

Aide-Memoire: Good practice for offshore online delivery

To:	Hon Chris Hipkins, Minister of Education
From:	Dr Grant Klinkum, Chief Executive
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Purpose

1. As a result of border closures arising from COVID-19, providers urgently sought to change from classroom to online delivery modes to enable learners both domestic and international students that were unable to return to New Zealand to continue to study towards their qualifications.
2. In response to this increased interest in online delivery, NZQA commissioned a literature review to promote good practice in online delivery to all students, including those international students outside New Zealand. The work was a component of NZQA's contribution to the Government's 2020 Strategic Recovery Plan for International Education.
3. This paper provides a summary of the findings in the resulting report entitled 'He mahi e tika ana mō te tuku ā-ipurangi ki tāwāhi - Good practice for offshore online delivery.'

Situation

4. The options for the education of international students are changing rapidly with an anticipated increase in the sustained use of online delivery.
5. The review provides information about current trends and developments in the offshore delivery of qualifications. It also provides a selective stocktake of international guidelines and good practice tools. It will inform the development of guidance about good practice in online delivery especially for learners offshore.
6. Key points from the literature review were:
 - A good learning experience requires: the learner to have a sense of self-efficacy and agency over their learning, an acknowledgment of the importance of interaction and connection for the learner, and an ecosystem of learner supports.
 - While the role of the 'educator' remains key, there are varying models of instruction in the online environment, e.g., via resources, a facilitator, or a teacher. The extent to which online delivery is scalable appears to be more dependent on the model of delivery than the concept of 'educator to student' ratio.

- The move to online teaching and learning is driving new pedagogical approaches; but these are also cited in wider societal changes that are impacting on the structure of teaching and learning.
 - Professional development must keep pace with both new delivery models and pedagogical changes and aim to empower the educator to work in new ways.
 - While technology ‘opens’ teaching and learning by removing time and geographical barriers, it also requires (and makes possible) innovative assessment models and poses challenges to the integrity and security of those assessments.
 - Technology also enables a wider range of learning analytics to be collected. Carefully used, they can help to predict learner outcomes and inform learning design and interventions.
 - Robust quality assurance is at the heart of maintaining the high-quality reputation, credibility, and international recognition of New Zealand qualifications.
7. The literature review has an accompanying A3 which summaries the key points from the literature review and clarifies the different models of technology-assisted learning.
8. The review and A3 have recently been [published on the NZQA website](#) as part of a suite of products focused on international education planning. Also published is the report [Challenges and Opportunities in International Education](#). A copy of this report was sent to your office on 7 July 2021.¹

Next Steps

9. Guidelines to assist providers with online delivery are in development.
10. It is expected there will continue to be increased interest in online delivery from providers, hence a review to establish requirements to assure the quality of this mode of delivery, especially to international students offshore, will be co-designed with education providers. We expect to undertake this in conjunction with related changes to quality assurance settings planned to commence later this financial year.



Dr Grant Klinkum
Chief Executive
5 August 2021



Hon Chris Hipkins
Minister of Education
22/8/2021

¹ Appendix to NZQA Fortnightly Report to the Minister of Education for the period ending 7 July 2021 (CR22452)