E-learning Maturity Model

eMM-Core
University of the South Pole
Assessment Example

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Te Whare Wānanga
o te Upoko o te Ika a Māui

Contents

Introduction

This workbook is intended to assist in the self-evaluation of e-learning capability using the e-learning Maturity Model (eMM) methodology (Marshall and Mitchell, 2004). This version of the eMM is a simplified subset of the full eMM designed to assist institutions engaging in self-assessments. The processes and practices listed here are from version 2.2 of the eMM, the most recent version is always available from http://www.utdc.vuw.ac.nz/research/emm/.

This document is divided into two main sections. The first provides a brief explanation of the eMM methodology focusing on how to evaluate an institution and how to use this workbook. The remainder of this document is the actual workbook with each process listed on a two page spread in a format intended to assist the process of data collection and analysis.

The material included backgrounding the individual processes is a summary only. Full details of the research informing the processes and practices, including the references and citations for all sources, is provided in the eMM Process Guide (http://www.utdc.vuw.ac.nz/research/emm/documents/versiontwo/20060726ProcessDescriptions.pdf) and the full eMM Version Two Process Assessment Workbook (http://www.utdc.vuw.ac.nz/research/emm/documents/versiontwo/20060726Workbook.pdf).

Acknowledgements

A large body of research such as this is dependent on the support and assistance of a number of people. Most importantly are the staff of the various participating institutions who generously gave of their time in the completion of the capability assessments used to validate the eMM. While you cannot be named, your assistance was vital for the success of this project and is much appreciated; it is hoped that the outcomes of the analysis are of value to your institution.

The model owes much to the work of Dr Geoff Mitchell and his contribution and ongoing friendship remain key to the ongoing research. Also important was the contribution made by my research assistants, Charlotte Clements, Darren Hoshek and Warren Sellers.

The support of colleagues in New Zealand, Australia and the UK, including the ACODE member organisations and Professor Paul Bacsich, is greatly appreciated. Dr Jim Petch and colleagues at the University of Manchester and the staff of Sero led by David Kay provided invaluable assistance in reviewing the processes and practices and in generating the questions used to elicit evidence.

Intellectual Property Statement

Background

Changes from version one of the eMM and the full version of the eMM

The eMM has evolved since its initial conception (Marshall and Mitchell, 2003), this evolution was informed by an initial assessment of capability in the New Zealand sector (Marshall, 2005), extensive consultation and workshops with colleagues in New Zealand, Australia and the UK, and an extensive literature review examining a wide set of heuristics, benchmarks and practices, version 2.2 of the eMM differs most significantly in a significantly improved set of processes and practices, version 2.2 of the eMM differs most significantly in the change from levels of process capability to dimensions (Marshall and Mitchell, 2006; see below).

This "core" version of the workbook simplifies version 2.2 of the eMM to provide an easier way for institutions to self-assess capability. Approximately two-thirds of the information collected for an assessment has been removed, leaving a core set of practices that capture the essential attributes of the processes.

It is important to stress that the eMM-Core version is fully compatible with the full version of the eMM. This means that institutions can use information from the full version documentation when interpreting results from the "core" assessment and making decisions on subsequent actions.

Key eMM concepts

The assessment of capability in a complex area such as e-learning is difficult and necessarily involves reducing large amounts of detail into a broader overview that supports management decision making and strategic planning. It is inevitable that this approach will fail to single out the subtle nuances and innovative work of individuals that motivate teaching staff to work on individual projects. Institutions and individuals will always have the ability to choose to invest time and other resources in innovative, unique opportunities. The focus of the eMM is aimed at a less lofty goal, that of changing organisational conditions so that e-learning is delivered in a sustainable and high quality fashion to as many students as possible. As noted by Fullan:

> "The answer to large-scale reform is not to try to emulate the characteristics of the minority who are getting somewhere *under present conditions* … Rather, we must change existing conditions so that it is normal and possible for a majority of people to move forward" (Fullan, 2001, page 268)

The framework used in this analysis is based on the Capability Maturity Model (CMM, Paulk *et al.*, 1993) and SPICE (Software Process Improvement and Capability dEtermination, El Emam *et al.*, 1998; SPICE, 2002). The underlying idea is that the ability of an institution to be effective in a particular area of work is dependent on their capability to engage in high quality processes that are reproducible and able to be sustained and built upon. The characteristics of an institution that enable high quality processes are to some extent able to be separated from the details of the actual work undertaken that will vary depending on particular circumstances. This separation means that the analysis can be done independently of the technologies selected and pedagogies applied, thus allowing for a meaningful comparison across the sector.

Capability, in the context of this model, refers to the ability of an institution to ensure that e-learning design, development and deployment is meeting the needs of the students, staff and institution. Capability includes the ability of an institution to sustain e-learning support of teaching as demand grows and staff change.

Processes

Building on the SPICE model, the eMM divides the capability of institutions to sustain and deliver e-learning up into five major categories or process areas (Table 1). The key difference from the original SPICE model is the introduction of the *Learning* area, which replaces the *Customer/Supplier* area used in software engineering.

Within each of these areas are a number of processes, derived from the research literature on e-learning quality, experience from eMM assessments, and consultation with the sector through workshops. Processes define an aspect of the overall ability of institutions to perform well in the given process area, and thus in e-learning overall. The advantage of this approach is that it breaks down a complex area of institutional work into related sections that can be assessed independently and presented in a comparatively simple overview without losing the underlying detail.

Process category	Brief description
Learning	Processes that directly impact on pedagogical aspects of e-learning
Development	Processes surrounding the creation and maintenance of e-learning resources
Support	Processes surrounding the oversight and management of e-learning
Evaluation	Processes surrounding the evaluation and quality control of e-learning through its entire lifecycle.
Organisation	Processes associated with institutional planning and management

Table 1: eMM process categories (revised from Marshall and Mitchell, 2003)

An obvious requirement of this model is that the processes chosen are based on empirical evidence and represent 'common truths' about e-learning capability:

"are there common practices or ways of creating e-learning resources and learning environments that are accepted, useful and able to be described in a way that others can adopt them and improve their own e-learning capability?" (Marshall and Mitchell, 2003, page 4)

The processes used in version one of the eMM were developed from the 'Seven Principles' of Chickering and Gamson (1987) and 'Quality on the Line' benchmarks (IHEP 2000) as outlined in Marshall and Mitchell (2004). These have the advantage of being widely accepted as guidelines or benchmarks for e-learning delivery (Sherry, 2003), however extensive feedback through the workshops and from collaborators in New Zealand, Australia and the UK as well as the experience of applying the first version of the eMM identified a number of additional aspects of capability that needed assessment (Marshall, 2006).

Dimensions of capability

A key development that arose from the evaluation of the first version of the eMM is that the concept of levels used was unhelpful (Marshall and Mitchell, 2006). The use of levels implies a hierarchical model where capability is assessed and built in a layered way. The key idea underlying the dimension concept in contrast, is holistic capability. Rather than the model measuring progressive levels, it describes the capability of a process from synergistic perspectives. An organization that has developed capability on all dimensions for all processes will be more capable than one that has not. Capability at the higher dimensions that is not supported by capability at the lower dimensions will not deliver the desired outcomes; capability at the lower dimensions that is not supported by capability in the higher dimensions will be ad-hoc, unsustainable and unresponsive to changing organizational and learner needs.

In thinking about the relationship between the dimensions it is helpful to consider them arranged as in Figure 1 below. The matrix of boxes used on the left to display capabilities is helpful when performing comparisons but it can imply a hierarchical relationship that is misleading when interpreting results.
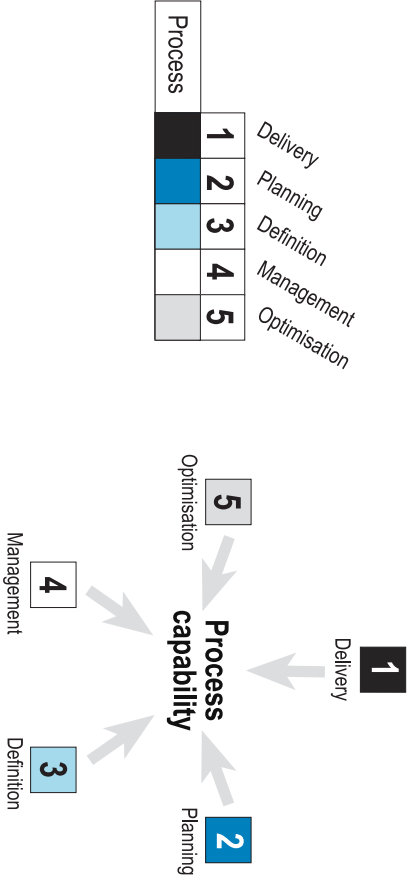

Figure 1: eMM Process Dimensions

Dimension 1 (Delivery) is concerned with the creation and delivery of process outcomes. Assessments of this dimension are aimed at determining the extent to which the process is seen to operate within the institution. It is important to emphasise that institutions can have extremely effective processes operating within this dimension, but in the absence of capability in other dimensions there is risk of failure or unsustainable delivery and wasting resources through needless duplication.

Dimension 2 (Planning) assesses the use of predefined objectives and plans in conducting the work of the process. The use of predefined plans potentially makes process outcomes more able to be managed effectively and reproduced if successful.

Dimension 3 (Definition) covers the use of institutionally defined and documented standards, guidelines, templates and policies during the process implementation. An institution operating effectively within this dimension has clearly defined how a given process should be performed. This does not mean that the staff of the institution follows this guidance.

Dimension 4 (Management) is concerned with how the institution manages the process implementation and ensures the quality of the outcomes. Capability within this dimension reflects the extent of measurement and control of the outcomes and the way in which the practices of the process are performed by the staff of the institution.

Dimension 5 (Optimisation) captures the extent an institution is using formal approaches to improve capability measured within the other dimensions of this process. Capability of this dimension reflects a culture of continuous improvement.

Practices

Each process is further broken down within each dimension into practices that are either essential (listed in bold type) or just useful (listed in plain type) in achieving the outcomes of the particular process from the perspective of that dimension. These practices are intended to capture the key essences of the process as a series of items that can be assessed easily in a given institutional context. The practices are intended to be sufficiently generic that they can reflect the use of different pedagogies, technologies and organisational cultures. The eMM is aimed at assessing the quality of the processes - not at promoting particular approaches.

Conducting an Institutional Self-Assessment with the eMM

Conducting a self-assessment of institutional e-learning capability can provide valuable information on the range of strengths and weaknesses present. The processes and practices of the eMM provide a guide to the range and type of activities that are needed for sustainable and successful e-learning, and these can suggest potential activities or mechanisms for improving and strengthening capability.

Caution should be used however, when using the information from a self-assessment. There are many different ways in which capability in e-learning can be attained and the exemplars provided in this workbook are merely one possible set. Self-assessments will be more reliable if they are conducted by more than one person, and by people with a depth of experience in e-learning as well as with the institution being assessed.

The following information will assist institutions in setting up and conducting an eMM self-assessment. It is strongly suggested that this be done with the support of experienced eMM practitioners. Please contact the author (Stephen.Marshall@vuw.ac.nz) if you need advice on who might assist you and your institution.

Deciding on an Institutional Context

This discussion of the methodology and the material on the processes and practices below uses the word 'institution' to indicate the level at which assessments are conducted. It is, however, entirely possible and useful to conduct assessments using other organisational levels or forms of grouping courses. Potentially this could include:

- Faculties or Colleges of an institution
- Different campuses of an institution
- Different modes of delivery (distance versus face-to-face)
- Different forms of support and course development/creation (centrally versus ad-hoc)

Before starting the assessment process it is important to decide what the appropriate context should be. If the assessment and subsequent analysis are to have an impact on organisational change, this context should

be chosen with the support and involvement of the relevant institutional management and leadership. Early involvement of senior managers will greatly assist the decision making and change process that will follow a successful capability assessment.

Once the context has been decided, it is essential that a few (three to five) examples of course delivery within that context be selected. The courses used to find evidence of capability should be selected as being representative of the particular institutional context, rather than being special or unusual examples. They should also be chosen on the basis of availability of the people involved in the development of the e-learning aspects of the course and the associated course and development documents. These courses, the people involved, and the documents form a core part of the evidence used to support assessments. This ensures that the assessment is being made on the basis of actual performance, not intended or idealised performance.

The purpose of gathering evidence is to support the assessment of capability, to provide confidence in the assessment and to start the process of change to further build and develop that capability. When considering the evidence during assessment, an assessor must ask themselves two key questions: Is this evidence persuasive in supporting the assessment of capability being made? and; How does this evidence provide a starting point for change and improvement?

Collecting evidence provides a mechanism for identifying and documenting effective practice for celebrating, and also so that it can be replicated. Experience with eMM assessments has demonstrated that in many cases where poor capability was assessed, examples of how to achieve a higher level of capability were already present in the same institution. Demonstrating successful alternatives from within the same institution is much more compelling than constantly borrowing from others, if only because the internal examples have already demonstrated at least a degree of compatibility with the institution's systems and culture.

The evidence which informs the assessment also demonstrates how and where improvements in capability can be made. By grounding the assessment of weaker areas with specific details of what is lacking, the means by which those same areas can be strengthened is automatically identified.

The exact mix of evidence gathered will depend on the institution, the formality of its systems and the process being assessed. While much of the evidence used should be documented either in paper or electronically, or evident from operational activities, it can also be oral. It is entirely appropriate for some of the evidence to consist of people with operational or managerial responsibilities describing what they do when engaging in particular tasks or making decisions. Where possible, this should be confirmed independently, but that is not always possible or realistic.

The evidence used to demonstrate capability for a given process will also vary depending on the dimension being assessed. Capability in the Delivery dimension is demonstrated primarily by the operational outputs of the process, the tangible examples of the process occurring. Capability in the Planning dimension will commonly be found in project documentation, minutes of meetings, plans, and the associated documentation of decisions and management oversight. Capability in the Definition dimension will be evidenced by standards, templates, policies, project documentation and plans, and the associated documentation of decisions and management control of process activities. Evidence of capability in the Management dimension will be found in formal reviews, evaluations, monitoring reports, unit reports and similar documentation and also through operational systems used to maintain systems and demonstrate compliance with service level agreements and contracts. Finally, evidence of capability in the Optimisation dimension will be found in budget planning documents, strategic and operational plans and associated documents, business cases, and the minutes of senior management strategy and planning meetings.

Making Capability Assessments

It is strongly recommended that more than one person conduct an institutional self-assessment. Experience with existing assessments suggests that an initial, quick assessment be done independently by each assessor using their knowledge and experience of the institution and with reference to the selected course examples and associated evidence.

These initial individual assessments can then be refined collaboratively by discussion and comparison of results and any gaps addressed by further discussion with appropriate staff (for example librarians or IT managers).

The self-assessment workbook provides a listing of each process and the associated practices, along with exemplars of practice performance (Figure 2). These exemplars are designed to assist the assessment process by providing examples of capability performance but it is important to re-emphasise that there are many alternative ways of demonstrating capability and the experience and judgment of the assessor should always take priority.

Process L1.1. Learning objectives guide the design and implementation of courses	
Assessment	**Practices**
See also: D3 (2) & O7 (2)	**Course documentation includes a clear statement of learning objectives.** ☐ No formally stated learning objectives supplied to students. ☐ Formally stated learning objectives provided to a limited extent, either as narrative descriptions of the course outcomes or only in documentation provided after enrolment. ■ Formally stated learning objectives apparent in the course information documentation available prior to enrolment but are missing in some cases or inconsistently provided in the range of course documents. ■ Formal statement of course learning objectives clearly and consistently provided in course documents, including those available prior to enrolment, individual objectives clearly distinguished from general course description and information.
See also: L8 (1) & D3 (2)	**Learning objectives are linked explicitly throughout learning and assessment activities using consistent language.** ☐ No use of learning objectives apparent in the course information supplied to students beyond a formal statement or description. ■ Assessments and learning activities contain implicit, incomplete and inconsistent linkages to course learning objectives. ■ Most, but not all, assessments and learning activities contain explicit linkages to course learning objectives or restate learning objectives using different wording. ■ Formal statement of course learning objectives clearly and explicitly linked in all assessments and learning activities using consistent language.

Figure 2: eMM Capability Assessment Practices and Exemplars

■ Fully Adequate
■ Largely Adequate
☐ Partially Adequate
☐ Not Adequate
☐ Not Assessed

It is also likely that assessments will generally be weaker than might be desired. Experience of applying this type of assessment in the field of software engineering and with the first version of the eMM suggests that most, if not all, institutions initially assessed will show a low level of capability for the processes selected (SEI, 2004; Marshall, 2005). This should not be unexpected and has been found in other institutions. E-learning is a relatively new form of delivery to all institutions and it is entirely expected that significant room for improvement will exist in most cases. One of the drivers for the model in the first place is the widely held perception that e-learning could be implemented more effectively and efficiently in most institutions.

When conducting a self-assessment each practice is rated, with reference to the exemplars, for performance from 'not adequate' to 'fully adequate' (Figure 3). The ratings at each dimension are done on the basis of the evidence collected from the institution and are a combination of whether or not the practice is performed, and how well it appears to be functioning, and how prevalent it appears to be.
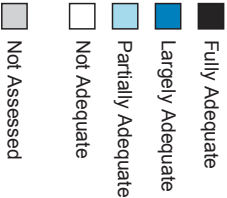
Figure 3: eMM Capability Assessments (based on Marshall and Mitchell, 2003)

A rating of Not Adequate indicates that there is currently no evidence of the practice occurring in the institutional context, nor usually a recognition of the practice outcomes in normal institutional activities. It suggests that the institution needs to acknowledge the practice outcomes and assign responsibility for their achievement formally.

A rating of Partially Adequate indicates that major shortcomings or limitations in practice outcomes are evident. This commonly occurs as a result of a failure to formally assign responsibility for their achievement, or as a consequence of using outdated or face-to-face systems in the context of e-learning.

A rating of Largely Adequate indicates that the practice outcomes are being achieved but that more formalisation is needed to ensure sustainability, or that a more systematic consideration of activities has been lacking. This can occur as a result of an aging first generation of e-learning systems or investment not being actively re-examined and maintained.

A rating of Fully Adequate indicates that the process outcomes are currently being clearly and sustainably addressed and achieved. This is not an excuse for complacency as the rapid pace of change in e-learning means ongoing focus and investment is necessary in all areas, however, it does suggest that new resources or investment can be useful be directed elsewhere in the immediate future.

The practices have been deliberately designed to minimise variation in determining capability but this is necessarily an exercise of judgement and self-assessors are encouraged to work with an experienced assessor before conducting their own capability assessments. It is also very useful to note what evidence underpins the assessment and to have more than one assessor work independently and then make the final determination jointly.

Process L1. Learning objectives guide the design and implementation of courses	
Assessment	**Practices**
[1]	**Course documentation includes a clear statement of learning objectives.**
	☐ No formally stated learning objectives apparent in the course information supplied to students.
See also: D3 (2) & O7 (2)	☐ Formally stated learning objectives provided to a limited extent, either as narrative descriptions of the course outcomes or only in documentation provided after enrolment.
	☐ Formally stated learning objectives apparent in the course information documentation available prior to enrolment but are missing in some cases or inconsistently provided in the range of course documents.
☒	☒ Formal statement of course learning objectives provided in course documents, including those available prior to enrolment, individual objectives clearly distinguished from general course description and information.
	Learning objectives are linked explicitly throughout learning and assessment activities using consistent language.
	☐ No use of learning objectives apparent in the course information supplied to students beyond a formal statement or description.
See also: L8 (1) & D3 (2)	☐ Assessments and learning activities contain implicit, incomplete and inconsistent linkages to course learning objectives.
☒	☒ Most, but not all, assessments and learning activities contain explicit linkages to course learning objectives or restate learning objectives using different wording.
■	■ Formal statement of course learning objectives clearly and explicitly linked in all assessments and learning activities using consistent language.

Figure 4: Example eMM Capability Assessment

Once each practice has been assessed, the results are averaged (rounding down) as a rating for the given dimension of the process. In the example shown in Figure 4, the assessment for dimension one would be Largely Adequate.

Linked Processes

In Figure 4 the two practices shown from Process L1 are also found in other processes, as indicated by the "see also" comments on the left side. These provide links to the other processes where similar or identical practices may also be found and are provided as an aid to more efficient completion of an assessment. It is likely that similar or identical capability assessments will apply to these linked practices, although there may be some variation due to the process context.

Detailed Assessment Example

The following example is intended to illustrate part of the process of making an assessment and shows the type of evidence used when making assessments. The example uses the hypothetical institution "The University of the South Pole." More information on this example can be found here: http://www.utdc.vuw.ac.nz/research/emm/USPExample.shtml.

The materials referenced specifically in this example are included as an appendix to this document. The assessments made for the practices are listed on the next two pages. It should be noted that in a real assessment more than one course example should be used for determining capability and that the results should be presented formally in a way that does not identify the particular courses used. The goal of the eMM is to assess the *institutions* capability, not audit individuals or specific courses.

Dimension One of the process used, L1, includes two practices. In the first, evidence is needed to show that learning objectives are clearly and consistently conveyed to students. This is apparent in the example materials in both the course outline example provided (p14) and the course website (p23). The same information is also conveyed to the students in the public catalogue entry used to advertise and enrol in the course (p45). This is clearly a *fully adequate* example of practice capability.

The second practice of Dimension One is concerned with the linkages between the assessment and other activities and the learning objectives. In this case there are no non-assessed activities apparent. The assessments contain a short, but useful, description (pp18-20) that includes similar, but different, learning objectives to those of the course as a whole. Because of the different wording, the capability is assessed as *partially adequate*.

The combination of a fully adequate and partially adequate assessment for the two practices, when averaged (rounding down), results in an assessment of *largely adequate* for Dimension One of Process L1, indicated by the dark blue box on the left hand side.

Process L1. Learning objectives guide the design and implementation of courses

Assessment	Practices	Sources and Evidence

5

Information on student achievement of learning objectives guides e-learning design and (re)development.

☒ *No use of information on student achievement of learning objectives during e-learning design and (re)development.*

■ *Informal and inconsistent use of information on student achievement of learning objectives during institutional e-learning design and (re)development.*

■ *Information on student achievement of learning objectives explicitly guides institutional e-learning design and (re)development, but is treated as subordinate to technical goals, or not linked to design decisions.*

■ *Information on student achievement of learning objectives explicitly guides institutional e-learning initiative planning and is formally linked to design decisions.*

Sources and Evidence: Not apparent.

4

Compliance with policies, standards and guidelines governing the incorporation of learning objectives in e-learning design and development activities is regularly monitored.

☒ *No monitoring of compliance with policies, standards and guidelines governing the incorporation of learning objectives in e-learning design and development activities.*

■ *Infrequent or informal monitoring of compliance with policies, standards and guidelines governing the incorporation of learning objectives in e-learning design and development activities.*

■ *Formal monitoring of compliance with policies, standards and guidelines governing the incorporation of learning objectives in e-learning design and development activities, but without minimum expectations for compliance enforced.*

■ *Formal monitoring of compliance with policies, standards and guidelines governing the incorporation of learning objectives in e-learning design and development activities undertaken regularly with minimum expectations for compliance enforced.*

Sources and Evidence: Not apparent.

A variety of qualitative and quantitative metrics are used to assess student achievement of course learning objectives.

☒ *No collection of information on student achievement of learning objectives.*

■ *Inconsistent, informal and variable use of available information on student achievement of learning objectives.*

■ *Assessment of student performance against learning objectives undertaken regularly using either quantitative or qualitative measures, or by staff involved in the development or delivery of the course.*

■ *Regular, independent, assessment of student performance against learning objectives undertaken after completion of courses using both qualitative and quantitative measures.*

Sources and Evidence: Not apparent.

3

Institutional policies require that a formal statement of learning objectives is part of all course documentation provided to students.

☐ *No policy requirement for learning objective statements.*

■ *Policies require limited information on learning objectives or suggest that learning objectives be optionally supplied.*

■ *Policies require communication of learning objectives but do not specify a consistent formal statement.*

☒ *Clear, formal, policy requirement for inclusion of statements of learning objectives in course documentation in a consistent manner.*

Sources and Evidence: Evident from template introduction and contents (p36) and example objectives (p14) sections for course objectives and course skills.

Teaching staff are provided with support resources (including training, guidelines and examples) on developing learning objectives that address the full range of cognitive outcomes appropriate to the discipline, pedagogical approach and students.

☐ *No training, guidelines or examples of learning objectives provided to teaching staff.*

☒ *Limited or non-specific training, guidelines and examples provided for the optional use of staff*

■ *Training, guidelines and examples provided but attendance and use are optional and not actively encouraged and promoted.*

■ *Training, guidelines and examples provided to all teaching staff with the requirement that they be used prior to the design and (re)development of courses.*

Sources and Evidence: Training programme evident from CITL (pp43-44): "Identifying and Communicating Learning Objectives Workshop" provided.

No evidence of documented guidelines or exemplars.

Teaching staff are provided with support resources (including training, guidelines and examples) on using learning objectives to guide e-learning design and (re)development.

☐ *No training, guidelines or examples of using learning objectives to guide e-learning design and (re)development provided to teaching staff.*

☒ *Limited or non-specific training, guidelines and examples of using learning objectives to guide e-learning design and (re)development provided for the optional use of staff.*

■ *Detailed and specific training, guidelines and examples of using learning objectives to guide e-learning design and (re)development provided but attendance and use are optional and not actively encouraged and promoted.*

■ *Detailed and specific training, guidelines and examples of using learning objectives to guide e-learning design and (re)development provided to all teaching staff with the requirement that they be used prior to the design and (re)development of courses.*

Sources and Evidence: Training programme evident from CITL (pp43-44): "Identifying and Communicating Learning Objectives Workshop" provided.

No evidence of documented guidelines or exemplars.

Process L1. Learning objectives guide the design and implementation of courses

Assessment	Practices	Sources and Evidence
2 ☐ ☐ ☐ ■ ✗	**Course documentation templates require the clear statement of learning objectives.** ☐ *No requirement for learning objective statements in document templates.* ☐ *Document templates require limited or unspecified information on learning objectives or suggest that learning objectives be optionally supplied.* ■ *Document templates provide clear guidance on learning objective statements but use is inconsistent and compliance incomplete or not enforced.* ✗ *Clear templates provided requiring inclusion of statements of learning objectives in course documentation in a consistent manner with compliance enforced.*	Clearly included in course outline template (p36); sections for course objectives and course skills.
☐ ☐ ☐ ✗ ■ **See also: D3 (2)**	**Learning objectives guide e–learning design and (re)development decisions regarding content and activities.** ☐ *No use of learning objectives to guide content and activity decisions during e-learning design and (re)development.* ☐ *Informal and inconsistent use of learning objectives to guide content and activity decisions during e-learning design and (re)development.* ✗ *Learning objectives explicitly guide content and activity decisions during e-learning design and (re)development, but are treated as subordinate to technical goals, or not linked to design and development decisions.* ■ *Learning objectives explicitly guide content and activity decisions during e-learning design and (re)development and are formally linked to design and development decisions.*	Student learning outcomes required in project design documents (p32 & 34). Learning objectives referred to in both project full proposal (p24) and project plan (p28), different language used.
☐ ☐ ☐ ✗ ■ **See also: O7 (2)**	**Learning objectives guide e–learning design and (re)development decisions regarding technology and pedagogy.** ☐ *No evidence of learning objectives in design and (re)development documents and planning activities.* ☐ *Inconsistent or informal use of learning objectives in design and (re)development documents and planning activities.* ✗ *E–learning design and (re)development activities reference learning objectives for most, but not all, projects and activities.* ■ *E–learning design and (re)development activities formally and consistently reference learning objectives in selecting and implementing e-learning technologies and pedagogies used.*	Student learning outcomes required in project design documents (p32 & 34). Learning objectives referred to in both project full proposal (p24) and project plan (p28), however different language used to express the objectives. Use of the learning objectives to guide activity selection also evident (p29) 'Overview of project deliverables'.
1 ☐ ☐ ☐ ■ ✗ **See also: D3 (2) & O7 (2)**	**Course documentation includes a clear statement of learning objectives.** ☐ *No formally stated learning objectives apparent in the course information supplied to students.* ☐ *Formally stated learning objectives provided to a limited extent, either as narrative descriptions of the course outcomes or only in documentation provided after enrolment.* ■ *Formally stated learning objectives normally provided in course documentation available prior to enrolment but are missing in some cases or inconsistently provided in the range of course documents.* ✗ *Formal statement of course learning objectives clearly and consistently provided in course documents, including those available prior to enrolment, individual objectives clearly distinguished from general course description and information.*	Course objectives and skills (p14). Course web page (p23). Online course catalogue description of course also includes the same set of learning objectives (p45).
☐ ☐ ✗ ■ ■ **See also: L8 (1), D3 (2) & O7 (1)**	**Learning objectives are linked explicitly throughout learning and assessment activities using consistent language.** ☐ *No use of learning objectives apparent in the course information supplied to students beyond a formal statement or description.* ✗ *Assessments and learning activities contain implicit, incomplete and inconsistent linkages to course learning objectives.* ■ *Most, but not all, assessments and learning activities contain explicit linkages to course learning objectives or restate learning objectives using different wording.* ■ *Formal statement of course learning objectives clearly and explicitly linked in all assessments and learning activities using consistent language.*	Similar but different objectives used in assessment descriptions (pp18-20)

As well, the links to other processes provided on the left hand side suggest that similar or identical practice assessment results can be made for the similar or identical practices in processes L8, D3 and O7.

Dimension Two contains three practices. The first assesses whether institutional templates encourage the provision of learning objectives. In this case, the example course outline template provided (p36) clearly includes a section for learning objectives that must be completed, resulting in an assessment of *fully adequate*.

The second and third practices of Dimension Two assess the extent to which learning objectives guide e-learning design and (re)development activities. The example project design documents (p32 and p34) clearly illustrate the requirement that design and development be guided by learning objectives and there is also the clear linkage included in the selection of activities (p29). In both cases, the use of inconsistent language to describe the learning objectives means that a *largely adequate*, rather than fully adequate assessment of capability is made.

The combination of a fully adequate and two largely adequate assessments for the three practices results in an assessment of *largely adequate* for Dimension Two of Process L1, indicated by the dark blue box on the left hand side. As well, the links to other processes provided on the left hand side suggest that similar or identical practice assessment results can be made for the similar or identical practices in processes D3 and O7.

Dimension Three also contains three practices. The first examines whether institutional policy requires the communication of learning objectives to students. While the policy itself is not provided, the clear statement at the head of the course outline template (p36) combined with evidence of its implementation (p14) mean that this practice can be assessed as *fully adequate*.

The combination of a fully adequate and two partially adequate assessments for the three practices results in an assessment of *partially adequate* for Dimension Three of Process L1, indicated by the light blue box on the left hand side.

The other two practices cover the provision of training and other support materials to assist teaching staff with developing and using learning objectives effectively. Here, while a training workshop is apparent (p44), there is no evidence of substantive support so an assessment of *partially adequate* is made for both practices.

Dimension Four of process L1 contains two practices, covering the review of courses to ensure learning objectives and the achievement of objectives by students. In both cases, there is no evidence that the institution has addressed these, resulting in an assessment of *not adequate* and thus an overall assessment of *not adequate* for Dimension Four, indicated by the white box on the left hand side.

Dimension Five of process L1 contains a single practice, assessing how information on student achievement of learning objectives is used to guide ongoing e-learning activities. Again, the absence of any evidence of this process results in an assessment of *not adequate* for the practice and the dimension.

Interpretation of results

Once the assessment of capability is undertaken, the results can be interpreted. Figure 4 demonstrates some typical results showing a single process capability as assessed for five different sample institutions.

Process description	1	2	3	4	5
Institution A					
Institution B					
Institution C					
Institution D					
Institution E					

Figure 5: Example practice result comparing five institutions

Institution A is not performing the process well, with only evidence of some ad-hoc attempts shown by the partially adequate rating supplied for dimension 1 (**Delivery**) and the absence of any capability in the other dimensions.

Institution B is significantly more capable in the process than either A or C with evidence that the process is mostly performed well (the largely adequate rating of dimension 1) and in a planned fashion (the largely adequate rating of dimension 2: **Planning**). Note that despite there being evidence from dimension 2 of planning, this appears to be done without any attempt for consistency within the institution as no capability is shown for dimension 3.

Institution C on the other hand, while not as capable as B, shows evidence of having defined standards or guidelines for performing the process (dimension 3: **Definition**). However, these do not appear to be having an impact on actual e-learning projects as shown by the lower ratings for dimensions 1 and 2.

Institution D shows a pattern of very good performance of the process (fully adequate rating for dimension 1), supported by largely adequate planning (dimension 2) and an initial set of standards or guidelines (partially adequate rating for dimension 3). This is perhaps the expected pattern of capability development, building from a base of ad-hoc behaviours that are becoming more standardised as the institution has more experience in e-learning.

Finally, institution E performs the process very well (fully adequate rating for dimension 1) supported by effective planning (fully adequate rating for dimension 2), largely adequate standards and guidelines (dimension 3) and an initial programme of evaluation and measurement of process performance (dimension 4: **Management**).

Further analysis of the results in this example suggests that institutions C and E will provide potential examples of useful standards, guidelines and policies, while institutions D and E (and to some extent B) will provide individual examples of how to perform the process well. A more in-depth analysis can then be undertaken if necessary, dropping down to the level of individual practices to determine shared or complementary areas of strength or weakness.

Comparison across groups of processes provides an institution with the ability to identify aspects of related weakness that can be addressed strategically. Priorities can be easily identified by either comparison with the wider sector, or by comparing process ratings within an institution. Action plans can then be developed with reference to the practices within each of the process dimensions.

Modifying the eMM to reflect local concerns

It is entirely possible to extend or modify the eMM to reflect issues of particular concern to a given sector or context, such as legislative requirements, e-learning practices required by accreditation bodies, or contextual factors arising from local experience or culture. Normally this should be done at the level of the practices as this would then still allow for comparison at the summary process level.

If a particular aspect of e-learning capability is identified—along with evidence to support its effectiveness—that needs to be reflected as a process then please contact the author with the details so that it can be accomodated or included in future versions of the eMM.

Process L1.

Learning objectives guide the design and implementation of courses

Learning outcomes are results of learning that mainly derive from educational intentions or learning objectives, which clearly describe the learning content, the actions to be taken or performed, and how these will be assessed. Quality learning objectives clearly and explicitly specify both pedagogical approach and content, are accompanied by a flexible and responsive teaching attitude to diverse learning processes and styles, and assess authentic practice, which engages learner ownership. High-quality learning outcome achievement accompanies a more transferable and higher level of understanding of a subject.

Good documentation of learning objectives is explicit about pedagogical strategies, ideals, and values, looks for learning processes rather than testing for content knowledge, accepts interdisciplinary work and diverse outcomes, and considers team as well as individual achievement. Clear, explicit specification of personal, transferable subject outcomes is commensurate with quality of learning experience and learner success. The writing of learning outcomes must relate generically and specifically to the level of the programme or course, and achievement is assessed to be either complete, or not, but grades may provide feedback on the quality of work. Outcome statements constitute an active verb and its object in a contextual or conditional phrase and describe either declarative knowledge, or performative skill/knowledge synthesis capability, which are categorised as 'knowledge and understanding' or 'skills and other attributes'. Finally, detailed planning for learning outcomes can benefit from revisions of Bloom's cognitive taxonomy that afford access to more current, complex and complete knowledge of learning processes.

Assessment	Practices	Sources and Evidence
5 ☐ ☒ ☐ ☐ ■	**Information on student achievement of learning objectives guides e-learning design and (re)development.** ☒ *No use of information on student achievement of learning objectives during e-learning design and (re)development.* ☐ *Informal and inconsistent use of information on student achievement of learning objectives during institutional e-learning design and (re)development.* ☐ *Information on student achievement of learning objectives explicitly guides institutional e-learning design and (re)development, but is treated as subordinate to technical goals, or not linked to design decisions.* ■ *Information on student achievement of learning objectives explicitly guides institutional e-learning initiative planning and is formally linked to design decisions.*	Not apparent.
4 ☐ ☒ ☐ ☐ ■	**Compliance with policies, standards and guidelines governing the incorporation of learning objectives in e-learning design and development activities is regularly monitored.** ☒ *No monitoring of compliance with policies, standards and guidelines governing the incorporation of learning objectives in e-learning design and development activities.* ☐ *Infrequent or informal monitoring of compliance with policies, standards and guidelines governing the incorporation of learning objectives in e-learning design and development activities.* ☐ *Formal monitoring of compliance with policies, standards and guidelines governing the incorporation of learning objectives in e-learning design and development activities, but without minimum expectations for compliance enforced.* ■ *Formal monitoring of compliance with policies, standards and guidelines governing the incorporation of learning objectives in e-learning design and development activities undertaken regularly with minimum expectations for compliance enforced.*	Not apparent.
☐ ☒ ☐ ☐ ■	**A variety of qualitative and quantitative metrics are used to assess student achievement of course learning objectives.** ☒ *No collection of information on student achievement of learning objectives.* ☐ *Inconsistent, informal and variable use of available information on student achievement of learning objectives.* ☐ *Assessment of student performance against learning objectives undertaken regularly using either quantitative or qualitative measures, or by staff involved in the development or delivery of the course.* ■ *Regular, independent, assessment of student performance against learning objectives undertaken after completion of courses using both qualitative and quantitative measures.*	Not apparent.
3 ☐ ☐ ☐ ■ ☒	**Institutional policies require that a formal statement of learning objectives is part of all course documentation provided to students.** ☐ *No policy requirement for learning objective statements.* ☐ *Policies require limited information on learning objectives or suggest that learning objectives be optionally supplied.* ☐ *Policies require communication of learning objectives but do not specify a consistent formal statement.* ☒ *Clear, formal, policy requirement for inclusion of statements of learning objectives in course documentation in a consistent manner.*	Evident from template introduction and contents (p56) and example objectives (p12) sections for course objectives and course skills.

