

Guide

2016 scenario guide
to effective tertiary
education in New Zealand:
Planning resource for
senior managers

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A defining feature of a successful organisation is its reputation. As institutions need to change to remain both relevant and effective, reputations can be lost or severely damaged if a transition from one state to another goes badly wrong. Students complain to staff, to parents and even to the Ministers of Education. It is the responsibility of both staff and senior management to ensure change goes smoothly. The keys to success are care and concern for people, along with planning and foresight supported by imaginative leadership and administration.

This guide contains scenarios which have been devised to help highlight the kinds of questions and issues that might arise when undertaking major change, whether voluntarily or otherwise.

Who should use this guide?

The [2016 scenario guide to effective tertiary education in New Zealand](#) project provides a system-wide view of what tertiary education might look like in New Zealand in 2016. From this project a web-resource has been developed that describes a series of four possible scenarios for the tertiary education sector in the future. The scenarios have been developed to support tertiary education managers and leaders to plan for future organisational and programme development. This self-study guide has been developed to support senior managers use the web-resource in their context.

To get the most benefit from this guide, senior managers are encouraged to:

1. review the whole scenario set available at <http://akoaotearoa.ac.nz/projects/2016-scenario-guide-effective-tertiary-education-new-zealand>
2. choose a scenario quadrant and work through the activities in this self-study guide
3. repeat with the other quadrants' scenarios
4. use the final section to plan further action.

Your feedback on this self-study guide would be very welcome, including comments so that we can improve it. Please submit comments through our interactive website and/or email them to the project leader Professor Niki Davis (Niki.Davis@Canterbury.ac.nz)

Introduction

Scenario planning assumes that the future can differ greatly from what we know today. Scenario planning is a tool used in strategic planning to make flexible long-term plans that address big shifts, such as those of global economies and new technologies. Scenario planning tends to take a relatively close view of the future to stimulate and support change in the next year or two.

Led by [the Distance Education Association of New Zealand \(DEANZ\)](#), this national collaborative project has researched and created the first future-focused, sector-wide set of scenarios about what effective tertiary education might look like in Aotearoa New Zealand in 2016.

To develop these scenarios the project team interviewed 16 leaders in tertiary education using the [JISC scenario building strategies](#), including PESTLE (Political, Economic, Social, Technological, Legal and Environmental) themes to identify and illustrate different forces in play. Input was also gathered from the broader tertiary education sector through [Horizons workshops](#). The scenario set was presented at the New Zealand Tertiary Education Summits in November 2011 and April 2012 and also reviewed by the [Tertiary eLearning Reference Group](#). The prototype [web-resource](#) was released at the [DEANZ 2012 conference](#) and will continue to be developed over time.

Four sets of resources support this project:

- [interactive web-resource](#)
- planning resource for senior managers (this guide)
- planning resource for programme leaders
- journal paper with details of the research and its application (in preparation).

The 2016 scenario set

The four scenarios developed, from the most conservative to the most radical, are (see Figure 1):

1. [Articulation](#) of courses within and across programmes is depicted by the dotted lines between the geometric shapes in the bottom left quadrant of Figure 1. The tight spacing of dots indicates relatively little flow into or out of tertiary education.
2. [The 'supermarket'](#), which provides an extensive range of learning objects, courses and other resources, is depicted by the 'shelved' rows of boxes.
3. [Quality branded consortia](#) tend to collaborate across defined initiatives regulated by a Memorandum of Agreement between an organisation and its partners, so these are depicted as larger geometric shapes that start to spread beyond New Zealand.
4. [Self-determination](#) by learners for their own tertiary education programme is depicted by larger shapes, a few of which escape the current boundaries of tertiary organisations to become more embedded within New Zealand society, as indicated by the koru and fern shapes. The dots are spread to indicate relatively high flow both into and out of tertiary education.

Interpreting the graphics

The **horizontal axis** is formed by the tension between facing 'inwards' to academia/discipline and facing 'outwards' to the employers, professions and iwi.

A **vertical axis** is formed by the tension arising between developing standardised learning experiences that take advantage of production/quality standards and enabling the flexibility of customising to learners and their contexts.

