

- Postgrad / both?

**3 | Disruptor University** - this is a function not a university.  
A hands-off government deregulates the sector to drive competition and efficiency. Continuous learners and their preferences for on-demand micro-certificates dominate as technology disrupts the workplace. Universities expand into new markets and services and compete against a range of new local and global educational services providers

Make group notes below on issues and influences that you see as desirable to incorporate this potential scenario into your university's longer-term planning, based on what you have read and heard from today's speakers. If you have examples of practice that could help other universities in planning, make a note of those too.

1. Institution-wide policy and governance and, planning for quality improvement for TEL

- Need a policy on digital credentials
- Streamlined processes around credentialing
- Strong industry partnerships

2. Information technology systems, services and support for TEL

- Team based approaches
- Standardised tools - risks homogeneity.

3. The application of TEL services (Pedagogy)

- Standardised, simplified model.
- Narrowed pedagogy

value of  
validity  
of  
credentials.

4. Staff support and professional development for the effective use of TEL

- Almost is none, as it's so wide

5. Student support and training for the effective use of TEL

- High light failure of this model  
- students not know how to learn