Assessment	Practices	Sources and Evidence
3 (cont.) ☐ ☐ ☒ ◼ ◼	**Teaching staff are provided with support resources (including training, guidelines and examples) on developing learning objectives that address the full range of cognitive outcomes appropriate to the discipline, pedagogical approach and students.** ☐ *No training, guidelines or examples of learning objectives provided to teaching staff.* ☒ *Limited or non-specific training, guidelines and examples provided for the optional use of staff.* ◼ *Training, guidelines and examples provided but attendance and use are optional and not actively encouraged and promoted.* ◼ *Training, guidelines and examples provided to all teaching staff with the requirement that they be used prior to the design and (re)development of courses.*	Training programme evident from CITL Academic Development Programme Brochure (pp85-86): "Identifying and Communicating Learning Objectives Workshop" provided. No evidence of documented guidelines or exemplars.
☐ ☐ ☒ ◼ ◼	**Teaching staff are provided with support resources (including training, guidelines and examples) on using learning objectives to guide e-learning design and (re)development.** ☐ *No training, guidelines or examples of using learning objectives to guide e-learning design and (re)development provided to teaching staff.* ☒ *Limited or non-specific training, guidelines and examples of using learning objectives to guide e-learning design and (re)development provided for the optional use of staff.* ◼ *Detailed and specific training, guidelines and examples of using learning objectives to guide e-learning design and (re)development provided but attendance and use are optional and not actively encouraged and promoted.* ◼ *Detailed and specific training, guidelines and examples of using learning objectives to guide e-learning design and (re)development provided to all teaching staff with the requirement that they be used prior to the design and (re)development of courses.*	Training programme evident from CITLAcademic Development Programme Brochure (pp85-86): "Identifying and Communicating Learning Objectives Workshop" provided. No evidence of documented guidelines or exemplars.
2 ☐ ☐ ☐ ◼ ☒ ◼	**Course documentation templates require the clear statement of learning objectives.** ☐ *No requirement for learning objective statements in document templates.* ☐ *Document templates require limited or unspecified information on learning objectives or suggest that learning objectives be optionally supplied.* ◼ *Document templates provide clear guidance on learning objective statements but use is inconsistent and compliance incomplete or not enforced.* ☒ *Clear templates provided requiring inclusion of statements of learning objectives in course documentation in a consistent manner with compliance enforced.*	Clearly included in course outline template (p56); sections for course objectives and course skills.
☐ ☐ ☐ ☒ ◼ **See also:** D3 (2)	**Learning objectives guide e–learning design and (re)development decisions regarding content and activities.** ☐ *No use of learning objectives to guide content and activity decisions during e-learning design and (re)development.* ☐ *Informal and inconsistent use of learning objectives to guide content and activity decisions during e-learning design and (re)development.* ☒ *Learning objectives explicitly guide content and activity decisions during e-learning design and (re)development, but are treated as subordinate to technical goals, or not linked to design and development decisions.* ◼ *Learning objectives explicitly guide content and activity decisions during e-learning design and (re)development and are formally linked to design and development decisions.*	Student learning outcomes required in project design documents (p51 & 53). Learning objectives referred to in both project full proposal (p22) and project plan (p27), different language used.
☐ ☐ ☐ ☒ ◼ **See also:** D3 (2) & O7 (2)	**Learning objectives guide e–learning design and (re)development decisions regarding technology and pedagogy.** ☐ *No evidence of learning objectives in design and (re)development documents and planning activities.* ☐ *Inconsistent or informal use of learning objectives in design and (re)development documents and planning activities.* ☒ *E–learning design and (re)development activities reference learning objectives for most, but not all, projects and activities.* ◼ *E–learning design and (re)development activities formally and consistently reference learning objectives in selecting and implementing e-learning technologies and pedagogies used.*	Student learning outcomes required in project design documents (p51 & 53). Learning objectives referred to in both project full proposal (p22) and project plan (p27), however different language used to express the objectives. Use of the learning objectives to guide activity selection also evident (p28) 'Overview of project deliverables'.
1 ☐ ☐ ☐ ◼ ☒	**Course documentation includes a clear statement of learning objectives.** ☐ *No formally stated learning objectives apparent in the course information supplied to students.* ☐ *Formally stated learning objectives provided to a limited extent, either as narrative descriptions of the course outcomes or only in documentation provided after enrolment.* ◼ *Formally stated learning objectives normally provided in course documentation available prior to enrolment but are missing in some cases or inconsistently provided in the range of course documents.* ☒ *Formal statement of course learning objectives clearly and consistently provided in course documents, including those available prior to enrolment, individual objectives clearly distinguished from general course description and information.*	Course objectives and skills (p12). Course web page (p73). Online course catalogue description of course also includes the same set of learning objectives (p82).
☐ ☐ ☒ ◼ ◼ **See also:** L8 (1), D3 (2) & O7 (1)	**Learning objectives are linked explicitly throughout learning and assessment activities using consistent language.** ☐ *No use of learning objectives apparent in the course information supplied to students beyond a formal statement or description.* ☒ *Assessments and learning activities contain implicit, incomplete and inconsistent linkages to course learning objectives.* ◼ *Most, but not all, assessments and learning activities contain explicit linkages to course learning objectives or restate learning objectives using different wording.* ◼ *Formal statement of course learning objectives clearly and explicitly linked in all assessments and learning activities using consistent language.*	Similar but different objectives used in assessment descriptions (pp16-18)

Process L2.

Students are provided with mechanisms for interaction with teaching staff and other students

In this process area, evidence of the use of a variety of communication modes or channels and encouragement for students to engage with peers and teaching staff is used to determine capability. It is not sufficient that tools, such as those included as standard in course or learning management systems (CMS or LMS), be provided, there must also be activities designed to encourage their use and support of effective engagement. Students should be provided with information on how to access and use different communication channels or modes. They should be given a clear explanation as to why the channels or modes have been included within the course and how they will assist in achieving the learning objectives of the course.

As with a traditional face-to-face class, it is the responsibility of the teaching staff to set the 'ground rules' and expectations for the communication undertaken in a particular course. Particularly, while many students are unfamiliar with e-learning, it is necessary for them to get clear information on how to use the communication channels effectively and appropriately. Communicating expectations early is also essential if staff workloads are to be managed.

Assessment	Practices	Sources and Evidence
5 ☐ ☒ ☐ ◼ ◼	**Information on interaction between students and teaching staff guides resourcing of communication channels.** ☒ *No use of information on interaction between students and teaching staff during e-learning resource planning and allocation.* ☐ *Informal and inconsistent use of information on interaction between students and teaching staff during institutional e-learning resource planning and allocation.* ◼ *Information on interaction between students and teaching staff explicitly guides institutional e-learning resource planning and allocation, but is treated as subordinate to technical goals, or not linked to resourcing decisions.* ◼ *Information on interaction between students and teaching staff explicitly guides institutional e-learning resource planning and allocation and is formally linked to resourcing decisions.*	Not apparent.
☐ ☒ ☐ ◼ ◼ **See also:** L4 (5) & L5 (5)	**Information on interaction between students and teaching staff guides training and support resourcing.** ☒ *No use of information on interaction between students and teaching staff during training and support resource planning and allocation.* ☐ *Informal and inconsistent use of information on interaction between students and teaching staff during institutional training and support resource planning and allocation.* ◼ *Information on interaction between students and teaching staff explicitly guides institutional training and support resource planning and allocation, but is treated as subordinate to technical goals, or not linked to resourcing decisions.* ◼ *Information on interaction between students and teaching staff explicitly guides institutional training and support resource planning and allocation and is formally linked to resourcing decisions.*	Not apparent.
4 ☐ ☒ ☐ ◼ ◼ **See also:** L4 (4)	**Student and staff use of communication channels is regularly monitored.** ☒ *No monitoring of staff or student use of communication channels.* ☐ *Limited, inconsistent or informal monitoring of staff or student use of communication channels.* ◼ *Formal, independent, monitoring of staff or student use of communication channels conducted irregularly or only covers some of the communication channels used.* ◼ *Formal, independent, and regular monitoring of staff or student use of communication channels.*	Not apparent.
☐ ☒ ☐ ◼ ◼	**Feedback collected regularly from students regarding the effectiveness of different communication channels.** ☒ *No feedback collected from students on the effectiveness of the different communication channels.* ☐ *Limited, inconsistent or informal students feedback collected, or feedback collected but not reported.* ◼ *Formal, independent, students feedback collected on some but not all channels or not collected regularly from all courses, or reported incompletely or irregularly.* ◼ *Formal, independent, student feedback on all of the communication channels collected regularly from all courses using the facilities and reported regularly.*	Not apparent.
☐ ☐ ☒ ◼ ◼ **See also:** L4 (4)	**Feedback collected regularly from staff regarding the effectiveness of the communication channels.** ☐ *No feedback collected from staff on the effectiveness of the different communication channels.* ☒ *Limited, inconsistent or informal staff feedback collected, or feedback collected but not reported.* ◼ *Formal, independent, staff feedback collected on some but not all channels or not collected regularly from all staff using the communication channels, or reported incompletely or irregularly.* ◼ *Formal, independent, staff feedback on all of the communication channels collected regularly from all staff using the facilities and reported regularly.*	The project self-review template (p40) and supplied example (p31) can include information on the effectiveness of communication channels but this information is not explicitly solicited.

Assessment	Practices	Sources and Evidence
3 ☐ ☒ ☐ ☐ ■	**Institutional policies define requirements for staff responsiveness to student communication.** ☒ *No policies, standards or guidelines define requirements for staff responsiveness to student communication.* ☐ *Policies, standards and guidelines define requirements for staff responsiveness to student communication, but the requirements are optional, or fail to impose mandatory minimum requirements.* ☐ *Policies, standards or guidelines define mandatory minimum requirements for staff responsiveness to student communication, however compliance incomplete or not enforced.* ■ *Policies, standards or guidelines define mandatory minimum requirements for staff responsiveness to student communication with compliance enforced.*	Not apparent.
☐ ☒ ☐ ☐ ■	**Institutional policies define requirements that staff support student engagement through a mix of different types of interaction.** ☒ *No policies, standards or guidelines define requirements for staff use of different types of interaction.* ☐ *Policies, standards and guidelines define requirements for staff use of different types of interaction, but the requirements are optional, or fail to impose mandatory minimum requirements.* ☐ *Policies, standards or guidelines define mandatory minimum requirements for staff use of different types of interaction, however compliance incomplete or not enforced.* ■ *Policies, standards or guidelines define mandatory minimum requirements for staff use of different types of interaction with compliance enforced.*	Not apparent.
☐ ☐ ☒ ☐ ■	**Teaching staff are provided with support resources (including training, guidelines and examples) on effective ways of using communication channels to support student learning.** ☐ *No training, guidelines or examples of using communication channels to support student learning provided to teaching staff.* ☒ *Limited or non-specific training, guidelines and examples provided for the optional use of staff.* ☐ *Detailed and specific training, guidelines and examples provided but attendance and use are optional and not actively encouraged and promoted.* ■ *Detailed and specific training, guidelines and examples provided to all teaching staff with the requirement that they be used prior to using the communication channels in courses.*	Training programme evident from CITL Academic Development Programme Brochure (pp85-86): "Moderating Online Discussions" optional workshop provided.
2 ☐ ☐ ☐ ■ ☒	**Students are provided with course documentation describing all of the communication channels used.** ☐ *Course documentation does not contain any information on the communication channels used in the course.* ☐ *Course documentation contains outdated, incomplete or informal information on the communication channels used in the course.* ☐ *Course documentation contains information on the communication channels used in the course that is unnecessarily inconsistent or different in different courses.* ☒ *Course documentation contains consistent information on all of the communication channels used in the course.*	'Learning online' section of the example course outline (p15) and template (p59) includes a description of the channels and how to use them effectively.
☐ ☐ ☐ ☒ ■	**Students are provided with course documentation describing how different communication channels will support their learning.** ☐ *Course documentation does not contain any information on how the different channels will support student learning.* ☐ *Course documentation contains outdated, incomplete or informal information on how the different channels will support student learning.* ☒ *Course documentation contains information linked with course activities on how some of the different channels will support student learning that is unnecessarily inconsistent or different in different courses or assessments.* ■ *Course documentation contains consistent information linked with course activities on how the different channels will support student learning.*	'Learning online' section of the example course outline (p15) and template (p59) includes a description of the channels and how to use them effectively. Assessment descriptions (p16) contain implied links to the channels rather than repeated encouragement.
☐ ☐ ☐ ■ ☒ **See also:** L4 (2) and L5 (2)	**Course (re)development plans include a structured interaction design incorporating a variety of communication channels.** ☐ *Course (re)development plans do not contain any include a structured interaction design.* ☐ *Course (re)development plans contain an incomplete or informal interaction design.* ☐ *Course (re)development plans contain a structured interaction design limited to a particular communication channel.* ☒ *Course (re)development plans contain a structured interaction design incorporating a variety of communication channels.*	'Interaction strategy' in project plan (p29) and template (p53) includes a detailed consideration of interaction from multiple perspectives.
1 ☐ ☐ ☐ ■ ☒	**Courses provide a variety of mechanisms for interaction between staff and students.** ☐ *No mechanism for interaction between staff and students provided.* ☐ *Interaction between staff and students provided only through a limited or informal mechanism or only through face to face contact.* ☐ *Interaction between staff and students supported formally using face to face contact and limited use of a single alternative communication channel.* ☒ *Interaction between staff and students provided formally through multiple complementary communication channels.*	Use of face to face and online via LMS apparent in the example course outline (p12). 'Interaction strategy' in project plan (p29) and template (p53) includes a detailed consideration of interaction from multiple perspectives.

Process L3.

Students are provided with e-learning skill development

Students' capability for effective e-learning is a combination of their skills as learners and their abilities to make effective use of the various information sources and technologies provided by institutions generally, and specifically in particular courses and programmes. Some degree of technical aptitude and experience can now be generally assumed although this does not mean that students are effective online learners. Care must be taken when designing the pedagogical elements of e-learning to ensure that students are provided with clear and explicit guidance of how the technologies should be used to support their learning. A strong constructive alignment of learning outcomes, technologies and pedagogies must be clear in the design and delivery of e-learning courses and programmes. Communication tools are a key aspect of engaging students provided that their use is focused in a way that generates shared experiences and effective connections between the students, the teaching staff and the course or programme domain.

Evidence of capability in this process is shown by clear communication to students of the pedagogical strategy of courses and programmes. The contribution of technological tools in assisting students in attaining the learning objectives of the course or programme should be clear. Students should be supported in understanding what is expected from them as learners and in gaining the necessary generic and specific learning skills, including attaining competency with the associated technologies. Teaching staff should be supported in developing their own skills as learning facilitators able to engage the students in effective learning built on a foundation of practice, demonstrated competency and guided reflection.

Assessment	Practices	Sources and Evidence
5 ☐ ☒ ☐ ☐ ■	**Information on the use of learning activities that progressively build student capabilities guides e-learning design and (re)development.** ☒ *No use of information on the use of learning activities that progressively build student capabilities during e-learning design and (re)development.* ☐ *Informal and inconsistent use of information on the use of learning activities that progressively build student capabilities during institutional e-learning design and (re)development.* ■ *Information on the use of learning activities that progressively build student capabilities explicitly guides institutional e-learning design and (re)development, but is treated as subordinate to technical goals, or not linked to design decisions.* ■ *Information on the use of learning activities that progressively build student capabilities explicitly guides institutional e-learning initiative planning and is formally linked to design decisions.*	Not apparent.
4 ☐ ☐ ☒ ■ ■	**Compliance with policies, standards and guidelines governing the use of learning activities that progressively build student capabilities in e-learning design and development activities is regularly monitored.** ☐ *No monitoring of e-learning activities within courses to ensure progressive development of student capabilities occurring.* ☒ *Informal or incomplete monitoring of e-learning activities within courses to ensure progressive development of student capabilities occurring.* ■ *Formal monitoring of e-learning activities within courses to ensure progressive development of student capabilities occurring but compliance with relevant institutional policies, standards and guidelines treated as optional or not required.* ■ *Formal monitoring of e-learning activities within courses to ensure progressive development of student capabilities with compliance to institutional policies, standards and guidelines required.*	CITL project process (p39) includes a Project evaluation and review, Academic Self Review, Student Evaluation, and External Review but these are not conducted regularly for all courses.
☐ ☒ ☐ ■ ■	**Feedback collected regularly from students regarding the effectiveness of the support facilities.** ☒ *No feedback collected from students on the effectiveness of the different support facilities.* ☐ *Limited, inconsistent or informal student feedback collected, or feedback collected but not reported.* ■ *Formal, independent, student feedback collected on some but not all support facilities or not collected regularly from all courses, or reported incompletely or irregularly.* ■ *Formal, independent, student feedback on all of the support facilities collected regularly from all courses and reported regularly.*	Not apparent.
☐ ☒ ☐ ■ ■	**Feedback collected regularly from staff regarding the effectiveness of the support facilities.** ☒ *No feedback collected from staff on the effectiveness of the different support facilities.* ☐ *Limited, inconsistent or informal staff feedback collected, or feedback collected but not reported.* ■ *Formal, independent, staff feedback collected on some but not all support facilities or not collected regularly from all courses, or reported incompletely or irregularly.* ■ *Formal, independent, staff feedback on all of the support facilities collected regularly from all staff using the facilities and reported regularly.*	Not apparent.

Assessment		Practices	Sources and Evidence
3 ☐	☐ ☒ ☐ ☐ ☐	**Institutional policies require that assessment tasks be designed to support incremental development of student e-learning skills.** ☒ *No policies provided that require assessment tasks be designed to support incremental development of student skills and capabilities for e-learning.* ☐ *Policies provided that encourage, but do not require, that assessments support incremental development of student skills and capabilities for e-learning, or which fail to impose mandatory compliance requirements.* ☐ *Policies require the incorporation of assessment tasks be designed to support incremental development of student skills and capabilities for e-learning, however compliance incomplete or not enforced.* ☐ *Policies require the incorporation of assessment tasks be designed to support incremental development of student skills and capabilities for e-learning and compliance with the requirements enforced.*	Not apparent.
	☐ ☐ ☒ ☐ ☐	**Teaching staff are provided with support resources (including training, guidelines and examples) for developing learning activities that support incremental development of student e-learning skills.** ☐ *No training, guidelines or examples of learning activities that support incremental student learning skills development provided to teaching staff.* ☒ *Limited or non-specific training, guidelines and examples provided for the optional use of staff.* ☐ *Detailed and specific training, guidelines and examples provided but attendance and use are optional and not actively encouraged and promoted.* ☐ *Detailed and specific training, guidelines and examples provided to all teaching staff with the requirement that they be used prior to the design and (re)development of courses.*	Training programme evident from CITL Academic Development Programme Brochure (pp85-86): "Writing Effective Essay Questions" optional workshop provided. CITL e-learning guidelines and standards (p63) focused on technology rather than pedagogy.
2 ☐	☐ ☐ ☐ ☐ ☒	**Support staff provide students with assistance in developing e-learning skills.** ☐ *No support staff tasked with providing students assistance in developing e-learning skills.* ☐ *Support for student e-learning skill development is provided informally by staff employed primarily for other responsibilities.* ☐ *Staff tasked to provide support for student e-learning skill development but service not available in all e-learning courses or support is limited to only face-to-face or static web page provision.* ☒ *Staff tasked to provide support for student e-learning skill development in all e-learning courses using a variety of communication channels.*	Full range of 'Student support services' evident in the example course outline (p20).
	☐ ☐ ☐ ☒ ☐	**Early assessments of individual student capabilities guide activities and support during the remainder of the course.** ☐ *No assessments of individual student capabilities with e-learning technologies and pedagogies undertaken.* ☐ *Limited or informal assessments of individual student capabilities with e-learning technologies and pedagogies undertaken, or assessments undertaken only in response to problems or complaints.* ☒ *Assessments of individual student capabilities with e-learning technologies and pedagogies undertaken, but coverage of technologies or courses incomplete or not linked to formal plans to remediate issues.* ☐ *Assessments of individual student capabilities with e-learning technologies and pedagogies undertaken and formally linked to remediation plans and strategies.*	Staged assessments are apparent in the example course outline (p16, p17), however it is unclear how teaching staff support the links between the tasks.
1 ☐	☐ ☐ ☐ ☐ ☒	**Students are provided with explicit descriptions of the relationships between course components and activities.** ☐ *No relationships between course components and activities are conveyed to students.* ☐ *The relationships between course components and activities are conveyed to students informally or implied in course documents.* ☐ *The relationships between course components and activities are conveyed to students explicitly, but only for some components or courses, or in an unnecessarily different way between courses.* ☒ *The relationships between all key course components and activities are conveyed to students formally and consistently.*	Clear timetable for the course included in the example course outline (p14) Assessment tasks included linking to topics (p16).
	☐ ☐ ☐ ☒ ☐ **See also:** O6 (1) and O7 (1)	**Courses include opportunities for students to practice with e-learning technologies and pedagogies.** ☐ *No opportunities for students to practice with e-learning technologies and pedagogies provided.* ☐ *Limited or informal opportunities for students to practice with e-learning technologies and pedagogies provided after commencement of the course.* ☐ *Formal opportunities for students to practice with e-learning technologies and pedagogies provided after commencement of courses, or only cover some technologies and pedagogies or some courses.* ☒ *Formal opportunities for students to practice with all e-learning technologies and pedagogies provided prior to commencement, and during delivery, of all courses.*	LMS guest course/tutorial provided for use by students prior to starting study (p77). No reference to this in the PENG materials. The example course 'Virtual Penguin' e-learning tool is designed to be used for practice and revision (p23).

Process L4.

Students are provided with expected staff response times to student communications

Responsive and timely teacher-learner communications significantly effect positive learning experiences and outcomes. Effective interactive communication requires careful planning and thoughtful management to ensure responses meet student expectations and are unambiguous. To this end, a taxonomy of response types is useful for engaging with the complex needs of the e-learning environment. Training in the use of communication tools and strong technical support are also necessary. Furthermore, concise policy statements, setting out what is expected of learners and what they expect of teachers, improves course management. And, Teacher modelling of appropriate online responses and discussions is another method of communicating effective practices that has the additional benefit of demonstrating the communications process.

Evidence of capability in this process is shown by clear commitments to provide feedback and responses within a designated time period. This may include formal processes for how the different channels are used and a description of how teaching staff will respond on these channels (if at all). A clear design is apparent in the selection of the range of channels and the integration with course activities and the information provided to students on type and timeliness of responses is consistent with that design. Performance is monitored in order to ensure that the commitments being made are adhered to and resourced appropriately.

Assessment	Practices	Sources and Evidence
5 ☐ ☒ ☐ ☐ ■ See also: L2 (5) & L5 (5)	**Information on interaction between students and teaching staff guides training and support resourcing.** ☒ *No use of information on interaction between students and teaching staff during training and support resource planning and allocation.* ☐ *Informal and inconsistent use of information on interaction between students and teaching staff during institutional training and support resource planning and allocation.* ■ *Information on interaction between students and teaching staff explicitly guides institutional training and support resource planning and allocation, but is treated as subordinate to technical goals, or not linked to resourcing decisions.* ■ *Information on interaction between students and teaching staff explicitly guides institutional training and support resource planning and allocation and is formally linked to resourcing decisions.*	Not apparent.
☐ ☒ ☐ ☐ ■ See also: L5 (5)	**Information on interaction between students and teaching staff used to identify effective communication strategies for reuse.** ☒ *No information on interaction between students and teaching staff used to identify effective communication strategies for reuse.* ☐ *Informal and inconsistent use of information on interaction between students and teaching staff to identify effective communication strategies for reuse.* ■ *Information on interaction between students and teaching staff explicitly guides the identification of effective communication strategies for reuse, but is treated as subordinate to technical goals, or not linked to reuse decisions.* ■ *Information on interaction between students and teaching staff explicitly guides the identification of effective communication strategies for reuse and is formally linked to reuse decisions.*	Not apparent.
4 ☐ ☒ ☐ ■ ■ See also: L2 (4)	**Student and staff use of communication channels is regularly monitored.** ☒ *No monitoring of staff or student use of communication channels.* ☐ *Limited, inconsistent or informal monitoring of staff or student use of communication channels.* ■ *Formal, independent, monitoring of staff or student use of communication channels conducted irregularly or only covers some of the communication channels used.* ■ *Formal, independent, and regular monitoring of staff or student use of communication channels.*	Not apparent.
☐ ☐ ☒ ■ ■	**Feedback collected regularly from students regarding the effectiveness of the teaching staff use of communication channels.** ☐ *No feedback collected from students on the effectiveness of the teaching staff use of different communication channels.* ☒ *Limited, inconsistent or informal student feedback collected, or feedback collected but not reported.* ■ *Formal, independent, student feedback collected on some but not all channels or not collected regularly from all courses using the communication channels, or reported incompletely or irregularly.* ■ *Formal, independent, student feedback on all of the communication channels collected regularly from all staff using the facilities and reported regularly.*	Can be obtained somewhat from standard evaluation process (p91) but e-learning information is not explicitly sought.
☐ ☐ ☒ ■ ■ See also: L2 (4)	**Feedback collected regularly from staff regarding the effectiveness of the communication channels.** ☐ *No feedback collected from staff on the effectiveness of the different communication channels.* ☒ *Limited, inconsistent or informal staff feedback collected, or feedback collected but not reported.* ■ *Formal, independent, staff feedback collected on some but not all channels or not collected regularly from all staff using the communication channels, or reported incompletely or irregularly.* ■ *Formal, independent, staff feedback on all of the communication channels collected regularly from all staff using the facilities and reported regularly.*	The project self-review template (p40) and supplied example (p31) can include information on the effectiveness of communication channels but this information is not explicitly solicited.

Assessment	Practices	Sources and Evidence
3 ☐ ☒ ☐ ☐ ■	**Institutional policies define expectations for staff responses to student communications.** ☒ *No policies, standards or guidelines define requirements for staff responses to student communications.* ☐ *Policies, standards and guidelines define requirements for staff responses to student communications, but the requirements are optional, or fail to impose mandatory minimum requirements.* ■ *Policies, standards or guidelines define mandatory minimum requirements for staff responses to student communications, however compliance incomplete or not enforced.* ■ *Policies, standards or guidelines define mandatory minimum requirements for staff responses to student communications with compliance enforced.*	Not apparent.
☐ ☐ ☒ ■ ■	**Teaching staff are provided with support resources (including training, guidelines and examples) on using communication channels to engage in effective and timely communication with students.** ☐ *No training, guidelines or examples of using different communication channels provided to teaching staff.* ☒ *Limited or non-specific training, guidelines and examples provided for the optional use of staff.* ■ *Detailed and specific training, guidelines and examples provided but attendance and use are optional and not actively encouraged and promoted.* ■ *Detailed and specific training, guidelines and examples provided to all teaching staff with the requirement that they be used prior to using the communication channels in courses.*	Training programme evident from CITL Academic Development Programme Brochure (pp85-86): "Moderating Online Discussions" optional workshop provided.
☐ ☐ ☐ ☒ ■ **See also:** L5 (3)	**Students are provided with support resources (including training, guidelines and examples) to assist them in making effective use of staff feedback in their learning.** ☐ *No guidelines or support materials provided to students to assist them in making effective use of staff feedback.* ☐ *Incomplete, outdated or informal guidelines or support materials provided to students to assist them in making effective use of staff feedback.* ☒ *Guidelines and/or support materials provided to students to assist them in making effective use of staff feedback, but materials are not actively promoted or provided to all students.* ■ *Guidelines and support materials provided to all students to assist them in making effective use of staff feedback and use of these materials actively promoted.*	'Communicating online effectively' webpage provides some information (p68). 'Learning online' section of the example course outline (p15) and template (p59) includes a description of the channels and how to use them effectively.
2 ☐ ☐ ☐ ■ ☒	**Communication channels are monitored to ensure a timely response to students.** ☐ *No monitoring of communication channels to ensure that students are appropriately responded to in a timely manner.* ☐ *Communication channels monitored informally to ensure that students are appropriately responded to in a timely manner.* ■ *Communication channels monitored formally to ensure that students are appropriately responded to in a timely manner, but monitoring is irregular or only covers some channels.* ☒ *All communication channels monitored formally and regularly to ensure that students are appropriately responded to in a timely manner.*	'Interaction strategy' (p29) and 'Staff workload' (p30) in project plan include consideration of monitoring and impact on staff workload needed for monitoring and responding to students.
☐ ☐ ☐ ☐ ☒ **See also:** L2 (2) and L5 (2)	**Course (re)development plans include a structured interaction design incorporating a variety of communication channels.** ☐ *Course (re)development plans do not contain any include a structured interaction design.* ☐ *Course (re)development plans contain an incomplete or informal interaction design.* ■ *Course (re)development plans contain a structured interaction design limited to a particular communication channel.* ☒ *Course (re)development plans contain a structured interaction design incorporating a variety of communication channels.*	'Interaction strategy' in project plan (p29) and template (p53) includes a detailed consideration of interaction from multiple perspectives.
☐ ☐ ☒ ■ ■	**Assessment tasks are explicitly linked to communication channels.** ☐ *No use of linkages apparent in the course information supplied to students beyond a formal statement or description.* ☒ *Assessment tasks and communication channels contain implicit, incomplete and inconsistent linkages in the task descriptions and supporting materials.* ■ *Most, but not all, assessments and learning activities contain explicit linkages in the task descriptions and supporting materials.* ■ *Assessment tasks and communication channels are linked explicitly in the task descriptions and supporting materials using consistent language.*	'Assessment' information in example course outline (pp16-18) includes limited links to communication channels.
1 ☐ ☒ ☐ ■ ■	**Course documentation provides the expected staff response times students can expect when using communication channels.** ☒ *Course outlines and descriptions do not contain any information on the response times students can expect from staff when using the communication channels provided in the course.* ☐ *Course outlines and descriptions contain outdated, incomplete or informal information on the response times students can expect from staff when using the communication channels provided in the course.* ■ *Course outlines and descriptions contain information on the response times students can expect from staff when using some of the communication channels or information on particular channels is unnecessarily inconsistent or different in different courses.* ■ *Course outlines and descriptions contain consistent information on the response times students can expect from staff when using the communication channels provided in the course.*	Not apparent.
☐ ☐ ☐ ■ ☒	**Course documentation describes appropriate uses of different communication channels.** ☐ *Course outlines and descriptions do not contain any information on what uses are appropriate for the range of communication channels used in the course.* ☐ *Course outlines and descriptions contain outdated, incomplete or informal information on what uses are appropriate for the range of communication channels used in the course.* ■ *Course outlines and descriptions contain information on what uses are appropriate for some of the communication channels used in the course or information on using particular channels is unnecessarily inconsistent or different in different courses or channels.* ☒ *Course outlines and descriptions contain consistent information on what uses are appropriate for the range of the communication channels used in the course.*	'Learning online' section of the example course outline (p15) and template (p59) includes a description of the channels and how to use them effectively.

Process L5.

Students receive feedback on their performance within courses

Feedback that learners' receive from teachers and from other students enables comparison of actual performance with expectations. Timely, constructive feedback affects students' participation, performance, and engagement on a course, and learning outcomes. Optimal feedback looks for balance between student needs and teaching management, and must enhance understanding rather than just indicating correctness. Feedback links knowledge and skills for understanding. It involves numerous models that centre on a 'feedback triad' of motivation, reinforcement, and information. Because feedback and action link to productive learning, extrinsic and intrinsic feedback is crucial for learners. A learning goal, or outcome, also prefigures unity between action, feedback and integration. Substantive and timely feedback improves online learning participation. However, feedback also involves complex effects including: 'candlepower', which characterises the subtle intimacy that arises in online dialogue and concerns effects of critical dialogue; and 'feedback specificity'. Although more specific feedback benefits learning responses in those who perform well, it is detrimental to learning responses in those who perform poorly.

Evidence of capability in this process is seen through the use of informal feedback through various communication channels complemented by formal assessment feedback processes such as marking rubrics. Policy should require prompt and useful feedback aimed at improving student capability in related tasks rather than just the immediate goal and teaching staff should be provided with guidelines and assistance in the provision of more effective feedback.

Assessment	Practices	Sources and Evidence
5 ☐ ☒ ☐ ■ ■ ☐ See also: L2 (5) & L4 (5)	**Information on feedback type and quality, and student satisfaction with feedback, guides training and support resourcing.** ☒ *No use of information on feedback type, quality and student satisfaction during training and support resource planning and allocation.* ☐ *Informal and inconsistent use of information on feedback type, quality and student satisfaction during institutional training and support resource planning and allocation.* ■ *Information on feedback type, quality and student satisfaction explicitly guides institutional training and support resource planning and allocation, but is treated as subordinate to technical goals, or not linked to resourcing decisions.* ■ *Information on feedback type, quality and student satisfaction explicitly guides institutional training and support resource planning and allocation and is formally linked to resourcing decisions.*	Not apparent.
☐ ☒ ☐ ■ ■ See also: L4 (5)	**Information on feedback type and quality, and student satisfaction with feedback, used to identify effective feedback strategies for reuse.** ☒ *No information on feedback type, quality and student satisfaction used to identify effective feedback strategies for reuse.* ☐ *Informal and inconsistent use of information on feedback type, quality and student satisfaction to identify effective feedback strategies for reuse.* ■ *Information on feedback type, quality and student satisfaction explicitly guides the identification of effective feedback strategies for reuse, but is treated as subordinate to technical goals, or not linked to reuse decisions.* ■ *Information on feedback type, quality and student satisfaction explicitly guides the identification of effective feedback strategies for reuse and is formally linked to reuse decisions.*	Not apparent.
4 ☐ ☒ ☐ ■ ■ ☐	**Feedback delivered in response to student work is regularly monitored.** ☒ *No monitoring of feedback delivered in response to student work.* ☐ *Limited, inconsistent or informal monitoring of feedback delivered in response to student work, or information collected but not reported.* ■ *Formal, independent, monitoring of feedback delivered in response to student work, but reported incompletely or irregularly.* ■ *Formal, independent, and regular monitoring and reporting of feedback delivered in response to student work.*	Not apparent.
☐ ☐ ☒ ■ ■	**Feedback collected regularly from students regarding the effectiveness of the feedback provided.** ☐ *No feedback collected from students on the effectiveness of the feedback provided.* ☒ *Limited, inconsistent or informal student feedback collected on the effectiveness of the feedback provided by staff, or feedback collected but not reported.* ■ *Student feedback collected formally on some but not all courses, or feedback not collected independently and/or regularly, or reported incompletely or irregularly.* ■ *Formal, independent, student feedback collected and reported regularly on the effectiveness of the staff feedback provided.*	Can be obtained somewhat from standard evaluation process (p91) but e-learning information is not explicitly sought.
☐ ☒ ☐ ■ ■	**Feedback collected regularly from staff regarding the effectiveness of the student feedback mechanisms and support.** ☒ *No feedback collected from staff on the effectiveness of the different student feedback mechanisms.* ☐ *Limited, inconsistent or informal staff feedback collected, or feedback collected on only some of the student feedback mechanisms in use, or feedback collected but not reported.* ■ *Formal, independent, staff feedback collected on some but not all student feedback mechanisms or not collected regularly from all courses using the feedback mechanisms, or reported incompletely or irregularly.* ■ *Formal, independent, staff feedback collected and reported regularly on all of the student feedback mechanisms in use.*	Not apparent.