The spread of **dotted lines** around the globe shape indicates the ease of flow into and out of tertiary education.

The **arrows** at the centre of the axes indicate that courses and resources can be recycled between scenarios. For example, the resources in *The 'supermarket'* enable greater *Self-determination* by learners when learning advisors guide them to relevant resources. In return, updating of resources and contributions by learners in all scenarios refresh and stock the shelves of *The 'supermarket'*.

Further description of each scenario within the set is provided in each section below and online in the [project space](#).

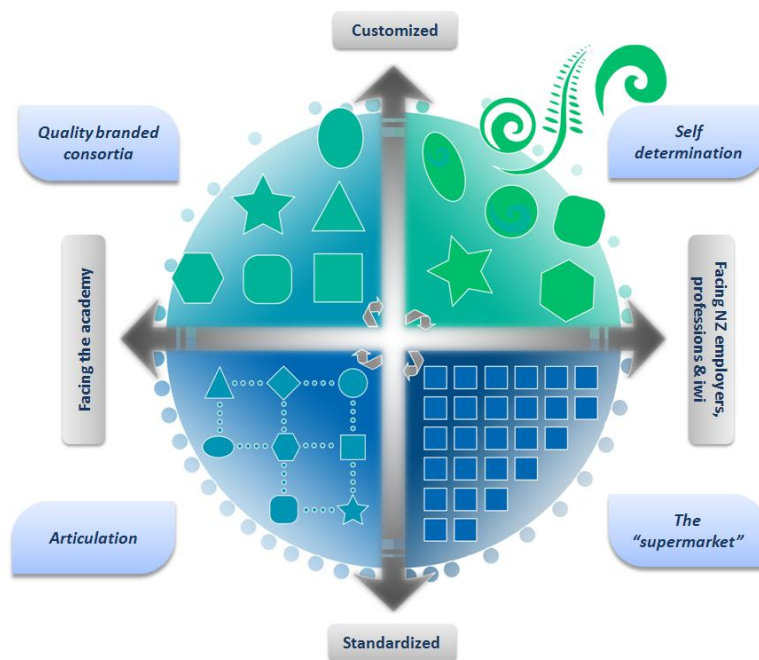


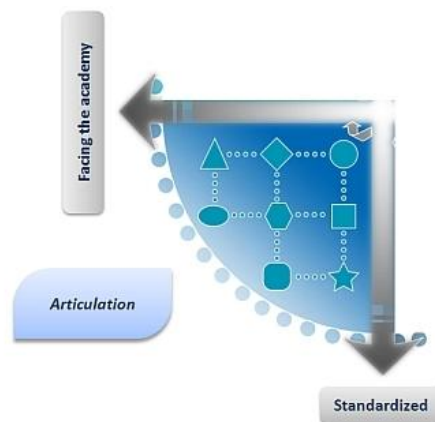
Figure 1. The whole scenario set for New Zealand tertiary education in 2016

Action: As you read more about the proposed future scenarios, highlight aspects that inform strategic development in your context. 2016 is not far away!

Articulation for senior managers

In the *Articulation* tertiary education scenario, there is relatively little flow in and out of tertiary education and change is through increased articulation of courses within and between programmes.

An imaginary context to facilitate self-study



It should not be hard to imagine that economic pressures are reducing the number of staff in your teaching team and that learners are requesting more options to better prepare them for an increasing diversity of work contexts. How can you respond without involving other organisations?

About the scenario

A learning environment in this scenario is internally focused and maintains the tertiary organisation's systems and structures. Staff are confident that they are already performing well, they continue to follow the same policies they've followed in the past and they avoid risks (*e.g.* pedagogical or financial risks). Their approach focuses on certainty, rather than identifying opportunity. Learners are offered flexibility, as qualifications are mapped, portable and transferable.

Competing activities such as research and quality assurance processes continue to limit faculty opportunities to change some aspects of learning and teaching.

E-learning

To increase further flexible utilisation of space and learner choice, courses can be offered in a range of modes such as on-campus, online learning and hybrid blended modes.

