



Institution:

Date:

Name:

1.

Department:

2.

Contact email:

3.

Summarising your own understanding of and engagement with OER

Define OER in your own words.

Explain how you have engaged with OER in the past six months, if at all.

Outline your planned engagement with OER in 2015/2016, if at all.

OER Maturity Index

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This OER Maturity Index (adapted from an EduCause tool for data analytics) has been formulated as a general assessment of progress in mainstreaming use of OER. You may find that the scores along the six dimensions (Expertise/ Policy and Procedure/ Quality Assurance/ Infrastructure/ Culture and leadership/ Investment) will differ depending on the department or immediacy of engagement with learning resources generally and OER in particular.

The index should be used more than once and by multiple stakeholders as a stimulus to dialogue in the institution regarding the next steps needed to mainstream the use of OER. Additional indicators might be added in time.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Expertise						
1. We have a sufficient number of staff who know what OER are.	5	4	3	2	1	
2. We have a sufficient number of staff who know where/how to find OER.	5	4	3	2	1	
3. We have a sufficient number of staff who know how to evaluate OER.	5	4	3	2	1	
4. We have a sufficient number of staff who know how to adapt OER.	5	4	3	2	1	
5. We have a sufficient number of staff who are able to clear third-party copyright.	5	4	3	2	1	
6. We have a sufficient number of staff who are able to prepare resources for publication as OER.	5	4	3	2	1	
Total: x / 6						
Policy and procedure						
1. There are clear institutional policies and procedures regarding IP, copyright and plagiarism.	5	4	3	2	1	
2. There are clear institutional policy guidelines on how OER should be used and published.	5	4	3	2	1	
3. There are clear procedures, checks, balances and support for each stage of the OER life-cycle (find/evaluate/adapt/clear copyright/publish/use/revise)	5	4	3	2	1	
4. HR recognition, support and rewards support quality learning resource development in general and use of OER in particular.	5	4	3	2	1	
5. ICT policies and processes support quality learning resource development in general and use of OER in particular.	5	4	3	2	1	
6. There are ICT policies and procedures for backing up, archiving, versioning and reversioning learning resources.	5	4	3	2	1	
Total: x / 6						

Quality assurance						
1. There are staff dedicated to quality assurance who are also knowledgeable about OER and related issues.	5	4	3	2	1	
2. There are quality guidelines and processes to ensure programmes are designed which are coherent and fit for purpose including ensuring equivalence of provision across different modes – campus-based/part-time/school-based/distance ...	5	4	3	2	1	
3. There are quality guidelines and processes to ensure that learning resources for constituent courses are fit for purpose including ensuring equivalence of provision across different modes – campus-based/part-time/school-based/distance ... as well as addressing issues of level of demand, interactivity, sequencing and progression.	5	4	3	2	1	
4. There are quality guidelines and processes to ensure that assessment strategies are valid, reliable and equivalent across different modes of provision.	5	4	3	2	1	
5. There are processes and procedures to ensure the clearance of third party copyright in all learning resources.	5	4	3	2	1	
6. Feedback from key stakeholders such as learners, teachers, external examiners, employers and professional bodies is demonstrably fed back into quality improvement of programmes, courses and learning resources.	5	4	3	2	1	
Total: x /6						
Infrastructure						
1. Staff and students have access to sufficient ICT software, hardware and ongoing support to develop and use learning resources that are increasingly digital in nature.	5	4	3	2	1	
2. Plagiarism software is available and is used to scan content developed by both students and staff.	5	4	3	2	1	
3. The systems for backing up, archiving, versioning and re-versioning learning resources are functional and robust.	5	4	3	2	1	
4. Specialist multi-media development capacity is available and sufficient for projected growth in the use of digital learning resources.	5	4	3	2	1	
5. There are policies and procedures that specify rights and privileges regarding access to institutional and individual data and resources.	5	4	3	2	1	
6. We have sufficient capacity to store, manage, route, analyse and monitor large volumes of data, resources and student queries and assessment.	5	4	3	2	1	
Total: x / 6						

Culture and leadership						
1. Our senior leaders are publicly committed to the use of quality resource-based learning approaches in general and to use of OER in particular.	5	4	3	2	1	
2. We have a culture that recognises that education and the sharing of intellectual property are desirable things.	5	4	3	2	1	
3. Our internal quality assurers understand and support the appropriate use of appropriate OER.	5	4	3	2	1	
4. Our external quality assurers understand and support the appropriate use of appropriate OER.	5	4	3	2	1	
5. Our faculty largely understand and support the appropriate use of appropriate OER.	5	4	3	2	1	
6. Our students largely understand and support the appropriate use of appropriate OER, including resources they might have developed themselves.	5	4	3	2	1	
Total: x/6						
Investment						
1. Our funding level for quality curriculum and resource development is sufficient to meet our current needs.	5	4	3	2	1	
2. Funding for the sourcing/adaptation/development of quality learning resources is seen as a necessary investment (rather than as a cost to be subsidised by unpaid overtime).	5	4	3	2	1	
3. We have an appropriate number of staff involved in the development of quality curriculum and supporting learning resources.	5	4	3	2	1	
4. We invest in training related to curriculum and learning resource development including the use of OER.	5	4	3	2	1	
5. Our ICT support staff are sufficient in number and expertise to support progression to increasing use of digital resource-based learning.	5	4	3	2	1	
6. We make provision for processes of planning, developing, trialling/piloting, monitoring and regular curriculum and learning resources review and revision.	5	4	3	2	1	
Total: x / 6						

Dimensions	Totals	
Expertise		
Policy and procedure		
Quality assurance		
Infrastructure		
Culture and leadership		
Investment		
Total		/6 =

DESIGN Worksheet: OER Maturity index

Identify and prioritise the steps that need to be taken to improve in each dimension.

IMPLEMENTATION Worksheet

Vision 2018

Describe your vision for 2018 in relation to use of OER and impact thereof:

To achieve the vision, identify the key goals and interventions necessary:

2017-2018

2016-2017

2015-2016

Now detail what needs to be done, how and by whom in 2015-2016

Objectives (Specific, Measurable, Acceptable and Accountable, Realistic and Trackable)					
Objective	Activities	Responsible	Accountable	Resources	Start/End
1					

Acknowledgement: The process and templates used here have been adapted from an EDUCAUSE resource related to Learning Analytics
<http://www.educause.edu/ecar/research-publications/ecar-analytics-maturity-index-higher-education>