Assessment	Practices		Sources and Evidence
3 ☐ ☒ ☐ ☐ ☐ **See also**: S3 (3)	**Institutional policies define requirements for the quality and type of feedback to be provided to students.** ☒ *No policies, standards or guidelines define requirements for the quality and type of feedback to be provided to students.* ☐ *Policies, standards and guidelines define requirements for the quality and type of feedback to be provided to students, but the requirements are optional, or fail to impose mandatory minimum requirements.*	☐ *Policies, standards or guidelines define mandatory minimum requirements for the quality and type of feedback to be provided to students, however compliance incomplete or not enforced.* ☐ *Policies, standards or guidelines define mandatory minimum requirements for the quality and type of feedback to be provided to students with compliance enforced.*	Not apparent.
☐ ☐ ☒ ☐ ☐	**Teaching staff are provided with support resources (including training, guidelines and examples) on how to use feedback to improve student learning.** ☐ *No training, guidelines or examples of using feedback to improve student learning provided to teaching staff.* ☒ *Limited or non-specific training, guidelines and examples provided for the optional use of staff.*	☐ *Detailed and specific training, guidelines and examples provided but attendance and use are optional and not actively encouraged and promoted.* ☐ *Detailed and specific training, guidelines and examples provided to all teaching staff with the requirement that they be used prior to delivering courses.*	Training programme evident from CITL Academic Development Programme Brochure (pp85-86): "Getting and Giving Feedback for Learning" optional workshop provided. CITL e-learning guidelines and standards (p63) focused on technology rather than pedagogy.
☐ ☐ ☐ ☒ ☐ **See also**: L4 (3)	**Students are provided with support resources (including training, guidelines and examples) to assist them in making effective use of staff feedback in their learning.** ☐ *No guidelines or support materials provided to students to assist them in making effective use of staff feedback.* ☐ *Incomplete, outdated or informal guidelines or support materials provided to students to assist them in making effective use of staff feedback.*	☒ *Guidelines and/or support materials provided to students to assist them in making effective use of staff feedback, but materials are not actively promoted or provided to all students.* ☐ *Guidelines and support materials provided to all students to assist them in making effective use of staff feedback and use of these materials actively promoted.*	'Communicating online effectively' webpage provides some information (p68). 'Learning online' section of the example course outline (p15) and template (p59) includes a description of the channels and how to use them effectively.
2 ☐ ☐ ☐ ☐ ☒ **See also**: L2 (2) and L4 (2)	**Course (re)development plans include a structured interaction design incorporating a variety of communication channels.** ☐ *Course (re)development plans do not contain any include a structured interaction design.* ☐ *Course (re)development plans contain an incomplete or informal interaction design.*	☐ *Course (re)development plans contain a structured interaction design limited to a particular communication channel.* ☒ *Course (re)development plans contain a structured interaction design incorporating a variety of communication channels.*	'Interaction strategy' in project plan (p29) and template (p53) includes a detailed consideration of interaction from multiple perspectives.
☐ ☐ ☐ ☐ ☒	**Courses include staged assessment tasks with structured opportunities for feedback and reflection.** ☐ *No staging or reflection apparent in the assessment tasks.* ☐ *Informal or implied staging between assessments with limited opportunities for feedback and reflection.*	☐ *Formal linkages and staging between some assessments or only in some courses, or with limited opportunities for feedback and reflection between linked assessments.* ☒ *Formal linkages and staging between assessments with clear opportunities for feedback and reflection between linked assessments.*	Staged assessments are apparent in the example course outline (p16, p17), however it is unclear how teaching staff support the links between the tasks.
1 ☐ ☐ ☐ ☐ ☒	**Students are provided with feedback beyond the marks assigned for assessed work.** ☐ *No provision for feedback beyond the marks assigned for assessed work.* ☐ *Limited, inconsistent or informal feedback opportunities beyond the marks assigned for assessed work.*	☐ *Formal opportunities for feedback beyond the marks assigned for assessed work provided, but only to most but not all courses and students.* ☒ *Formal opportunities for feedback beyond the marks assigned for assessed work provided consistently to all students in all courses.*	'Interaction strategy' in project plan (p29) includes consideration of feedback from multiple perspectives. Assessment marking schemes included in the course outline (pp16-18) provide mechanism for formative feedback.

Process L6.

Students are provided with support in developing research and information literacy skills

Evidence of capability in this process is seen through the provision of resources on conducting research, resources on finding content and other information via links to suitable databases, instructions on where to find suitable books and support materials provided by groups such as libraries on information literacy skills. Development of skills in identifying useful materials and more general research skills should also be reflected in the assessment tasks of a course and the associated marking and feedback rubrics. Information literacy and research skill development should be reflected in the learning objectives either implicitly or explicitly. Teaching staff are provided with templates, examples, training and support in using the range of information resources available to support student learning. Explicit guidance and support should be provided to staff and students with policies and examples on intellectual property aspects, particularly copyright and plagiarism.

Assessment	Practices	Sources and Evidence
5 ☐ ☒ ☐ ◼ ◼	**Information on the ability of students to access and assess content and conduct research guides training and support resourcing.** ☒ *No use of information on student research and information skills during training and support resource planning and allocation.* ☐ *Informal and inconsistent use of information on student research and information skills during institutional training and support resource planning and allocation.* ◼ *Information on student research and information skills explicitly guides institutional training and support resource planning and allocation, but is treated as subordinate to technical goals, or not linked to resourcing decisions.* ◼ *Information on student research and information skills explicitly guides institutional training and support resource planning and allocation and is formally linked to resourcing decisions.*	Not apparent.
☐ ☒ ☐ ◼ ◼	**Information on the effectiveness of information resources and tools guides e-learning design and (re)development.** ☒ *No use of information on the effectiveness of information resources and tools guides e-learning design and (re)development.* ☐ *Informal and inconsistent use of information on the effectiveness of information resources and tools guides institutional e-learning design and (re)development.* ◼ *Information on the effectiveness of information resources and tools guides institutional e-learning design and (re)development, but is treated as subordinate to technical goals, or not linked to design decisions.* ◼ *Information on the effectiveness of information resources and tools explicitly guides institutional e-learning initiative planning and is formally linked to design decisions.*	Not apparent.
4 ☐ ☒ ☐ ◼ ◼	**Students' abilities to conduct effective research are regularly monitored.** ☒ *No monitoring of students' abilities to conduct effective research.* ☐ *Limited, inconsistent or informal monitoring of students' abilities to conduct effective research, or information collected but not reported.* ◼ *Formal, independent, monitoring of students' abilities to conduct effective research, but reported incompletely or irregularly.* ◼ *Formal, independent, and regular monitoring and reporting of students' abilities to conduct effective research.*	Not apparent.
☐ ☒ ☐ ◼ ◼	**Feedback collected regularly from students regarding the effectiveness of the information literacy and research facilities.** ☒ *No feedback collected from students on the effectiveness of the information literacy and research facilities.* ☐ *Limited, inconsistent or informal student feedback collected on the information literacy and research facilities, or feedback collected but not reported.* ◼ *Formal, independent, student feedback collected on some but not all information literacy and research facilities or not collected regularly from all courses using the facilities, or reported incompletely or irregularly.* ◼ *Formal, independent, student feedback collected and reported regularly on all of the information literacy and research facilities.*	Not apparent.
☐ ☒ ☐ ◼ ◼	**Feedback collected regularly from staff regarding the effectiveness of the information literacy and research facilities.** ☒ *No feedback collected from staff on the effectiveness of the information literacy and research facilities.* ☐ *Limited, inconsistent or informal staff feedback collected on the information literacy and research facilities provided to students, or feedback collected but not reported.* ◼ *Formal, independent, staff feedback collected on some but not all information literacy and research facilities provided to students or not collected regularly from all courses using the facilities, or reported incompletely or irregularly.* ◼ *Formal, independent, staff feedback collected and reported regularly on all of the information literacy and research facilities provided to students.*	Not apparent.
3 ☐ ☒ ☐ ◼ ◼	**Institutional policies define expectations for student research skills and information literacy.** ☒ *No policies, standards or guidelines define expectations for student research and information literacy skills.* ☐ *Policies, standards and guidelines define expectations for student research and information literacy skills, but the requirements are optional, or fail to impose mandatory minimum requirements.* ◼ *Policies, standards or guidelines define mandatory minimum expectations for student research and information literacy skills, however compliance incomplete or not enforced.* ◼ *Policies, standards or guidelines define mandatory minimum expectations for student research and information literacy skills with compliance enforced.*	Not apparent.

Assessment		Practices		Sources and Evidence
3 **(cont.)**	☐ ☒ ☐ ◼ ◼	**Teaching staff are provided with support resources (including training, guidelines and examples) on using library facilities to support student research and information literacy skill development.** ☒ *No training, guidelines or examples of how to develop student research and information literacy skills provided to teaching staff.* ☐ *Limited or non-specific training, guidelines and examples provided for the optional use of staff.*	◼ *Detailed and specific training, guidelines and examples provided but attendance and use are optional and not actively encouraged and promoted.* ◼ *Detailed and specific training, guidelines and examples provided to all teaching staff with the requirement that they be used prior to designing, (re)developing or delivering courses.*	Not apparent.
	☐ ☒ ☐ ◼ ◼	**Standard bibliography and citation formats defined and provided to students and staff along with examples and training in their use.** ☒ *No standard bibliography and citation formats defined or provided.* ☐ *Standard bibliography and citation formats provided for the optional use of students and staff without examples or training.*	◼ *Standard bibliography and citation formats provided for the use by students and staff with examples and optional training.* ◼ *Standard bibliography and citation formats provided for the use of students and staff with examples and mandatory training undertaken.*	Not apparent.
2 ◼	☐ ☐ ☐ ☒ ◼	**Students are provided with formal information literacy and research skills development opportunities in all courses.** ☐ *No information literacy and research skills development sessions or tutorials provided.* ☐ *Information literacy and research skills development sessions and/or tutorials provided informally.*	☒ *Information literacy and research skills development sessions and/or tutorials provided formally to most, but not all, students and courses.* ◼ *Information literacy and research skills development sessions and/or tutorials provided formally in all courses and participation by all students required.*	Online tutorials provided via the library and linked explicitly in the support webpage for the example course (p67) and the Library tutorials webpage (p81).
	☐ ☐ ☐ ◼ ☒	**Assessment marking rubrics include criteria reflecting the quality of student research and information use.** ☐ *No assessment of the quality of research and information use included in the assessment tasks used.* ☐ *The quality of research and information use assessed informally or implicitly.*	◼ *Marking rubrics include aspects of the quality of research and information use by students but this is not apparent in all appropriate courses or assessments.* ☒ *All appropriate course assessment marking rubrics include aspects of the quality of research and information use by students.*	Assessment marking schemes included in the course outline (pp16-18) include research and information use aspects.
1 ◼	☐ ☐ ☐ ◼ ☒	**Students are provided with a description of the range of available information sources.** ☐ *No information provided to students on the range of information sources available beyond the core course materials.* ☐ *Inconsistent or informal information provided to students on the range of information sources available beyond the core course materials.*	◼ *Information provided to students on the range of information sources available beyond the core course materials but use of the material not promoted or consistently referenced.* ☒ *Detailed information provided to students on the range of information sources available beyond the core course materials formally and consistent references made to these sources throughout core course materials.*	Library support resources webpage provided for example course includes detailed information (p67).

Process L7.

Learning designs and activities actively engage students

Student learning success is significantly affected by the creation of an e-learning environment that provides active engagement in experiential contexts. This requires that teachers clearly understand programme outcomes, teaching approach, students' motivation and learning styles, all of which depends on diligent planning. Also, students need to be able to link their learning to their life experiences. Technology plays a significant role in this and requires that the online teaching/learning environment undergo a reconstruction of student and teacher roles, relationships and strategies – students need to become active players in their own learning in regard to learning approach and intellectual challenges. Teachers need to be conversant with current research and theory and familiar with the complexities of human interactions with ICT, so that as users they are not detached from students. Teachers and learners need to be cognisant of their embodiment in technology relations that integrates knowing acting and being. Such embodied knowing opens understandings of the mind-body/machine nexus.

Evidence of capability in this process is seen through course and programme designs that provide students with authentic and personally relevant contexts for their learning. E-learning technologies and pedagogies should be flexibly designed so as to allow incorporation of student experience and knowledge. Analysis and reflection should be encouraged and practised rather than recall and information retrieval. Teaching staff should be supported in developing the skills needed to facilitate e-learning approaches that build engagement through active learning pedagogies rather than replicating passive, traditional learning environments.

Assessment	Practices	Sources and Evidence
5 ☐	**Information on the active engagement of students with course learning activities guides e-learning design and (re)development.** ☒ *No use of information on the extent to which courses are actively engaging students to guide e-learning design and (re)development.* ☐ *Informal and inconsistent use of information on the extent to which courses are actively engaging students to guide institutional e-learning design and (re)development.* ▨ *Information on the extent to which courses are actively engaging students guides institutional e-learning design and (re)development, but is treated as subordinate to technical goals, or not linked to design decisions.* ■ *Information on the extent to which courses are actively engaging students explicitly guides institutional e-learning initiative planning and is formally linked to design decisions.*	Not apparent.
☒	**Active engagement of students as learners guides e-learning strategic planning.** ☒ *No use of information on student engagement during institutional e-learning strategic planning.* ☐ *Informal and inconsistent use of information on student engagement during institutional e-learning strategic planning.* ▨ *Information on student engagement explicitly guides institutional e-learning strategic planning, but is treated as subordinate to technical goals, or not linked to strategy decisions.* ■ *Information on student engagement explicitly guides institutional e-learning strategic planning and is formally linked to strategy decisions.*	Not apparent.
4 ☐	**Compliance with policies, standards and guidelines governing the incorporation of learning activities that actively engage students in e-learning design and development is regularly monitored.** ☒ *No monitoring of e-learning activities within courses to ensure active engagement of students occurring.* ☐ *Informal or incomplete monitoring of e-learning activities within courses to ensure active engagement of students occurring.* ▨ *Formal monitoring of e-learning activities within courses to ensure active engagement of students occurring but compliance with relevant institutional policies, standards and guidelines treated as optional or not required.* ■ *Formal monitoring of e-learning activities within courses to ensure active engagement of students, with compliance to institutional policies, standards and guidelines required.*	Not apparent.
☒	**Feedback collected regularly from students regarding the effectiveness of the e-learning activities.** ☒ *No feedback collected from students on the effectiveness of the e-learning activities.* ☐ *Limited, inconsistent or informal student feedback on the effectiveness of the e-learning activities collected, or feedback collected but not reported.* ▨ *Formal, independent, student feedback collected on some but not all e-learning activities or not collected regularly from all e-learning courses, or reported incompletely or irregularly.* ■ *Formal, independent, student feedback on the effectiveness of the e-learning activities collected and reported regularly from all e-learning courses.*	Not apparent.
☒	**Feedback collected regularly from staff regarding the effectiveness of the e-learning activities.** ☐ *No feedback collected from staff on the effectiveness of the e-learning activities.* ☒ *Limited, inconsistent or informal staff feedback on the effectiveness of the e-learning activities collected, or feedback collected but not reported.* ▨ *Formal, independent, staff feedback collected on some but not all e-learning activities or not collected regularly from all e-learning courses, or reported incompletely or irregularly.* ■ *Formal, independent, staff feedback on the effectiveness of the e-learning activities collected and reported regularly from all e-learning courses.*	The project self-review template (p40) and supplied example (p31) can include information on the effectiveness of e-learning activities and tasks but this information is not explicitly solicited nor conducted regularly.

Assessment	Practices	Sources and Evidence
3 ☐ ☐ ☒ ◼ ◼	**Teaching staff are provided with support resources (including training, guidelines and examples) for designing, developing, and delivering learning activities that actively engage students.** ☐ No training, guidelines or examples provided to teaching staff on using learning activities to actively engage students. ☒ Limited or non-specific training, guidelines and examples provided for the optional use of staff. ◼ Detailed and specific training, guidelines and examples provided but attendance and use are optional and not actively encouraged and promoted. ◼ Detailed and specific training, guidelines and examples provided to all teaching staff with the requirement that they be used prior to designing or (re)developing courses.	Training programme evident from CITL Academic Development Programme Brochure (pp85-86): "Writing Effective Essay Questions" optional workshop provided. CITL e-learning guidelines and standards (p63) focused on technology rather than pedagogy.
2 ☐ ☐ ☒ ◼ ◼ **See also:** O7 (2)	**Course documentation describes the e-learning pedagogies used.** ☐ Course documentation does not contain any information on the e-learning pedagogies which will be used. ☐ Course documentation contains outdated, incomplete or informal information and/or procedures regarding the e-learning pedagogies which will be used. ◼ Course documentation contains information on particular e-learning pedagogies that is unnecessarily inconsistent or different in different courses. ☒ Course documentation contains consistent information on the e-learning pedagogies, and procedures for their use.	Clear information included in the example course outline introduction (p12) and Learning Online (p15) sections. Generic rather than specific information provided.
☐ ☐ ☐ ◼ ☒	**The design of e-learning activities is guided by the need to build and develop student engagement.** ☐ No evidence of student engagement in course and assessment objectives or design goals. ☐ Informal or inconsistent consideration of student engagement in e-learning design and (re)development processes. ◼ Consideration of student engagement apparent in e-learning design and (re)development processes for most, but not all courses. ☒ Formal consideration of student engagement apparent in e-learning design and (re)development processes for all courses.	Staged assessments are apparent in the example course outline (p16, p17).
1 ☐ ☐ ☐ ◼ ☒	**Learning activities are designed to encourage analysis and skill development.** ☐ No evidence of analysis and skill development apparent in learning activities. ☐ Primary focus of learning activities on recall and knowledge acquisition with minor and inconsistent use of analysis and skill development. ◼ Consideration of analysis and skill development apparent in e-learning design and (re)development processes for most, but not all courses. ☒ Formal consideration of analysis and skill development apparent in e-learning design and (re)development processes for all courses.	Course outline assessment programme descriptions include detailed objectives including analysis and skill development (p16-18).

Process L8.

Assessment is designed to progressively build student competence

To be effective, assessment needs to be integrated throughout the teaching-learning process in visible but seamless ways. That is, effective assessment will communicate ongoing high expectations through affirming competencies and capabilities, as well as technical and specific knowledge using a variety of approaches, such as 1. traditional; 2. activity oriented; 3. group; and 4. self-reflective and readily accessible practices, such as online quizzes, surveys, gradebooks and e-portfolios. Whatever methods are utilised, students need a rigorous understanding of qualitative and quantitative aspects of their assessment to ensure e-learning success.

Evidence of capability in this process is seen through the use of assessment programmes designed to support students in achieving the learning objectives and which learner build capability progressively with opportunities for feedback and reflection. Policy and guidelines should encourage the use of a mix of assessment techniques throughout the course and encourage the use of challenging tasks to motivate performance and learning.

Assessment	Practices		Sources and Evidence
5 ☐ ☒ ☐ ◼ ☐	**Information on the use of assessment activities that progressively build student capabilities guides e-learning design and (re)development.** ☒ No use of information on the extent to which courses are providing assessment activities that progressively build student capabilities during e-learning design and (re)development. ☐ Informal and inconsistent use of information on the extent to which courses are providing assessment activities that progressively build student capabilities during institutional e-learning design and (re)development.	☐ Information on the extent to which courses are providing assessment activities that progressively build student capabilities explicitly guides institutional e-learning design and (re)development, but is treated as subordinate to technical goals, or not linked to design decisions. ◼ Information on the extent to which courses are providing assessment activities that progressively build student capabilities explicitly guides institutional e-learning initiative planning and is formally linked to design decisions.	Not apparent.
4 ☐ ☐ ☒ ◼ ☐	**Feedback collected regularly from students regarding the effectiveness of the assessment activities.** ☐ No feedback collected from students on the effectiveness of the assessment activities. ☒ Limited, inconsistent or informal student feedback collected, or feedback collected but not reported.	☐ Formal, independent, student feedback collected on some but not all assessment activities or not collected regularly from all e-learning courses, or reported incompletely or irregularly. ◼ Formal, independent, student feedback collected and reported regularly on assessment activities.	Can be obtained somewhat from standard evaluation process (p91) but e-learning information is not explicitly sought.
☐ ☒ ☐ ◼	**Feedback collected regularly from staff regarding the effectiveness of the assessment activities.** ☒ No feedback collected from staff on the effectiveness of the assessment activities used with students. ☐ Limited, inconsistent or informal staff feedback collected, or feedback collected but not reported.	☐ Formal, independent, staff feedback collected on some but not all assessment activities used with students or not collected regularly from all e-learning courses, or reported incompletely or irregularly. ◼ Formal, independent, staff feedback collected and reported regularly on the assessment activities used with students in all e-learning courses.	Not apparent.
3 ☐ ☒ ◼ ☐	**Institutional policies require that e-learning assessment programmes provide sufficient time for feedback from staff and reflection by students.** ☒ No policies, standards or guidelines define requirements for designing assessment programmes to ensure sufficient time for feedback from staff and reflection by students. ☐ Policies, standards and guidelines define requirements for designing assessment programmes to ensure sufficient time for feedback from staff and reflection by students, but the requirements are optional, or fail to impose mandatory minimum requirements.	☐ Policies, standards or guidelines define mandatory minimum requirements for designing assessment programmes to ensure sufficient time for feedback from staff and reflection by students, however compliance incomplete or not enforced. ◼ Policies, standards or guidelines define mandatory minimum requirements for designing assessment programmes to ensure sufficient time for feedback from staff and reflection by students with compliance enforced.	Not apparent.
☐ ☐ ☒ ◼	**Teaching staff are provided with support resources (including training, guidelines and examples) on designing effective assessment programmes.** ☐ No training, guidelines or examples provided to teaching staff on designing effective assessment programmes. ☒ Limited or non-specific training, guidelines and examples provided for the optional use of staff.	☐ Detailed and specific training, guidelines and examples provided but attendance and use are optional and not actively encouraged and promoted. ◼ Detailed and specific training, guidelines and examples provided to all teaching staff with the requirement that they be used prior to designing or (re)developing courses.	Training programme evident from CITL Academic Development Programme Brochure (pp85-86): "Writing Effective Essay Questions" optional workshop provided. CITL e-learning guidelines and standards (p63) focused on technology rather than pedagogy.

Assessment	Practices		Sources and Evidence
2 ☐ ☐ ☐ ■ ☒ ■	**Course documentation provides students with a description of the programme of assessment and the relationship between the individual assessment tasks and other learning activities.** ☐ *Course outlines and descriptions do not contain any overview or information on the relationship between the individual assessment tasks and other learning activities.* ☐ *Course outlines and descriptions contain outdated or incomplete information on the relationship between the individual assessment tasks and other learning activities.*	■ *Course outlines and descriptions for most, but not all, courses contain information on the relationship between the individual assessment tasks and other learning activities, or the information is unnecessarily different between different courses.* ☒ *Course outlines and descriptions contain a clear and consistent overview of the programme of assessment and the relationship between the individual assessment tasks and other learning activities.*	The example course outline (pp12, 16-18) provides a clear overview of the assessment programme and its relationship to other course elements.
☐ ☐ ☐ ☒ ■	**The assessment programme is designed to make effective and consistent use of e-learning technologies used in other course activities.** ☐ *No evidence of consistent use of e-learning technologies for assessment in courses.* ☐ *Informal or inconsistent linkage of e-learning technologies throughout course assessment and other activities.*	☒ *E-learning technologies consistently linked throughout course learning and assessment activities during design and (re)development processes, but the linkages not explicitly communicated to students.* ■ *E-learning technologies consistently linked throughout course learning and assessment activities during design and (re)development processes and the linkages formally and explicitly communicated to students during delivery.*	The example course assessment programme provides some linkages to technology used elsewhere such as Assessment 6 (p18), but stronger links to communication and LMS facilities could be made.
1 ☐ ☐ ☒ ■ ■ ☐ **See also:** L1 (1), D3 (1) & O7 (1)	**Assessments are described in terms of course and programme objectives and requirements.** ☐ *Assessments described solely in terms of required deliverables.* ☒ *Assessment descriptions include information on the context of the assessment that implies linkage with the course and programme objectives and requirements.*	■ *Most, but not all, assessment descriptions contain explicit linkages to course and programme objectives or restate course and programme objectives using different wording.* ■ *Formal assessment descriptions in all cases clearly and explicitly linked with course and programme objectives using consistent language.*	Similar but different objectives used in assessment descriptions (pp16-18)
☐ ☒ ☐ ■ ■	**Students are provided with opportunities to discuss assessment tasks with each other and the teaching staff before attempting marked work.** ☒ *No opportunities for students to discuss assessment tasks with each other and the teaching staff before attempting marked work.* ☐ *Limited or informal opportunities for students to discuss assessment tasks with each other and/or the teaching staff before attempting marked work.*	■ *Formal opportunities for students to discuss assessment tasks with teaching staff before attempting marked work, but no formal mechanism for peer discussion.* ■ *Formal opportunities for students to discuss assessment tasks with each other and the teaching staff before attempting marked work.*	Not apparent.
☐ ☐ ☒ ■ ■	**Students are provided with opportunities to practice assessment tasks before attempting marked work.** ☐ *No opportunities for students to practice assessment tasks provided.* ☒ *Limited or informal opportunities for students to practice assessment tasks provided after commencement of the course.*	■ *Formal opportunities for students to practice assessment tasks provided after commencement of courses, or only cover some technologies and pedagogies or some courses.* ■ *Formal opportunities for students to practice assessment tasks provided prior to commencement and during delivery of all courses.*	Not formally, but tasks available for review prior to course if students download the publically available course outline (p82).

Process L9.

Student work is subject to specified timetables and deadlines

E-learning provides a time flexible environment that demands attention to the management of timeliness in the conduct of teaching and learning on courses. Negotiated agreements, between teachers and learners, concerning the ordering and timing of course elements must be clearly communicated in course timetables and assignment deadlines. Furthermore, explicit expectations and guidelines encourage and motivate learners to make the most effective use of time and enable teachers to facilitate effective time management. As the e-learning environment imposes more self-regulated learning responsibilities on the student than they may have previously experienced, there is need for personal learning structures that ensure productivity and reduce stress.

Evidence of capability in this process is seen by the provision of a clear timetable that relates all of the elements of a course together and communicates the logic underlying the design of the various activities. Particularly in online courses, there should be frequent pointers and reminders to students as to where they should be focusing their energies and the upcoming deadlines that they should be aware of. During the design of materials, explicit consideration should be given to student and staff workload expectations and the impact that this has on the timing of elements of the course.

Assessment	Practices	Sources and Evidence
5 ☐	**Information on the workload and timetabling implications of learning activities guides e-learning design and (re)development.** ☒ *No use of information on the workload and timetabling implications of learning activities during e-learning design and (re)development.* ☐ *Informal and inconsistent use of information on the workload and timetabling implications of learning activities during e-learning design and (re)development.* ■ *Information on the workload and timetabling implications of learning activities explicitly guides e-learning design and (re)development, but is treated as subordinate to technical goals, or not linked to design decisions.* ■ *Information on the workload and timetabling implications of learning activities explicitly guides e-learning initiative planning and is formally linked to design decisions.*	Not apparent.
4 ☐	**Student workload information is regularly monitored.** ☒ *No monitoring of course workload expectations on students in e-learning courses.* ☐ *Limited, inconsistent or informal monitoring of student workloads.* ■ *Formal, independent, monitoring of student workloads in e-learning courses undertaken incompletely or irregularly.* ■ *Formal, independent, monitoring of student workloads in e-learning courses.*	Not apparent.
	Feedback collected regularly from students regarding the effectiveness of the timetables and deadlines. ☒ *No feedback collected from students on the effectiveness of the timetable and deadline information provided.* ☐ *Limited, inconsistent or informal student feedback collected, or feedback collected on only some of the timetable and deadline information provided, or feedback collected but not reported.* ■ *Formal, independent, student feedback collected on timetable and deadline information provided but not from all courses or collected irregularly, or reported incompletely or irregularly.* ■ *Formal, independent, student feedback collected and reported regularly from all courses on the effectiveness of the timetable and deadline information provided.*	Not apparent.
	Feedback collected regularly from staff regarding the effectiveness of the timetables and deadlines. ☒ *No feedback collected from staff on the effectiveness of the timetable and deadline information provided.* ☐ *Limited, inconsistent or informal staff feedback collected, or feedback collected on only some of the timetable and deadline information provided, or feedback collected but not reported.* ■ *Formal, independent, staff feedback collected on timetable and deadline information provided but not from all staff involved in course delivery or collected irregularly, or reported incompletely or irregularly.* ■ *Formal, independent, staff feedback collected and reported regularly on the effectiveness of the timetable and deadline information provided.*	Not apparent.
3 ☐	**Institutional policies define expectations for student workloads within courses.** ☒ *No policies or standards for course workloads expectations of students available.* ☐ *Policies and standards for course workloads provided for informational use but impose no minimum or maximum workload expectations of students.* ■ *Policies and standards for course workloads provided with minimum and/or maximum workload expectations of students but compliance by e-learning courses incomplete or not enforced.* ■ *Policies and standards for course workloads provided with minimum and/or maximum workload expectations of students and compliance with the requirements enforced in all e-learning courses.*	Not apparent.

Assessment	Practices	Sources and Evidence
3 (cont.) ☐ ☒ ☐ ☐ ■	**Teaching staff are provided with support resources (including training, guidelines and examples) on designing effective timetabling and workload schemes.** ☒ *No training provided to teaching staff on designing and using effective timetabling and workload schemes.* ☐ *Limited or non-specific training on designing and using effective timetabling and workload schemes provided for the optional use of staff.* ☐ *Detailed and specific training on designing and using effective timetabling and workload schemes provided but attendance and use are optional and not actively encouraged and promoted.* ■ *Detailed and specific training on designing and using effective timetabling and workload schemes provided to all teaching staff with the requirement that they be used prior to designing, (re)developing or delivering courses.*	Not apparent.
2 ☐ ☐ ☐ ☐ ☒ ■	**Course documentation provides a timetable for key activities and associated deadlines.** ☐ *Course outlines and descriptions do not contain any timetable for key activities or communication of deadlines.* ☐ *Course outlines and descriptions contain outdated, incomplete or informal timetables for key activities and/or communication of deadlines.* ☐ *Course outlines and descriptions contain timetables for key activities or communication of deadlines that fail to link the supplied information consistently or timetabling and deadline information is unnecessarily inconsistent or different in different courses.* ☒ *Course outlines and descriptions contain consistent and interlinked information on the timetable for key activities and associated deadlines.*	Clear timetables and deadlines provided throughout the example course outline (p14).
☐ ☐ ☐ ☐ ☒	**The extent and timing of e-learning activities is guided by student workload information.** ☐ *No evidence of student workload assessments or consideration in e-learning design and (re)development processes.* ☐ *Informal or inconsistent consideration of student workload in e-learning design and (re)development processes.* ☐ *Assessment of student workload implications apparent in e-learning design and (re)development processes for most, but not all courses or for only some aspects of courses.* ☒ *Formal and systematic assessment of student workload apparent in e-learning design and (re)development processes for all courses.*	CITL Project Plan includes formal consideration of 'Student Workload' (p30)
☐ ☐ ☐ ☐ ☒	**Course documentation provides an explicit process for negotiating variances to timetables and deadlines.** ☐ *Course outlines and descriptions do not contain any information on the process for negotiating variances to timetables and deadlines.* ☐ *Course outlines and descriptions contain outdated, incomplete or informal information on the process for negotiating variances to timetables and deadlines.* ☐ *Course outlines and descriptions contain information on the process for negotiating variances to timetables and deadlines which is unnecessarily inconsistent or varies between different courses.* ☒ *Course outlines and descriptions contain consistent and explicit information on the process for negotiating variances to timetables and deadlines.*	Example course outline (p13) and course outline template (p58) include standard section 'Late Penalties' describing policy and process.
1 ☐ ☐ ☐ ☐ ☒ ■	**Students provided prior to enrolment with details of the workload and time commitment required for course activities.** ☐ *Course descriptions available prior to enrolment do not contain any information for students on the workload and time commitment required for course activities.* ☐ *Course descriptions available prior to enrolment contain outdated, incomplete or informal information for students on the workload and time commitment required for course activities.* ☐ *Course descriptions available prior to enrolment contain information for students on the workload and time commitment required for course activities in a format which is unnecessarily inconsistent or varies between different courses.* ☒ *Course descriptions available prior to enrolment contain consistent and explicit information for students on the workload and time commitment required for course activities.*	Example course outline (p14) and course outline template (p58) include standard section 'Mandatory requirements and workload' which includes workload level and timing information.
☐ ☐ ☐ ☐ ☒	**Deadline and timing information provided as part of the descriptions of course activities.** ☐ *Course activity descriptions do not contain any timing and deadline information.* ☐ *Course activity descriptions contain outdated, incomplete or informal timing and deadline information.* ☐ *Course activity descriptions contain timing and deadline information that fail to link the supplied information consistently with overall course deadline and timing information.* ☒ *Course activity descriptions contain consistent and interlinked timing and deadline information linked explicitly to the course timetable for key activities and associated deadlines.*	Clear timetables and deadlines provided throughout the example course outline (pp16-18).
☐ ☐ ☐ ☐ ☒	**The relationships between course activities are explicit and logical.** ☐ *No apparent relationship between the course activities.* ☐ *Relationships between activities such as assessment and other course elements are informal, implied or weak.* ☐ *Relationships between activities such as assessment and other course elements are logical, but inconsistently or incompletely described in the course materials.* ☒ *Relationships between activities such as assessment and other course elements are logical and clearly described in the course materials.*	Clear descriptions provided throughout the example course outline (pp14-18).

Process L10.

Courses are designed to support diverse learning styles and learner capabilities

Inclusion of diversity is the coherent and consistent theme throughout the research literature, regarding both accessibility and learning preferences. Inclusivity underpins the argument that efforts to improve accessibility and ways of learning for some benefit all. Being inclusive requires respecting capabilities, disabilities, and styles of learning. As well, it requires respecting values, orientations, language factors, cultural and ethnic traditions, and the special requirements of learners. Inclusivity involves issues of gender and age. Overall, the consideration of inclusive design benefits all learners.

Evidence of capability in this area is seen through course design and implementation practices that use a variety of complementary pedagogical approaches to support student learning, including a variety of media, assessment types and communication channels. Teaching staff should be enabled and supported in being open to flexible teaching and learning methods and should support and encourage students negotiating or using alternative learning approaches that are better suited to their personal circumstances. Policies and guidelines for courses should explicitly incorporate an expectation of diversity in learning styles and learner capabilities being supported proactively, rather than being reacted to in response to student complaints.

Assessment	Practices	Sources and Evidence
5 ☐	**Information on the effectiveness of diversity support is used to guide e-learning initiative planning.** ☒ *No use of information on the effectiveness with which courses are providing support for diversity during e-learning initiative planning.* ☐ *Informal and inconsistent use of information on the effectiveness with which courses are providing support for diversity during institutional e-learning initiative planning activities.* ■ *Information on the effectiveness with which courses are providing support for diversity explicitly guides institutional e-learning initiative planning, but is treated as subordinate to technical goals, or not linked to planning decisions.* ■ *Information on the effectiveness with which courses are providing support for diversity explicitly guides institutional e-learning initiative planning and is formally linked to planning decisions.*	Not apparent.
☐	**Diversity requirements guide the selection and implementation of new technologies for e-learning.** ☒ *No student learning diversity requirements provided to staff involved in e-learning technology selection and deployment.* ☐ *Student learning diversity requirements informally or inconsistently provided to staff involved in e-learning technology selection and deployment or fail to impose mandatory minimum requirements.* ■ *Student learning diversity requirements optionally provided to staff involved in e-learning technology selection and deployment, with compliance to mandatory minimum requirements defined, however, compliance incomplete or not required.* ■ *Student learning diversity requirements formally and explicitly provided to staff involved in e-learning technology selection and deployment with compliance to mandatory minimum requirements required and formally included in the institutional processes.*	Not apparent.
4 ☐	**Compliance with policies, standards and guidelines governing diversity in e-learning courses is regularly monitored.** ☒ *No monitoring of e-learning courses to ensure student learning diversity policy requirements are being met.* ☐ *Informal or incomplete monitoring of e-learning courses to ensure student learning diversity policy requirements being met.* ■ *Formal monitoring of e-learning courses to ensure student learning diversity policy requirements being met but compliance with relevant institutional policies, standards and guidelines treated as optional or not required.* ■ *Formal reviews of e-learning courses to ensure student learning diversity policy requirements being met, with compliance to institutional policies, standards and guidelines required.*	Not apparent.
☐	**Feedback collected regularly from students regarding the effectiveness of the e-learning tasks and activities in supporting diversity.** ☒ *No feedback collected from students on the effectiveness of the provided e-learning tasks and activities in supporting their learning style and personal capabilities.* ☐ *Limited, inconsistent or informal student feedback on the effectiveness of the provided e-learning tasks and activities in supporting their learning style and personal capabilities, or feedback collected but not reported.* ■ *Formal, independent, student feedback collected on the effectiveness of the provided e-learning tasks and activities in supporting their learning style and personal capabilities but not from all e-learning tasks and activities provided or not collected and reported regularly from all e-learning courses.* ■ *Formal, independent, student feedback on all of the on the effectiveness of the provided e-learning tasks and activities in supporting their learning style and personal capabilities collected regularly from all e-learning courses and reported regularly.*	Not apparent.
☐	**Feedback collected regularly from staff regarding the effectiveness of the e-learning tasks and activities in supporting diversity.** ☒ *No feedback collected from staff on the effectiveness of the provided e-learning tasks and activities in supporting student learning styles and personal capabilities.* ☐ *Limited, inconsistent or informal staff feedback on the effectiveness of the provided e-learning tasks and activities in supporting student learning styles and personal capabilities collected, or feedback collected but not reported.* ■ *Formal, independent, staff feedback collected on the effectiveness of the provided e-learning tasks and activities in supporting student learning styles and personal capabilities but not from all e-learning tasks and activities provided or not collected and reported regularly from all staff involved in the delivery of e-learning courses.* ■ *Formal, independent, staff feedback on the effectiveness of the provided e-learning tasks and activities in supporting student learning styles and personal capabilities collected regularly from all staff using the facilities and reported regularly.*	Not apparent.