Example

Courses that are available as part of a degree may also be studied by learners for an articulated diploma or as an option in the final year of an honours degree programme. The range of named optional courses within one department may be extended by an agreement with another department. Thus, the learning environment remains within organisational boundaries and standards.

Issues

1. Open and flexible learning, including web-based resources, could enable a course or topic to be offered in more than one mode to different groups of learners. The E-learning Maturity Model (Marshall 2012) identifies issues and questions that may be relevant to your context. This is a selection:

At the institutional level

- Has the institution's community accepted the use of a single version of the major e-learning tools, such as one Learning Management System and a single enrolment system feeding into it?
- Is there a developing policy and support for social media and mobile technologies on and off campus?

Learning

- Can the programmes be reconfigured to allow for cross-sectoral qualifications?
- Does the number of hours per unit or course need to be made consistent across the institution?

Learning resources

- Are the delivery platforms as failsafe as possible?
- Is assistance readily available to staff when designing and implementing courses, including flexible modes of delivery?

Coordination and support

- Do students have easy access to virtual libraries and other services?
- Do students and staff have access to sufficient training to use new learning platforms?

Administration

- Do programme managers agree on a common enrolment system?
- Are all legacy databases holding vital information part of the institution's safety, security and backup systems?

2. As indicated by the gaps in the axes and the recycling symbol at the centre of each quadrant in the DEANZ 2016 scenario set, there is likely to be significant blending of these four scenarios. Consider now how you may include useful aspects of other scenarios to enhance this scenario. For example:

- a) *The 'supermarket'* suggests that there may be resources already available for additional topics within current course, as well as additional courses.
- b) *Quality branded consortia* suggests that the formation of a quality branded consortium may become part of the response. Such a consortium could include an overseas partner to provide an aspect or service that is missing in New Zealand.
- c) *Self-determination* suggests that some learners may be encouraged and mentored to find additional new topics to blend into their own programme from within or beyond your organisation.

The 'supermarket' for senior managers

The 'supermarket' as a tertiary education scenario provides an extensive range of learning objects, courses and other resources as depicted by the 'shelved' rows of boxes.

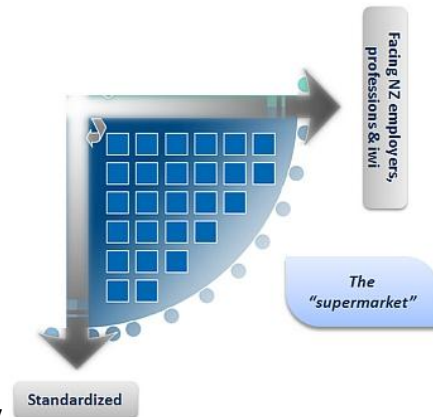
An imaginary context to facilitate self-study

A near disaster has stimulated an urgent need for training on a specific topic nationwide.

Although the industry served is highly effective, it consists largely of individual operators, so that when it comes to large-scale production it is inefficient by international standards.

An overseas firm may produce the necessary items quickly and deliver "flat pack" at a lower price and more quickly than can be matched in New Zealand. They are in negotiations with the Government, whose Minister is seeking advice to help retain work in the country.

Your CEO has decided to respond to the Government's request for proposals to provide this training and has asked you to identify potential issues.



About the scenario

In this scenario, a learning environment follows specific academic and production quality standards to address the needs of New Zealand employers, professions and iwi. A massive range of courses and units of study are produced, which are particularly effective for up-skilling in vocational contexts with quality assurance promoted by industry training organisations and NZQA where appropriate.

E-learning

Digital technologies are employed to produce learning materials and assessment items efficiently. Occasionally, many learners engage in a simulation, possibly a multi-user virtual environment, which provides individual learning analytics for teachers who guide learners to further resources. Resources and their redevelopment in Wikis promote uptake of Open Educational Resources (OER).

Example

A national diploma and its courses developed by the polytechnics in the Tertiary Accord of New Zealand are offered by the members and updated on a regular basis by the consortium. Products are available online and via CDs. In similar contexts an industry advisory group meets regularly to ensure that the programme remains congruent with industry practice.

