handbook* (Kirkwood & Price, 2016) is also shared with the partner institutions to assist them in preparing for the baseline survey and study, which is a key part of understanding their context. The baseline study covers the use of technology by teachers and students for teaching and learning; there is also a technology infrastructure audit to create an inventory of hardware and software available, as well as to understand key capacities in the institution. The findings of the baseline study are presented to the senior management and staff of the institution in a workshop to help them visualise how TEL implementation could unfold, leading to the development of a draft TEL policy. The institution then takes this draft to its different decision-making bodies for approval. To promote the TEL policy, COL facilitates a workshop to orient groups of TEL champions about the use of technology and blended learning.

## Phase 2: Development

As an outcome of Phase 1, there is clarification of the institution's infrastructure and capacity. COL provides the necessary advice to strengthen the infrastructure (particularly with a learning management system and open access repositories) and supplies expertise to build local capacities to use these technologies. The major focus in Phase 2 is to institutionalise the TEL policy by developing some blended courses and offering these to students. COL supports a blended course development workshop and provides a mentor to oversee the course development process. The latter process follows COL's *Guide to Blended Learning* (Cleveland-Innes & Wilton, 2018). Various templates are also used to ensure the quality of the courses developed. By the end of Phase 2, there is a group of teachers who have experience in developing and delivering blended courses.

## Phase 3: Maturation

Sometimes, this phase runs concurrently with Phase 2. However, Phase 3 is primarily focused on evaluating TEL implementation by measuring the learning outcomes of students using the blended courses, and evaluating the pedagogical changes teachers have made. In addition, COL promotes the use of a Community of Practice amongst TEL implementing institutions to leverage the power of community learning. TEL benchmarking is also an activity the institutions are encouraged to take up in Phase 3 to assess their progress and develop mature plans for institutionalising TEL.



**Figure 2. The three phases of TEL implementation**

All the activities within the TEL Implementation Model are adapted to local requirements, and none of them are compulsory for participation in the TEL implementation process. COL engages with the partner institutions to identify their specific requirements and then modify the activities to suit. For example, one institution already had a robust TEL policy in place, so it could begin with Phase 2.

## Ten Benchmarking Domains

Ten benchmarking domains form the foundation of this toolkit to ensure a base level of quality practices is present. However, these domains are indicative and built on the premise that each institution is on a journey towards quality practice, and that individual institutions are at different stages on this journey.

Each of the benchmarking domains contains four to six performance indicators (PIs). Inherent within the PIs is the understanding that an institution may score well in one and not in another, but that this information is then used as a stimulus to improve in certain areas. The current benchmarking domains are:

1. Policy
2. Strategic Plan
3. IT Support
4. Technology Applications
5. Content Development
6. Documentation
7. Organisational Culture
8. Leadership
9. Human Resource Training
10. Technology-Enabled Learning Champions

These domains can be undertaken in their entirety or used selectively, depending on the institution's needs — for example, an institution may choose to use only Domains 1, 3, 5 and 10, another combination, or all of the domains. However, it is recommended that when an institution is using a specific domain, all the PIs within that domain be attempted. This will assist greatly at a later stage, when the institution chooses to use the resulting data to compare its practice with that of another institution. As a standard method, though, we recommend the use of the ten benchmarking domains to facilitate comparison with other participating institutions.

# Rationale for Benchmarking

Benchmarking is perhaps the most elaborate form of external referencing that institutions can undertake and typically consists of focused improvement through relationships with a benchmarking partner or partners. It can also include comparing elements of practice against publicly available information and market intelligence (TEQSA, 2019). The benchmarking journey starts with a self-assessment based in evidence, not opinion. Benchmarking identifies successes up to that point and signals how to adapt to future events. It generates “information needed for improvement and a realistic appreciation of how well the organisation is moving towards its goals . . . to demonstrate efficiency and excellence” (McKinnon, Walker & Davis, 2000, p. 4).