Assessment	Practices	Sources and Evidence
3 ☐ ☐ ☒ ◼ ■ 🟦	**Diversity policies, standards and guidelines are provided to all staff and students.** ☐ *No policies, standards or guidelines on diversity provided to staff or students designing and participating within e-learning courses.* ☒ *Policies, standards and guidelines on diversity optionally provided to staff or students designing and participating within e-learning courses or fail to impose mandatory minimum requirements.* 🟦 *Policies, standards and guidelines on diversity optionally provided to staff or students designing and participating within e-learning courses and compliance to mandatory minimum requirements defined, however, compliance incomplete or not required.* ◼ *Policies, standards and guidelines on diversity provided to staff or students designing and participating within e-learning courses and compliance to mandatory minimum requirements required.*	CITL technical accessibility standards provided (p63) but nothing on wider student diversity concerns.
☐ ☐ ☒ ◼ ■	**Teaching staff are provided with support resources (including training, guidelines and examples) on supporting student diversity when designing, (re)developing and delivering e-learning courses.** ☐ *No training, guidelines or examples provided to staff on supporting student diversity.* ☒ *Limited or non-specific training, guidelines and examples provided for the optional use of staff.* 🟦 *Detailed and specific training, guidelines and examples provided but attendance and use are optional and not actively encouraged and promoted.* ◼ *Detailed and specific training, guidelines and examples provided to all staff with the requirement that they be used prior to designing, (re)developing, delivering or supporting courses.*	Training programme evident from CITL Academic Development Programme Brochure (pp85-86): "Diversity and Accessibility in the Classroom and Online" optional workshop provided.
2 ☐ ☐ ☒ ◼ ■ ☐ See also: D4 (2)	**Course documentation provides the procedure to follow if course elements fail to meet individual student needs.** ☐ *Course outlines and descriptions do not contain any information for students on the procedure to follow if course elements fail to meet their needs.* ☒ *Course outlines and descriptions contain outdated, incomplete or informal information for students on the procedure to follow if course elements fail to meet their needs.* 🟦 *Course outlines and descriptions contain information for students on the procedure to follow if course elements fail to meet their needs which is unnecessarily inconsistent or different in different courses.* ◼ *Course outlines and descriptions contain consistent and explicit information for students on the procedure to follow if course elements fail to meet their needs.*	Example course outline (p19) and course outline template (p61) include standard section 'Reasonable accomodation policy', but this only coveres disability aspects.
☐ ☒ ☐ ◼ ■	**Teaching staff are provided with e-learning design and (re)development assistance that encourages and supports diversity.** ☒ *No assistance on student learning diversity issues and requirements provided to teaching staff on using e-learning technologies and pedagogies.* ☐ *Limited or non-specific assistance on student learning diversity issues and requirements provided for the optional use of staff.* 🟦 *Formal and explicit assistance on student learning diversity issues and requirements provided but use is optional and not actively encouraged and promoted.* ◼ *Assistance on student learning diversity issues and requirements provided to all teaching staff with the requirement that it be used when designing or (re)developing courses.*	Not apparent.
☐ ☒ ☐ ◼ ■	**E–learning design and (re)development procedures include formal testing and review of diversity support with student participants.** ☒ *No review and testing of diversity support undertaken during e-learning design and (re)development processes.* ☐ *Informal or incomplete review and testing of diversity support undertaken during e-learning design and (re)development processes and/or without the involvement of student participants.* 🟦 *Formal review and testing of diversity support undertaken during e-learning design and (re)development processes with compliance to minimum expectations optional or not required and/or minimal student involvement.* ◼ *Formal review and testing of diversity support undertaken during e-learning design and (re)development processes with compliance to minimum expectations and student involvement required formally by processes.*	Not apparent.
1 ☐ ☐ ☒ ◼ ■ 🟦	**Students told of diversity support mechanisms and encouraged to make use of the provided alternatives.** ☐ *No information provided to students on the measures undertaken to support diversity.* ☒ *Inconsistent or informal information provided to students on the measures undertaken to support diversity without any encouragement or promotion of alternatives.* 🟦 *Information provided to students on the measures undertaken to support diversity but use of the material not promoted or consistently referenced.* ◼ *Information provided to students on the measures undertaken to support diversity formally and consistent references made to these materials throughout core course materials encouraging their use.*	Example course outline (p19) and course outline template (p61) include standard section 'Reasonable accomodation policy', but this only coveres disability aspects and nothing specific to the example course is apparent.

Process D1.

Teaching staff are provided with design and development support when engaging in e-learning

Support provided to teaching staff in effective learning design is vital if courses are to develop pedagogical approaches that reflect the state of current understanding, as opposed to traditional approaches. By working with pedagogical experts, teaching staff can be encouraged to consider pedagogies that may make more effective use of available technology or, alternatively, technologies that enable particularly effective pedagogical approaches that they may not have considered. Staff must not only be trained and supported to develop strong computer, information literacy and management skills, but must also acquire relevant and appropriate pedagogical knowledge and skills to apply an informed critical perspective to using the knowledge and skills. Policy issues that require attention include intellectual property use and ownership as well as decisions about the infrastructure and support.

Evidence of capability in this process is seen in the availability of technical assistance and staff development for the full range of technologies that are provided as standard in the institution, along with expert assistance in the design of the pedagogical approaches for courses. Access to this support is managed to ensure efficient and equitable use of time and the achievement of strategic goals as well as short term requirements. Effective approaches in the institutional context are communicated through examples, case studies, standards and guidelines customized for the institution, as well as during training for teaching staff.

Assessment	Practices	Sources and Evidence
5 ☐ ☐ ☒ ◼ ◼ See also: D3 (5)	**Information on the effectiveness of design and development support guides the strategic and operational planning of e-learning.** ☐ *No use of information on the effectiveness of design and development support during institutional e-learning strategic and operational planning.* ☒ *Informal and inconsistent use of information on the effectiveness of design and development support during institutional e-learning strategic and operational planning.* ◼ *Information on the effectiveness of design and development support explicitly guides institutional e-learning strategic and operational planning, but is treated as subordinate to technical goals, or not linked to specific decisions.* ◼ *Information on the effectiveness of design and development support explicitly guides institutional e-learning strategic and operational planning and is formally linked to specific decisions.*	Example course project completion report (p34) and completion report template (p55) include information on the outcomes and resources used but it is not clear how this is reported to senior managers and included in planning activities.
4 ☐ ☐ ☒ ◼ ◼	**Staff use of templates, project supporting materials and quality assurance procedures during e-learning design and (re)development is regularly monitored.** ☐ *No monitoring of the use of the templates, project supporting materials and quality assurance procedures.* ☒ *Limited, inconsistent or informal monitoring of the use of templates, project supporting materials and quality assurance procedures collected, or information collected but not reported.* ◼ *Formal, independent, monitoring of the use of templates, project supporting materials and quality assurance procedures conducted irregularly or only covers some of materials, or reported incompletely or irregularly.* ◼ *Formal, independent, and regular monitoring of the use of templates, project supporting materials and quality assurance procedures.*	The project self-review template (p40) and supplied example (p31) can include information on the effectiveness of the templates and other supporting resources but this information is not explicitly solicited.
☐ ☐ ☐ ◼ ☒	**E-learning design and (re)development activities are subject to formal quality assurance reviews at key milestones.** ☐ *No reviews undertaken of course e-learning design and (re)development activities.* ☐ *Reviews of e-learning design and (re)development activities are informal, incomplete or lack independence, and/or have no impact on resourcing and project objectives.* ◼ *Reviews of e-learning design and (re)development activities are formal, but have no impact on resourcing and project objectives or lack independence.* ☒ *Formal and independent reviews of e-learning design and (re)development activities are conducted at key project milestones and used to formally modify objectives and/or change resource allocations.*	Project lifecycle includes formal QA plan and review process (p39).
☐ ☒ ☐ ◼ ◼	**Feedback collected regularly from staff regarding the effectiveness of the e-learning design and development support.** ☒ *No feedback collected from staff on the effectiveness of the e-learning design and development support.* ☐ *Limited, inconsistent or informal staff feedback collected on the effectiveness of the e-learning design and development support, or feedback collected but not reported.* ◼ *Formal, independent, staff feedback collected on some but not all e-learning design and development support, or not collected regularly from all staff using the facilities, or reported incompletely or irregularly.* ◼ *Formal, independent, staff feedback on all of the e-learning design and development support collected regularly from all staff using the facilities and reported regularly.*	Not apparent.

Assessment	Practices	Sources and Evidence
3	**Institutional policies define the support resources and assistance available to teaching staff for e-learning design and (re)development.** ☐ *No policies or standards govern the support resources and assistance available to teaching staff (re)developing courses.* ☐ *Policies and standards governing the support resources and assistance available to teaching staff (re)developing courses fail to impose mandatory minimum requirements or expectations on staff or the institution.*	Resources and assistance defined by formal CITL project process as set out in the project lifecycle (p39) and Project Plan (p54).
	☒ *Policies and standards governing the support resources and assistance available to teaching staff (re)developing courses impose mandatory minimum requirements or expectations on staff and the institution however compliance incomplete or not required.* ■ *Policies and standards governing the support resources and assistance available to teaching staff (re)developing courses impose mandatory minimum requirements or expectations on staff and the institution and compliance to these is required.*	
See also: D2 (3)	**Teaching staff are provided with support resources (including training, guidelines and examples) for e-learning design and (re)development.** ☐ *No training, guidelines or examples provided to teaching staff on using e-learning technologies and pedagogies.* ☐ *Limited or non-specific training, guidelines and examples provided for the optional use of staff.* ☒ *Detailed and specific training, guidelines and examples provided but attendance and use are optional and not actively encouraged and promoted.* ■ *Detailed and specific training, guidelines and examples provided to all teaching staff with the requirement that they be used prior to designing or (re)developing courses.*	Training programme evident from CITL Academic Development Programme Brochure (pp85-86): "Preparing CITL Project Grants" optional workshop provided. Instructor training included in example project plan provided (p30) but inclusion is not part of formal template (pp53-54).
See also: D2 (3)	**Teaching staff are provided with project tools (including standard contracts and licenses, checklists and quality assurance procedures) for e-learning design and (re)development.** ☐ *No e-learning design and (re)development technical and pedagogical project tools and materials provided.* ☒ *E-learning project tools and materials provided that are incomplete, informal or not designed for use by non-specialist staff.* ■ *E-learning project tools and materials provided that are designed for use by non-specialist staff, but fail to cover the range of e-learning technologies and pedagogies in use and/or are not used in all e-learning design and (re)development initiatives.* ■ *E-learning project tools and materials provided that are designed for use by non-specialist staff and which cover all of the e-learning technologies and pedagogies in use and are used in all e-learning design and (re)development initiatives.*	Resources and assistance defined by formal CITL project process as set out in the project lifecycle (p39) and Project Plan (p54), unclear what access to resources exists beyond the formal project support.
2	**Technical design and development support is formally scheduled during e-learning design and development.** ☐ *No assistance in e-learning course development provided.* ☐ *Assistance in e-learning course development allocated and planned informally and/or inconsistently.* ■ *Course e-learning design and (re)development plans include allocation of assistance in e-learning course development as a generic and unspecified component.* ☒ *Course e-learning design and (re)development plans include allocation and prioritisation of assistance in e-learning course development with detailed scheduling and timetabling of assistance.*	CITL project plan outlines the assistance provided in detail (p27).
See also: S5 (2) & O9 (2)	**Teaching staff are recognised and rewarded for their engagement with innovative e-learning initiatives.** ☐ *No recognition of individual staff involvement in e-learning initiatives.* ☒ *Informal, inconsistent or insignificant recognition of individual staff involvement in e-learning initiatives.* ■ *Formal, but generic or minor, recognition of individual staff involvement in e-learning initiatives.* ■ *Formal and significant recognition of individual staff involvement in e-learning initiatives.*	Time allocation for Teaching Staff is made as part of the CITL project budget process (p26). No evidence of other incentives.
1	**Technical design and development assistance available to staff designing and (re)developing courses.** ☐ *No technical e-learning design and development assistance provided.* ☐ *Technical e-learning design and development assistance provided informally and/or inconsistently.* ■ *Technical e-learning design and development assistance provided formally but only to a minimal or on a generic basis.* ☒ *Technical e-learning design and development assistance provided formally with extent of provision and availability determined by the needs of the staff and the requirements of the particular initiative.*	CITL project staff allocated as part of project planning and approval process (p39).

Process D2.

Course development, design and delivery are guided by e-learning procedures and standards

There is general agreement that institution-wide successful implementation of effective e-learning depends on explicit institutional procedures and standards. Standards and guidelines can support more effective practice and their use can result in cheaper, more useful materials to support student learning. Teachers cannot develop new skills and redesign courses without financial and organizational support from administration. But neither can administrators develop and maintain effective policy without input and feedback from teachers willing to engage with the pedagogical and technical issues.

Evidence of capability in this area is seen through the use of consistent, documented practice that reuses previous experience within the institution to build capability. Formal standards are used where available to inform and guide practice and ensure quality and reusability of materials. These standards and guidelines are communicated widely within the institution to encourage wider adoption by teaching staff.

Assessment		Practices		Sources and Evidence
5 ☐	☐ ☒ ☐ ◼ ■	**Information on the effectiveness of e-learning procedures and standards is used to guide strategic and operational planning of e-learning initiatives.** ☒ *No use of information on the effectiveness of e-learning procedures and standards when planning and resourcing e-learning initiatives.* ☐ *Inconsistent and informal use of information on the effectiveness of e-learning procedures and standards when planning and resourcing e-learning initiatives.*	◼ *Information on the effectiveness of e-learning procedures and standards is normally, but not always, included when planning and resourcing e-learning initiatives.* ■ *Consideration of evidence on the effectiveness of e-learning procedures and standards is formally included when planning and resourcing all e-learning initiatives.*	Not apparent.
	☐ ☒ ☐ ◼ ■	**Information on the e-learning skills of teaching staff guides the content of institutional e-learning standards and procedures.** ☒ *No information on the e-learning skills of teaching staff used when determining the content of institutional e-learning standards and procedures.* ☐ *Informal and inconsistent use of information on the e-learning skills of teaching staff when determining the content of institutional e-learning standards and procedures.*	◼ *Information on the e-learning skills of teaching staff explicitly guides the content of institutional e-learning standards and procedures, but is treated as subordinate to technical goals, or not linked to particular standards and procedures.* ■ *Information on the e-learning skills of teaching staff explicitly guides the content of institutional e-learning standards and procedures and is formally linked to particular standards and procedures.*	Not apparent.
4 ☐	☐ ☒ ☐ ◼ ■	**Staff use of e-learning procedures and standards during e-learning design and (re)development is regularly monitored.** ☒ *No monitoring of the use of e-learning procedures and standards by teaching staff.* ☐ *Limited, inconsistent or informal monitoring of the use of e-learning procedures and standards by teaching staff collected, or information collected but not reported.*	◼ *Formal, independent, monitoring of the use of e-learning procedures and standards by teaching staff conducted irregularly or only covers some of procedures and standards, or reported incompletely or irregularly.* ■ *Formal, independent, and regular monitoring and reporting of the use of e-learning procedures and standards by teaching staff.*	Not apparent.
	☐ ☐ ☒ ◼ ■	**Feedback collected regularly from staff regarding the effectiveness of the e-learning procedures and standards.** ☐ *No feedback collected from staff on the effectiveness of the e-learning procedures and standards.* ☒ *Limited, inconsistent or informal staff feedback collected on the effectiveness of the e-learning procedures and standards, or feedback collected but not reported.*	◼ *Formal, independent, staff feedback collected on some but not all e-learning procedures and standards or not collected regularly from all staff using the materials, or reported incompletely or irregularly.* ■ *Formal, independent, staff feedback on all of the e-learning procedures and standards collected regularly from all staff using the materials and reported regularly.*	The project self-review template (p40) and supplied example (p31) can include information on the effectiveness of the e-learning design and development support but this information is not explicitly solicited. No overall CITL review apparent.

Assessment	Practices	Sources and Evidence
3	**Support staff are provided with standards and guidelines covering technical and pedagogical aspects of e-learning design and (re)development.** ☐ *No e-learning design and (re)development technical and pedagogical standards provided.* ☒ *Technical and pedagogical standards provided that are incomplete, informal or fail to impose mandatory compliance requirements on staff involved in e-learning design and (re)development initiatives.* ■ *Technical and pedagogical standards provided which define mandatory compliance requirements on staff involved in e-learning design and (re)development initiatives however compliance incomplete or not required.* ■ *Technical and pedagogical standards provided which define mandatory compliance requirements on staff involved in e-learning design and (re)development initiatives and compliance required.*	CITL e-learning guidelines and standards (p63) focused on technology rather than pedagogy.
See also: D1 (3)	**Teaching staff are provided with support resources (including training, guidelines and examples) for e-learning design and (re)development.** ☐ *No training, guidelines or examples provided to teaching staff on using e-learning technologies and pedagogies.* ☐ *Limited or non-specific training, guidelines and examples provided for the optional use of staff.* ☒ *Detailed and specific training, guidelines and examples provided but attendance and use are optional and not actively encouraged and promoted.* ■ *Detailed and specific training, guidelines and examples provided to all teaching staff with the requirement that they be used prior to designing or (re)developing courses.*	Training programme evident from CITL Academic Development Programme Brochure (pp85-86): "Preparing CITL Project Grants" optional workshop provided. Instructor training included in example project plan provided (p30) but inclusion is not part of formal template (pp53-54).
See also: D1 (3)	**Teaching staff are provided with project tools (including standard contracts and licenses, checklists and quality assurance procedures) for e-learning design and (re)development.** ☐ *No e-learning design and (re)development technical and pedagogical project tools and materials provided.* ☒ *E-learning project tools and materials provided that are incomplete, informal or not designed for use by non-specialist staff.* ■ *E-learning project tools and materials provided that are designed for use by non-specialist staff, but fail to cover the range of e-learning technologies and pedagogies in use and/or are not used in all e-learning design and (re)development initiatives.* ■ *E-learning project tools and materials provided that are designed for use by non-specialist staff and which cover all of the e-learning technologies and pedagogies in use and are used in all e-learning design and (re)development initiatives.*	Resources and assistance defined by formal CITL project process as set out in the project lifecycle (p39) and Project Plan (p54), unclear what access to resources exists beyond the formal project support.
2	**Standards and procedures for changing pedagogies guide e-learning design and (re)development.** ☒ *No standards and procedures for changing pedagogies to support e-learning provided.* ☐ *Standards and procedures for changing pedagogies to support e-learning provided that are incomplete, informal or fail to cover the range of e-learning technologies and pedagogies in use.* ■ *Standards and procedures for changing pedagogies to support e-learning provided that do not cover all of the e-learning technologies and pedagogies in use and/or are not used in all e-learning design and (re)development initiatives, or not linked to design decisions.* ■ *Standards and procedures for changing pedagogies to support e-learning provided that cover all of the e-learning technologies and pedagogies in use and are used in all e-learning design and (re)development initiatives and are formally linked to design decisions.*	CITL e-learning guidelines and standards (p63) focused on technology rather than pedagogy.
1	**Teaching staff are provided with e-learning design and (re)development standards.** ☐ *No e-learning design and (re)development technical and pedagogical standards or procedures provided.* ☐ *Technical and pedagogical standards and procedures provided that are incomplete, informal or fail to cover the range of e-learning technologies and pedagogies in use.* ■ *Technical and pedagogical standards and procedures provided that cover most of the e-learning technologies and pedagogies in use and/or are not used in all e-learning design and (re)development initiatives.* ☒ *Technical and pedagogical standards and procedures provided that cover most of the e-learning technologies and pedagogies in use and are used in all e-learning design and (re)development initiatives.*	CITL process fully documented (p39). CITL e-learning guidelines and standards provided (p63).

Process D3.

An explicit plan links e-learning technology, pedagogy and content used in courses

Effective e-learning requires the complex links between pedagogical approach, course content, and use of technologies to be constructively aligned to defined learning objectives and outcomes. Learning objectives are the foundation for an educational event that forms a contract between teacher and learner and helps to ensure the selection of instructional strategies for content presentation that successfully delivers defined outcomes. Interactions are the ways teachers and learners interact as geographically distant members of a learning community. Assessment also serves both teachers' and learners' purposes by monitoring progress that enables the teacher to supply formative feedback information to the learner, and, for the learner to provide feedback on the course design to the teacher. The distance and time constraints of e-learning require pedagogical practices and technology selection be pre-planned as there is less flexibility for teaching staff to make spontaneous changes to e-learning activities.

Evidence of capability in this area is seen with the use of explicit design processes and plans that link technology decisions with defined student learning outcomes and graduate attributes. This should also include making the underlying design rationale and pedagogy apparent to students when they are introduced to how the technology will be used in the particular course. Teaching staff are provided with templates, examples, training and support in using the range of technologies available to support student learning in a range of contexts and disciplines.

Assessment	Practices	Sources and Evidence
5 ☐ ☒ ☐ ■ ■	**Information on changes in the student population is used to guide e-learning initiative planning activities.** ☒ *No use of information on the changing student population during institutional e-learning initiative planning activities.* ☐ *Informal and inconsistent use of information on the changing student population during institutional e-learning initiative planning activities.* ☐ *Information on changes in the student population explicitly guides institutional e-learning initiative planning, but is treated as subordinate to technical goals, or not linked to the content of the design rationale.* ■ *Information on changes in the student population explicitly guides institutional e-learning initiative planning and is formally linked to the content of the design rationale.*	Not apparent.
☐ ☒ ☐ ■ ■ **See also:** D1 (5)	**Information on the effectiveness of design and development support guides the strategic and operational planning of e-learning.** ☒ *No use of information on the effectiveness of design and development support during institutional e-learning strategic and operational planning.* ☐ *Informal and inconsistent use of information on the effectiveness of design and development support during institutional e-learning strategic and operational planning.* ☐ *Information on the effectiveness of design and development support explicitly guides institutional e-learning strategic and operational planning, but is treated as subordinate to technical goals, or not linked to specific decisions.* ■ *Information on the effectiveness of design and development support explicitly guides institutional e-learning strategic and operational planning and is formally linked to specific decisions.*	Not apparent.
4 ☐ ☒ ☐ ■ ■	**Compliance with policies, standards and guidelines governing explicit linkages between pedagogies, content and technologies in e-learning design and development activities is regularly monitored.** ☒ *No monitoring of compliance with policies, standards and guidelines governing explicit linkages between pedagogies, content and technologies in e-learning design and development activities.* ☐ *Infrequent or informal monitoring of compliance with policies, standards and guidelines governing explicit linkages between pedagogies, content and technologies in e-learning design and development activities.* ☐ *Formal monitoring of compliance with policies, standards and guidelines governing explicit linkages between pedagogies, content and technologies in e-learning design and development activities, but without minimum expectations for compliance enforced.* ■ *Formal monitoring of compliance with policies, standards and guidelines governing explicit linkages between pedagogies, content and technologies in e-learning design and development activities undertaken regularly with minimum expectations for compliance enforced.*	Not apparent.
☐ ☐ ☒ ■ ■	**Students' awareness of the relationships between course elements and learning objectives is regularly monitored.** ☐ *No monitoring of student understanding of the relationships between course elements and learning objectives.* ☒ *Limited, inconsistent or informal monitoring of student understanding of the relationships between course elements and learning objectives, or information collected but not reported.* ☐ *Formal, independent, monitoring of student understanding of the relationships between course elements and learning objectives conducted irregularly or only covers some of courses, or reported incompletely or irregularly.* ■ *Formal, independent, and regular monitoring and reporting of student understanding of the relationships between course elements and learning objectives.*	Can be obtained somewhat from standard evaluation process (p91) but information on the impact of learning objectives is not explicitly sought.
3 ☐ ☐ ☐ ☒ ■	**Institutional policies require that a description of the explicit relationships between course elements is part of all course documentation provided to students.** ☐ *No policies require that a description of the explicit relationships between course elements is part of all course documentation provided to students.* ☐ *Policies encourage that a description of the relationships between course elements be provided to students.* ☒ *Policies require that a description of the relationships between course elements is part of all course documentation provided to students, however compliance incomplete or not enforced.* ■ *Policies require that a description of the explicit relationships between course elements is part of all course documentation provided to students and compliance with the requirements enforced.*	The course outline template provides clear guidance (p36) and includes a reference to policy requirements.

Assessment	Practices	Sources and Evidence
3 (cont.) ☐ ☐ ☐ ☒ ■	**Institutional policies require that a formal statement of learning objectives is used as the starting point for e-learning design and (re)development.** ☐ *No policies require that a formal statement of learning objectives is used as the starting point for e-learning design and (re)development.* ☐ *Policies provided that encourage that a formal statement of learning objectives is used as the starting point for e-learning design and (re)development or which fail to impose mandatory compliance requirements.* ☒ *Policies provided that require that a formal statement of learning objectives is used as the starting point for e-learning design and (re)development, however compliance incomplete or not enforced.* ■ *Policies provided that require that a formal statement of learning objectives is used as the starting point for e-learning design and (re)development and compliance with the requirements apparent in the e-learning design and (re)development processes.*	CITL process Full Proposal (p51) and Project Plan (p53) both require the identification of learning objectives and use in justifying the decisions being made.
☐ ☐ ☒ ■ ■	**Teaching staff are provided with support resources (including training, guidelines and examples) for creating design rationales that effectively link learning outcomes with the pedagogies, content and technologies used.** ☐ *No training, guidelines or examples provided to teaching staff on using e-learning design rationales.* ☒ *Limited or non-specific training, guidelines and examples provided for the optional use of staff.* ☐ *Detailed and specific training, guidelines and examples provided but attendance and use are optional and not actively encouraged and promoted.* ■ *Detailed and specific training, guidelines and examples provided to all teaching staff with the requirement that they be used prior to designing or (re)developing courses.*	Training programme evident from CITL Academic Development Programme Brochure (pp85-86): "Identifying and Communicating Learning Objectives" optional workshop provided. CITL e-learning guidelines and standards (p63) focused on technology rather than pedagogy. Support provided by CITL to develop full proposals such as that supplied for the example course (p22).
2 ☐ ☐ ☐ ☒ ■ ☐ **See also:** L1 (2)	**Learning objectives guide e–learning design and (re)development decisions regarding content and activities.** ☐ *No use of learning objectives to guide content and activity decisions during e-learning design and (re)development.* ☐ *Informal and inconsistent use of learning objectives during e-learning design and (re)development.* ☒ *Learning objectives explicitly guide e-learning design and (re)development, but are treated as subordinate to technical goals, or not linked to design and development decisions.* ■ *Learning objectives explicitly guide e-learning initiative planning and are formally linked to design and development decisions.*	Student learning outcomes required in project design documents (p51 & 53). Learning objectives referred to in both project full proposal (p22) and project plan (p27), different language used.
☐ ☒ ☐ ■ ■	**Institutional reviews monitor e-learning design and development documents.** ☒ *No inclusion of e-learning design and development documents in institutional programme, degree or qualification planning and review processes.* ☐ *Informal or inconsistent inclusion of e-learning design and development documents in institutional programme, degree or qualification planning and review processes.* ☐ *Formal inclusion of e-learning design and development documents in institutional programme, degree or qualification planning and review processes, but treated only from technology perspectives.* ■ *Formal inclusion of e-learning design and development documents in institutional programme, degree or qualification planning and review processes with the information used to comment on pedagogical aspects.*	Not apparent.
☐ ☐ ☒ ■ ■ **See also:** L1 (2) & O7 (2)	**Learning objectives guide e–learning design and (re)development decisions regarding technology and pedagogy.** ☐ *No evidence of learning objectives in design and (re)development documents and planning activities.* ☐ *Inconsistent or informal use of learning objectives in design and (re)development documents and planning activities.* ☒ *E–learning design and (re)development activities reference learning objectives for most, but not all, projects and activities.* ■ *E–learning design and (re)development activities formally and consistently reference learning objectives in selecting and implementing e-learning technologies and pedagogies used.*	CITL process Full Proposal (p51) and Project Plan (p53) both require the identification of learning objectives and use in justifying the decisions being made.
1 ☐ ☐ ☒ ■ ■ ☐ **See also:** L1 (1), L8 (1) & O7 (1)	**Activities, content and assessment used in the course design are linked with common learning outcome statements.** ☐ *No use of learning objectives apparent in the course information supplied to students beyond a formal statement or description.* ☒ *Assessments and learning activities contain implicit, incomplete and inconsistent linkages to course learning objectives.* ☐ *Most, but not all, assessments and learning activities contain explicit linkages to course learning objectives or restate learning objectives using different wording.* ■ *Formal statement of course learning objectives clearly and explicitly linked in all assessments and learning activities using consistent language.*	Similar but different objectives used in assessment descriptions (pp16-18)
☐ ☐ ☐ ■ ☒	**An explicit plan covers pedagogical and technological decisions taken during the design and (re)development process.** ☐ *No evidence of any overall plan in e-learning design and (re)development documents and planning activities.* ☐ *Informal or inconsistent planning apparent in e-learning design and (re)development documents and activities.* ☐ *Formal inclusion of an explicit plan in e-learning design and (re)development documents and planning activities, but only guides decisions from a technical perspective or informally.* ☒ *Formal inclusion of explicit planning documents in e-learning design and (re)development documents and planning activities with the information used formally to justify technology and pedagogy decisions.*	CITL process Full Proposal exmaple (p22) and template (p51) and Project Plan example (p27) and template (p53) clearly illustrate the explicit design rationale used to guide development..

Process D4.

Courses are designed to support disabled students

Ensuring that materials are accessible to students with disabilities requires careful design and consideration of accessibility issues throughout the creation of materials, as well as the use of development tools to support student use of assistive technologies. Although assistive technologies are readily available to enable ICT access for those with disabilities, they often only help overcome the first of many barriers that need to be addressed with effective learning design.

Differences that affect accessibility extend beyond vision, hearing, and motor impediments to include learning disabilities. Whilst there is a general lack of research-based resources for diverse learners, new technology offers potential for greater accessibility and flexibility, and there is a common view that implementing accessibility protocols and features for disabled learners inevitably benefits all online learners.

Evidence of capability in this area is seen through design and implementation practices that use a variety of complementary approaches to support student learning, including a variety of media. Accessibility should be explicitly considered during the design process and standards used to ensure compliance. Formal and regular reviews involving students as key stakeholders should be conducted both of courses and the supporting standards, templates and staff development materials.

Assessment	Practices	Sources and Evidence
5 ☐ ☒ ☐ ■ ■	**Information on the effectiveness of accessibility support guides e-learning strategic planning.** ☒ No use of information on the effectiveness of accessibility support during institutional e-learning strategic planning. ☐ Informal and inconsistent use of information on the effectiveness of accessibility support during institutional e-learning strategic planning.	■ Information on the effectiveness of accessibility support explicitly guides institutional e-learning strategic planning, but is treated as subordinate to technical goals, or not linked to strategy decisions. ■ Information on the effectiveness of accessibility support explicitly guides institutional e-learning strategic planning and is formally linked to strategy decisions.	Not apparent.
☐ ☒ ☐ ■ ■	**Accessibility requirements guide the selection and implementation of e-learning technologies.** ☒ No accessibility requirements provided to staff involved in e-learning technology selection and deployment. ☐ Accessibility requirements informally or inconsistently provided to staff involved in e-learning technology selection and deployment or fail to impose mandatory minimum requirements.	■ Accessibility requirements optionally provided to staff involved in e-learning technology selection and deployment, with compliance to mandatory minimum requirements defined, however, compliance incomplete or not required. ■ Accessibility requirements formally and explicitly provided to staff involved in e-learning technology selection and deployment with compliance to mandatory minimum requirements required and formally included in the institutional processes.	Not apparent.
4 ☐ ☒ ☐ ■ ■	**Effectiveness of e-learning templates, project supporting materials and quality assurance procedures in ensuring courses are accessible is regularly monitored.** ☒ No measures collected of the effectiveness and impact on accessibility of templates, project supporting materials and quality assurance procedures used by staff. ☐ Limited, inconsistent or informal collection of measures of the effectiveness and impact on accessibility of templates, project supporting materials and quality assurance procedures used by staff, or measures collected but not reported.	■ Formal, independent, measures of the effectiveness and impact on accessibility of templates, project supporting materials and quality assurance procedures used by staff collected, but reported incompletely or irregularly. ■ Formal, independent, and regular collection and reporting of the effectiveness and impact on accessibility of templates, project supporting materials and quality assurance procedures used by staff.	Not apparent.
☐ ☒ ☐ ■ ■	**Feedback collected regularly from students regarding accessibility support and resources.** ☒ No feedback collected from students on accessibility support and resources. ☐ Limited, inconsistent or informal student feedback collected, or information collected but not reported.	■ Student feedback formally collected on some aspects of accessibility and/or not collected independently and regularly from all e-learning courses, or reported incompletely or irregularly. ■ Formal, independent, student feedback on accessibility issues and associated institutional guidelines and standards collected and reported regularly from all e-learning courses.	Not apparent.
☐ ☒ ☐ ■ ■	**Feedback collected regularly from staff regarding the effectiveness of the support for assisting disabled students.** ☒ No feedback collected from staff on the effectiveness of the support for assisting disabled students. ☐ Limited, inconsistent or informal staff feedback collected, or information collected but not reported.	■ Formal, independent, staff feedback collected on some but not all support provided for assisting disabled students or not collected regularly from all staff using the facilities, or reported incompletely or irregularly. ■ Formal, independent, staff feedback on all of the support provided for assisting disabled students collected and reported regularly from all staff using the facilities.	Not apparent.

Assessment	Practices	Sources and Evidence
3 ☐	**Institutional policies defines requirements for supporting accessibility during e-learning design, (re)development and delivery.** ☒ *No policies, standards or guidelines on supporting accessibility provided.* ☐ *Policies, standards or guidelines on supporting accessibility fail to impose mandatory minimum requirements on course design, (re)development and delivery activities.* ■ *Policies, standards or guidelines on supporting accessibility define mandatory minimum requirements, however, compliance incomplete or not monitored.* ■ *Policies, standards or guidelines on supporting accessibility provided to staff engaging in course design, (re)development and delivery activities and compliance to mandatory minimum requirements required and monitored.*	Not apparent.
	Accessibility policies are provided to all staff and students. ☐ *No accessibility standards, guidelines or policies provided.* ☒ *Accessibility standards, guidelines and/or policies provided which are incomplete, informal or fail to impose minimum expectations on the institution and staff.* ■ *Accessibility standards, guidelines and/or policies provided which impose minimum expectations on the institution and staff however provision incomplete or not monitored.* ■ *Accessibility standards, guidelines and/or policies provided to all staff which impose minimum expectations on the institution and staff.*	Technical accessibility standards provided through the CITL website (p63).
	Teaching staff are provided with support resources (including training, guidelines and examples) on supporting accessibility when engaged in e-learning design and (re)development. ☒ *No accessibility training, guidelines or examples provided to teaching staff on using e-learning technologies and pedagogies.* ☐ *Limited or non-specific accessibility training, guidelines and examples provided for the optional use of staff.* ■ *Detailed and specific accessibility training, guidelines and examples provided but attendance and use are optional and not actively encouraged and promoted.* ■ *Detailed and specific accessibility training, guidelines and examples provided to all teaching staff with the requirement that they be used prior to designing or (re)developing courses.*	Training programme evident from CITL Academic Development Programme Brochure (pp85-86): "Diversity and Accessibility in the Classroom and Online" optional workshop provided.
2 ■	**E-learning design and development is guided by the need to ensure that learning activities are accessible.** ☐ *No evidence of accessibility considerations apparent in e-learning design and (re)development activities and processes.* ☐ *Informal or inconsistent consideration of accessibility issues in e-learning design and (re)development activities and processes.* ■ *Formal consideration of accessibility issues in e-learning design and (re)development activities and processes but treated in a generic manner without detailed and specific analysis.* ☒ *Formal consideration of accessibility issues in e-learning design and (re)development activities and processes with a detailed and specific analysis of the course and student requirements included in project plans.*	Project lifecycle includes formal Accessibility Plan developed by specialist staff (p39). 'Interaction strategy' in project plan (p29) and template (p53) includes a detailed consideration of interaction from multiple perspectives.
See also: L10 (2)	**Course documentation provides the procedure to follow if course elements fail to meet individual student needs.** ☐ *Course outlines and descriptions do not contain any information for students on the procedure to follow if course elements fail to meet their needs.* ☐ *Course outlines and descriptions contain outdated, incomplete or informal information for students on the procedure to follow if course elements fail to meet their needs.* ■ *Course outlines and descriptions contain information for students on the procedure to follow if course elements fail to meet their needs which is unnecessarily inconsistent or different in different courses.* ☒ *Course outlines and descriptions contain consistent and explicit information for students on the procedure to follow if course elements fail to meet their needs.*	Example course outline (p19) and course outline template (p56) include a standard section 'Reasonable accomodation policy' setting out clear requirements and expectations for disability support.
	E–learning design and (re)development procedures include formal testing and review of accessibility support with student participants. ☐ *No review and testing of accessibility support undertaken during e-learning design and (re)development processes.* ☐ *Informal or incomplete review and testing of accessibility support undertaken during e-learning design and (re)development processes and/or without the involvement of student participants.* ■ *Formal review and testing of accessibility support undertaken during e-learning design and (re)development processes with compliance to minimum expectations optional or not required and/or minimal student involvement.* ☒ *Formal review and testing of accessibility support undertaken during e-learning design and (re)development processes with compliance to minimum expectations and student involvement required formally by processes.*	Formal CITL Project Accessibility review (p45) required prior to final project signoff (p39).
1 ☐	**Students told of accessibility support mechanisms and encouraged to make use of the alternatives provided.** ☐ *No information provided to students on the measures undertaken to support accessibility.* ☒ *Inconsistent or informal information provided to students on the measures undertaken to support accessibility without any encouragement or promotion of alternatives.* ■ *Information provided to students on the measures undertaken to support accessibility but use of the material not promoted or consistently referenced.* ■ *Information provided to students on the measures undertaken to support accessibility formally and consistent references made to these materials throughout core course materials encouraging their use.*	Policy information on disability access provided in the example course outline (p19), however nothing specific is included in the course materials encouraging the use of alternatives.

Process D5.