Issues

1. The imaginary context prompts consideration of the following issues:

At the institutional level

- Are your partners willing to participate in the “short” course to meet demand?
- Can any new course gain necessary approvals from a qualifications authority in an appropriate time frame?
- Can you engage with the overseas supplier to link to their learning packages, *e.g.* for assembly or modification purposes?

Learning

- Can you modify or redevelop the learning materials and activities to meet demand quickly?
- Can you contract others to work with partner institutions to achieve the goals?
- Can you deliver learning on site instead of on campus to meet operational needs?

Learning resources

- Open and flexible learning, including web-based resources, is highly relevant so consider the support services in your organisation and others that you could partner or outsource to produce several sets of resources (perhaps including OER).
- How can the resources be adapted to meet language and cultural requirements?
- Will the deliverables meet Health and Safety and other standards?

Administration

- Is it possible to administer a rolling start and finish for each student and keep track of completion?
- Are Work and Income New Zealand (WINZ) payments contentious for this simultaneous study and work?
- How could academic, industry and iwi stakeholders be mobilised to negotiate relevant training outcomes and gain the necessary approvals?

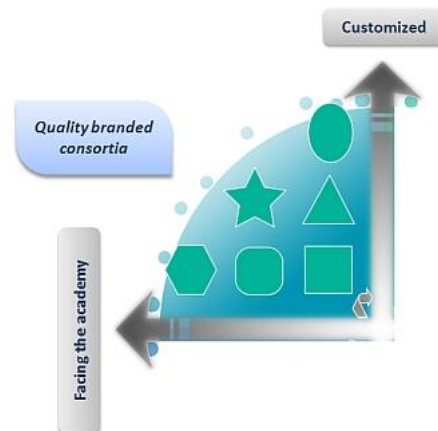
2. As indicated by the gaps in the axes and the recycling symbol at the centre of each quadrant in the DEANZ 2016 scenario set, there is likely to be significant blending of these four scenarios. Consider now how you may include useful aspects of other scenarios to enhance the proposed *The ‘supermarket’* scenario. For example:

- a) *Articulation* suggests that a new course may become an additional topic within a current course.
- b) *Quality branded consortia* suggests that one option is to form a quality branded consortium as part of the response to the Government; such a consortium could include an overseas partner to provide a capacity that is missing in New Zealand.
- c) *Self-determination* suggests that some learners may be encouraged and mentored to blend this topic into a programme of which they lead the design.

Quality branded consortia for senior managers

Quality branded consortia is an increasing tertiary education scenario, where there is collaboration across organisations (as depicted by larger geometric shapes) that may spread beyond the collaborating tertiary organisations' semi-permeable boundaries.

In this scenario, tertiary education is becoming more customised to learners' learning needs, although it continues to be strongly influenced more by the 'academy', including relevant academic field(s), than by the professions, employers and iwi.



An imaginary context to facilitate self-study

Your institution has been asked to join with others in New Zealand as part of a consortium to provide learning materials to students around the world. Your institution will be expected to contribute a variety of agreed learning packages and to assess the learning outcomes as part of the consortium package leading to a qualification. You expect that there will be students from both English and non-English speaking backgrounds. Some students will not attend your campus and may be classified as "international", while others may attend your campus. All the learning materials have to be delivered online. Assessments have to be moderated to achieve consortia acceptability.

About the scenario

A learning environment in this scenario responds to increasing demands from learners for programmes that link them to professional networks within and beyond New Zealand. Consortium brands can bridge New Zealand tertiary education into international partnerships where New Zealand has an edge. For example, the edge may be an international reputation for creativity through responding to diversity. Increases in interdisciplinary programmes and faculty collaborations are observed, which include learners collaborating in projects.

E-learning

Digital technologies enable the sharing of presentations and collaborative project work. Learners showcase their project work through online publications.

Example

The Gateway Antarctica programme is enhanced by the university's membership of the Council of Managers of National Antarctic Programs including 28 national partners to 'develop and promote best practice in managing the support of scientific research in Antarctica'. This predominantly scientific academy has a strong influence; neither employers nor iwi tend to become partners.