Importantly, benchmarking is not a numbers-only exercise, as simply capturing metrics does not necessarily lead to an understanding of how underlying processes have yielded a given score. A structured method of identifying ideas to improve processes and meet institutional expectations is essential when wishing to compare practices inter-institutionally (which is where the real learning happens). These benchmarks for TEL provide a unique catalyst to help institutions improve their performance and assist them in meeting regulatory compliance obligations (Sankey & Padro, 2016) through a now well-established collaborative approach (Camp, 1989).

Collaborative benchmarking is the structured comparison of a process or organisation with others engaged in similar activities relevant to the domain being measured. The major benefit of this approach is the collaboration experience, which provides participants with a form of professional development and support (Marshall & Sankey, 2017). Benchmarking has now expanded in definition to include many forms of structured comparison, including those where the qualities of good performance are defined separately based on research, such as in the ACODE Benchmarks (Brigland & Goodacre, 2005; Sankey et al., 2014). The ACODE Benchmarks provide a process for working collaboratively within an institution’s different service groups, and with external partners focusing on specific areas of institutional technology-enhanced learning capability. This process is particularly effective as a mechanism for devising improvement options and building wider awareness and interest in institutional quality improvement.

These TEL benchmarks are designed to be used for continuous improvement and quality assurance purposes. A focus on TEL is now mission critical for most higher education institutions to ensure quality in the delivery of courses and programmes. The use of this benchmarking tool can provide an opportunity for improving practice by offering a better understanding of the operational systems and processes present within your institution. The tool may also be helpful in breaking down beliefs that “we are different,” instead fostering a sense that “we are all in this together.”

More specifically, some of the benefits for institutions undertaking benchmarking include: the identification of strengths and weaknesses for planning and priority setting; an improved understanding of strategic and operational requirements; a recognition of areas of achievement; the generation of new ideas; and a reinvigoration of practice through the development of strategies for improvement in areas of need.

# How to Use This Toolkit

This document comprises two main sections. Section 1 contains the ten benchmarks, each with between four and six PIs for assessing your institution’s capacity in TEL. Section 2 provides a simple template for you to consolidate your findings and, importantly, a place for you to plan for future improvements (if needed).

Each benchmark contains the following elements:

- a description of the benchmark
- four to six PIs
- self-review ratings for each PI, on a five-point scale
- a place to provide a rationale and evidence to support your assessment
- a place to consolidate and calculate your combined score (on the Radar Chart)
- an area to note an initial recommendation that may be useful for future improvement

The **Description** for each benchmark indicates what good, achievable practice would look like. The **Performance Indicators** seek to then quantify what is contained in the description. Importantly, rating the PIs provides an opportunity to reflect on areas where your institution could do better. There is a place to make note of this in the **Summary Comments, Reflections and Future Actions** section. Sufficient **Rationale** and **Evidence** should be provided so that others coming to this document can validate your ratings and easily understand why a particular rating was given.

Once you have scored all the items in the four to six indicators, you can then calculate your score to plot in the **Radar Chart** found in Section 2, along with your overall summary and actions. An Excel file to record data and prepare the report can be downloaded at <http://oasis.col.org/handle/11599/3217>

## Example of how to use the elements in this document

### Self-review

As already mentioned, each benchmark has four to six PIs associated with it. These indicators tease out various key elements of the benchmark. For example, if the PI reads, “**The vision and mission of the technology-enabled learning policy is aligned with the mission of the organisation,**” and you feel there is only “**moderate alignment,**” you indicate 3 on the scale.

**Example:** Self-review code for performance indicator 1.2:

1		Not aligned at all
2		Very limited alignment
<b>3</b>	<b>X</b>	<b>Moderate alignment</b>
4		Considerable alignment
5		Full alignment

Once you have chosen a rating on the scale, you are then asked to explain how you arrived at this score. You do this by providing a **Rationale** as well as **Evidence** of where others can find this information. Under each scale are two sections with these headings provided for you to enter this information, as shown here:

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Example text:** *The institution only briefly mentions TEL in its strategic plan, but it does link this with the learning and teaching plan, where more time is given to this. The learning and teaching plan is strongly aligned to the overall strategic plan. So although the link is vicarious (not explicit), it is possible to make this alignment.*

**Evidence:** Please link to documents and/or websites, or provide a description of the practice that shows this is being actively addressed within the institution. This will help others find this same information.