All elements of the physical e-learning infrastructure are reliable, robust and sufficient

The physical infrastructure used to provide and sustain e-learning delivery must be as reliable and robust as the personnel infrastructure that depends on it. Technology that is unreliable will rapidly destroy the confidence of students, will disrupt the process of building effective engagement and act as a significant barrier to the use of technology by staff. In this context 'physical' includes the hardware, software and other facilities needed to deploy e-learning such as teaching rooms, cameras, servers etc. The highly interdependent complexity of elements in the e-learning infrastructure implies the consequent need for policies and agreements to establish and maintain reliability.

Evidence of capability in this process is seen through the creation and use of an integrated infrastructure with hardware, software and teaching facilities able to be easily accessed by staff and student, design processes that include explicit consideration of reliability aspects when choosing technology and the basing of this decision on evidence of reliability collected in the institutional context whenever possible. Course designs include consideration of alternatives to be used by teaching staff when technology fails and ensuring there are support procedures in place to deal with potential failures. Standards and guidelines are used to communicate which technologies have been proven reliable and regular monitoring and reporting is used to prove and sustain reliability. The selection of new technologies is done with reference to formal standards and the ability for them to be integrated within the existing infrastructure.

Assessment		Practices	Sources and Evidence
5	☐ ☒ ☐ ◼ ◼	**Information on performance and reliability guides the deployment and ongoing use of e-learning technologies.** ☒ *No information on performance and reliability guides e-learning technology use or deployment.* ☐ *Inconsistent or informal use of information on performance and reliability guides e-learning technology use or deployment.* ◼ *Information on performance and reliability explicitly guides institutional e-learning technology use and deployment, but is treated as subordinate to pedagogical features, or not linked to service level agreements.* ◼ *Information on performance and reliability explicitly guides institutional e-learning technology use and deployment and is formally linked to service level agreements.*	Not apparent.
	☐ ☒ ☐ ◼ ◼	**Information on the effectiveness of the physical e-learning infrastructure guides e-learning strategic planning.** ☒ *No use of information on the effectiveness of the physical e-learning infrastructure during institutional e-learning strategic planning.* ☐ *Informal and inconsistent use of information on the effectiveness of the physical e-learning infrastructure during institutional e-learning strategic planning.* ◼ *Information on the effectiveness of the physical e-learning infrastructure explicitly guides institutional e-learning strategic planning, but is treated as subordinate to pedagogical goals, or not linked to strategy decisions.* ◼ *Information on the effectiveness of the physical e-learning infrastructure explicitly guides institutional e-learning strategic planning and is formally linked to strategy decisions.*	Not apparent.
4	☐ ☐ ☐ ☒ ◼	**Performance of technologies used in the physical e-learning infrastructure is automatically monitored.** ☐ *No monitoring of technologies used in the physical e-learning infrastructure.* ☐ *Technologies used in the physical e-learning infrastructure monitored informally.* ☒ *Technologies used in the physical e-learning infrastructure monitored formally, but not all technologies covered or reports produced infrequently.* ◼ *All technologies used in the physical e-learning infrastructure monitored formally and regular reports of performance provided.*	LMS system reports generated on a monthly basis(p84). Real time reporting and monitoring not apparent.
	☐ ☒ ☐ ◼ ◼	**Formal e-learning infrastructure risk assessments and mitigation strategy reviews are undertaken with the results endorsed by institutional leadership.** ☒ *No e-learning infrastructure risk assessment and mitigation strategy review apparent.* ☐ *E-learning infrastructure risk assessment and mitigation strategy is reviewed informally and without apparent leadership endorsement.* ◼ *E-learning infrastructure risk assessment and mitigation strategy is reviewed formally but has limited endorsement from institutional leadership or is irregularly reviewed and inconsistent with current e-learning technologies and strategies.* ◼ *E-learning infrastructure risk assessment and mitigation strategy is reviewed formally and regularly (at least biannually) to ensure consistency with current e-learning technologies and strategies and the results endorsed formally and explicitly by institutional leadership.*	Not apparent.
	☐ ☒ ☐ ◼ ◼ **See also:** D6 (4)	**Feedback collected regularly from staff on the effectiveness, robustness and reliability of the e-learning infrastructure.** ☒ *No feedback collected from staff on the effectiveness, robustness and reliability of the e-learning infrastructure.* ☐ *Limited, inconsistent or informal staff feedback collected, or feedback collected but not reported.* ◼ *Formal, independent, staff feedback collected on some but not all elements of the e-learning infrastructure provided or not collected regularly from all staff using the facilities, or reported incompletely or irregularly.* ◼ *Formal, independent, staff feedback on all of the e-learning infrastructure provided collected regularly from all staff using the facilities.*	Not apparent.

Assessment	Practices	Sources and Evidence
4 (cont.) See also: D6 (4)	**Feedback collected regularly from students on the effectiveness, robustness and reliability of the e-learning infrastructure.** ☒ *No feedback collected from students on the effectiveness, robustness and reliability of the e-learning infrastructure.* ☐ *Limited, inconsistent or informal student feedback collected on the effectiveness, robustness and reliability of the e-learning infrastructure, or feedback collected but not reported.* ☐ *Formal, independent, student feedback collected on some but not all elements of the e-learning infrastructure or not collected regularly from all e-learning courses, or reported incompletely or irregularly.* ■ *Formal, independent, student feedback on all of the e-learning infrastructure collected and reported regularly from all e-learning courses.*	Not apparent.
3	**Technologies used in the physical e-learning infrastructure are subject to regularly revised service level agreements that explicitly consider the impact of the technology on student learning.** ☒ *No evidence of service level agreements governing the physical e-learning infrastructure.* ☐ *Service level agreements governing the physical e-learning infrastructure defined but fail to consider formally the impact of the technology on student learning.* ☐ *Service level agreements governing the physical e-learning infrastructure defined and consider formally the impact of the technology on student learning, but are outdated and incomplete in the coverage of the current technologies in use.* ■ *Service level agreements governing the physical e-learning infrastructure defined and consider formally the impact on student learning of the current technologies used.*	Not apparent.
2	**Formal risk assessments of the e-learning infrastructure and mitigation planning are required by e–learning design and (re)development procedures** ☐ *No consideration of risks and potential technology failure undertaken during e-learning design and (re)development processes.* ☒ *Informal or incomplete consideration of risks and potential technology failure undertaken during e-learning design and (re)development processes.* ☐ *Formal risk analysis and planning for potential technology failure undertaken during e-learning design and (re)development processes with compliance to minimum expectations optional or not required, or no explicit strategies for alternatives defined for use in the event of failure.* ■ *Formal risk analysis and planning for potential technology failure undertaken during e-learning design and (re)development processes with compliance to minimum expectations required formally by processes and explicit strategies for alternatives defined for use in the event of failure.*	Reliability and risk analysis potentially part of project plan as part of Infrastructure Requirements (p53), but there is no encouragement to do this. CITL Project Selection Criteria include an optional section on risk (p42).
	All elements of the e-learning infrastructure are regularly audited to ensure the validity of backups and disaster recovery procedures. ☒ *No audits undertaken and/or no backups and disaster recovery procedures in place.* ☐ *Informal or irregular auditing of e-learning infrastructure backups and disaster recovery procedures.* ☐ *Regular audits of e-learning infrastructure backups and disaster recovery procedures covering the core technologies used.* ■ *Regular and systematic audits of e-learning infrastructure backups and disaster recovery procedures covering the all of the technologies used.*	Not apparent.
	Selection of technologies used in the physical e-learning infrastructure is guided by reliability information. ☒ *No apparent consideration of reliability in technology selection processes.* ☐ *Informal or inconsistent consideration of reliability in technology selection processes.* ☐ *Reliability information considered during the selection of technologies used in the physical e-learning infrastructure with compliance to minimum expectations optional or not required.* ■ *Reliability information formally included in planning and during the selection of technologies used in the physical e-learning infrastructure with minimum expectations required formally by processes.*	Not apparent.
1	**Technology performance, reliability and support issues explicitly addressed when implementing the physical e-learning infrastructure.** ☐ *No apparent consideration of performance and reliability in technology implementation processes.* ☐ *Informal or inconsistent consideration of performance and reliability in technology implementation processes.* ☐ *Performance and reliability issues considered during the implementation of technologies used in the physical e-learning infrastructure with compliance to minimum expectations optional or not required or not formally tested prior to acceptance.* ☒ *Performance and reliability issues formally included during the implementation of technologies used in the physical e-learning infrastructure with minimum expectations required formally by processes and tested prior to final acceptance.*	Mandated use of JISC e-framework as a guide to the selection and deployment of all technologies (p63).
See also: S6 (2) & O4 (2)	**All user digital information is stored in a validated backup system.** ☐ *No backup procedure apparent.* ☒ *Incomplete or informal backup procedures used to store student information.* ☐ *Formal and regular backup procedures used for all user information but regular validation and auditing not undertaken.* ■ *Formal and regular backup procedures used for all user information with regular auditing and validation of content and coverage of the backup information.*	Not apparent.

Process D6.

All elements of the physical e-learning infrastructure are integrated using defined standards

Standards and guidelines can support more effective practice and their use can result in cheaper, more useful materials to support student learning. The physical e-learning infrastructure, as discussed in process D5, is a complex environment in which various media facilitate a multitude of connections and interactions through highly interdependent technical elements. The Joint Information Systems Committee identifies two challenges for e-learning infrastructures: one cultural – involving institution-wide collaboration for change in pedagogical concepts; the other technical – concerning systems integration. They comment that "[f]ull integration…is most likely to come from a standards or specifications based approach… that requires the close collaboration of the entire community of colleges,

support agencies and suppliers". The conversations occurring in the quest for quality e-learning may be as, or even more, helpful than the standards they seek to determine.

Evidence of capability in this area is seen through the use of consistent, documented practice that reuses previous experience within the institution to build capability. Formal standards are used where available to inform and guide practice and ensure quality and reusability of materials. These standards and guidelines are communicated widely within the institution to encourage wider adoption by teaching staff.

Assessment	Practices	Sources and Evidence
5 ☐	**Information on the impact of institutional e-learning standards on student outcomes guides the content of those standards.** ☒ *No information on the impact of institutional e-learning standards on student outcomes used when determining the content of institutional e-learning standards and procedures.* ☐ *Informal and inconsistent use of information on the impact of institutional e-learning standards on student outcomes when determining the content of institutional e-learning standards and procedures.* ☐ *Information on the impact of institutional e-learning standards on student outcomes explicitly guides the content of institutional e-learning standards and procedures, but is treated as subordinate to technical goals, or not linked to particular standards and procedures.* ■ *Information on the impact of institutional e-learning standards on student outcomes explicitly guides the content of institutional e-learning standards and procedures and is formally linked to particular standards and procedures.*	Not apparent.
☐	**Information on the performance and integration of the e-learning infrastructure guides the content of institutional e-learning standards.** ☒ *No information on the performance and integration of the e-learning infrastructure used when determining the content of institutional e-learning standards and procedures.* ☐ *Informal and inconsistent use of information on the performance and integration of the e-learning infrastructure when determining the content of institutional e-learning standards and procedures.* ☐ *Information on the performance and integration of the e-learning infrastructure explicitly guides the content of institutional e-learning standards and procedures, but is treated as subordinate to technical goals, or not linked to particular standards and procedures.* ■ *Information on the performance and integration of the e-learning infrastructure explicitly guides the content of institutional e-learning standards and procedures and is formally linked to particular standards and procedures.*	Not apparent.
4 ☐	**Compliance with and use of defined institutional standards is measured and enforced through regular review of the physical e-learning infrastructure and individual courses.** ☒ *No e-learning infrastructure standards provided.* ☐ *E-learning infrastructure standards define minimum compliance requirements on infrastructure design, (re)development and delivery activities, however, compliance optional or not monitored.* ☐ *E-learning infrastructure standards define mandatory minimum compliance requirements on infrastructure design, (re)development and delivery activities, however, compliance is only assessed infrequently or incompletely.* ■ *E-learning infrastructure standards define mandatory minimum compliance requirements on infrastructure design, (re)development and delivery activities and compliance to all standards is regularly reviewed and monitored.*	Not apparent.
☐ **See also:** D5 (4)	**Feedback collected regularly from staff on the effectiveness, robustness and reliability of the e-learning infrastructure.** ☒ *No feedback collected from staff on the effectiveness, robustness and reliability of the e-learning infrastructure.* ☐ *Limited, inconsistent or informal staff feedback collected, or feedback collected but not reported.* ☐ *Formal, independent, staff feedback collected on some but not all elements of the e-learning infrastructure provided or not collected regularly from all staff using the facilities, or reported incompletely or irregularly.* ■ *Formal, independent, staff feedback on all of the e-learning infrastructure provided collected regularly from all staff using the facilities.*	Not apparent.
☐ **See also:** D5 (4)	**Feedback collected regularly from students on the effectiveness, robustness and reliability of the e-learning infrastructure.** ☒ *No feedback collected from students on the effectiveness, robustness and reliability of the e-learning infrastructure.* ☐ *Limited, inconsistent or informal student feedback collected on the effectiveness, robustness and reliability of the e-learning infrastructure, or feedback collected but not reported.* ☐ *Formal, independent, student feedback collected on some but not all elements of the e-learning infrastructure or not collected regularly from all e-learning courses, or reported incompletely or irregularly.* ■ *Formal, independent, student feedback on all of the e-learning infrastructure collected and reported regularly from all e-learning courses.*	Not apparent.

Assessment	Practices	Sources and Evidence
3 ☐ ☐ ☒ ☐ ☐ ☐ ☐	**Institutional policies require the use of defined standards when designing, (re)developing or using the physical e-learning infrastructure.** ☒ *No requirement to use e-learning infrastructure standards.* ☐ *E-learning infrastructure standards fail to impose mandatory minimum requirements on infrastructure design, (re)development and use.* ☐ *E-learning infrastructure standards define mandatory minimum requirements on infrastructure design, (re)development and use, however, compliance incomplete or not monitored.* ■ *E-learning infrastructure standards define mandatory minimum requirements on infrastructure design, (re)development and use with compliance required and monitored.*	Not apparent.
☐ ☒ ☐ ■	**Staff are provided with support resources (including training, guidelines and examples) for working with institutional standards for the physical e-learning infrastructure.** ☒ *No training, guidelines or examples provided to teaching staff on using e-learning standards and infrastructure technologies.* ☐ *Limited or non-specific training, guidelines and examples provided for the optional use of staff.* ☐ *Detailed and specific training, guidelines and examples provided but attendance and use are optional and not actively encouraged and promoted.* ■ *Detailed and specific training, guidelines and examples provided to all teaching staff with the requirement that they be used prior to designing or (re)developing courses.*	Not apparent.
2 ☐ ☐ ☐ ☒ ■ ☐	**A searchable repository of standards for the physical e-learning infrastructure is provided.** ☐ *No repository of standards for the physical e-learning infrastructure provided.* ☐ *Standards used in the physical e-learning infrastructure are stored informally and as a consequence of use rather than as a defined activity.* ☒ *Standards used in the physical e-learning infrastructure are stored formally as a consequence of use but the repository is not actively maintained.* ■ *Standards used in and relevant to the physical e-learning infrastructure are stored formally and the repository actively maintained for use in e-learning projects and initiatives.*	E-learning guidelines and standards webpage (p63).
1 ☐ ☐ ☐ ■ ☒ ☐	**The physical e-learning infrastructure is integrated with key institutional administrative systems.** ☐ *No integration between the physical e-learning infrastructure and other key institutional administrative IT systems.* ☐ *Integration between the physical e-learning infrastructure and other key institutional IT systems is dependent on human intervention for key operations or is incomplete and fails to include most key institutional administrative IT systems.* ☐ *The physical e-learning infrastructure and other key institutional administrative IT systems are formally linked, but with some operations requiring human intervention or some systems remaining isolated.* ☒ *The physical e-learning infrastructure and other key institutional administrative IT systems are seamlessly linked with no human intervention required during normal operation.*	Integration apparent from the webpages and other information supplied such as the example course catalogue entry (p82) and LMS pages (pp69-74).
☐ ☐ ☒ ■	**Reference is made to appropriate standards when designing and (re)developing the physical e-learning infrastructure.** ☐ *No e-learning infrastructure standards referenced during infrastructure design, (re)development initiatives.* ☐ *E-learning infrastructure standards and guidelines used infrequently or informally during infrastructure design, (re)development initiatives.* ☒ *E-learning infrastructure standards and guidelines formally included in infrastructure design and (re)development procedures but not applied in all cases, or linked formally to decisions.* ■ *E-learning infrastructure standards and guidelines formally included in infrastructure design and (re)development procedures and explicitly linked to decisions.*	E-learning guidelines and standards provided on the CITL webpage (p63) appear to have incomplete coverage of key systems (for example student personal and assessment information). Mandated use of JISC e-framework as a guide to the selection and deployment of all technologies (p63).
☐ ☐ ☒ ■	**E-learning infrastructure standards are defined for all technologies used in the design, (re)development and delivery of courses.** ☐ *No e-learning infrastructure standards provided.* ☐ *E-learning infrastructure standards incompletely or informally defined for technologies used in the design, (re)development and delivery of e-learning courses.* ☒ *E-learning infrastructure standards formally defined for most technologies used in the design, (re)development and delivery of e-learning courses.* ■ *E-learning infrastructure standards formally defined for all technologies used in the design, (re)development and delivery of e-learning courses.*	E-learning guidelines and standards provided on the CITL webpage (p63) appear to have incomplete coverage of key systems (for example student personal and assessment information). Mandated use of JISC e-framework as a guide to the selection and deployment of all technologies (p63).

Process D7.

E-learning resources are designed and managed to maximise reuse

It is argued that a major economic and efficiency advantage of e-learning is its potential for sharing and reusing learning materials. The reuse and sharing of learning materials relies on the ability to store and retrieve them effectively. To achieve this, the material's description – metadata – and packaging must be accurately documented and standardised for an institution. Beyond this, staff need to be enabled and encouraged to reuse e-learning resources and be provided with training, opportunities and incentives to create reusable resources themselves.

Evidence of capability in this process is seen through the creation and use of metadata standards and templates along with repositories for storing and accessing course resources for reuse. Teaching staff should be provided with training and support in the creation and reuse of resources as well as incentives to both create reusable resources in the first place as well as enable reuse. Intellectual property aspects of resource creation and use should be addressed explicitly at a policy and employment level and all staff involved in the design, (re)development and delivery of courses must be trained and supported in understanding the implications of intellectual property in their work. Ongoing design and development of the physical e-learning infrastructure should be done with an awareness of reuse as well as an appreciation of the rapid pace of change and development in this area.

Assessment	Practices	Sources and Evidence
5 ☐ ☒ ☐ ◼ ◻	**Deployment and use of e-learning technologies is guided by information on its support of reuse.** ☒ *No information on the support of reuse guides e-learning technology use or deployment.* ☐ *Inconsistent or informal use of information on the support of reuse guides e-learning technology use or deployment.* ☐ *Information on the support of reuse by technologies explicitly guides institutional use and deployment of those technologies, but is treated as subordinate to technology features, or not linked to service level agreements.* ◼ *Information on the support of reuse by technologies explicitly guides institutional use and deployment of those technologies and is formally linked to service level agreements.*	Not apparent.
☐ ☒ ☐ ◼	**Information on the effectiveness of attempts to encourage reuse guides e-learning strategic planning.** ☒ *No information on the effectiveness of attempts to encourage reuse used during institutional e-learning strategic planning.* ☐ *Informal and inconsistent use of information on the effectiveness of attempts to encourage reuse during institutional e-learning strategic planning.* ☐ *Information on the effectiveness of attempts to encourage reuse explicitly guides institutional e-learning strategic planning, but is treated as subordinate to technical goals, or not linked to strategy decisions.* ◼ *Information on the effectiveness of attempts to encourage reuse explicitly guides institutional e-learning strategic planning and is formally linked to strategy decisions.*	Not apparent.
4 ☐ ☒ ☐ ◼ ◻	**The extent to which resources are being reused is monitored regularly.** ☒ *No monitoring of the extent to which resources are being reused.* ☐ *Limited, inconsistent or informal monitoring of the extent to which resources are being reused, or information collected but not reported.* ☐ *Formal, independent, monitoring of the extent to which resources are being reused collected, but reported incompletely or irregularly.* ◼ *Formal, independent, and regular monitoring of the extent to which resources are being reused.*	Not apparent.
☐ ☒ ☐ ◼	**The extent to which resources are being created for reuse is monitored regularly.** ☒ *No monitoring of the extent to which resources are created for reuse.* ☐ *Limited, inconsistent or informal monitoring of the extent to which resources are created for reuse, or information collected but not reported.* ☐ *Formal, independent, monitoring of the extent to which resources are created for reuse collected, but reported incompletely or irregularly.* ◼ *Formal, independent, and regular monitoring of the extent to which resources are created for reuse.*	Not apparent.
☐ ☒ ☐ ◼	**E–learning resources intended for reuse are tested and reviewed by staff and student users.** ☒ *No review and testing of e-learning resources during e-learning design and (re)development processes.* ☐ *Informal or incomplete review and testing of e-learning resources undertaken during e-learning design and (re)development processes and/or without the involvement of student and staff participants.* ☐ *Formal review and testing of e-learning resources undertaken during e-learning design and (re)development processes with compliance to minimum expectations optional or not required and/or minimal staff and student involvement.* ◼ *Formal review and testing of e-learning resources undertaken during e-learning design and (re)development processes with compliance to minimum expectations, staff and student involvement required formally by processes.*	Not apparent.
☐ ☒ ☐ ◼	**Feedback collected regularly from staff regarding the effectiveness of systems and procedures for encouraging and supporting reuse of course resources.** ☒ *No feedback collected from staff on the effectiveness of systems and procedures for encouraging and supporting reuse of course resources.* ☐ *Limited, inconsistent or informal staff feedback on the effectiveness of systems and procedures for encouraging and supporting reuse of course resources collected, or feedback collected but not reported.* ☐ *Formal, independent, staff feedback collected on some but not all systems and procedures for encouraging and supporting reuse provided or not collected regularly from all staff using the facilities, or reported incompletely or irregularly.* ◼ *Formal, independent, staff feedback on all of the systems and procedures for encouraging and supporting reuse provided collected regularly from all staff using the facilities.*	Not apparent.

Assessment	Practices	Sources and Evidence
3 ☐ ☐ ☐ ■ ☒ ☐(light)	**Intellectual property agreements negotiated with all staff involved in the design, and (re)development of course resources.** ☐ *No contractual agreement covers intellectual property aspects of employment of staff and/or a dependence on the default position under law.* ☐(light) *Informal or incomplete coverage of intellectual property aspects of employment of staff.* ■(blue) *Intellectual property agreements formally defined for all staff engaged in the design, and (re)development of course resources but these are not explicitly discussed with affected staff and the implications not apparent in design and (re)development plans.* ☒ *Intellectual property agreements formally defined for all staff engaged in the design, and (re)development of course resources with the implications explicitly discussed with affected staff and the implications incorporated formally into design and (re)development plans.*	Intellectual property agreement signed by involved Academics and an Authorised Manager required as part of full proposal (p25).
☐ ☒ ☐ ■ ■	**Staff are provided with support resources (including training, guidelines and examples) for creating and adapting reusable e-learning resources.** ☒ *No training, guidelines or examples provided to staff on using and creating reusable e-learning resources.* ☐(light) *Limited or non-specific training, guidelines and examples provided for the optional use of staff.* ■(blue) *Detailed and specific training, guidelines and examples provided but attendance and use are optional and not actively encouraged and promoted.* ■ *Detailed and specific training, guidelines and examples provided to all staff with the requirement that they be used prior to involvement in e-learning design and (re)development initiatives.*	Not apparent.
☐ ☒ ☐ ■ ■	**Institutional policies encourage the reuse of e-learning resources.** ☒ *No strategies, policies, contracts or standards provided that encourage the reuse of e-learning resources.* ☐(light) *Incomplete or informal encouragement of the reuse of e-learning resources.* ■(blue) *Institutional strategies, policies, contracts and standards encourage the reuse of e-learning resources however compliance incomplete or not required.* ■ *Institutional strategies, policies, contracts and standards encourage the reuse of e-learning resources and define mandatory compliance requirements.*	Not apparent.
2 ☐ ☒ ☐ ■ ■ ☐(white)	**A searchable repository of reusable e-learning resources is provided.** ☒ *No repository of reusable e-learning resources provided.* ☐ *Reusable e-learning resources are stored informally and as a consequence of use rather than as a defined activity.* ■(blue) *Reusable e-learning resources are stored formally as a consequence of use but the repository is not actively maintained.* ■ *Reusable e-learning resources are stored formally and the repository actively maintained for use in e-learning projects and initiatives.*	Not apparent.
☐ ☒ ☐ ■ ■	**E–learning design and (re)development procedures include explicit consideration of reusing pre-existing resources before new resources are created.** ☒ *No apparent consideration of licensing or purchasing and reuse of pre-existing resources before new resources are created.* ☐ *Informal or inconsistent consideration of licensing or purchasing and reuse of pre-existing resources before new resources are created.* ■(blue) *Consideration of licensing or purchasing and reuse of pre-existing resources included in e–learning design and (re)development procedures but regarded as optional or not required to be done.* ■ *Consideration of licensing or purchasing and reuse of pre-existing resources included in e–learning design and (re)development procedures and formal rejection of existing resources required before new resources are created.*	Not apparent.
☐ ☒ ☐ ■ ■	**Incentives provided to teaching staff who create reusable e-learning resources.** ☒ *No recognition or incentives provided to teaching staff to reuse resources sourced internally or licensed from external repositories, or to create resources that can be effectively reused.* ☐ *Informal, inconsistent or insignificant recognition or incentives provided to teaching staff to reuse resources sourced internally or licensed from external repositories, or to create resources that can be effectively reused.* ■(blue) *Formal, but generic or minor, recognition or incentives provided to teaching staff to reuse resources sourced internally or licensed from external repositories, or to create resources that can be effectively reused.* ■ *Formal and significant recognition or incentives provided to teaching staff to reuse resources sourced internally or licensed from external repositories, or to create resources that can be effectively reused.*	Not apparent.
1 ☐ ☐ ☒ ■ ■ ☐(light)	**E–learning resources are packaged and stored for reuse.** ☐ *No apparent packaging and storing of e-learning resources for reuse.* ☒ *E-learning resources are packaged and stored informally and as a consequence of use rather than as a defined activity.* ■(blue) *E-learning resources are packaged and stored formally as a consequence of use but the process is not undertaken explicitly for reuse.* ■ *E-learning resources are packaged and stored formally and actively maintained for reuse in e-learning projects and initiatives.*	Storage in LMS normal (p72) but no reuse planning evident outside of course context.

Process S1.

Students are provided with technical assistance when engaging in e-learning

The dependence of e-learning on technology means that students must be able to receive support to ensure they can make effective use of that technology whenever they choose to study. Access to support facilities has been shown to correlate with improved learning outcomes but this is obviously predicated on students getting a professional and timely service. Recent research shows that students' need for technical assistance is no longer seen as a significant barrier to e-learning for younger students, however, older students report the need for greater assistance. A preemptive approach is recommended to technical problems that assesses students' technical capabilities to ensure that appropriate levels of institutional or specific training and support are made available as needed before they impact negatively on student learning.

Evidence of capability in this process is seen in the provision of information on how to get assistance with technology. This should consist of contact information for both telephone and email support as well as self-help facilities such as web pages and documentation. It should convey how student requests will be treated and the timeframe within which they can expect assistance. Course specific information should be supplied when technologies are used other than those formally and normally required and supported by the institution. Policies and guidelines should communicate the extent of support available and the timeframes within which support is provided. Support staff are provided with templates, examples, training and support in using the range of resources available to assist students.

Assessment		Practices		Sources and Evidence
5 ☐	☐ ☒ ☐ ■ ■	**Information on the types and content of student requests for e-learning technical support guides the deployment and support of e-learning technologies.** ☒ *No information on the types and content of student requests for e-learning technical support guides e-learning technology support or deployment.* ☐ *Inconsistent or informal use of information on the types and content of student requests for e-learning technical support guides e-learning technology support or deployment.*	■ *Information on the types and content of student requests for e-learning technical support explicitly guides institutional e-learning technology support and deployment, but is treated as subordinate to technology features, or not linked to service level agreements.* ■ *Information on the types and content of student requests for e-learning technical support explicitly guides institutional e-learning technology support and deployment and is formally linked to service level agreements.*	Not apparent.
	☐ ☒ ☐ ■ ■	**Information on the types and content of student requests for e-learning technical support guides the assessment and management of e-learning initiative risks.** ☒ *No information on the types and content of student requests for e-learning technical support guides e-learning initiative risk assessment or management.* ☐ *Inconsistent or informal use of information on the types and content of student requests for e-learning technical support guides e-learning initiative risk assessment or management.*	■ *Information on the types and content of student requests for e-learning technical support explicitly guides institutional e-learning initiative risk assessment and management, but is treated as subordinate to technology features, or not linked to risk management decisions.* ■ *Information on the types and content of student requests for e-learning technical support explicitly guides institutional e-learning initiative risk assessment and management and is formally linked to risk management decisions.*	Not apparent.
4 ☐	☐ ☐ ☐ ■ ☒	**Demand for and effectiveness of the technical support provided to students is monitored regularly.** ☐ *No monitoring of the demand for and effectiveness of the technical support provided to students.* ☐ *Limited, inconsistent or informal monitoring of the demand for and effectiveness of the technical support provided to students collected, or information collected but not reported.*	■ *Formal, independent, monitoring of the demand for and effectiveness of the technical support provided to students, but reported incompletely or irregularly.* ☒ *Formal, independent, and regular monitoring of the demand for and effectiveness of the technical support provided to students.*	Support activity reports generated on a monthly basis(p83). Real time reporting and monitoring not apparent.
	☐ ☒ ☐ ■ ■	**Feedback collected regularly from students regarding the clarity and effectiveness of the technical support provided.** ☒ *No feedback collected from students on the clarity and effectiveness of the technical support provided.* ☐ *Limited, inconsistent or informal student feedback collected, or feedback collected but not reported.*	■ *Formal, independent, student feedback collected on some but not all technical support provided or not collected regularly from all courses using the facilities, or reported incompletely or irregularly.* ■ *Formal, independent, student feedback mechanisms applied regularly to all courses using the different technical support facilities.*	Not apparent.
	☐ ☒ ☐ ■ ■	**Feedback collected regularly from staff regarding the clarity and effectiveness of the technical support provided to students.** ☒ *No feedback collected from staff on the clarity and effectiveness of the technical support provided to students.* ☐ *Limited, inconsistent or informal staff feedback collected, or feedback collected but not reported.*	■ *Formal, independent, staff feedback collected on some but not all student technical support provided or not collected regularly from all courses using the facilities, or reported incompletely or irregularly.* ■ *Formal, independent, staff feedback collected regularly on all of the student technical support provided.*	Not apparent.

Assessment	Practices	Sources and Evidence
3 ☐ ✗ ☐ ◼ ◼	**Institutional standards define requirements for student technical support that are explicitly linked to institutional e-learning strategies and technical plans.** ✗ *No linkage between institutional standards for student technical support and institutional e-learning strategies or technical plans.* ☐ *Institutional standards for student technical support are incomplete, informal or fail to impose minimum expectations for student support on the institution.* ◼ *Institutional standards for student technical support are defined and impose minimum expectations for student support on the institution in line with institutional e-learning strategies and technical plans but fail to cover all of the e-learning technologies used.* ◼ *Institutional standards for student technical support are defined for all e-learning technologies and impose minimum expectations for student support on the institution in line with institutional e-learning strategies and technical plans.*	Not apparent.
☐ ✗ ☐ ◼ ◼	**Institutional procedures for acquiring and maintaining e-learning technologies include the explicit consideration of student support implications.** ✗ *No consideration of student support needs included within Institutional procedures for acquiring and maintaining e-learning technologies.* ☐ *Inconsistent, informal and variable consideration of student support needs within Institutional procedures for acquiring and maintaining e-learning technologies.* ◼ *Student support needs formally considered within Institutional procedures for acquiring and maintaining e-learning technologies, but compliance optional or not required.* ◼ *Student support needs formally considered within Institutional procedures for acquiring and maintaining e-learning technologies, and compliance with minimum standards required.*	Not apparent.
2 ☐ ☐ ✗ ◼ ◼ **See also:** S4 (2)	**E-learning design and (re)development plans are guided by technology support costs to the organisation, staff and students.** ☐ *No information on support costs included in course e-learning design and (re)development plans.* ✗ *Informal or inconsistent consideration of support costs included in course e-learning design and (re)development plans.* ◼ *Formal consideration of support costs to the institution only included in course e-learning design and (re)development plans, or not linked to design decisions.* ◼ *Formal consideration of support costs to the institution, staff and students included in course e-learning design and (re)development plans and is explicitly linked to design decisions.*	CITL Project Plan example (p30) and templates (p54) covers student and staff workload but not support issues.
☐ ☐ ☐ ◼ ✗ **See also:** S4 (2)	**Students are provided with information describing e-learning support facilities prior to enrolment** ☐ *Information available prior to enrolment does not contain any information for students on what support they can expect from the institution when engaging in e-learning.* ☐ *Information available prior to enrolment contains outdated, incomplete or informal descriptions of support students can expect from the institution when engaging in e-learning, or clear information is provided after enrolment but before studies commence.* ◼ *Information available prior to enrolment contains information for students on what support they can expect from the institution when engaging in e-learning in a format which is unnecessarily inconsistent or different in different courses.* ✗ *Information available prior to enrolment contains consistent and explicit information for students on what support they can expect from the institution when engaging in e-learning.*	'Is studying online a good idea?' webpage provides information and guidance to students prior to enrolment (p65).
☐ ☐ ☐ ◼ ✗ **See also:** S2 (2) & S4 (2)	**Students are provided with information describing the institutional distribution of responsibility for student support services.** ☐ *No information on the responsibility for student e-learning support communicated to students.* ☐ *Information communicated to students contains outdated, incomplete or informal descriptions of the responsibility for student e-learning support.* ◼ *Information on the responsibility for student e-learning support communicated to students is unnecessarily inconsistent or different in different courses.* ✗ *Consistent and explicit information for students on the responsibility for student e-learning support is provided formally and in multiple places.*	'Getting help' section of course outline (p14), also repeated mention of support contact information on webpages (p65).
☐ ✗ ☐ ◼ ◼ **See also:** S2 (2)	**E–learning design and (re)development plans are guided by the available support facilities.** ✗ *No evidence of consideration of available support facilities in design and (re)development documents and planning activities.* ☐ *Inconsistent or informal consideration of available support facilities in design and (re)development documents and planning activities.* ◼ *E–learning design and (re)development activities formally consider available support facilities without explicitly linking those facilities with all relevant decisions.* ◼ *E–learning design and (re)development activities formally and consistently link available support facilities with key decisions as an explicit part of standard procedures.*	Not apparent.
1 ☐ ☐ ☐ ◼ ✗ ◼	**Students are provided with e-learning technical support through a variety of communication channels.** ☐ *No e-learning technical support provided to students.* ☐ *E-learning technical support and training is provided informally and depends on the teaching staff skills and availability.* ◼ *A formal e-learning technical support and training service is provided to students but requires face-to-face contact at the institution or is incomplete or offered over reduced or constrained hours of operation.* ✗ *A formal e-learning technical support and training service is provided to students through a variety of communication channels and with hours of operation that are consistent with student study patterns.*	'Getting help' section of course outline (p14), 'Technical support' (p15), Bb login and portal pages (p70/71) all provide clear information. Repeated mention of support contact information on webpages (p65)

Process S2.

Students are provided with library facilities when engaging in e-learning

One of the significant benefits of campus-based learning is access to library and research facilities. Regardless of the mode of delivery, if students are to achieve the full benefit of their courses they need similar access, particularly if they are to engage in research (process L6). The American Library Association guidelines for distance learning clearly state "Access to adequate library services and resources is essential for the attainment of superior academic skills in post-secondary education". E–learning introduces a new way of understanding students' access to, and use of, library facilities, resources, and services. It involves three issues: the students' own capabilities for access; the organisation and management of the materials to be accessed; and the organisation and management of the services and facilities used for access. The literature also emphasises the need for collaborative relationships between all stakeholders to engender ownership of a 'new partnership' to make the best possible services and support available to students.

Evidence of capability in this process is seen through the provision of a full range of library facilities and associated support and training information to assist students with their use. Information on using these services is provided both through the central library website as well as directly within courses where it is customized to reflect the needs of the particular discipline and learning outcomes.