Issues

1. Who would you call on to analyse your institution in terms of its capacity to maintain an effective and profitable consortium membership? You could expect a report to contain key issues including the following:
 - a) Does the institution have a sufficient grasp of costs such as:
 - development and redevelopment of learning resources
 - teaching and student support costs
 - admission and processing costs
 - travel for consortium meetings and student site visits?
 - b) What are the negotiating points with the Government and consortium members?
 - c) Is the entrance IELTS score congruent with that for regular admissions?
 - d) Who owns intellectual property rights?
 - e) Is there a disputes resolution clause between consortium members?
 - f) How will any consortium profits be distributed?
2. Consider examples of *Quality branded consortia* and the reasons for their success and/or challenges. Can you identify any linked to your own organisation or professional networks?
 - If so, review their marketing material and any reports or papers that you can find. Contact a member of the team for a meeting to discuss opportunities and challenges with a *Quality branded consortium*.
 - If not, consider the most relevant of these further examples of *Quality branded consortia* in New Zealand and use your professional networks to find a person to consult: [Airways New Zealand](#); [Gateway Antarctica](#); [OERu](#).
3. As indicated by the gaps in the axes and the recycling symbol at the centre of each quadrant in the DEANZ 2016 scenario set, there is likely to be significant blending of these four scenarios. Consider now how you may include useful aspects of other scenarios to enhance the proposed *Quality branded consortia* scenario. For example:
 - a) *Articulation* suggests that the quality brand could provide new options and/or guest speakers for the current programme.
 - b) *The 'supermarket'* suggests that some elements of course materials could be outsourced for the programme. In addition, learners may produce learning materials for their peers or later cohorts.
 - c) *Self-determination* suggests that some learners may be encouraged and mentored to blend one or more aspects into a programme of which they lead the design.

Self-determination for senior managers

In the *Self-determination* tertiary education scenario the learning environment is highly customised to the needs of learners.

An imaginary context to facilitate self-study

As a senior manager, you have been asked to respond to a request for a proposal to provide service to a very large organisation (9000+) that has a wide spectrum of ongoing and probably permanent ongoing (lifelong) learning needs. These learning needs will range from novice inductees to a profession up to senior managers. The area is in Health Services in a non-government organisation (NGO). Many of the participants already have tertiary qualifications but are donating time and expertise to this NGO and so may be working outside their normal area of expertise (which may be quite high).



About the scenario

In this scenario, a central part of the learning environment is determined by the learner with the support of the society to establish relevant lifelong learning. Advisors and staff in the tertiary system recruit and work with learner mentors from the workplace and/or community organisations who provide highly contextualised support for learners.

Interdisciplinary resources are used by learners, including diverse instructional material that enhances opportunities to participate in vocational and research projects. Support staff play key roles, and 'learning teams' emerge within and beyond tertiary organisations. Space is utilised in innovative ways and there are occasional overseas partnerships.

E-learning

Learners can be guided to develop an ePortfolio to enhance their learning and demonstrate the knowledge and skills that they have acquired. The learners' mobile technologies support the gathering of evidence about learning. Learners also contribute resources that support the programme and/or their authentic contexts.

Example

Work-based learning supports learners. Learners initiate the skills and knowledge that they develop in each context *e.g.* in a trade/profession. Supervision and guidance from tertiary staff and collaborating mentors in the workplace provide quality assurance and benefits for employers. Learners are also encouraged to draw on and contribute to resources produced for other courses, such as those produced in *The 'supermarket'* scenario.

Issues

1. You may wish to consider your response to the RFP using the following framework, taken from the EMM (Marshall 2012) or ACODE benchmarks or any other similar benchmark system. Here is a selection of issues to consider drawn from these frameworks:

At the institutional level

- Consult with Admission and Marketing about ensuring relevant information is included in admissions information and in marketing packages.
- Is the Admission section capable of managing a continuous enrolment and graduation process?