**Example text:** (This level of detail is important but can be provided in point form.)

- The [name of institution] Operational Resource Management Plan (ORMP) states that it will “establish related standards and guidelines, including assessment hurdle and delivery mode definition standards. This will be in conjunction with the Academic Services and Academic Board” (p. xx). But it does not explicitly mention online learning environments.
- In the ORMP, under the Academic Services Division section, it does state:
  - “Improvements in online learning and teaching capacity and experience, including optimised: staff development opportunities; systems for students studying online; and systems for staff teaching online” (p. x).
  - “To reduce barriers to and provide tools and systems aimed at supporting improved performance against strategic objectives.” Key strategies include: continued progress to improve learning content use, re-use, access and management, including the eLearning Objects Repository; renewal of library systems; recommendation of new systems capability” (p. xx).
- Enterprise ICT Plan 2016–2020
- Learning and Teaching Systems Roadmap – URL
- Plans and reports – URL
- Strategy at XXX – URL
- Institutional Educational Experience Plan (EEP) – URL
- Strategic Plan 2018–2022 – URL

## Sum total of benchmark

Once you have scored all the PIs, there is a section at the end of the benchmark for you to collate and average out the scores for the domain. This will help when plotting the indicators in the Radar Chart in Section 2 of this document. The Radar Chart is important, as it is used as a visual indicator of where your institution places itself internally and, when applicable, compared to other institutions.

**Example:** Transfer the scores from each indicator into the table provided, then divide by the number of indicators used. This yields the score for the benchmark.

Indicator 1	Indicator 2	Indicator 3	Indicator 4	Total
4	3	2	5	14
Divide the total score by the number of indicator to get the <b>average</b> :				3.5

**Note:** It is also important to retain the individual PI scores for each benchmark, as these can be used at a later stage for comparing with other institutions.

## Summary comments, reflections and future actions for benchmark

The next section in each benchmark asks you to make summary comments across all the PIs in the benchmark (thereby gathering the pieces together), reflect on what you have found, and potentially plan some future actions. It is important that you provide information that will be helpful for those in management to consider and make decisions on when the time is right.

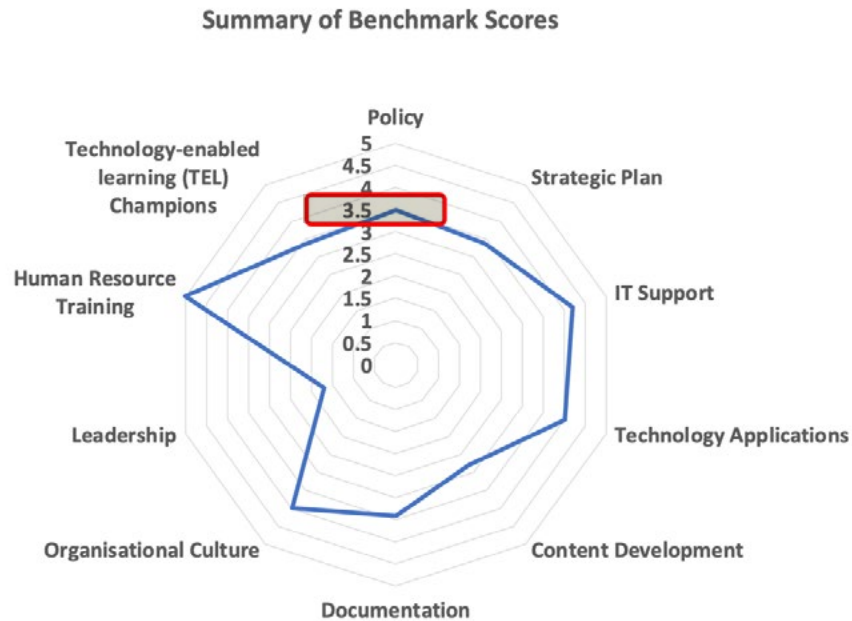
**Example text:** There was only a moderate level of alignment between the institution's Strategic Plan and the plans articulated at a faculty/school/department level in relation to using technology to enable learning and teaching. It would be helpful if future iterations of the Strategic Plan could be more inclusive and explicit about the use of technology to assist the institution in its mission to enable student learning by way of the technologies at our disposal. Given we are two years into the five-year plan, special note should be made for when this plan is reviewed. It is recommended that the TEL Working Party make representation to the Management Committee to ensure this is considered.