Assessment	Practices	Sources and Evidence
5 ☐ ☒ ☐ ■ ■	**Information on the effectiveness of library facilities in supporting student learning guides e-learning strategic planning.** ☒ *No use of information on effectiveness of library facilities in supporting student learning during institutional e-learning strategic planning.* ☐ *Informal and inconsistent use of information on effectiveness of library facilities in supporting student learning during institutional e-learning strategic planning.* ■ *Information on effectiveness of library facilities in supporting student learning explicitly guides institutional e-learning strategic planning, but is treated as subordinate to technical goals, or not linked to strategy decisions.* ■ *Information on effectiveness of library facilities in supporting student learning explicitly guides institutional e-learning strategic planning and is formally linked to strategy decisions.*	Not apparent.
☐ ☒ ☐ ■ ■	**Information on the effectiveness of library facilities in supporting student learning guides e-learning design and (re)development.** ☒ *No use of information on the effectiveness of library facilities in supporting student learning during e-learning design and (re)development.* ☐ *Informal and inconsistent use of information on the effectiveness of library facilities in supporting student learning during e-learning design and (re)development.* ■ *Information on the effectiveness of library facilities in supporting student learning explicitly guides e-learning design and (re)development, but is treated as subordinate to technical goals, or not linked to design decisions.* ■ *Information on the effectiveness of library facilities in supporting student learning explicitly guides e-learning initiative planning and is formally linked to design decisions.*	Not apparent.
4 ☐ ☒ ☐ ■ ■	**Student use of library facilities is monitored regularly.** ☒ *No monitoring of students' use of library resources and services.* ☐ *Limited, inconsistent or informal monitoring of students' use of library resources and services collected, or measures collected but not reported.* ■ *Formal, independent, monitoring of students' use of library resources and services collected, but reported incompletely or irregularly.* ■ *Formal, independent, and regular monitoring of students' use of library resources and services.*	Not apparent.
☐ ☒ ☐ ■ ■	**Feedback collected regularly from students regarding the effectiveness of the library facilities.** ☒ *No feedback collected from students on the effectiveness of the library resources and services provided.* ☐ *Limited, inconsistent or informal student feedback collected, or information collected but not reported.* ■ *Formal, independent, student feedback collected on some but not all library resources and services provided or not collected regularly from all courses using the facilities, or reported incompletely or irregularly.* ■ *Formal, independent, student feedback mechanisms applied regularly to all courses using the different library resources and services.*	Not apparent.
☐ ☒ ☐ ■ ■	**Feedback collected regularly from staff regarding the effectiveness of the library facilities.** ☒ *No feedback collected from staff on the effectiveness of the library resources and services provided to students.* ☐ *Limited, inconsistent or informal staff feedback collected, or information collected but not reported.* ■ *Formal, independent, staff feedback collected on some but not all library resources and services provided to students or not collected regularly from all courses using the facilities, or reported incompletely or irregularly.* ■ *Formal, independent, staff feedback collected regularly on all of the library resources and services provided to students.*	Not apparent.

Assessment	Practices	Sources and Evidence
3 ☐	**Institutional policies require that students have access to a full range of library facilities when engaged in e-learning.** ✗ *No institutional policy, standards, service level agreements and licenses provided which ensure that students have access to a full range of library resources and services when engaged in e-learning.* ☐ *Institutional policy, standards, service level agreements and licenses which ensure that students have access to a full range of library resources and services when engaged in e-learning are provided informally or incompletely.* ■ *Institutional policy, standards, service level agreements and licenses which ensure that students have access to library resources and services when engaged in e-learning are provided formally but fail to cover all services.* ■ *Institutional policy, standards, service level agreements and licenses which ensure that students have access to a full range of library resources and services when engaged in e-learning are provided.*	Not apparent.
2 ☐	**Summaries of useful library resources are provided on a course or discipline basis.** ☐ *No summaries of useful library resources provided to students in course materials.* ☐ *Informal or limited summaries of useful library resources provided, or summaries limited to reading lists associated with particular assessed work.* ■ *Summaries of useful library resources provided as part of the library webpages without direct linkage from course materials.* ✗ *Links to summaries of useful library resources provided as part of course materials and promoted actively in conjunction with course assessments and learning activities.*	Standard Library support resources webpage provided for all courses as per example (p67).
☐	**Library staff are involved in e-learning design and (re)development initiatives.** ✗ *No apparent involvement of library staff in the planning and (re)development of e-learning initiatives.* ☐ *Informal or inconsistent involvement of library staff in the planning and (re)development of particular e-learning initiatives.* ■ *Library staff involved in e-learning initiatives but this is normally limited to approval or oversight.* ■ *Library staff actively involved in planning and (re)development activities for e-learning initiatives.*	Not apparent.
☐ **See also:** S1 (2)	**E–learning design and (re)development plans are guided by the available library services and appropriately licensed resources.** ✗ *No evidence of consideration of available library services and resources in design and (re)development documents and planning activities.* ☐ *Inconsistent or informal consideration of available library services and resources in design and (re)development documents and planning activities.* ■ *E–learning design and (re)development activities formally consider available library services and resources without explicitly linking those facilities with all relevant decisions.* ■ *E–learning design and (re)development activities formally and consistently link available library services and resources with key decisions as an explicit part of standard procedures.*	Not apparent.
☐ **See also:** S1 (2) & S4 (2)	**Students are provided with information describing the institutional distribution of responsibility for student support services.** ☐ *No information on the responsibility for student library support communicated to students.* ☐ *Information communicated to students contains outdated, incomplete or informal descriptions of the responsibility for student library support.* ■ *Information on the responsibility for student library support communicated to students is unnecessarily inconsistent or different in different courses.* ✗ *Consistent and explicit information for students on the responsibility for student library support is provided formally and in multiple places.*	'Getting help' section of course outline (p14), also repeated mention of support contact information on webpages (p65).
1 ■	**Students are provided with library facilities.** ☐ *Library services require face to face contact.* ☐ *Access to library services for students engaged in e-learning is informal and/or a consequence of services intended for face to face provision or other uses.* ■ *Library services for students engaged in e-learning are formally provided but missing key functions and/or not actively promoted to students.* ✗ *Library services for students engaged in e-learning include the full range of available services for all students and are actively promoted throughout course materials in association with assessment and learning activities.*	Course library support resources webpage lists range of available resources (p67).
☐	**Course documentation describes the available library facilities.** ☐ *No information for students on accessing library services available through a variety of communication channels is provided.* ☐ *Information for students on accessing library services is outdated, incomplete or informal.* ■ *Information for students on accessing library services is unnecessarily inconsistent or different in different courses or only available face-to-face or through static web pages.* ✗ *Information for students on accessing library services is provided consistently and covers a range of communication channels that can be used to access the services.*	Course library support resources webpage lists range of available resources (p67), links to library materials and contact provided in example course outline (p12).

Process S3.

Student enquiries, questions and complaints are collected and managed formally

The isolation of many students in e-learning situations calls for closer academic and administrative attention to all enquiries, questions, and complaints. While all institutions will have formal processes for student grievances, there are many other day-to-day concerns that need to be resolved quickly and professionally if they are to not to impair learning outcomes for students. Prompt, attentive responses to student enquiry communications ensure that motivation for learning is not compromised and lessens the potential for student noncompletions.

Evidence of capability in this process is seen in the provision of instructions to students in all courses on where to communicate any concerns they might have about any aspect of their learning. This should either be a single student help desk or a clear list that provides alternatives and indicates how these are to be used, such as particular contacts for technical issues and others for learning concerns or complaints. Policy should require the provision of this information in some standard way and guidelines should be provided on how student communications are to be handled, including timeframes and record-keeping. Teaching and support staff are provided with templates, examples, training and support in handling student complaints.

	Assessment	Practices	Sources and Evidence
5 ☐	☐ ☒ ☐ ☐ ■	**Information from student concerns and complaints guides e-learning strategic planning.** ☒ *No use of information from student concerns and complaints during institutional e-learning strategic planning.* ☐ *Informal and inconsistent use of information from student concerns and complaints during institutional e-learning strategic planning.* ☐ *Information from student concerns and complaints explicitly guides institutional e-learning strategic planning, but is treated as subordinate to technical goals, or not linked to strategy decisions.* ■ *Information from student concerns and complaints explicitly guides institutional e-learning strategic planning and is formally linked to strategy decisions.*	Not apparent.
	☐ ☒ ☐ ☐ ■	**Information from student concerns and complaints guides the allocation of staff e-learning development and training resources.** ☒ *No use of information on student concerns and complaints during training and support resource planning and allocation.* ☐ *Informal and inconsistent use of information on student concerns and complaints during institutional training and support resource planning and allocation.* ☐ *Information on student concerns and complaints explicitly guides institutional training and support resource planning and allocation, but is treated as subordinate to technical goals, or not linked to resourcing decisions.* ■ *Information on student concerns and complaints explicitly guides institutional training and support resource planning and allocation and is formally linked to resourcing decisions.*	Not apparent.
4 ☐	☐ ☐ ☐ ■ ☒	**Information on the type and resolution of student complaints and concerns is monitored regularly.** ☐ *No monitoring of the type and resolution of student complaints and concerns.* ☐ *Limited, inconsistent or informal monitoring of the type and resolution of student complaints and concerns, or information collected but not reported.* ■ *Formal, independent, monitoring of the type and resolution of student complaints and concerns, but reported incompletely or irregularly.* ☒ *Formal, independent, and regular monitoring and reporting of information collected on the type and resolution of student complaints and concerns.*	Support activity reports generated on a monthly basis(p83).
	☐ ☒ ☐ ☐ ■	**Feedback collected regularly from students regarding the effectiveness of the collecting and resolution of student concerns and complaints.** ☒ *No feedback collected from students on the effectiveness of the collecting and resolution of student concerns and complaints.* ☐ *Limited, inconsistent or informal student feedback collected, or information collected but not reported.* ☐ *Formal, independent, student feedback collected on some but not all student feedback and complaint facilities provided or not collected regularly from all courses using the facilities, or reported incompletely or irregularly.* ■ *Formal, independent, student feedback mechanisms applied regularly to all courses using the different student feedback and complaint facilities.*	Not apparent.
	☐ ☒ ☐ ☐ ■	**Feedback collected regularly from staff regarding the effectiveness of the collecting and resolution of student concerns and complaints.** ☒ *No feedback collected from staff on the effectiveness of the collecting and resolution of student concerns and complaints.* ☐ *Limited, inconsistent or informal staff feedback collected, or information collected but not reported.* ☐ *Formal, independent, staff feedback collected on some but not all student feedback and complaint facilities provided or not collected regularly from all courses using the facilities, or reported incompletely or irregularly.* ■ *Formal, independent, staff feedback collected regularly on all of the student feedback and complaint facilities provided.*	Not apparent.

	Assessment	Practices	Sources and Evidence
3 ☐	☐ ☒ ☐ ☐ ■	**Institutional policies define requirements and procedures for the handling of student complaints.** ☐ Policies, standards or guidelines define mandatory minimum requirements for the handling of student complaints, however compliance not enforced. ■ Policies, standards or guidelines define mandatory minimum requirements for the handling of student complaints with compliance enforced.	Not apparent.
	☐ ☒ ☐ ■	**Teaching and support staff are provided with support resources (including training, guidelines and examples) on handling student complaints.** ☒ No training, guidelines or examples provided to staff on effective student complaint resolution. ☐ Limited or non-specific training, guidelines and examples provided for the optional use of staff. ☐ Detailed and specific training, guidelines and examples provided but attendance and use are optional and not actively encouraged and promoted. ■ Detailed and specific training, guidelines and examples provided to all staff with the requirement that they be used prior to delivering or supporting courses.	Not apparent.
	☐ ☒ ☐ ■ **See also:** L5 (3)	**Institutional policies define requirements for the quality and type of feedback to be provided to students.** ☒ No policies, standards or guidelines define requirements for the quality and type of feedback to be provided to students. ☐ Policies, standards and guidelines define requirements for the quality and type of feedback to be provided to students, but the requirements are optional, or fail to impose mandatory minimum requirements. ☐ Policies, standards or guidelines define mandatory minimum requirements for the quality and type of feedback to be provided to students, however compliance incomplete or not enforced. ■ Policies, standards or guidelines define mandatory minimum requirements for the quality and type of feedback to be provided to students with compliance enforced.	Not apparent.
2 ☐	☐ ☐ ☒ ■	**Students are provided with a formally documented procedure for making complaints.** ☐ No formal process for making complaints apparent. ☒ Process for making complaints is informal and/or mediated by the teaching staff. ☐ Formal process for making complaints provided as institutional statutes rather than in clear language and/or is not included in course outlines or similar materials. ■ Formal process for making complaints provided in clear language and is consistently included in course outlines or similar materials.	Clear contact information supplied in example course outline (p20) and in course outline template (p62), but no process evident.
	☐ ☒ ☐ ■	**Students are provided with documentation of the formal procedures used to resolve any concerns or complaints they raise.** ☒ No apparent communication to students of the procedures that will be followed to resolve any concerns or complaints they raise. ☐ Students are provided with informal, inconsistent, outdated or incomplete descriptions of the procedures that will be followed to resolve any concerns or complaints they raise. ☐ Students are provided with a formal statutory description of the procedures that will be followed to resolve any concerns or complaints they raise. ■ Students are provided with a complete description in plain language of the procedures that will be followed to resolve any concerns or complaints they raise.	Not apparent.
1 ☐	☐ ☐ ☐ ☒	**Students are provided with a mechanism for raising concerns or complaints.** ☐ No apparent communication to students on how they raise any concerns or complaints. ☐ Students are provided with informal, inconsistent, outdated or incomplete descriptions of how they raise any concerns or complaints. ☐ Students are provided with a formal statutory description of how they raise any concerns or complaints. ☒ Students are provided with a clear description in plain language of how they raise any concerns or complaints.	'Getting help' section of example course outline (p14) provides contact point and complete list of student support provided also (p20).
	☐ ☒ ☐ ■	**Teaching staff are provided with an opportunity to address e-learning student concerns and complaints.** ☒ No apparent communication to teaching staff of student concerns and complaints. ☐ Information provided informally to teaching staff of student concerns and complaints or as a consequence of complaints having to be made to teaching staff in the first instance. ☐ Teaching staff are provided with information regarding e-learning student concerns and complaints only when a formal disciplinary process has been invoked. ■ Teaching staff are provided with information regarding e-learning student concerns and complaints immediately they are made and have an opportunity to address issues before the invocation of any further procedures.	Not apparent.

Process S4.

Students are provided with personal and learning support services when engaging in e-learning

The use of e-learning to remove the constraint that students attend courses face-to-face does not remove the need for institutions to provide as full a range of support services as possible. As well as technical support for e-learning students need support with personal and learning issues. It is important for students to be welcomed and made sufficiently comfortable with the e-learning environment so that they are able to express and explain their needs and requirements for support.

Evidence of capability in the process is seen in clear documentation, complying with a consistent institutional template, setting out the information necessary for accessing all available student services. Policy should require that this information be accurate, regularly reviewed and provided to students in advance of enrolment. Templates should be provided to ensure a consistent organisation and content. Elements that are standard to all courses should use wording prescribed by policy.

Assessment	Practices	Sources and Evidence
5 ☐ ☒ ☐ ☐ ■	**Information on the performance of personal and learning support services guides the resources allocated to support students.** ☒ *No use of information on the performance of personal and learning support services during support resource planning and allocation.* ☐ *Informal and inconsistent use of information on the performance of personal and learning support services during support resource planning and allocation.* ■ *Information on the performance of personal and learning support services explicitly guides support resource planning and allocation, but is treated as subordinate to technical goals, or not linked to resourcing decisions.* ■ *Information on the performance of personal and learning support services explicitly guides support resource planning and allocation and is formally linked to resourcing decisions.*	Not apparent.
☐ ☒ ☐ ☐ ■	**Information on student requests for personal and learning support guides the selection and deployment of e-learning technologies.** ☒ *No information on student requests for personal and learning support guides e-learning technology use or deployment.* ☐ *Inconsistent or informal use of information on student requests for personal and learning support guides e-learning technology use or deployment.* ■ *Information on student requests for personal and learning support explicitly guides institutional e-learning technology use and deployment, but is treated as subordinate to technology features, or not linked to service level agreements.* ■ *Information on student requests for personal and learning support explicitly guides institutional e-learning technology use and deployment and is formally linked to service level agreements.*	Not apparent.
4 ☐ ☐ ☐ ■ ☒	**Student use of personal and learning support monitored regularly.** ☐ *No monitoring of the use and effectiveness of the personal and learning support provided to students.* ☐ *Limited, inconsistent or informal monitoring of the use and effectiveness of the personal and learning support provided to students collected, or measures collected but not reported.* ■ *Formal, independent, monitoring of the use and effectiveness of the personal and learning support provided to students collected, but reported incompletely or irregularly.* ☒ *Formal, independent, and regular monitoring and reporting of the use and effectiveness of the personal and learning support provided to students.*	Support activity reports generated on a monthly basis(p83).
☐ ☒ ☐ ■ ■	**Feedback collected regularly from students regarding the clarity and utility of the personal and learning support provided.** ☒ *No feedback collected from students on the clarity and utility of the personal and learning support provided.* ☐ *Limited, inconsistent or informal student feedback collected, or feedback collected but not reported.* ■ *Formal, independent, student feedback collected on some but not all personal and learning support mechanisms provided or not collected regularly from all courses using the facilities, or reported incompletely or irregularly.* ■ *Formal, independent, student feedback mechanisms applied regularly to all courses using the different personal and learning support mechanisms provided.*	Not apparent.
☐ ☒ ☐ ■ ■	**Feedback collected regularly from staff regarding the clarity and utility of the personal and learning support provided to students.** ☒ *No feedback collected from staff on the clarity and utility of the personal and learning support provided to students.* ☐ *Limited, inconsistent or informal staff feedback collected, or feedback collected but not reported.* ■ *Formal, independent, feedback collected from staff on some but not all of the personal and learning support provided to students, or reported incompletely or irregularly.* ■ *Formal, independent, staff feedback collected regularly on all of the personal and learning support facilities provided to students.*	Not apparent.

Assessment	Practices	Sources and Evidence
3 ☐	**Institutional standards define requirements for student personal and learning support that are explicitly linked to institutional e-learning strategies.** ☒ *No institutional standards for student personal and learning support are defined.* ☐ *Institutional standards for student personal and learning support are incomplete, informal or fail to impose minimum expectations for student support on the institution.* ■ *Institutional standards for student personal and learning support are defined and impose minimum expectations for student support on the institution in line with institutional e-learning strategies, however compliance incomplete or not enforced.* ■ *Institutional standards for student personal and learning support are defined and impose minimum expectations for student support on the institution in line with institutional e-learning strategies with compliance enforced.*	Not apparent.
2 ☐ ☒ ■ ■ **See also:** S1 (2)	**E-learning design and (re)development plans are guided by technology support costs to the organisation, staff and students.** ☐ *No information on support costs included in course e-learning design and (re)development plans.* ☒ *Informal or inconsistent consideration of support costs included in course e-learning design and (re)development plans.* ■ *Formal consideration of support costs to the institution only included in course e-learning design and (re)development plans, or not linked to design decisions.* ■ *Formal consideration of support costs to the institution, staff and students included in course e-learning design and (re)development plans and is explicitly linked to design decisions.*	CITL Project Plan example (p30) and templates (p54) covers student and staff workload but not support issues.
☐ ☐ ☐ ■ ☒ **See also:** S1 (2) & S2 (2)	**Students are provided with information describing the institutional distribution of responsibility for student support services.** ☐ *No information on the responsibility for student personal and learning support communicated to students.* ☐ *Information communicated to students contains outdated, incomplete or informal descriptions of the responsibility for student personal and learning support.* ■ *Information on the responsibility for student personal and learning support communicated to students is unnecessarily inconsistent or different in different courses.* ☒ *Consistent and explicit information for students on the responsibility for student personal and learning support is provided formally and in multiple places.*	'Getting help' section of example course outline (p14) provides contact point and complete list of student support provided also (p20).
☐ ☐ ☐ ■ ☒ **See also:** S1 (2)	**Students are provided with information describing personal and learning support facilities prior to enrolment** ☐ *Information available prior to enrolment does not contain any information for students on what personal and learning support they can expect from the institution.* ☐ *Information available prior to enrolment contains outdated, incomplete or informal descriptions of personal and learning support students can expect from the institution, or clear information is provided after enrolment but before studies commence.* ■ *Information available prior to enrolment contains information for students on what personal and learning support they can expect from the institution in a format which is unnecessarily inconsistent or different in different courses.* ☒ *Information available prior to enrolment contains consistent and explicit information for students on what personal and learning support they can expect from the institution.*	Clear information on support available from multiple places on webpages (for example p65).
1 ☐ ■	**Course documentation describes the available student personal and learning support services.** ☐ *No information for students on accessing personal and learning support services through a variety of communication channels is provided.* ☐ *Information for students on accessing personal and learning support services is outdated, incomplete or informal.* ■ *Information for students on accessing personal and learning support services is unnecessarily inconsistent or different in different courses or only available face-to-face or through static web pages.* ☒ *Information for students on accessing personal and learning support services is provided consistently and covers a range of communication channels that can be used to access the support.*	'Getting help' section of example course outline (p14) provides contact point and complete list of student support provided also (p20).

Process S5.

Teaching staff are provided with e-learning pedagogical support and professional development

Teaching staff need training and support if they are to be effective with new technologies and the associated pedagogies. This is a complex area and teaching staff need to be able to access a range of professional support as they encounter issues during their work. E–learning is not just a technological add-on that teachers need to learn how to use; it is a new educational system involving new pedagogical and professional procedures and processes that require support and professional development. Many teaching and administrative staff may have not experienced e-learning themselves and should undertake a course using the medium in order to better understand the learner's position. Another problematic issue is teaching staff workload, which, particularly in the early stages of e-learning implementation, is very demanding because of the additional preparation and communication requirements.

Evidence of capability in this process is seen through the use of formal staff capability assessments during training and as part of the design and development process for courses and projects. Evidence from these assessments should be used to determine additional support and training allocations. Design and development plans should include formal processes for ongoing support of teaching staff and courses. Policy and guidelines should mandate staff capability assessments and require their use in ongoing staff development. Regular overview reports of capability should inform strategies for ongoing resourcing and development of e-learning.

Assessment	Practices	Sources and Evidence
5 ☐	**Information on the e-learning technology and pedagogy skills of teaching staff guides the resources allocated for support.** ☒ *No use of information on the e-learning technology and pedagogy skills of teaching staff during support resource planning and allocation.* ■ *Informal and inconsistent use of information on the e-learning technology and pedagogy skills of teaching staff during support resource planning and allocation.* ■ *Information on the e-learning technology and pedagogy skills of teaching staff explicitly guides support resource planning and allocation, but is treated as subordinate to technical goals, or not linked to resourcing decisions.* ■ *Information on the e-learning technology and pedagogy skills of teaching staff explicitly guides support resource planning and allocation and is formally linked to resourcing decisions.*	Not apparent.
☐ ☒ ☐ ■ ■	**Pedagogical support implications explicitly addressed when deploying e-learning technologies.** ☒ *No consideration of pedagogical support implications when deploying e-learning technologies.* ■ *Inconsistent, informal and variable consideration of pedagogical support implications when deploying e-learning technologies.* ■ *Pedagogical support implications formally considered in some but not all e-learning technology deployments.* ■ *Pedagogical support implications are formally included the procedures used to deploy new e-learning technologies.*	Not apparent.
4 ☐	**Teaching staff use of pedagogical support and assistance is regularly monitored.** ☐ *No monitoring of the demand for and effectiveness of the pedagogical support provided to teaching staff.* ☒ *Limited, inconsistent or informal monitoring of the demand for and effectiveness of the pedagogical support provided to teaching staff collected, or information collected but not reported.* ■ *Formal, independent, monitoring of the demand for and effectiveness of the pedagogical support provided to teaching staff collected, but reported incompletely or irregularly.* ■ *Formal, independent, and regular collection and reporting of the demand for and effectiveness of the pedagogical support provided to teaching staff.*	The project self-review template (p40) and supplied example (p31) can include information on the effectiveness of the pedagogical support and assisstance but this information is not explicitly solicited. QA activities (Project evaluation and review, Academic Self Review, Student Evaluation, External Review) included in the CITL process may also provide some information (p39).
☐ ☒ ☐ ■ ■	**Teaching staff capability to use e-learning technology and pedagogies effectively is regularly monitored.** ☒ *No monitoring of the capability of teaching staff to use e-learning technology and pedagogies effectively.* ☐ *Limited, inconsistent or informal monitoring of the capability of teaching staff to use e-learning technology and pedagogies effectively, or information collected but not reported.* ■ *Formal, independent, monitoring of the capability of teaching staff to use e-learning technology and pedagogies effectively are collected, but reported incompletely or irregularly.* ■ *Formal, independent, and regular monitoring and reporting of the capability of teaching staff to use e-learning technology and pedagogies effectively.*	Not apparent.
☐ ☒ ☐ ■ ■	**Feedback collected regularly from staff regarding the effectiveness of the pedagogical support and training provided.** ☒ *No feedback collected from staff on the effectiveness of the pedagogical support and training provided.* ☐ *Limited, inconsistent or informal staff feedback collected, or feedback collected but not reported.* ■ *Formal, independent, staff feedback collected on some but not all pedagogical support and training provided or not collected regularly from all staff using the facilities, or reported incompletely or irregularly.* ■ *Formal, independent, staff feedback collected regularly on all of the pedagogical support and training provided.*	Not apparent.

Assessment	Practices	Sources and Evidence
3	**Institutional standards are defined for the assessment of teaching staff e-learning skills.** [X] *No institutional standards for assessing teaching staff capability to use e-learning technology and pedagogies effectively are defined.* [ ] *Standards for assessing teaching staff capability to use e-learning technology and pedagogies effectively are provided but are incomplete, informal or fail to impose mandatory expectations on staff.* [ ] *Standards for assessing teaching staff capability to use e-learning technology and pedagogies effectively are formally defined, however compliance wit these and assessment of all staff involved in e-learning design, (re)development and delivery is incomplete or not required.* [■] *Standards for assessing teaching staff capability to use e-learning technology and pedagogies effectively are formally defined and all staff involved in e-learning design, (re)development and delivery are required to undertake assessment.*	Not apparent.
	Pedagogical issues are formally addressed in e-learning design and (re)development procedures. [ ] *No consideration of pedagogical issues apparent in course e-learning design and (re)development activities.* [ ] *Informal or inconsistent consideration of pedagogical issues apparent in course e-learning design and (re)development activities.* [ ] *Formal consideration of pedagogical issues apparent in most, but not all, course e-learning design and (re)development activities, or consideration is subordinate to business and technical concerns.* [X] *Formal consideration of pedagogical issues required in all course e-learning design and (re)development projects with business and technical concerns treated equally or subordinate.*	The full CITL Project Proposal (p27) includes explicit and detailed consideration of pedagogical aspects.
2	**E-learning design and (re)development procedures include a formal assessment of teaching staff e-learning skills.** [X] *No assessment of teaching staff skills with e-learning technology and pedagogies apparent.* [ ] *Limited, informal or inconsistent assessment of teaching staff skills with e-learning technology and pedagogies apparent.* [ ] *Assessment of teaching staff skills with e-learning technology and pedagogies effectively is undertaken formally as part of course e-learning design and (re)development processes but the information is confidential to the staff member or not acted upon by the institution.* [■] *Assessment of teaching staff skills with e-learning technology and pedagogies effectively is undertaken formally and the results incorporated into course e-learning design and (re)development processes and activities.*	Not apparent.
	E-learning design and (re)development procedures include assistance for teaching staff in changing pedagogies. [ ] *No assistance for teaching staff in changing pedagogies apparent in e-learning design and (re)development procedures.* [ ] *Informal or inconsistent assistance for teaching staff in changing pedagogies apparent in e-learning design and (re)development procedures.* [ ] *Assistance for teaching staff in changing pedagogies formally included in e-learning design and (re)development procedures, but no specific responsibility normally assigned.* [X] *Assistance for teaching staff in changing pedagogies formally included in e-learning design and (re)development procedures, with responsibility assigned explicitly and outcomes included formally in project deliverables.*	CITL Project Plan (p27) and Project Budget (p26) cover inclusion of assistance.
See also: D1 (2) & O9 (2)	**Teaching staff are recognised and rewarded for their engagement with innovative e-learning initiatives.** [ ] *No recognition of individual staff involvement in e-learning initiatives.* [X] *Informal, inconsistent or insignificant recognition of individual staff involvement in e-learning initiatives.* [ ] *Formal, but generic or minor, recognition of individual staff involvement in e-learning initiatives.* [■] *Formal and significant recognition of individual staff involvement in e-learning initiatives.*	Time allocation for Teaching Staff is made as part of the CITL project budget process (p26). No evidence of other incentives.
1	**Teaching staff are provided with support resources (including training, guidelines and examples) on the pedagogical aspects of e-learning technologies.** [ ] *No training, guidelines or examples provided to teaching staff on the range of e-learning technologies and pedagogies available.* [X] *Limited or non-specific training, guidelines and examples provided for the optional use of staff.* [ ] *Detailed and specific training, guidelines and examples provided but attendance and use are optional and not actively encouraged and promoted.* [■] *Detailed and specific training, guidelines and examples provided to all teaching staff with the requirement that they be used prior to designing or (re)developing e-learning courses.*	Training programme evident from CITL Academic Development Programme Brochure (pp85-86): optional LMS workshops provided along with "Moderating Online Discussions" workshop.
	Teaching staff are provided with support resources (including training, guidelines and examples) on researching and reflecting upon their own practice with e-learning technologies and pedagogies. [ ] *No training, guidelines or examples provided to teaching staff on self reflection and personal development techniques.* [X] *Limited or non-specific training, guidelines and examples provided for the optional use of staff.* [ ] *Detailed and specific training, guidelines and examples provided but attendance and use are optional and not actively encouraged and promoted.* [■] *Detailed and specific training, guidelines and examples provided to all teaching staff with the requirement that they be used prior to designing, (re)developing or delivering courses.*	Training programme evident from CITL Academic Development Programme Brochure (pp85-86): "Fine-Tuning Your T2 Course" optional workshop provided.
	Teaching staff are provided with support resources (including training, guidelines and examples) on how to assist students in developing e-learning skills. [ ] *No training, guidelines or examples provided to teaching staff on assisting students with e-learning technologies and pedagogies.* [X] *Limited or non-specific training, guidelines and examples provided for the optional use of staff.* [ ] *Detailed and specific training, guidelines and examples provided but attendance and use are optional and not actively encouraged and promoted.* [■] *Detailed and specific training, guidelines and examples provided to all teaching staff with the requirement that they be used prior to designing, (re)developing or delivering e-learning courses.*	Training programme evident from CITL Academic Development Programme Brochure (pp85-86): optional LMS workshops provided along with "Moderating Online Discussions" workshop.

Process S6.

Teaching staff are provided with technical support in using digital information created by students

E–learning involves a dynamic and complex information and communications environment that necessitates technical support for teaching staff to ensure students are able make best use of facilities and resources. The creation and use of electronic information resources by students is particularly challenging as Internet sources, in particular, are simultaneously easier to search and access while also generally being less reliable. The handling and storage of documents created by students also presents challenges ranging from the technical ones of format, through concerns arising from viruses. Backup and authorised access to student work also needs careful attention.

Evidence of capability in this process is seen with the provision of facilities and support during the design and development of projects, including documentation and training for staff as well as templates and other materials for use with students. Policy and guidelines should require and support this. Student attainment of skills in this area should be part of the overall learning objectives in line with their acquisition of research and information literacy skills.

Assessment	Practices	Sources and Evidence
5 ☐ ☒ ☐ ■ ■ ☐	**Information on teaching staff skills in supporting digital information use by students guides e-learning design and (re)development.** ☒ *No use of information on teaching staff skills in supporting digital information use by students during e-learning design and (re)development.* ☐ *Informal and inconsistent use of information on teaching staff skills in supporting digital information use by students during e-learning design and (re)development.* ■ *Information on teaching staff skills in supporting digital information use by students explicitly guides e-learning design and (re)development, but is treated as subordinate to technical goals, or not linked to design decisions.* ■ *Information on teaching staff skills in supporting digital information use by students explicitly guides e-learning initiative planning and is formally linked to design decisions.*	Not apparent.
4 ☐ ☒ ☐ ■ ■ ☐	**Teaching staff use of support resources for developing student digital information skills are monitored regularly.** ☒ *No monitoring of the effectiveness and uses of staff support resources for developing student digital information skills.* ☐ *Limited, inconsistent or informal monitoring of the effectiveness and uses of staff support resources for developing student digital information skills, or information collected but not reported.* ■ *Formal, independent, monitoring of the effectiveness and uses of staff support resources for developing student digital information skills are collected, but reported incompletely or irregularly.* ■ *Formal, independent, and regular monitoring and reporting of the effectiveness and uses of staff support resources for developing student digital information skills.*	Not apparent.
☐ ☒ ☐ ■ ■	**Feedback collected regularly from students regarding the effectiveness of the digital information skills support provided.** ☒ *No feedback collected from students on the effectiveness of the digital information skills support provided.* ☐ *Limited, inconsistent or informal student feedback collected, or feedback collected but not reported.* ■ *Formal, independent, student feedback collected on some but not all digital information skills support provided or not collected regularly from all courses using the facilities, or reported incompletely or irregularly.* ■ *Formal, independent, student feedback mechanisms applied regularly to all courses using the digital information skills support provided.*	Not apparent.
☐ ☒ ☐ ■ ■	**Feedback collected regularly from staff regarding their effectiveness in supporting student digital information skills development.** ☒ *No feedback collected from staff on the effectiveness of their support of student digital information skills development.* ☐ *Limited, inconsistent or informal staff feedback collected on the effectiveness of their support of student digital information skills development.* ■ *Formal, independent, staff feedback collected on the effectiveness of their support of student digital information skills development but not regularly or from all staff involved in the delivery and support of e-learning courses, or reported incompletely or irregularly.* ■ *Formal, independent, staff feedback collected regularly from all staff involved in the delivery and support of e-learning courses on the effectiveness of their support of student digital information skills development.*	Not apparent.

Assessment	Practices	Sources and Evidence
3 ☐ ☐ ☒ ■ ■ ▨	**Teaching staff are provided with resources (including training, guidelines and examples) on supporting the use of digital information by students, including intellectual property, plagiarism and assessment aspects.** ☐ *No training, guidelines or examples provided to teaching staff on supporting the use of digital information by students.* ☒ *Limited or non-specific training, guidelines and examples provided for the optional use of staff.* ■ *Detailed and specific training, guidelines and examples provided but attendance and use are optional and not actively encouraged and promoted.* ■ *Detailed and specific training, guidelines and examples provided to all teaching staff with the requirement that they be used prior to designing, (re)developing or delivering e-learning courses.*	Training programme evident from CITL Academic Development Programme Brochure (pp85-86): "Promoting Academic Integrity and Discouraging Plagiarism" optional workshop provided. CITL e-learning guidelines and standards (p63) focused on technology rather than pedagogy.
☐ ☐ ☒ ■ ■	**Formal procedures for e-learning design and (re)development explicitly include consideration of the use, protection and privacy of digital information by students.** ☐ *No consideration of the use, protection and privacy of digital information by students apparent in course e-learning design and (re)development activities.* ☒ *Informal or inconsistent consideration of the use, protection and privacy of digital information by students apparent in course e-learning design and (re)development activities.* ■ *Formal consideration of the use, protection and privacy of digital information by students apparent in most, but not all, course e-learning design and (re)development activities or not subject to formal testing prior to project completion.* ■ *Formal consideration of the use, protection and privacy of digital information by students required in all course e-learning design and (re)development projects with formal testing required prior to project completion.*	Limited consideration of student information provision in CITL example Project Pan 'Interaction design' (p29).
2 ☐ ☐ ☒ ■ ■ **See also:** D5 (1) & O4 (2)	**All student digital information is stored in a validated backup system.** ☐ *No backup procedure apparent.* ☒ *Incomplete or informal backup procedures used to store student information.* ■ *Formal and regular backup procedures used for all student information but regular validation and auditing not undertaken.* ■ *Formal and regular backup procedures used for all student information with regular auditing and validation of content and coverage of the backup information.*	Dependence on LMS facilities by default, no explicit consideration apparent.
☐ ☐ ☒ ■ ■ **See also:** O4 (2)	**Access to all student digital information is authenticated and authorised.** ☐ *No evidence of security concerns evident in course e-learning design and (re)development plans or procedures.* ☒ *Security issues addressed informally or incompletely in course e-learning design and (re)development plans or procedures.* ■ *Security issues addressed formally in course e-learning design and (re)development plans and procedures by presumption of security in core infrastructure without validation required.* ■ *Security issues addressed formally in course e-learning design and (re)development plans or procedures and formal testing and validation required prior to project completion.*	Dependence on LMS facilities by default, no explicit consideration apparent.
☐ ☐ ☐ ■ ☒	**E–learning design and (re)development procedures address the use of digital information by students.** ☐ *No consideration of the implications of students using digital information apparent in e-learning design and (re)development procedures.* ☐ *The implications of students using digital information addressed informally or incompletely in e-learning design and (re)development procedures.* ■ *The implications of students using digital information addressed formally in e-learning design and (re)development procedures but without requiring testing or validation.* ☒ *The implications of students using digital information addressed formally in e-learning design and (re)development procedures with testing required prior to project completion.*	Limited consideration of student information provision and access in CITL example Project Pan 'Interaction design' (p29).
1 ☐ ☒ ☐ ■ ■	**Teaching staff are provided with support resources (including training, guidelines and examples) on the use of digital information by students.** ☒ *No support provided to teaching staff on the use of electronically accessed or submitted information by students.* ☐ *Limited or non-specific support on the use of electronically accessed or submitted information by students provided for the optional use of staff.* ■ *Support on the use of electronically accessed or submitted information by students provided but use is optional and not actively encouraged and promoted.* ■ *Support on the use of electronically accessed or submitted information by students provided to all teaching staff with the requirement that it be used prior to designing, (re)developing or delivering e-learning courses.*	Not apparent.

Process E1.

Students are able to provide regular feedback on the quality and effectiveness of their e-learning experience

The need for institutions and teachers to solicit and analyse student feedback that is formative, summative, and based on multiple independent and standard evaluations is well acknowledged. Student feedback is a reliable and important measure of teaching and learning quality that can be used to inform action for improvements; it is also informative for prospective students. However, for feedback to be of use for improving teaching and learning it must be understood and acted upon. Some obvious but key issues for obtaining reliable and useful information include: "Feedback should be sought at the level at which one is endeavouring to monitor quality…the focus should be on students' perceptions of key aspects of teaching or on key aspects of the quality of their programmes…feedback should be collected as soon as possible after the relevant educational activity".