Learning

- Consult with the Quality Assurance Director regarding outcomes for all potential enrolments likely to attract these students.
- Are NGO required outcomes mutually compatible with accrediting agencies?
- Ensure programme leaders have consulted with each other and with the NGO to establish suitable learning outcomes.
- Do teachers support a diversity of learning styles from the students, some of whom may have studied at quite high levels in other discipline areas?

Learning resources

- Ensure that all programmes and learning materials destined for NGO member use have been trialled and tested before release.
- Have procurement staff examine contracts with Learning Management System (LMS) suppliers to ensure backup or replacements systems are available within acceptable time limits.
- Could the IT departments of the institution and the NGO ensure necessary compatibility, including Firewall matters for inter-institutional communications?
- Discuss the need for ready access to student online help systems 24/7 with student support services and the NGO. Cost these services for contractual purposes.

Library resources

- Consult with librarians about access to learning resources and check implications for licenses based on enrolments.
- Consult with IT to ensure that NGO students have easy access to virtual libraries and electronic services through Firewalls.
- Ask librarians and copyright officers to ensure lending rules concerning copyright are mutually compatible between the NGO and the institution.

Evaluation

- Consider the process between the NGO and the institution to conduct the evaluations.
- Consult with Heads of Departments/Deans to ensure consistent evaluation of programmes acceptable to internal and external evaluators such as industry consultative groups and the NGO.

2. As indicated by the gaps in the axes and the recycling symbol at the centre of each quadrant in the DEANZ 2016 scenario set, there is likely to be significant blending of these four scenarios. Consider now how you may include useful aspects of other scenarios to enhance the proposed *Self-determination* scenario. For example:
 - a) *Articulation* suggests that the quality brand could provide new options and/or guest speakers for the current programme.
 - b) *The 'supermarket'* suggests that some elements of course materials could be outsourced for the programme. In addition, learners may produce learning materials for their peers, or later cohorts.
 - c) *Quality branded consortia* suggests that some learners may be in a programme supported by a consortium.

3. Concluding activity: The overarching challenge posed by this scenario for tertiary organisations is expressed in this question: *How will your organisation support learners to manage and increasingly lead their own learning?*

Contribute your thoughts to the [DEANZ 2016 discussion forum](#).

Further action

Here are some suggestions to turn what you have learned into action:

1. Call a member of your senior management team to discuss use of these resources to inform future planning. Follow up with a memo informed by your notes.
2. Plan a workshop with an external facilitator to engage your senior management team to plan strategically for the future using the DEANZ 2016 scenario set.
3. Consider using one or more of the JISC tools and techniques such as the [PESTLE or SWOT analysis](#) with your own team. These are tools used to find out the current status and position of an organisation or individual in relation to their external environment and current role. Like the DEANZ 2016 project, you can use them to make your own set of scenarios or use the set of scenarios in this pack plus your more focused evidence for strategic planning of your programme.
4. Join the national discussion on the project's interactive website including the [DEANZ 2016 discussion forum](#).
5. Follow up with further information by browsing the suggested reading and resources below.

Further reading and resources

- Activities have been informed by the benchmarking project [E-learning Maturity Model \(EMM\)](http://www.utdc.vuw.ac.nz/research/emm/publications.shtml) led by Marshall (2012) (see <http://www.utdc.vuw.ac.nz/research/emm/publications.shtml>) and the ACODE benchmarks (http://www.acode.edu.au/resources/ACODE_benchmarks.pdf).
- In *Taking the Lead, Strategic Management for E-Learning*, Higgins and Prebble (2008) discuss the issues CEOs and Vice-Chancellors might address and also use to identify other areas more properly addressed by specialist staff in an organisation.
- Approaches for [e-learning for adults with literacy needs](#) were informed by research led by Davis and Fletcher (2008) including an extensive literature review and case study.
- [Teaching and learning for success for Māori in tertiary settings](#) led by Greenwood and Te Aika (2009) also informed some activities, as well as [Taikiwai and Taikiwai's 2010 literature review](#) of virtual environments in the context of te reo Māori and kaupapa Māori education.
- JISC provides additional tools and techniques for future scenario planning here: <http://www.jiscinfonet.ac.uk/tools/index.html>