## Final consolidation

Section 2 contains three elements for you to complete that will help you transform this document from passive to active, so it becomes a resource that can inform future improvement. The three elements are:

- Consolidated benchmarking scores that can be plotted on the Radar Chart
- Overall summary
- Plans and goals for moving forward

Chart for plotting consolidated scores for each domain



In the **Overall Summary** you should try to encapsulate the findings across the institution, highlighting key areas identified for improvement but not forgetting to acknowledge areas of good performance. From the overall summary it then should be possible to make **Plans and Recommendations** to help move this forward through a formal report.



# Deploying the Benchmarks

## Step 1. Institutional review

Typically, the institutional review is collectively established by having representatives from a range of departments undertake the benchmarking activity in the following way:

1. A nominated department representative will first undertake an individual self-assessment of the benchmark(s).
2. The departments typically represented include: IT; the central learning and teaching units; assessment, evaluation and/or support units; schools/faculties; library services; and possibly finance or planning.
3. Those involved are generally the main stakeholders for each benchmark.
4. The nominated individuals come together to share their self-assessments, then form a collective view or agreed stance.
5. It may well be that different departments contribute to most or all of the benchmarks, while others are only involved in one or two.
6. Once a consolidated stance is established, this is then used as the initial position.

## Step 2. External peer review (optional but recommended)

If there is a desire to have the findings externally validated, the institution may choose to invite members of another institution to peer review the consolidated position. The identification of two to three members for the external peer-review team may be done from amongst institutions where TEL has been implemented. The following steps may be followed:

1. The members of the peer team individually review the self-review benchmark report with evidence from the institution.
2. Comments from the peer-review team are sent to the institution for clarification/response, giving an opportunity to further substantiate the original ratings.
3. The external peer-review team activities may be completed remotely using online technologies. If required, a physical site visit by the team members may be organised.
4. Based on the peer-review team discussion, the ratings for each of the indicators may be revised or validated.
5. The peer-review process may highlight areas that need reconsideration or further information. Once provided, this information may be added to the report.
6. After this process is complete, a consolidated version of the review can be finalised for senior management to use as they see fit.
7. Senior management takes steps to share the way forward with all the stakeholders in the institution.

## Section 1: The Benchmarks

The performance domains for the TEL benchmarks and the indicators associated with many of them were originally presented as the Institutional Preparedness for Technology-Enabled Learning survey in the 2016 *Technology-Enabled Learning Implementation Handbook* (Kirkwood & Price, 2016). Some of the original wording has been adjusted to turn the statements into PIs, but the integrity of these indicators has been preserved as much as possible.

These benchmarks may be used in their entirety to help form an institutional perspective on the capacity for TEL, or individual performance domains may be used to review certain elements of an institution's practice.

# 1. Policy

**Description:** The existence of a TEL policy provides direction for the use of technology in learning and teaching. It can be known by other names, such as an eLearning Policy, but its focus is to integrate technology in teaching and learning.

## 1.1 There is a well-documented TEL policy at this institution.

1	This does not exist and is not considered important.
2	This has been considered and discussed but not yet implemented.
3	This exists only in pockets within the institution (is not widespread).
4	This exists in many areas but not across the whole institution.
5	This is well established across the whole institution.