Evidence of capability in this process is seen in the inclusion of a formal student evaluation plan in the design and development of projects and courses. This plan should include conducting multiple formal evaluations, both summative and formative, in a standard way that allows for comparison of results between projects and over time. Information on how the evaluation results are being used to improve the quality and effectiveness of their learning should be provided to students. Policy and guidelines should require that student evaluations to be independently conducted and provide standard forms that they should take. The results of the evaluations should be used to inform ongoing and new development, and to support resources and strategy. Teaching staff are provided with templates, examples, training and support in using the range of evaluation resources available to support student learning.

Assessment	Practices	Sources and Evidence
5 ☐	**Information from student evaluations of e-learning guides which pedagogical and technological changes are sustained.**	Not apparent.
	☒ *No use of information from student evaluations of the quality and effectiveness of e-learning during e-learning initiative planning.* ☐ *Informal and inconsistent use of information from student evaluations of the quality and effectiveness of e-learning during institutional e-learning initiative planning activities.*	☐ *Information from student evaluations of the quality and effectiveness of e-learning explicitly guides institutional e-learning initiative planning, but is treated as subordinate to technical goals, or not linked to ongoing use of technologies and pedagogies.* ■ *Information from student evaluations of the quality and effectiveness of e-learning explicitly guides institutional e-learning initiative planning and is formally linked to ongoing use of technologies and pedagogies.*	
☐	**Information from student evaluations of e-learning guides the allocation of resources for teaching staff support.**	Not apparent.
	☒ *No use of information from student evaluations of the quality and effectiveness of e-learning during e-learning support planning.* ☐ *Informal and inconsistent use of information from student evaluations of the quality and effectiveness of e-learning during institutional e-learning support planning activities.*	☐ *Information from student evaluations of the quality and effectiveness of e-learning explicitly guides institutional e-learning support planning, but is treated as subordinate to technical goals, or not linked to resource allocation.* ■ *Information from student evaluations of the quality and effectiveness of e-learning explicitly guides institutional e-learning support planning and is formally linked to resource allocation.*	
4 ☐ **See also:** E2 (4) & E3 (4)	**Evaluation results are reported regularly in a manner that allows for comparison of the educational effectiveness of e-learning initiatives.**	Not apparent.
	☒ *No reporting of student evaluations of the educational effectiveness of e-learning.* ☐ *Reporting of evaluation results is informal, incomplete or prevents detailed analysis.*	☐ *Detailed evaluation results of all courses are collected regularly, reported formally and allow for analysis and comparison of the educational effectiveness of e-learning but the information is confidential and not available to all staff and students.* ■ *Detailed evaluation results of all courses are collected regularly, reported formally and allow for analysis and comparison of the educational effectiveness of e-learning by all staff and students.*	
3 ☐	**Institutional policies define requirements for student evaluations of the educational effectiveness of e-learning initiatives.**	Not apparent.
	☒ *No institutional requirements for student evaluations of the educational effectiveness of e-learning initiatives are defined.* ☐ *Institutional standards for student evaluations of the educational effectiveness of e-learning initiatives are defined that are incomplete, informal or fail to define the frequency and content of the evaluations.*	☐ *Institutional standards for student evaluations of the educational effectiveness of e-learning initiatives provided, including the frequency, content and reporting of the evaluations, which define mandatory compliance requirements on staff involved in e-learning courses however compliance incomplete or not required.* ■ *Institutional standards for student evaluations of the educational effectiveness of e-learning initiatives provided, including the frequency, content and reporting of the evaluations, and which define mandatory compliance requirements on staff involved in e-learning courses.*	

Assessment	Practices	Sources and Evidence
3 (cont.)	**Institutional policies define requirements for the quality and type of evaluation feedback to be provided to students.** ✗ *No policies, standards or guidelines define requirements for the quality and type of evaluation feedback to be provided to students.* ▣ *Policies, standards and guidelines define requirements for the quality and type of evaluation feedback to be provided to students, but the requirements are optional, or fail to impose mandatory minimum requirements.* ▣ *Policies, standards or guidelines define mandatory minimum requirements for the quality and type of evaluation feedback to be provided to students, however compliance incomplete or not enforced.* ■ *Policies, standards or guidelines define mandatory minimum requirements for the quality and type of evaluation feedback to be provided to students with compliance enforced.*	Not apparent.
	Expert support provided for evaluations of student feedback on the quality and effectiveness of e-learning initiatives. ☐ *No assistance available to staff undertaking student evaluation initiatives.* ✗ *Assistance in designing the collection, analysis and interpretation of student feedback on the quality and effectiveness of e-learning initiatives is informally or inconsistently available as a consequence of other evaluation support.* ▣ *Formal and explicit assistance in designing the collection, analysis and interpretation of student feedback on the quality and effectiveness of e-learning initiatives is available but access limited or not promoted.* ■ *Formal and explicit assistance in designing the collection, analysis and interpretation of student feedback on the quality and effectiveness of e-learning initiatives is available and actively promoted to all staff involved in e-learning delivery.*	CITL evaluation staff and service available as set out in Evaluations Handbook (p91).
2	**Students are provided with information on how feedback information has been and will be used to modify and improve their e-learning experience.** ✗ *No information provided to students on how feedback and evaluation information is used.* ☐ *Informal or outdated information provided to students on how feedback and evaluation information is used.* ▣ *Students are formally provided with generic information on how feedback and evaluation information is used to modify and improve the student e-learning experience.* ■ *Students are formally provided with specific information on how their feedback and evaluation information will be, or has been, used to modify and improve their e-learning experience.*	Not apparent.
See also: E2 (2)	**E–learning design and (re)development procedures include explicit evaluation phases assessing the quality and effectiveness of e-learning.** ☐ *No evaluation of quality and effectiveness apparent during e-learning design and (re)development procedures.* ☐ *Informal or incomplete evaluation of quality and effectiveness undertaken during e-learning design and (re)development procedures.* ▣ *Formal evaluation of quality and effectiveness undertaken during e-learning design and (re)development procedures with compliance to minimum expectations optional or not required.* ✗ *Formal evaluation of quality and effectiveness undertaken during e-learning design and (re)development procedures with compliance to minimum expectations required.*	CITL project process (p39) includes a QA Plan and evaluations including a Project evaluation and review, Academic Self Review, Student Evaluation, and External Review.
	E–learning design and (re)development procedures include opportunities for user testing by students. ☐ *No testing undertaken by students during e-learning design and (re)development procedures.* ☐ *Informal or incomplete testing undertaken by students during e-learning design and (re)development procedures.* ▣ *Formal testing undertaken by students during e-learning design and (re)development procedures with compliance to minimum expectations optional.* ✗ *Formal testing undertaken by students during e-learning design and (re)development procedures with compliance to minimum expectations required formally prior to delivery.*	CITL project process (p39) includes a QA Plan and evaluations including a Project evaluation and review, Academic Self Review, Student Evaluation, and External Review.
1	**Summative feedback collected regularly from students regarding the quality and effectiveness of their e-learning experience.** ☐ *No summative feedback collected from students regarding the quality and effectiveness of their e-learning experience.* ▣ *Informal, outdated or inconsistent summative feedback collected from students regarding the quality and effectiveness of their e-learning experience, or feedback collected infrequently.* ✗ *Summative feedback formally and regularly collected from students regarding the quality and effectiveness of their e-learning experience, but feedback limited to generic aspects or fails to cover all technologies in use.* ■ *Summative feedback formally and regularly collected from students regarding the quality and effectiveness of the specific e-learning technologies and pedagogies used and the impact on their e-learning experiences.*	Standard evaluation process includes no consideration of the use of e-learning (p91).
	Formative feedback collected regularly from students regarding the quality and effectiveness of their e-learning experience. ☐ *No formative feedback collected from students regarding the quality and effectiveness of their e-learning experience.* ▣ *Informal, outdated or inconsistent formative feedback collected from students regarding the quality and effectiveness of their e-learning experience, or feedback collected infrequently.* ✗ *Formative feedback formally and regularly collected from students regarding the quality and effectiveness of their e-learning experience, but feedback limited to generic aspects or fails to cover all technologies in use.* ■ *Formative feedback formally and regularly collected from students regarding the quality and effectiveness of the specific e-learning technologies and pedagogies used and the impact on their e-learning experiences.*	Standard evaluation process includes no consideration of the use of e-learning (p91).

Process E2.

Teaching staff are able to provide regular feedback on quality and effectiveness of their e-learning experience

The e-learning environment presents many new and/or different teaching and learning challenges that can benefit from valid, reliable, and informative feedback from teachers. The establishment of a forum for teachers to "discuss their experience of learning technologies, and the academic issues surrounding the balance of learning methods" is recommended. Professional development approaches "fall along a spectrum from informal mutual support to the use of formal training courses". The question is "less which specific approach is best, but which combination of methods are needed to suit the level of progress staff individually and as a whole have already reached".

Evidence of capability in this process is seen in the inclusion of a formal staff evaluation plan in the design and development of projects and courses. This plan should include conducting multiple formal evaluations, both summative and formative, in a standard way that allows for comparison of results between projects and over time. Information on how the evaluation results are being used to improve the quality and effectiveness of their work should be provided to teaching staff. Policy and guidelines should require that staff evaluations to be independently conducted and provide standard forms that they should take. The results of the evaluations should be used to inform ongoing and new development, and to support resources and strategy.

Assessment	Practices	Sources and Evidence
5	**Information from staff evaluations of e-learning guides which pedagogical and technological changes are sustained.** ☒ No use of information from staff evaluations of the quality and effectiveness of e-learning during e-learning initiative planning. ☐ Informal and inconsistent use of information from staff evaluations of the quality and effectiveness of e-learning during institutional e-learning initiative planning activities. ■ Information from staff evaluations of the quality and effectiveness of e-learning explicitly guides institutional e-learning initiative planning, but is treated as subordinate to technical goals, or not linked to ongoing use of technologies and pedagogies. ■ Information from staff evaluations of the quality and effectiveness of e-learning explicitly guides institutional e-learning initiative planning and is formally linked to ongoing use of technologies and pedagogies.	Not apparent.
	Information from staff evaluations of e-learning guides the allocation of resources for teaching staff support. ☒ No use of information from staff evaluations of the quality and effectiveness of e-learning during e-learning support planning. ☐ Informal and inconsistent use of information from staff evaluations of the quality and effectiveness of e-learning during institutional e-learning support planning activities. ■ Information from staff evaluations of the quality and effectiveness of e-learning explicitly guides institutional e-learning support planning, but is treated as subordinate to technical goals, or not linked to resource allocation. ■ Information from staff evaluations of the quality and effectiveness of e-learning explicitly guides institutional e-learning support planning and is formally linked to resource allocation.	Not apparent.
4 **See also:** E1 (4) & E3 (4)	**Evaluation results are reported regularly in a manner that allows for comparison of the educational effectiveness of e-learning initiatives.** ☒ No reporting of staff evaluations of the educational effectiveness of e-learning. ☐ Reporting of evaluation results is informal, incomplete or prevents detailed analysis. ■ Detailed evaluation results are collected regularly, reported formally and allow for analysis and comparison of the educational effectiveness of e-learning but the information is confidential and not available to all staff and students. ■ Detailed evaluation results are collected regularly, reported formally and allow for analysis and comparison of the educational effectiveness of e-learning by all staff and students.	Not apparent.
3	**Institutional policies define requirements for staff evaluations of the educational effectiveness of e-learning initiatives.** ☒ No institutional requirements for staff evaluations of the educational effectiveness of e-learning initiatives are defined. ☐ Institutional standards for staff evaluations of the educational effectiveness of e-learning initiatives are defined that are incomplete, informal or fail to define the frequency and content of the evaluations. ■ Institutional standards for staff evaluations of the educational effectiveness of e-learning initiatives provided, including the frequency, content and reporting of the evaluations, which define mandatory compliance requirements on staff involved in e-learning courses however compliance incomplete or not required. ■ Institutional standards for staff evaluations of the educational effectiveness of e-learning initiatives provided, including the frequency, content and reporting of the evaluations, and which define mandatory compliance requirements on staff involved in e-learning courses.	Not apparent.

Assessment	Practices	Sources and Evidence
3 (cont.) ☐ ☐ ☒ ◼ ◼	**Expert support provided for evaluations of staff feedback on the quality and effectiveness of e-learning initiatives.** ☐ *No assistance available to staff undertaking staff evaluation initiatives.* ☒ *Assistance in designing the collection, analysis and interpretation of staff feedback on the quality and effectiveness of e-learning initiatives is informally or inconsistently available as a consequence of other evaluation support.* ◼ *Formal and explicit assistance in designing the collection, analysis and interpretation of staff feedback on the quality and effectiveness of e-learning initiatives is available but access limited or not promoted.* ◼ *Formal and explicit assistance in designing the collection, analysis and interpretation of staff feedback on the quality and effectiveness of e-learning initiatives is available and actively promoted to all staff involved in e-learning delivery.*	CITL evaluation staff and service available as set out in Evaluations Handbook (p91).
2 ◼ ☐ ☒ ◼ ◼	**Staff are provided with information on how feedback information has been and will be used to modify and improve their e-learning experience.** ☒ *No information provided to staff on how feedback and evaluation information is used.* ☐ *Informal or outdated information provided to staff on how feedback and evaluation information is used.* ◼ *Staff are formally provided with generic information on how feedback and evaluation information is used to modify and improve their e-learning experience.* ◼ *Staff are formally provided with specific information on how their feedback and evaluation information will be, or has been, used to modify and improve their e-learning experience.*	Not apparent.
☐ ☐ ☐ ◼ ☒ **See also:** E1 (2)	**E–learning design and (re)development procedures include explicit evaluation phases assessing the quality and effectiveness of e-learning.** ☐ *No evaluation of quality and effectiveness apparent during e-learning design and (re)development procedures.* ☐ *Informal or incomplete evaluation of quality and effectiveness undertaken during e-learning design and (re)development procedures.* ◼ *Formal evaluation of quality and effectiveness undertaken during e-learning design and (re)development procedures with compliance to minimum expectations optional or not required.* ☒ *Formal evaluation of quality and effectiveness undertaken during e-learning design and (re)development procedures with compliance to minimum expectations required.*	CITL project process (p39) includes a QA Plan and evaluations including a Project evaluation and review, Academic Self Review, Student Evaluation, and External Review.
☐ ☐ ☐ ◼ ☒	**E–learning design and (re)development procedures include opportunities for user testing by staff.** ☐ *No testing undertaken by staff during e-learning design and (re)development procedures.* ☐ *Informal or incomplete testing undertaken by staff during e-learning design and (re)development procedures.* ◼ *Formal testing undertaken by staff during e-learning design and (re)development procedures with compliance to minimum expectations optional.* ☒ *Formal testing undertaken by staff during e-learning design and (re)development procedures with compliance to minimum expectations required formally prior to delivery.*	CITL project process (p39) includes a QA Plan and evaluations including a Project evaluation and review, Academic Self Review, Student Evaluation, and External Review.
1 ☐ ☒ ◼ ◼ ◼	**Summative feedback collected regularly from teaching staff regarding the quality and effectiveness of their e-learning experience.** ☒ *No summative feedback collected from teaching staff regarding the quality and effectiveness of their e-learning experience.* ☐ *Informal, outdated or inconsistent summative feedback collected from teaching staff regarding the quality and effectiveness of their e-learning experience, or feedback collected infrequently.* ◼ *Summative feedback formally and regularly collected from teaching staff regarding the quality and effectiveness of their e-learning experience, but feedback limited to generic aspects or fails to cover all technologies in use.* ◼ *Summative feedback formally and regularly collected from teaching staff regarding the quality and effectiveness of the specific e-learning technologies and pedagogies used and the impact on their e-learning experiences.*	Not apparent.
☐ ☐ ◼ ☒ ◼	**Formative feedback collected regularly from teaching staff regarding the quality and effectiveness of their e-learning experience.** ☐ *No formative feedback collected from teaching staff regarding the quality and effectiveness of their e-learning experience.* ☐ *Informal, outdated or inconsistent formative feedback collected from teaching staff regarding the quality and effectiveness of their e-learning experience, or feedback collected infrequently.* ☒ *Formative feedback formally and regularly collected from teaching staff regarding the quality and effectiveness of their e-learning experience, but feedback limited to generic aspects or fails to cover all technologies in use.* ◼ *Formative feedback formally and regularly collected from teaching staff regarding the quality and effectiveness of the specific e-learning technologies and pedagogies used and the impact on their e-learning experiences.*	The project self-review template (p40) and supplied example (p31) specifically requests information on the impact on the staff member as a teacher. Information is however not collected regularly, only on project completion.

Process E3.

Regular reviews of the e-learning aspects of courses are conducted

The dependence of e-learning on the use of an appropriate pedagogy and well-designed technology means that when assessing the success of courses and projects it is very important to ensure that the effectiveness of the technology is also formally measured. Evidence of success or limitations in the local context is an important factor in ensuring the efficient design and development of existing and new courses and projects.

An important factor to be conscious of in this area is that the impact of technology on student satisfaction and student learning need to be separately evaluated as they are linked but distinct. Similarly, staff satisfaction may not be related to the effectiveness of the technologies or innovations deployed.

Evidence of capability in this process is seen through the use of formal data collection processes that are incorporated into design and development and which allow for regular reporting and analysis of the effectiveness of the technologies used. These processes should be standards based and designed to support comparisons over time and between courses and projects. Policy should require the collection and reporting of this information and the results used to inform ongoing and new development and support resources and strategy. Formal content and materials review plans should be used during the design and development of projects and courses. Policy and guidelines should require these reviews be conducted formally and provide guidance on what aspects require checking

Assessment	Practices		Sources and Evidence
5 ☐ ☒ ☐ ■ ■	**Information from e–learning reviews guides e-learning strategic planning.** ☒ *No use of information from e-learning evaluations and reviews during institutional e-learning strategic planning.* ☐ *Informal and inconsistent use of information from e-learning evaluations and reviews during institutional e-learning strategic planning.*	☐ *Information from e-learning evaluations and reviews explicitly guides institutional e-learning strategic planning, but is treated as subordinate to technical goals, or not linked to strategy decisions.* ■ *Information from e-learning evaluations and reviews explicitly guides institutional e-learning strategic planning and is formally linked to strategy decisions.*	Not apparent.
☐ ☒ ☐ ■ ■	**Information on the success or failure of e-learning technologies guides the allocation of support and resources for technology use.** ☒ *No information on the success or failure of e-learning technologies guides the allocation of support and resources for technology use.* ☐ *Inconsistent or informal use of information on the success or failure of e-learning technologies guides the allocation of support and resources for technology use.*	☐ *Information on the success or failure of e-learning technologies explicitly guides the allocation of support and resources for technology use, but is treated as subordinate to technology features, or not linked to service level agreements.* ■ *Information on the success or failure of e-learning technologies explicitly guides the allocation of support and resources for technology use and is formally linked to service level agreements.*	Not apparent.
4 ☐ ☒ ☐ ■ ■ **See also:** E1 (4) & E2 (4)	**Reviews are reported regularly in a manner that allows for comparison of e-learning initiatives.** ☒ *No reporting of reviews undertaken of e-learning initiatives.* ☐ *Reporting of review information is informal, incomplete or prevents detailed analysis.*	☐ *Detailed review information is collected regularly, reported formally and allows for analysis of the effectiveness of e-learning but the information is confidential and not available to all staff and students.* ■ *Detailed review information is collected regularly, reported formally and allows for comparative analysis of the effectiveness of e-learning by all staff and students.*	Not apparent.
3 ☐ ☒ ☐ ■ ■	**Institutional standards are defined for the regular review of the e-learning aspects of courses.** ☒ *No institutional standards for the review of the e-learning aspects of courses are defined.* ☐ *Institutional standards for the review of the e-learning aspects of courses are defined that are incomplete, informal or fail to cover all e-learning courses, technologies and pedagogies.*	☐ *Institutional standards for the review of the e-learning aspects of courses are provided which define mandatory compliance requirements on staff involved in e-learning courses however compliance incomplete or not required.* ■ *Institutional standards for the review of the e-learning aspects of courses are provided which define mandatory compliance requirements on staff involved in e-learning courses.*	Not apparent.
☐ ☒ ☐ ■ ■	**Staff are provided with support resources (including training, guidelines and examples) in the analysis and use of review and evaluation information.** ☒ *No training, guidelines or examples provided to staff on using evaluation and review information.* ☐ *Limited or non-specific training, guidelines and examples provided for the optional use of staff.*	☐ *Detailed and specific training, guidelines and examples provided but attendance and use are optional and not actively encouraged and promoted.* ■ *Detailed and specific training, guidelines and examples provided to staff with the requirement that they be used prior to reviewing e-learning initiatives.*	Not apparent.

Assessment	Practices	Sources and Evidence
2 ☐ ☒ ☐ ■ ■	**Students and staff are provided with information on how reviews have been and will be used to modify and improve their e-learning experiences.** ☒ *No information provided to students and staff on how review and evaluation information is used.* ☐ *Informal or outdated information provided to students and staff on how review and evaluation information is used.* ☐ *Students and staff are formally provided with generic information on how review and evaluation information is used to modify and improve their e-learning experience.* ■ *Students and staff are formally provided with specific information on how review and evaluation information will be, or has been, used to modify and improve their e-learning experience.*	Not apparent.
☐ ☐ ☒ ■ ■	**Regular reviews are conducted formally as part of the normal procedures for delivering courses using e-learning technologies and pedagogies.** ☐ *No apparent reviews of e-learning aspects of courses.* ☒ *Informal or inconsistent reviews of e-learning aspects of courses undertaken, or reviews done infrequently.* ■ *Formal reviews of e-learning aspects of courses undertaken systematically using a generic or non-independent review process.* ■ *Formal and independent reviews of e-learning aspects of courses undertaken systematically with explicit reference to the particular e-learning technologies and pedagogies used.*	CITL project process (p39) includes a QA Plan and evaluations including a Project evaluation and review, Academic Self Review, Student Evaluation, and External Review.
☐ ☐ ☐ ☒ ■	**E-learning design and (re)development procedures include formal plan for assessing the success of new technologies or pedagogies.** ☐ *No apparent plan for assessing the success of new e-learning technologies.* ☐ *Informal or inconsistent plans for assessing the success of new e-learning technologies.* ☒ *Formal plans for assessing the success of new e-learning technologies in most, but not all, deployments, or without minimum expectations required for ongoing delivery.* ■ *Formal and systematic plans for assessing the success of new e-learning technologies explicit and compliance with minimum expectations required for ongoing delivery.*	CITL project process (p39) includes a QA Plan and evaluations including a Project evaluation and review, Academic Self Review, Student Evaluation, and External Review.
1 ☐ ☒ ■ ■ ■	**Reviews of course e-learning materials are conducted regularly.** ☒ *No apparent reviews of course e-learning materials and resources.* ■ *Informal or inconsistent reviews of course e-learning materials and resources undertaken, or reviews done infrequently.* ■ *Formal reviews of course e-learning materials and resources undertaken systematically using a generic or non-independent review process, or with compliance to minimum expectations optional or not reported.* ■ *Formal and independent reviews of course e-learning materials and resources undertaken systematically with explicit reference to the particular e-learning technologies and pedagogies used and compliance to minimum expectations required.*	Not apparent.
☐ ☒ ■ ■ ■	**Reviews of course e-learning teaching activities are conducted regularly.** ☒ *No apparent reviews of the effectiveness of the teaching provided using e-learning technologies and pedagogies.* ■ *Informal or inconsistent reviews of the effectiveness of the teaching provided using e-learning technologies and pedagogies undertaken, or reviews done infrequently.* ■ *Formal reviews of the effectiveness of the teaching provided using e-learning technologies and pedagogies undertaken systematically using a generic or non-independent review process, or with compliance to minimum expectations optional or not reported.* ■ *Formal and independent reviews of the effectiveness of the teaching provided using e-learning technologies and pedagogies undertaken systematically with explicit reference to the particular e-learning technologies and pedagogies used and compliance to minimum expectations required.*	Not apparent.

Process O1.

Formal criteria guide the allocation of resources for e-learning design, development and delivery

Provision of expert technical and pedagogical assistance is vital if institutions are to move away from ad-hoc developments in e-learning. Like any other scarce resource, expertise in e-learning development within an institution must be managed in a way that ensures efficient and effective use. Formal criteria which align the use of these resources with defined outcomes for the institution are essential in this process.

Evidence of capability in this process is seen in the provision of formal funding and resourcing criteria and guidelines, mandated by policy, which provide consistency and clarity in the allocation of resources. Access to support is managed by these criteria to ensure efficient and equitable use of time and the achievement of strategic goals as well as short term requirements. Effective approaches in the local context are communicated through examples, case studies, standards and guidelines, customised for the institution, that demonstrates the benefits of the criteria used.

Assessment	Practices	Sources and Evidence
5 ☐	**Information from pilot e-learning initiatives guides the allocation of support and resources for the use of piloted e-learning technologies and pedagogies.** ☒ *Outcomes of e-learning pilots have no impact on support and resourcing for e-learning technologies and pedagogies.* ☐ *Outcomes of e-learning pilots are used informally to allocate support and resourcing for e-learning technologies and pedagogies.* ■ *Outcomes of e-learning pilots are formally used to allocate support and resourcing for e-learning technologies and pedagogies, but the allocations are not explicitly linked to pilot outcomes or the allocations are inconsistent.* ■ *Outcomes of e-learning pilots are consistently and formally used to allocate support and resourcing for e-learning technologies and pedagogies with resource decisions linked to pilot outcomes.*	Not apparent.
	Information on the strategic impact of e-learning resource allocation criteria guides e-learning strategic planning. ☒ *No use of information on the strategic impact of e-learning resource allocation criteria during institutional e-learning strategic planning.* ☐ *Informal and inconsistent use of information on the strategic impact of e-learning resource allocation criteria during institutional e-learning strategic planning.* ■ *Information on the strategic impact of e-learning resource allocation criteria explicitly guides institutional e-learning strategic planning, but is treated as subordinate to financial goals, or not linked to strategy decisions.* ■ *Information on the strategic impact of e-learning resource allocation criteria explicitly guides institutional e-learning strategic planning and is formally linked to strategy decisions.*	Not apparent.
4 ☐	**Information on the success or failure of e-learning initiatives is regularly monitored.** ☐ *No monitoring of the success or failure of e-learning initiatives.* ☒ *Limited, inconsistent or informal monitoring of the success or failure of e-learning initiatives, or information collected but not reported.* ■ *Formal, independent, monitoring of the success or failure of e-learning initiatives conducted irregularly or only covers some initiatives, or reported incompletely or irregularly.* ■ *Formal, independent, monitoring and regular reporting of the success or failure of all e-learning initiatives.*	CITL example Project Completion Report (p34) and Project Completion Report template (p55).
	Feedback collected regularly from students regarding the impact of e-learning initiatives on their learning. ☒ *No feedback collected from students on the impact of e-learning initiatives on their learning.* ☐ *Limited, inconsistent or informal student feedback collected, or feedback collected but not reported.* ■ *Formal, independent, student feedback collected on some but not all e-learning projects and initiatives, or not collected regularly from all courses affected by the initiatives, or reported incompletely or irregularly.* ■ *Formal, independent, student feedback on all e-learning initiatives collected and reported regularly from all courses affected by the initiatives.*	Not apparent.
	Feedback collected regularly from staff regarding the impact of e-learning initiatives on student learning. ☐ *No feedback collected from staff on the effectiveness of e-learning projects and initiatives for enabling student learning and assisting staff teaching responsibilities.* ☒ *Limited, inconsistent or informal staff feedback collected, or feedback collected but not reported.* ■ *Formal, independent, staff feedback collected on some but not all e-learning initiatives, or not collected regularly from all e-learning projects and initiatives, or reported incompletely or irregularly.* ■ *Formal, independent, staff feedback on all e-learning initiatives collected and reported regularly from all staff involved in the initiatives.*	The project self-review template (p40) and supplied example (p31) asks for information on impact on the course (and students by implication) and teaching staff, but this is not conducted regularly and is otherwise not apparent for other technology initiatives.

Assessment	Practices	Sources and Evidence
3 ☐ ☐ ☐ ◼ ✗ ◼ **See also:** O9 (1)	**E-learning initiative resource allocation criteria are explicitly linked to the institutional e-learning strategies and technology plans.** ☐ *No linkage between resource allocation criteria for e-learning design, (re)development and delivery, and institutional e-learning strategies and technology plans.* ☐ *Informal, inconsistent or outdated linkage with institutional e-learning strategies and technology plans included in the criteria for allocating resources for e-learning design, (re)development and delivery.* ◼ *Formal, but generic, linkages between resource allocation criteria and institutional e-learning strategies and technology plans.* ✗ *Formal, explicit and systematic linkages between resource allocation criteria and institutional e-learning strategies and technology plans.*	CITL project selection criteria includes explicit linkage to institutional plans (p41).
☐ ☐ ☐ ◼ ✗	**Staff are provided with support resources (including training, guidelines and examples) on the development of e-learning proposals using the resource allocation criteria.** ☐ *No training, guidelines or examples provided to staff on developing e-learning proposals and plans.* ☐ *Limited or non-specific training, guidelines and examples provided for the optional use of staff.* ◼ *Detailed and specific training, guidelines and examples provided but attendance and use are optional and not actively encouraged and promoted.* ✗ *Detailed and specific training, guidelines and examples provided to all teaching staff with the requirement that they be used prior to developing proposals or plans for e-learning initiatives.*	Support provided by CITL staff in the creation of full project proposals (p22).
2 ☐ ☐ ☐ ◼ ✗ ◼	**Resources for e-learning initiatives are allocated at designated times during the budget cycle.** ☐ *No formal process for e-learning design, development and delivery resource allocation apparent.* ☐ *Resource allocation for e-learning design, development and delivery is handled informally, inconsistently and as part of generic budgeting and resource allocation procedures.* ◼ *Resource allocation for e-learning design, development and delivery is handled formally as part of generic budgeting and resource allocation procedures without specific e-learning criteria applied.* ✗ *Resource allocation for e-learning design, development and delivery is handled formally as part of generic budgeting and resource allocation procedures with specific e-learning criteria applied.*	Formal CITL project process as set out in Lifecycle (p39).
☐ ☐ ☐ ◼ ✗	**E-learning initiative plans formally link decisions with the institutional criteria used to allocate resources.** ☐ *No linkage with institutional e-learning resource allocation criteria apparent in e-learning initiative plans.* ☐ *Informal, inconsistent or outdated linkage with institutional e-learning resource allocation criteria apparent in e-learning initiative plans.* ◼ *Formal linkage with institutional e-learning resource allocation criteria in e-learning initiative plans encouraged but not required or assessed against minimum compliance requirements.* ✗ *Formal linkage required with institutional e-learning resource allocation criteria in e-learning initiative plans with minimum compliance requirements applied.*	CITL Full Proposal includes section linking to plans (p24) and are assessed according to CITL project selection criteria (p41).
1 ☐ ☐ ☐ ◼ ✗ ◼	**Resources for all e-learning initiatives are allocated according to formally defined criteria.** ☐ *No apparent institutional criteria for e-learning resource allocation.* ☐ *Resources and funding for e-learning initiatives allocated on an ad-hoc, informal or inconsistent basis.* ◼ *Institutional criteria for selecting and prioritising the allocation of resources and funding for e-learning initiatives are inconsistently applied and/or not required for all e-learning initiatives.* ✗ *Institutional criteria for selecting and prioritising the allocation of resources and funding for e-learning initiatives are systematically and formally applied to all e-learning initiatives.*	CITL project selection criteria (p41).

Process O2.

Institutional learning and teaching policy and strategy explicitly address e-learning

E-learning brings pedagogical, technological, and operational challenges to teaching practice. E–learning involves a 'major realignment of the institutions organizational identity' that calls for intensive, strategic professional development activity. Ten topics that should be considered for strategic planning and policy: 1. Vision; 2. Needs and risk assessment; 3. Description of educational principles and outcomes; 4. Implementation initiatives and strategy; 5. Infrastructure; 6. Infostructure; 7. Support services; 8. Budget and resources; 9. Research and development; 10. Benchmarking. Sustainable innovation emerges through middle-level leadership rather top down or bottom up management approaches. Participating in the e-learning environment "will make the quality of teaching more visible to the public and prospective students", thus making learning and teaching policy and strategy more imperative.

Evidence of capability in this process is seen in the provision of a complete and redeveloped set of institutional strategies and policies incorporating a thoughtful and strategic assessment of the contribution e-learning can make to the institution, disciplines, staff and students. Staff involved in e-learning design and (re)development projects and initiatives need support and guidance in effectively applying the revised policies and strategies and ideally they, along with students, should be involved in the (re)development of the policies and strategies.

Assessment	Practices	Sources and Evidence
5 ☐ ☒ ☐ ◼ ◼	**Information on the outcomes of e-learning initiatives guides learning and teaching strategy and policy (re)development.** ☒ *No use of the outcomes of e-learning initiatives during learning and teaching strategy and policy (re)development.* ☐ *Informal of inconsistent use of the outcomes of e-learning initiatives during learning and teaching strategy and policy (re)development.* ◼ *Outcomes of e-learning initiatives included formally in learning and teaching strategy and policy (re)development, but treated as a special or limited form of delivery.* ◼ *Outcomes of e-learning initiatives included formally and systematically in learning and teaching strategy and policy (re)development for all forms of delivery.*	Not apparent.
4 ☐ ☒ ☐ ◼ ◼	**Institutional learning and teaching strategies and policies are regularly and formally reviewed to ensure e-learning aspects are addressed.** ☒ *No reviews of the e-learning aspects of institutional learning and teaching strategies and policies.* ☐ *Inconsistent or informal reviews of the e-learning aspects of institutional learning and teaching strategies and policies.* ◼ *Reviews of the e-learning aspects of institutional learning and teaching strategies and policies undertaken to a limited extent or infrequently, or e-learning aspects treated as peripheral or as a special case.* ◼ *Reviews of the e-learning aspects of institutional learning and teaching strategies and policies undertaken systematically and regularly.*	Not apparent.
☐ ☒ ☐ ◼ ◼	**Feedback collected regularly from students regarding the effectiveness of the e-learning policies and strategies.** ☒ *No feedback collected from students on the effectiveness of the e-learning policies and strategies.* ☐ *Limited, inconsistent or informal student feedback collected, or feedback collected but not reported.* ◼ *Formal, independent, student feedback collected on some but not all e-learning policies and strategies or not collected regularly from all e-learning courses, or reported incompletely or irregularly.* ◼ *Formal, independent, student feedback on all of the e-learning policies and strategies collected regularly from all e-learning courses and reported regularly.*	Not apparent.
☐ ☒ ☐ ◼ ◼	**Feedback collected regularly from staff regarding the effectiveness of the e-learning policies and strategies.** ☒ *No feedback collected from staff on the effectiveness of the e-learning policies and strategies.* ☐ *Limited, inconsistent or informal staff feedback collected, or feedback collected but not reported.* ◼ *Formal, independent, staff feedback collected on some but not all e-learning policies and strategies or not collected regularly from all staff, or reported incompletely or irregularly.* ◼ *Formal, independent, staff feedback on all e-learning policies and strategies collected and reported regularly from all staff.*	Not apparent.