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

## 1.2 The vision and mission of the TEL policy is aligned with the mission of the organisation.

1	Not aligned at all
2	Very limited alignment
3	Moderate alignment
4	Considerable alignment
5	Full alignment

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

**1.3 The vision and mission of the TEL policy are well understood across the organisation.**

1	Not understood at all
2	Poorly understood
3	Generally understood
4	Substantially understood
5	Comprehensively understood

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

1.4 There is a commitment on the part of institutional leaders to use technology to achieve strategic academic goals.

1	No commitment
2	Very limited commitment
3	Moderate commitment
4	Considerable commitment
5	Total commitment

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

## Total for Benchmark 1

Indicator 1.1	Indicator 1.2	Indicator 1.3	Indicator 1.4	<b>Total</b>
<b>Average:</b> Divide the total score by the number of indicators (4) =				

### Summary comments, reflections and future actions for Benchmark 1

*The more information that can be provided here the better. This will help form your final thoughts and recommendations for future action.*

## 2. Strategic Plan

**Description:** *The strategic plan ensures the commitment to TEL is implemented in a time-bound manner.*

### 2.1. There is a strategic plan for the implementation of TEL.

1	No strategic plan
2	No strategic plan yet, but one is being developed
3	Plan developed but immature (or very early implementation)
4	Established and maturing
5	Well established and mature

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

### 2.2. The strategic plan for TEL is actively promoted by the senior management of the organisation.

1	Not supported by senior management and not promoted
2	Partially supported but not promoted
3	Partially supported and promoted
4	Fully supported and partially promoted
5	Fully supported and enthusiastically promoted

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

**2.3. The strategic plan for TEL has goals with measurable outcomes.**

1	No goals
2	Some areas have goals but with no measurable outcomes.
3	Some areas have goals with some measurable outcomes.
4	Many areas have goals, some with measurable outcomes.
5	Many areas have goals, each with measurable outcomes.

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.



2.4. The strategic plan for TEL is supported by adequate financial provisions.

1	No financial provision at all
2	Limited financial provision
3	Moderate financial provision
4	Considerable financial provision
5	Full financial provision

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

## Total for Benchmark 2

Indicator 2.1	Indicator 2.2	Indicator 2.3	Indicator 2.4	<b>Total</b>
<b>Average:</b> Divide the total score by the number of indicators (4) =				

### Summary comments, reflections and future actions for Benchmark 2

*The more information that can be provided here the better. This will help form your final thoughts and recommendations for future action.*

### 3. IT Support

**Description:** The IT support department or a similar department is responsible for a centralised or decentralised approach to providing infrastructure support in the institution.

3.1. The organisation has an IT department that handles the procurement, installation and maintenance of technologies for teaching and learning (a complete service).

1	No IT department
2	Decentralised IT departments with little co-ordination
3	The IT department provides an ad hoc service.
4	The IT department provides a good service but not a complete service.
5	The IT department provides a complete end-to-end service for the institution.

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

3.2. There is an ICT policy that is well established and aligned to the needs of the organisation.

1	No ICT policy in place
2	Policy in place but not aligned
3	Policy in place, but the alignment is ad hoc
4	The policy is well established but not fully aligned yet.
5	The policy is well established and fully aligned.

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

3.3. The head of the IT support department reports to senior management in the organisation.

1	No reporting mechanism exists.
2	No formal mechanism exists; reporting is ad hoc.
3	Formal reporting occurs but is ad hoc.
4	Formal reporting occurs on a semi-regular basis.
5	Formal reporting occurs regularly.

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

3.4. The IT support department is responsible for the overall functioning of technology in the organisation.

1	Not responsible
2	To a small extent responsible
3	Somewhat responsible
4	Heavily responsible
5	Fully responsible

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

3.5. There is a central high-powered committee in place that oversees the ICT policy.

1	No committee exists.
2	Each department has its own committee, but there is no central committee.
3	A central committee is in place, but it is not high powered.
4	A central high-powered committee exists, but it is not fully effectual.
5	The central high-powered committee fully oversees the ICT policy.

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

3.6. The head of the IT support department is well qualified and highly experienced to manage the technological requirements of the organisation.

1	Neither appropriately qualified nor experienced
2	Under-qualified and inexperienced
3	Suitably qualified but inexperienced, or under-qualified with some good experience
4	Suitably qualified with some good experience
5	Very well qualified and highly experienced

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

## Total for Benchmark 3

Indicator 3.1	Indicator 3.2	Indicator 3.3	Indicator 3.4	Indicator 3.5	Indicator 3.6	<b>Total</b>
<b>Average:</b> Divide the total score by the number of indicators (6) =						

### Summary comments, reflections and future actions for Benchmark 3

*The more information that can be provided here the better. This will help form your final thoughts and recommendations for future action.*

## 4. Technology Applications

**Description:** Appropriate technologies are deployed for teaching, learning and assessment as per standard academic practices.

- 4.1. There is adequate hardware infrastructure for teaching and learning (e.g., access to computers for students and learners).

1	No infrastructure is supplied.
2	Inadequate infrastructure for staff but not for students
3	Adequate infrastructure for staff but not for students
4	Good infrastructure for staff and some for students
5	Excellent infrastructure for both staff and students

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

- 4.2. There are adequate applications and software available to support teaching, learning and assessment (e.g., access to appropriate software, intranet, a learning management system, etc.).

1	No access to applications or software
2	Inadequate access to applications and software
3	Adequate access to applications and software
4	Good access to applications and software
5	Excellent access to applications and software



**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

4.3. There is adequate networking infrastructure in the organisation (e.g., access to adequate bandwidth).

1	No infrastructure
2	Very limited infrastructure
3	Moderate infrastructure
4	Considerable infrastructure
5	Excellent infrastructure

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

4.4. There are adequate policies and procedures in place to protect privacy and organisational data.

1		No formal policies and procedures
2		Immature policies and procedures
3		Evolving policies and procedures
4		Maturing policies and procedures
5		Fully formed policies and procedures

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

## Total for Benchmark 4

Indicator 4.1	Indicator 4.2	Indicator 4.3	Indicator 4.4	<b>Total</b>
<b>Average:</b> Divide the total score by the number of indicators (4) =				

### Summary comments, reflections and future actions for Benchmark 4

*The more information that can be provided here the better. This will help form your final thoughts and recommendations for future action.*

## 5. Content Development

**Description:** Availability of both infrastructure and human resource support for digital content development is crucial for effective TEL implementation.

- 5.1. There is support available for the creation of digital multimedia content in the organisation (e.g., a facility for the production of eCourses, audio and video materials, animation, etc.).

1	No support
2	Very limited support
3	Moderate support
4	Good support
5	Excellent support

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

- 5.2. There are instructional designers in the organisation, or teachers are trained, to design, develop and organise learning content appropriately.

1	No trained instructional design support available
2	Very limited instructional design support available
3	Moderate instructional design support available
4	Good instructional design support available
5	Excellent instructional design support available

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

5.3. Teachers have adequate access to online resources to help them develop courses for TEL.

1	No availability
2	Very limited availability
3	Moderate availability
4	Good availability
5	Excellent availability

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

5.4. There is an openness and willingness to use open educational resources (where appropriate) that is supported by institutional policy (and/or guidelines).

1	No willingness and no policy
2	Limited level of willingness and no policy
3	Moderate level of willingness, policy developing
4	Good level of willingness and policy in place
5	Fully open and willing environment supported by policy

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

## Total for Benchmark 5

Indicator 5.1	Indicator 5.2	Indicator 5.3	Indicator 5.4	<b>Total</b>
<b>Average:</b> Divide the total score by the number of indicators (4) =				

### Summary comments, reflections and future actions for Benchmark 5

*The more information that can be provided here the better. This will help form your final thoughts and recommendations for future action.*

## 6. Documentation

**Description:** There is adequate documentation in the form of guidelines, handouts and manuals available (online/offline) for use by the stakeholders.

- 6.1. A variety of help mechanisms are available to support teachers in using technology effectively for their teaching.

1	No help mechanisms available
2	Very limited help mechanisms available
3	Moderate help mechanisms available
4	Good help mechanisms available
5	Excellent help mechanisms available

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

- 6.2. A variety of help mechanisms are available to support students in using technology effectively for their learning.

1	No help mechanisms available
2	Very limited range of help mechanisms available
3	Moderate range of help mechanisms available
4	Good range help mechanisms available
5	Excellent range of help mechanisms available



**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

6.3. Lessons learned in the implementation of TEL are stored and shared within the organisation for others to access and learn from.

1	No availability
2	Very limited availability
3	Moderate availability
4	Good availability
5	Excellent availability

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

6.4. The workflow processes and responsibilities to implement TEL are well documented in the organisation.

1	No documentation
2	Limited documentation
3	Moderate documentation
4	Considerable documentation
5	Full documentation

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

## Total for Benchmark 6

Indicator 6.1	Indicator 6.2	Indicator 6.3	Indicator 6.4	<b>Total</b>
<b>Average:</b> Divide the total score by the number of indicators (4) =				

### Summary comments, reflections and future actions for Benchmark 6

*The more information that can be provided here the better. This will help form your final thoughts and recommendations for future action.*

## 7. Organisational Culture

**Description:** *The organisational culture supports and fosters innovation, teamwork, learning and sharing to strengthen TEL.*

### 7.1. Faculty and staff members are willing to learn about new teaching and learning technology in the organisation.

1	No willingness
2	Low level of willingness
3	Moderate level of willingness
4	Good level of willingness
5	Fully engaged and willing

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

### 7.2. Faculty and professional (or general) staff members support each other in using technology in teaching and learning.

1	Never
2	Not often
3	Fairly often
4	Very often
5	Always

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

**7.3. There is a culture of knowledge creation and sharing across the organisation.**

1	No sharing
2	Low level of sharing
3	Moderate level of sharing
4	Good level of sharing
5	Fully engaged in sharing

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

7.4. Innovations to enable learning with technology are fostered in the organisation.

1	No innovations
2	Very limited levels of innovation
3	Moderate levels of innovation
4	Respectable levels of innovation
5	Full engagement in fostering innovations

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

## Total for Benchmark 7

Indicator 7.1	Indicator 7.2	Indicator 7.3	Indicator 7.4	<b>Total</b>
<b>Average:</b> Divide the total score by the number of indicators (4) =				

### Summary comments, reflections and future actions for Benchmark 7

*The more information that can be provided here the better. This will help form your final thoughts and recommendations for future action.*

## 8. Leadership

**Description:** Leaders in the organisation are enthusiastic about TEL and support an evidence-based approach to decision making in relation to technology adoption.

### 8.1. Leaders in the organisation are involved in the implementation of TEL.

1	Not involved
2	Very limited level of involvement
3	Moderate level of involvement
4	Respectable level of involvement
5	Fully involved

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

### 8.2. Senior management in the organisation regularly review, monitor and evaluate the progress of TEL.

1	Never
2	Not often
3	Fairly often
4	Very often
5	Always



**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

**8.3. The senior leaders of the organisation are supportive and encourage the use of TEL.**

1		Never
2		Not often
3		Fairly often
4		Very often
5		Always

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

8.4. The support offered by the leadership of the organisation provides a level of motivation for faculty and staff to use TEL to help them achieve their academic goals.

1		Never
2		Not often
3		Fairly often
4		Very often
5		Always

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

## Total for Benchmark 8

Indicator 8.1	Indicator 8.2	Indicator 8.3	Indicator 8.4	<b>Total</b>
<b>Average:</b> Divide the total score by the number of indicators (4) =				

### Summary comments, reflections and future actions for Benchmark 8

*The more information that can be provided here the better. This will help form your final thoughts and recommendations for future action.*

## 9. Human Resource Training

**Description:** Human resources are treated as key in delivering quality teaching and learning using technology. Staff training to strengthen the adoption of TEL is a regular feature in the institution's professional development programmes.

### 9.1. Teachers are trained by appropriately qualified staff to use technology for teaching and learning.

1	No trained staff
2	< 20% of staff are trained.
3	21–50% of staff are trained.
4	51–75% of staff are trained.
5	Over 75% of staff are trained.

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

### 9.2. Faculty and staff members receive regular training to update them in the use of TEL.

1	Never
2	Not often
3	Fairly often
4	Very often
5	Always

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

**9.3. There are adequate staff to support TEL.**

1	No staff support
2	Very limited staff support
3	Moderate levels of staff support
4	Good levels of staff support
5	Excellent staff support

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

9.4. The organisation has a structure (department) to help teaching staff develop content for TEL delivery.

1	No department to help teaching staff develop content
2	A small department with very limited capacity to develop content for teaching staff
3	A department with a moderate capacity to develop content for teaching staff
4	A department with a solid capacity to develop content for teaching staff
5	A large department with substantial content-development capacity for teaching staff

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

9.5. Teachers trust the support received from instructional designers and technology support staff while developing and delivering the courses.

1	Never
2	Not often
3	Fairly often
4	Very often
5	Always

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

9.6. The IT staff members are highly skilled and trained to provide support to teaching staff members.

1	No skilled or trained IT staff
2	< 20% of IT staff are skilled and trained.
3	20–50% of IT staff are skilled and trained.
4	51–75% of IT staff are skilled and trained.
5	Over 75% of IT staff are skilled and trained.

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

## Total for Benchmark 9

Indicator 9.1	Indicator 9.2	Indicator 9.3	Indicator 9.4	Indicator 9.5	Indicator 9.6	<b>Total</b>
<b>Average:</b> Divide the total score by the number of indicators (6) =						

### Summary comments, reflections and future actions for Benchmark 9

*The more information that can be provided here the better. This will help form your final thoughts and recommendations for future action.*



## 10. TEL Champions

**Description:** *The existence of a group of teachers to champion TEL initiatives helps create a supportive environment for the adoption and scaling up of different technologies.*

### 10.1. There are early adopters of TEL in the organisation.

1		None
2		Only a few
3		Some
4		Quite a few
5		Many

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

### 10.2. There are TEL champions in the organisation who support and care about pedagogic innovations.

1		None
2		Only a few
3		Some
4		Quite a few
5		Many

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

10.3. There are teachers who can take active leadership roles in developing appropriate TEL strategies and policies in the organisation.

1		None
2		Only a few
3		Some
4		Quite a few
5		Many

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

10.4. There are TEL champions who actively research and disseminate good practices in TEL.

1		None
2		Only a few
3		Some
4		Quite a few
5		Many

**Rationale:** Please state in a couple of sentences how and where you see this in action within your institution.

**Evidence:** Provide links to documents and/or websites, or a description of the practice that is evidence of this being actively addressed at the institution, to help others find this same information.

## Total for Benchmark 10

Indicator 10.1	Indicator 10.2	Indicator 10.3	Indicator 10.4	<b>Total</b>
<b>Average:</b> Divide the total score by the number of indicators (4) =				

### Summary comments, reflections and future actions for Benchmark 10

*The more information that can be provided here the better. This will help form your final thoughts and recommendations for future action.*

## Section 2: Institutional Summary

This section provides you with an opportunity to start consolidating your institution's position in relation to the domains in the benchmarks. The consolidated scores from each domain provide a broad summary plot of where your institution is placed. This can be used internally, and it may (if you choose) be shared as part of an inter-institutional benchmarking activity. It may also be used to chart your progress over time. If applied on a semi-regular basis, this tool will assist your institution in identifying areas requiring improvement. Once achieved, the improvements will be clearly evidenced here.

### Consolidated Benchmarking Scores



**Overall Summary**

A large, empty rectangular box with a thin red border, intended for writing the overall summary of the report.

**Plans and Recommendations**

A large, empty rectangular box with a thin red border, intended for writing plans and recommendations.

## Resources

Blended Course Learnability Evaluation Checklist: <http://oasis.col.org/handle/11599/2941> (PDF and Word)

*Guide to Blended Learning*: <http://oasis.col.org/handle/11599/3095> (PDF)

*TEL Implementation Handbook*: <http://oasis.col.org/handle/11599/2363> (PDF)

TEL Implementation Overview: <https://owncloud.colfinder.org/index.php/s/Glh2rbhGGN4OX9p> (Download the PPT)

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## LEARNING FOR SUSTAINABLE DEVELOPMENT

COL is an intergovernmental organisation created by Commonwealth Heads of Government to encourage the development and sharing of open learning and distance education knowledge, resources and technologies.

**VISION:** To be the foremost global agency that promotes learning for sustainable development

**MISSION:** To help governments and institutions to expand the scale, efficiency and quality of learning by using open, distance and technology-based approaches

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