Assessment	Practices	Sources and Evidence
3 ☐ ☒ ☐ ◼ ◼	**Institutional policies require that the implications of e-learning are included when (re)developing new and existing policies.** ☒ *No evidence of e-learning considerations in policy templates and guidelines.* ☐ *Informal, inconsistent or outdated consideration of e-learning in policy templates and guidelines.* ◼ *Policy templates and guidelines include a requirement to consider implications of e-learning when (re)developing new and existing policy but only in general terms or without specific requirements listed.* ◼ *Policy templates and guidelines include a requirement to formally consider specific implications of e-learning when (re)developing new and existing policy.*	Not apparent.
☐ ☒ ☐ ◼ ◼ **See also:** O5 (3) & O9 (3)	**Staff are provided with support resources (including training, guidelines and examples) on how to link e-learning initiative development plans with institutional e-learning strategic plans.** ☒ *No training, guidelines or examples of how to link e-learning initiative development plans with institutional e-learning strategic plans provided to teaching staff.* ☐ *Limited or non-specific training, guidelines and examples provided for the optional use of staff.* ◼ *Detailed and specific training, guidelines and examples provided but attendance and use are optional and not actively encouraged and promoted, or they fail to cover the full range of e-learning technologies and pedagogies in use.* ◼ *Detailed and specific training, guidelines and examples provided to all teaching staff that cover the full range of e-learning technologies and pedagogies in use, and with the requirement that they be used prior to the creation of e-learning initiative development plans.*	Not apparent.
2 ☐ ☒ ☐ ◼ ◼ **See also:** O9 (2)	**Staff with experience in e-learning are formally involved in the (re)development of institutional learning and teaching strategies and policies.** ☒ *No apparent involvement of staff with experience in the design, (re)development and delivery of e-learning in the (re)development of institutional learning and teaching strategies and policies.* ☒ *Informal or inconsistent involvement of staff with experience in the design, (re)development and delivery of e-learning in the (re)development of institutional learning and teaching strategies and policies.* ◼ *Staff with experience in the design, (re)development and delivery of e-learning able to comment or provide feedback during the (re)development of institutional learning and teaching strategies and policies.* ◼ *Staff with experience in the design, (re)development and delivery of e-learning formally and directly involved in the (re)development of institutional learning and teaching strategies and policies.*	Not apparent.
☐ ☒ ☐ ◼ ◼ **See also:** O9 (2)	**Students are formally involved in the (re)development of institutional strategies and policies involving e-learning.** ☐ *No apparent involvement of students in the (re)development of institutional learning and teaching strategies and policies involving e-learning.* ☐ *Informal or inconsistent involvement of students in the (re)development of institutional learning and teaching strategies and policies involving e-learning.* ◼ *Students able to comment or provide feedback during the (re)development of institutional learning and teaching strategies and policies involving e-learning.* ◼ *Students formally and directly involved in the (re)development of institutional learning and teaching strategies and policies involving e-learning.*	Not apparent.
☐ ☐ ☐ ◼ ☒	**Inclusion of e-learning aspects in relevant institutional policies and strategies is formally endorsed by the institutional leadership.** ☐ *No support of inclusion of e-learning aspects in relevant institutional policies and strategies apparent.* ☐ *Inclusion of e-learning aspects in relevant institutional policies and strategies is endorsed informally or implied.* ◼ *Inclusion of e-learning aspects in relevant institutional policies and strategies has limited or outdated endorsement from institutional leadership.* ☒ *Inclusion of e-learning aspects in relevant institutional policies and strategies is endorsed formally, explicitly and regularly by institutional leadership.*	E-learning strategy fully endorsed by leadership (p46).
1 ☐ ☐ ☐ ◼ ☒	**E–learning technologies and pedagogies explicitly addressed in relevant institutional learning and teaching policies and strategies.** ☐ *No inclusion of e-learning aspects in relevant institutional policies and strategies apparent.* ☐ *Incomplete or informal inclusion of e-learning aspects in relevant institutional policies and strategies apparent.* ◼ *Institutional strategies, policies, contracts and standards include e-learning aspects however inclusion is unnecessarily inconsistent between documents or outdated or fails to include all of the technologies and pedagogies in use.* ☒ *Institutional strategies, policies, contracts and standards formally and systematically include accurate consideration of e-learning aspects of all of the technologies and pedagogies in use.*	E-learning strategy (p46).

Process O3.

E-learning technology decisions are guided by an explicit plan

A technology plan combines a strategic focus on the selection of technology with practical experience based on previous work in the institution to ensure that technological resources are chosen in ways that build capability rather than dilute it. A systemic approach to developing a coherent and timely technology implementation plan is advocated as part of an infostructure, which includes the design of institutional connectivity, creation of a knowledge management system, provision of digital content, and creation of standards. Technology planning must be embedded in a wider institutional strategy that generatively encompasses all teaching and learning, and servicing aspects.

Evidence of capability in this process is seen in the use of a formally documented technology plan that is used to guide the selection of technologies appropriate to the local context. Formal institutional standards are used where available to inform and guide the plan. This should include existing technologies that are defined as standard by the institution and for which there is clear evidence of effectiveness and ability to be supported. The plan, along with the associated standards and guidelines, is communicated widely to encourage wider adoption and compliance throughout the institution. Policy should mandate compliance with the technology plan and explicit reference to it should be made in processes for the resourcing and development of e-learning resources.

Assessment	Practices	Sources and Evidence
5 ☐	**Information on compliance with institutional e-learning technology plans guides e-learning initiative support and resourcing.** ✗ *No information on compliance with institutional e-learning technology plans guides e-learning initiative support and resourcing.* ☐ *Inconsistent or informal use of information on compliance with institutional e-learning technology plans guides e-learning initiative support and resourcing.* ■ *Information on compliance with institutional e-learning technology plans explicitly guides institutional e-learning initiative support and resourcing, but is treated as subordinate to technology features, or not linked to resourcing decisions.* ■ *Information on compliance with institutional e-learning technology plans explicitly guides institutional e-learning initiative support and resourcing and is formally linked to resourcing decisions.*	Not apparent.
☐ ✗ ☐ ■ ■	**Institutional e-learning technology plans undergo a formal (re)assessment of risk when any significant e-learning technology failure occurs.** ✗ *No apparent re-evaluation of e-learning technology plans in response to failures.* ☐ *Informal, inconsistent or incomplete risk assessments undertaken of e-learning technology plans in response to failures.* ■ *Risk (re)assessments undertaken only of directly related e-learning technology plans in response to failures, and/or assessments undertaken by non-specialist staff.* ■ *Formal and systematic risk (re)assessments undertaken by specialist staff of all e-learning technology plans in response to failures.*	Not apparent.
4 ☐	**Compliance with institutional e-learning technology plans during e-learning design and development activities is regularly monitored.** ✗ *No monitoring of compliance with institutional e-learning technology plans during e-learning design and development activities.* ☐ *Infrequent or informal monitoring of compliance with institutional e-learning technology plans during e-learning design and development activities, or information collected but not reported.* ■ *Formal monitoring of compliance with compliance with institutional e-learning technology plans during e-learning design and development activities, but without minimum expectations for compliance enforced, or information reported incompletely or irregularly.* ■ *Formal monitoring and reporting of compliance with compliance with institutional e-learning technology plans during e-learning design and development activities undertaken regularly with minimum expectations for compliance enforced.*	Not apparent.
☐ ☐ ✗ ■ ■	**Feedback collected regularly from staff regarding the effectiveness of institutional e-learning technology plans as tools for guiding the design and (re)development of courses and programmes.** ☐ *No feedback collected from staff on the effectiveness of institutional e-learning technology plans.* ✗ *Limited, inconsistent or informal staff feedback collected on the effectiveness of institutional e-learning technology plans, or feedback collected but not reported.* ■ *Formal, independent, staff feedback collected on the effectiveness of institutional e-learning technology plans irregularly or from only some staff, or reported incompletely or irregularly.* ■ *Formal, independent, staff feedback on the effectiveness of institutional e-learning technology plans collected and reported regularly from all staff.*	Project Self Review document (p31) may contain information but there is no specific section to comment on CITL support/materials.
3 ☐	**Institutional policies require that all e-learning initiatives comply with institutional e-learning technology plans.** ✗ *No compliance with institutional e-learning technology plans required.* ☐ *Informal compliance with institutional e-learning technology plans, or compliance optionally encouraged.* ■ *Compliance with institutional e-learning technology plans required in general terms and without specific minimum requirements apparent.* ■ *Systematic and explicit compliance with institutional e-learning technology plans required and apparent in e-learning design and (re)development procedures.*	Not apparent.

Assessment	Practices	Sources and Evidence
3 (cont.) ☐ ☒ ☐ ☐ ■	**Staff are provided with support resources (including training, guidelines and examples) on the use of e-learning technology plans as part of e-learning design and (re)development.** ☒ *No training, guidelines or examples provided to staff on using institutional e-learning technology plans to guide e-learning decisions.* ☐ *Limited or non-specific training, guidelines and examples provided for the optional use of staff.* ☐ *Training, guidelines and examples provided but attendance and use are optional and not actively encouraged and promoted.* ■ *Training, guidelines and examples provided to all staff with the requirement that they be used prior to involvement in e-learning design and (re)development.*	Not apparent.
☐ ☒ ☐ ☐ ■	**Resources for staff e-learning development and support are allocated with reference to institutional e-learning technology plans.** ☒ *No reference to technology plans when resources allocated for staff e-learning development and support.* ☐ *Resources allocated for staff e-learning development and support informally.* ☐ *Resources allocated for staff e-learning development and support make general and non-specific references to institutional e-learning technology plans.* ■ *Resources allocated for staff e-learning development and support formally and with explicit reference to specific institutional e-learning technology plan outcomes.*	Not apparent.
2 ☐ ☒ ☐ ☐ ■ ☐ **See also:** O4 (2)	**E–learning design and (re)development activities formally link decisions regarding e-learning technologies and pedagogies with the institutional e-learning technology plans.** ☒ *No evidence of consideration of institutional e-learning technology plans in design and (re)development documents and planning activities.* ☐ *Inconsistent or informal consideration of institutional e-learning technology plans in design and (re)development documents and planning activities.* ☐ *E–learning design and (re)development activities formally consider institutional e-learning technology plans without explicitly linking those strategies and policies with all relevant decisions.* ■ *E–learning design and (re)development activities formally and consistently link institutional e-learning technology plans with key decisions as an explicit part of standard procedures.*	Not apparent.
☐ ☒ ☐ ☐ ■	**Institutional e-learning technology plans have clearly defined and empirically measureable objectives and milestones.** ☒ *No institutional e-learning technology plans apparent.* ☐ *Institutional e-learning technology plans have informally expressed or generic objectives.* ☐ *Institutional e-learning technology plans have clearly defined outcomes without defined milestones or measures of success.* ■ *Institutional e-learning technology plans have clearly defined outcomes with defined milestones and empirically measureable objectives.*	Not apparent.
☐ ☒ ☐ ☐ ■	**Institutional e-learning technology plans are formally endorsed and explicitly supported by the institutional leadership.** ☒ *No leadership endorsement of institutional e-learning technology plans apparent.* ☐ *Institutional e-learning technology plans are endorsed informally or by implication.* ☐ *Institutional e-learning technology plans have limited or outdated endorsement from institutional leadership.* ■ *Institutional e-learning technology plans are endorsed formally, explicitly and regularly by institutional leadership.*	Not apparent.
☐ ☒ ☐ ☐ ■	**E-learning initiative plans include risk assessment and mitigation plans linked to the institutional e-learning technology plans and associated risk assessments.** ☒ *No risk assessment and mitigation plans apparent in e-learning initiative plans.* ☐ *Informal or incomplete consideration of risks and mitigation strategies undertaken during e-learning initiative planning.* ☐ *Formal risk analysis and mitigation planning undertaken during e-learning initiative planning with compliance to minimum expectations optional or not required, or assessments undertaken by non-specialist staff, or risk assessments not actively updated during projects.* ■ *Formal risk analysis and mitigation planning undertaken and maintained by specialist staff during e-learning initiative planning with compliance to minimum expectations required formally by procedures.*	Not apparent.
1 ☐ ☒ ☐ ☐ ■ ☐	**Institutional e-learning technology plans guide the adoption of technology during e-learning initiatives.** ☒ *No institutional e-learning technology plans apparent during e-learning initiatives.* ☐ *E-learning initiatives guided by informally expressed or outdated e-learning technology plans.* ☐ *Institutional e-learning technology plans formally expressed but inconsistently followed during e-learning initiatives.* ■ *Institutional e-learning technology plans formally expressed and systematically followed during e-learning initiatives, with all technology decisions formally linked to the plan.*	Not apparent.

Process O4.

Digital information use is guided by an institutional information integrity plan

In addition to being reliable and failsafe, the technology infrastructure used to support e-learning should also ensure that, as much as possible, the information within systems is protected from corruption and loss. A technology plan considering aspects of information integrity can combine a strategic view of institutional e-learning directions with practical consideration of risks and the integration with other systems within the institution.

Evidence of capability in this process is seen in the use of a formally documented technology plan considering information integrity and reliability. This should include assessments of the security of information from intentional and unintentional loss, protection of privacy and student information, versioning and consistency with other systems such as student records

or enrolments. Information provided by the institution, teaching staff and students should be included, as well as explicit consideration of copyright implications, including the rights of students, and the reporting required by licences. There should be policy and procedures in place to deal with potential failures or compromises. Standards and guidelines should be used to communicate which technologies have been proven reliable, and regular monitoring and reporting used to prove reliability and identify potential problems. Teaching staff are provided with templates, examples, training and support in maintaining course information to ensure its validity and reliability.

Assessment	Practices	Sources and Evidence
5 ☐	**Institutional information integrity plans undergo a formal (re)assessment of risk when any significant e-learning technology failure occurs.** ☒ *No apparent re-evaluation of information integrity plans in response to failures.* ☐ *Informal, inconsistent or incomplete risk assessments undertaken of information integrity plans in response to failures.* ■ *Risk (re)assessments undertaken only of directly related aspects of information integrity plans in response to failures, and/or assessments undertaken by non-specialist staff.* ■ *Formal and systematic risk (re)assessments undertaken by specialist staff of all information integrity plans in response to failures.*	Not apparent.
	Institutional information integrity plans are formally re-evaluated when new e-learning initiatives are considered. ☒ *No apparent re-evaluation of information integrity plans in response to new e-learning initiatives.* ☐ *Informal, inconsistent or incomplete re-evaluations undertaken of information integrity plans in response to new e-learning initiatives.* ■ *Re-evaluation undertaken of directly related aspects of information integrity plans in response to new e-learning initiatives.* ■ *Formal and systematic re-evaluations undertaken of all information integrity plans in response to new e-learning initiatives.*	Not apparent.
	Information on student and staff use of digital information guides institutional information integrity plan (re)development. ☒ *No apparent use of information on student and staff use of digital information during information integrity plan (re)development.* ☐ *Informal of inconsistent use of information on student and staff use of digital information during information integrity plan (re)development.* ■ *Information on student and staff use of digital information included formally as background or supporting materials during information integrity plan (re)development or not linked explicitly with resulting decisions.* ■ *Information on student and staff use of digital information included formally and systematically during information integrity plan (re)development and linked explicitly with resulting decisions.*	Not apparent.
4 ☐	**Compliance with institutional information integrity plans is regularly monitored.** ☒ *No monitoring of compliance with the institutional information integrity plan.* ☐ *Limited, inconsistent or informal monitoring of compliance with the institutional information integrity plan, or information collected but not reported.* ■ *Formal, independent, monitoring of compliance with the institutional information integrity plan conducted irregularly or only covers some e-learning initiatives, or reported incompletely or irregularly.* ■ *Formal, independent, and regular monitoring and reporting of compliance with the institutional information integrity plan.*	Not apparent.
	Feedback collected regularly from staff regarding the effectiveness of the institutional information integrity plan as a tool for guiding e-learning design and (re)development. ☒ *No feedback collected from staff on the effectiveness of the institutional information integrity plan.* ☐ *Limited, inconsistent or informal staff feedback collected on the effectiveness of the institutional information integrity plan, or feedback collected but not reported.* ■ *Formal, independent, staff feedback collected on the effectiveness of the institutional information integrity plan irregularly or from only some staff, or reported incompletely or irregularly.* ■ *Formal, independent, staff feedback on the effectiveness of the institutional information integrity plan collected and reported regularly from all staff.*	Not apparent.

Assessment	Practices		Sources and Evidence
3 ☐	**Institutional digital information integrity plans are defined.**		Not apparent.
	☒ *No apparent institutional plans for ensuring the integrity and validity of digital information.* ☐ *Informal or outdated institutional plans for ensuring the integrity and validity of digital information.*	☐ *Institutional plans for ensuring the integrity and validity of digital information are defined but incompletely cover technologies in use or are not regularly tested.* ☐ *Institutional plans for ensuring the integrity and validity of all digital information are defined and regularly tested.*	
☐	**Institutional support standards are defined for the use of digital information in e-learning design and (re)development.**		Not apparent.
	☒ *No standards defined on the support resources and assistance for staff using digital information when designing and (re)developing e-learning courses.* ☐ *Standards on the support resources and assistance for staff using digital information when designing and (re)developing e-learning courses fail to impose mandatory minimum requirements or expectations on staff or the institution.*	☐ *Standards on the support resources and assistance for staff using digital information when designing and (re)developing e-learning courses impose mandatory minimum requirements or expectations on staff and the institution however compliance incomplete or not required.* ☐ *Standards on the support resources and assistance for staff using digital information when designing and (re)developing e-learning courses impose mandatory minimum requirements or expectations on staff and the institution and compliance is required.*	
☐	**Institutional policies define how digital information is retained and accessed..**		Not apparent.
	☒ *No guidelines or policy on information storage apparent.* ☐ *Informal, incomplete or outdated guidelines or policy on information storage provided.*	☐ *Formal guidelines or policy on information storage provided without explicit linkages to the institutional repositories in use, or without specifying how information is to be stored and accessed, or what licenses control and authorise usage.* ☐ *Formal guidelines or policy on information storage provided with explicit and systematic linkages to the institutional repositories in use, specifying how information is to be stored and accessed, and what licenses control and authorise usage.*	
2 ☐	**E–learning design and (re)development activities formally link decisions with institutional digital information integrity plans.**		Not apparent.
	☒ *No evidence of consideration of institutional digital information integrity plans in design and (re)development documents and planning activities.* ☐ *Inconsistent or informal consideration of institutional digital information integrity plans in design and (re)development documents and planning activities.*	☐ *E–learning design and (re)development activities formally consider institutional digital information integrity plans without explicitly linking those strategies and policies with all relevant decisions.* ☐ *E–learning design and (re)development activities formally and consistently link institutional digital information integrity plans with key decisions as an explicit part of standard procedures.*	
☐ **See also:** D5 (1) & S6 (2)	**All course digital information is stored in a validated backup system.**		Dependence on LMS facilities by default, no explicit consideration apparent.
	☐ *No backup procedure apparent.* ☒ *Incomplete or informal backup procedures used to store course information.*	☐ *Formal and regular backup procedures used for all course information but regular validation and auditing not undertaken.* ☐ *Formal and regular backup procedures used for all course information with regular auditing and validation of content and coverage of the backup information.*	
☐ **See also:** S6 (2)	**Access to all course digital information is authenticated and authorised.**		Dependence on LMS facilities by default, no explicit consideration apparent.
	☐ *No evidence of security concerns evident in course e-learning design and (re)development plans or procedures.* ☒ *Security issues addressed informally or incompletely in course e-learning design and (re)development plans or procedures.*	☐ *Security issues addressed formally in course e-learning design and (re)development plans and procedures by presumption of security in core infrastructure without validation required.* ☐ *Security issues addressed formally in course e-learning design and (re)development plans or procedures and formal testing and validation required prior to project completion.*	
1 ☐	**Integrity and validity of digital information is regularly monitored.**		Not apparent.
	☒ *No monitoring of digital information integrity and validity apparent.* ☐ *Informal or infrequent monitoring of digital information integrity and validity, or information collected but not reported.*	☐ *Formal monitoring of digital information integrity and validity undertaken of core systems only, or reported incompletely or irregularly.* ☐ *Formal, systematic and regular monitoring and reporting of digital information integrity and validity undertaken of all information stored in all e-learning systems.*	

Process O5.

E-learning initiatives are guided by explicit development plans

Learning is consistently placed first in the literature when considering educational technology. Many studies and synopses of e-learning principles commence with a review of pedagogical concepts. "Choice and use of technology are absolutely dependent on beliefs and assumptions about the nature of knowledge, how our subject discipline should be taught, and how students learn". Many different pedagogical models have been proposed to guide the design and delivery of effective e-learning, the key aspect however is the need to have a clear intent to guide the selection of technologies and pedagogies.

Evidence of capability in this process is seen in definition and use of an explicit course or programme e-learning development plan. This plan should be formally developed and endorsed by the institutional leadership. Alignment with institutional strategies and plans is essential as is the consideration of business issues such as risk assessments and quality assurance. Teaching staff should be supported in both the development of plans and their application in specific contexts.

Assessment	Practices	Sources and Evidence
5 ☐ ☒ ☐ ☐ ■	**E–learning initiative plans are analysed for potential reuse.** ☒ *No apparent analysis or reuse of e–learning project and initiative development plans.* ☐ *Informal and/or infrequent analysis and/or reuse of e–learning project and initiative development plans.* ☐ *Analysis of e–learning project and initiative development plans undertaken formally in response to failure of that project or initiative.* ■ *Analysis and reuse of e–learning project and initiative development plans undertaken formally in response to experience with successful and unsuccessful e-learning initiatives using related technologies or pedagogies.*	Not apparent.
☐ ☒ ☐ ☐ ■	**E–learning initiative plans are regularly reviewed across all courses and programmes using similar technology or pedagogies to ensure consistency and effectiveness.** ☒ *No apparent reviews of e–learning project and initiative development plans.* ☐ *Informal or infrequent reviews of e–learning project and initiative development plans.* ☐ *Formal reviews of e–learning project and initiative development plans undertaken regularly but without regard to specific technologies or pedagogies in use.* ■ *Formal reviews of e–learning project and initiative development plans undertaken regularly and systematically to compare and improve the use of specified e-learning technologies and/or pedagogies.*	Not apparent.
4 ☐ ☐ ☐ ☒ ■	**Information on the success or failure of e-learning initiative development plans is regularly monitored.** ☐ *No monitoring of the success or failure of e-learning initiative development plans.* ☐ *Limited, inconsistent or informal monitoring of the success or failure of e-learning initiative development plans, or information collected but not reported.* ☒ *Formal, independent, monitoring of the success or failure of e-learning initiative development plans conducted irregularly or only covers some initiatives, or reported incompletely or irregularly.* ■ *Formal, independent, monitoring and regular reporting of the success or failure of all e-learning initiative development plans.*	Project completion reports (p34), Project Quality Assurance Review (p39).
☐ ☒ ☐ ☐ ■	**Feedback collected regularly from students regarding e-learning initiative development plans.** ☒ *No feedback collected from students on the effectiveness of the e-learning initiative development plans.* ☐ *Limited, inconsistent or informal student feedback collected, or feedback collected but not reported.* ☐ *Formal, independent, student feedback collected on some but not all e-learning projects and initiatives or not collected regularly from all e-learning initiative development plans, or reported incompletely or irregularly.* ■ *Formal, independent, student feedback regarding the effectiveness of initiative development plans collected and reported regularly from all staff involved in e-learning delivery and support.*	Not apparent.
☐ ☒ ☐ ■ ■	**Feedback collected regularly from staff regarding e-learning initiative development plans.** ☐ *No feedback collected from staff on the effectiveness of the e-learning initiative development plans.* ☒ *Limited, inconsistent or informal staff feedback collected, or feedback collected but not reported.* ☐ *Formal, independent, staff feedback collected on some but not all e-learning projects and initiatives or not collected regularly from all e-learning initiative development plans, or reported incompletely or irregularly.* ■ *Formal, independent, staff feedback regarding the effectiveness of initiative development plans collected and reported regularly from all staff involved in e-learning delivery and support.*	The project self-review template (p40) and supplied example (p31) can include information on the effectiveness of e-learning but this information is not explicitly solicited and is not regularly collected. No overall review of CITL e-learning project and planning activities apparent.

Assessment	Practices	Sources and Evidence
3 ☐ ☒ ☐ ◼ ◼ **See also:** O9 (3)	**Institutional policy requires formal linkages between e-learning initiative plans and an overarching institutional plan.** ☒ No apparent requirement for e-learning initiative development plans to link to overarching institutional plan. ☐ Informal, inconsistent or outdated links between e-learning initiative development plans and overarching institutional plan. ◼ E-learning initiative development plans link to the overarching institutional plan in general or non-specific ways. ◼ E-learning initiative development plans link to the overarching institutional plan formally and systematically, with explicit linkages to institutional goals and outcomes required.	Not apparent.
☐ ☒ ☐ ◼ ◼ **See also:** O2 (3) & O9 (3)	**Staff are provided with support resources (including training, guidelines and examples) on how to link e-learning initiative development plans with institutional e-learning strategic plans.** ☒ No training, guidelines or examples of how to link e-learning initiative development plans with institutional e-learning strategic plans provided to teaching staff. ☐ Limited or non-specific training, guidelines and examples provided for the optional use of staff. ◼ Detailed and specific training, guidelines and examples provided but attendance and use are optional and not actively encouraged and promoted, or they fail to cover the full range of e-learning technologies and pedagogies in use. ◼ Detailed and specific training, guidelines and examples provided to all teaching staff that cover the full range of e-learning technologies and pedagogies in use, and with the requirement that they be used prior to the creation of e-learning initiative development plans.	Not apparent.
2 ☐ ☐ ☐ ◼ ☒ ◼	**Allocation of resources for e-learning design and (re)development is aligned with course and programme e-learning development plans.** ☐ No linkage between resource allocation procedures for e-learning design, (re)development and delivery, and course and programme e-learning development plans. ☐ Informal, inconsistent or outdated linkage with course and programme e-learning development plans included in the procedures for allocating resources for e-learning design, (re)development and delivery. ◼ Formal, but generic, linkages between resource allocation procedures and course and programme e-learning development plans. ☒ Formal, explicit and systematic linkages between resource allocation procedures and course and programme e-learning development plans.	Project selection criteria include explicit alignment with institutional plans (p41).
☐ ☐ ☐ ◼ ☒	**Teaching staff are formally involved in the creation and review of e-learning initiative development plans.** ☐ No apparent involvement of teaching staff in the (re)development of e-learning initiative development plans. ☐ Informal or inconsistent involvement of teaching staff in the (re)development of e-learning initiative development plans. ◼ Teaching staff able to comment or provide feedback during the (re)development of e-learning initiative development plans. ☒ Teaching staff formally and directly involved in the (re)development of e-learning initiative development plans.	CITL project process includes development of Full Proposal (p22) by teaching staff with support from CITL staff..
☐ ☒ ☐ ◼ ◼	**Students are formally involved in the creation and review of e-learning initiative development plans.** ☒ No apparent involvement of students in the (re)development of e-learning initiative development plans. ☐ Informal or inconsistent involvement of students in the (re)development of e-learning initiative development plans. ◼ Students able to comment or provide feedback during the (re)development of e-learning initiative development plans. ◼ Students formally and directly involved in the (re)development of e-learning initiative development plans.	Not apparent.
☐ ☐ ☐ ◼ ☒	**E-learning initiative development plans formally link decisions with the institutional e-learning strategies and associated operational plans.** ☐ No evidence of consideration of institutional e-learning strategies and associated operational plans in e-learning initiative development planning activities. ☐ Inconsistent or informal consideration of institutional e-learning strategies and associated operational plans in e-learning initiative development planning activities. ◼ E-learning initiative development plans formally consider institutional e-learning strategies and policies without explicitly linking those strategies and associated operational plans with all relevant decisions. ☒ E-learning initiative development plans formally and consistently link institutional e-learning strategies and associated operational plans with key decisions as an explicit part of standard procedures.	CITL full proposal (p22) and Plan (p27) includes explicit alignment with institutional plans.
1 ☐ ☐ ☐ ◼ ☒ ◼	**E-learning technology and pedagogy decisions are guided by an explicit e-learning development plan.** ☐ No evidence of course and programme e-learning development plans in the selection of e-learning technologies and pedagogies. ☐ Inconsistent or informal use of course and programme e-learning development plans in the selection of e-learning technologies and pedagogies. ◼ E–learning design and (re)development activities reference in general or non-specific ways course and programme e-learning development plans when selecting e-learning technologies and pedagogies. ☒ E–learning design and (re)development activities formally and systematically reference course and programme e-learning development plans when selecting e-learning technologies and pedagogies.	CITL full proposal (p22) and Plan (p27) includes explicit alignment with institutional plans.

Process O6.

Students are provided with information on e-learning technologies prior to starting courses

The use of e-learning is sufficiently unfamiliar to many students, and the range of possibilities so diverse, that it is important to warn students and provide them with opportunities to familiarise themselves with what to expect. Many students will need to make particular arrangements so they get the most benefit from e-learning. Supplying them with the information in advance ensures that they will not be forced to withdraw at a later date, or struggle to raise their technology skills while trying to learn the course content. It cannot, however, be assumed that students will adopt new technologies without the availability of comprehensive training based on systematic planning that recognises required skill levels: "Students need to learn how to learn with the new technologies [and] Institutions should…articulate concrete IT learner competencies and literacy for students".

Evidence of capability in this process is seen with the publishing of clear statements describing the use of various media and technologies and the requirements this will impose on students. This description should also provide access to any support information or documentation. All of this information should be provided for students in public course listings or catalogues prior to enrolment and also in enrolment packs. Policy should require that this information be provided and maintained. Institutional guidelines should set in place how teaching and administrative staff communicate standard technologies and media used in courses. Instructions for use, minimum requirements, and support of standard technologies should be provided and maintained through a central repository linked to the course requirements statement.

Assessment	Practices	Sources and Evidence
5 ☐	**Information on the effectiveness of institutional standards for providing students with technology and media expectations guides the (re)development of those standards.** ✗ *No use of information on the effectiveness of institutional standards for providing students with technology and media expectations during (re)development of the standards.* ◻ *Informal and inconsistent use of information on the effectiveness of institutional standards for providing students with technology and media expectations during (re)development of the standards.* ■ *Information on the effectiveness of institutional standards for providing students with technology and media expectations explicitly guides (re)development of the standards, but is treated as subordinate to technical goals, or not linked to decisions regarding the standards.* ■ *Information on the effectiveness of institutional standards for providing students with technology and media expectations explicitly guides (re)development of the standards and is formally linked to decisions regarding the standards.*	Not apparent.
See also: O7 (5)	**Information on student preparedness for e-learning guides the allocation of support resources for e-learning initiatives.** ✗ *No use of information on student preparedness for e-learning during e-learning support planning.* ◻ *Informal and inconsistent use of information on student preparedness for e-learning during institutional e-learning support planning activities.* ■ *Information on student preparedness for e-learning explicitly guides institutional e-learning support planning, but is treated as subordinate to technical goals, or not linked to resource allocation decisions.* ■ *Information on student preparedness for e-learning explicitly guides institutional e-learning support planning and is formally linked to resource allocation decisions.*	Not apparent.
4 ☐	**Students' abilities to comply with e-learning technology and media expectations are regularly monitored.** ✗ *No monitoring of students' abilities to comply with the technology and media expectations.* ◻ *Limited, inconsistent or informal monitoring of students' abilities to comply with the technology and media expectations, or reported incompletely or irregularly.* ■ *Formal, independent, monitoring of students' abilities to comply with the technology and media expectations collected only in some courses, or reported incompletely or irregularly.* ■ *Formal, independent, measures of students' abilities to comply with the technology and media expectations collected from all e-learning courses.*	Not apparent.
	Feedback collected regularly from students regarding problems with technology and media that are not addressed in the provided course descriptions. ✗ *No feedback collected from students regarding problems with technology and media that are not addressed in the provided course descriptions.* ◻ *Limited, inconsistent or informal student feedback collected, or feedback collected but not reported.* ■ *Formal, independent, student feedback collected on some but not all technologies and media provided or not collected regularly from all courses using the facilities, or reported incompletely or irregularly.* ■ *Formal, independent, student feedback regarding problems with technology and media collected and reported regularly from all e-learning courses.*	Not apparent.
	Feedback collected regularly from staff regarding problems with student use of technology and media that are not addressed in the provided course descriptions. ✗ *No feedback collected from staff regarding student problems with technology and media that are not addressed in the provided course descriptions.* ◻ *Limited, inconsistent or informal staff feedback collected, or feedback collected but not reported.* ■ *Formal, independent, staff feedback collected on some but not all technologies and media provided to students or not collected regularly from all staff involved in e-learning course delivery and support, or reported incompletely or irregularly.* ■ *Formal, independent, staff feedback regarding student problems with technology and media collected and reported regularly from all staff involved in e-learning course delivery and support.*	Not apparent.

Assessment	Practices	Sources and Evidence
3 ■ ☐ ☐ ■ ✗ (❏)	**Standards for communicating e-learning technology requirements are defined for use in all course documentation.** ☐ No standards for communicating the instructions and requirements regarding electronic media and technologies are defined. ☐ Standards for communicating the instructions and requirements regarding electronic media and technologies are incomplete, informal or fail to cover the range of media, technologies or publication channels in use. ■ Standards for communicating the instructions and requirements regarding electronic media and technologies are defined for the range of media, technologies or publication channels in use however compliance incomplete or not required. ✗ Standards for communicating the instructions and requirements regarding electronic media and technologies are defined for the range of media, technologies or publication channels in use with compliance required.	Catalogue web page includes a "Technology Requirements" section (p82) and course outline template includes sections on equipment and resources (p56).
☐ ☐ ☐ ■ ✗ **See also:** O7 (3)	**Teaching staff are provided with course documentation templates and examples explaining to students how to make effective use of e-learning technologies.** ☐ No examples or templates provided to teaching staff explaining to students how to make effective use of e-learning technologies and media. ☐ Informal, incomplete or outdated examples or templates provided to teaching staff explaining to students how to make effective use of e-learning technologies and media. ■ Examples and/or templates provided to teaching staff explaining to students how to make effective use of some e-learning technologies and media in use. ✗ Regularly updated and maintained examples and/or templates provided to teaching staff explaining to students how to make effective use of all available e-learning technologies and media.	'Learning online' section of the template (p59) includes a description of the technologies and how to use them effectively.
2 ☐ ☐ ☐ ■ ✗	**Course documentation describes the e-learning technologies used.** ☐ Course outlines and descriptions do not contain any information on the technologies and media which will be used. ☐ Course outlines and descriptions contain outdated, incomplete or informal information and/or procedures regarding the technologies and media which will be used. ■ Course outlines and descriptions contain information and procedures on some of the technologies and media or information on particular technologies and media is unnecessarily inconsistent or different in different courses. ✗ Course outlines and descriptions contain consistent information on the technologies and media, and procedures for their use.	'Learning online' section of the example course outline (p15) and template (p59) includes a description of the technologies and how to use them effectively.
☐ ✗ ☐ ■ ■ **See also:** L3 (1) & O7 (1)	**E–learning technology practice sessions or tutorials organised and provided to all students as part of the course.** ✗ No opportunities for students to practice with e-learning technologies and pedagogies provided. ☐ Limited or informal opportunities for students to practice with e-learning technologies and pedagogies provided after commencement of the course. ■ Formal opportunities for students to practice with e-learning technologies and pedagogies provided after commencement of courses, or only cover some technologies and pedagogies or some courses. ■ Formal opportunities for students to practice with all e-learning technologies and pedagogies provided prior to commencement of, and during delivery, all courses.	Not apparent.
1 ☐ ☐ ☐ ■ ✗	**Promotional materials available to students prior to enrolment list e-learning instructions and requirements.** ☐ Information available prior to enrolment does not contain any instructions and requirements for students describing e-learning technologies and pedagogies used in particular courses. ☐ Information available prior to enrolment contains outdated, incomplete or informal instructions and requirements for students describing e-learning technologies and pedagogies used in particular courses. ■ Information available prior to enrolment contains instructions and requirements for students describing e-learning technologies and pedagogies used in particular courses in a format which is unnecessarily inconsistent or different in different courses. ✗ Information available prior to enrolment contains consistent and explicit instructions and requirements for students describing e-learning technologies and pedagogies used in particular courses.	Catalogue web page includes a "Technology Requirements" section (p82).
☐ ☐ ☐ ✗ ■ **See also:** L3 (1) & O7 (1)	**Courses include opportunities for students to practice with e-learning technologies and pedagogies.** ☐ No opportunities for students to practice and prepare for e-learning technologies and pedagogies explicitly identified in the course materials available prior to commencement of the course. ☐ Limited or informal opportunities for students to practice and prepare for e-learning technologies and pedagogies explicitly identified in the course materials available prior to commencement of the course. ■ Formal opportunities for students to practice and prepare for e-learning technologies and pedagogies explicitly identified in the course materials available prior to commencement of the course, but only cover some technologies and pedagogies or some courses. ✗ Formal opportunities for students to practice and prepare for e-learning technologies and pedagogies explicitly identified in the course materials available prior to commencement of the course.	LMS guest course/tutorial provided for use by students prior to starting study (p77). No reference to this in the PENG materials. The example course 'Virtual Penguin' e-learning tool is designed to be used for practice and revision (p23).

Process O7.

Students are provided with information on e-learning pedagogies prior to starting courses

The term 'e-learning' encompasses a wide range of applications and activities, making confusion a real possibility. Because e-learning includes many different, and often new, technical and conceptual approaches, students need to be fully informed about why and how e-learning is being implemented and applied to their study programme, and what consequential benefits are available. Students' approaches to learning and their perception of learning contexts are interconnected; it is therefore crucial to provide access to all relevant information about learning approaches and technologies to "[e]nsure that the logistics of the academic context allow students to study effectively and efficiently".

Evidence of capability in this process is seen in the incorporation of clear statements describing the use of various media and technologies and the requirements that this will impose on students. This description should also provide access to any support information or documentation. All of this should be provided publicly for students prior to enrolment and preferably also in enrolment packs. Policy should require that this information be provided and maintained along with guidelines that demonstrate how to communicate information on the standard technologies and media used in courses. Instructions for the use and support of standard technologies should be provided and maintained through a central repository.

Assessment	Practices		Sources and Evidence
5 See also: O6 (5)	**Information on student preparedness for e-learning guides allocation of support resources for e-learning initiatives.** ☒ *No use of information on student preparedness for e-learning during e-learning support planning.* ☐ *Informal and inconsistent use of information on student preparedness for e-learning during institutional e-learning support planning activities.*	☐ *Information on student preparedness for e-learning explicitly guides institutional e-learning support planning, but is treated as subordinate to technical goals, or not linked to resource allocation decisions.* ■ *Information on student preparedness for e-learning explicitly guides institutional e-learning support planning and is formally linked to resource allocation decisions.*	Not apparent.
4	**Students' compliance with the pedagogical expectations arising from e-learning is regularly monitored.** ☒ *No monitoring of students' compliance with the pedagogical expectations arising from e-learning.* ☐ *Limited, inconsistent or informal monitoring of students' compliance with the pedagogical expectations arising from e-learning, or information collected but not reported.*	☐ *Formal, independent, monitoring of students' compliance with the pedagogical expectations arising from e-learning conducted incompletely or irregularly, or reported incompletely or irregularly.* ■ *Formal, independent, monitoring and reporting of students' compliance with pedagogical expectations arising from e-learning conducted in all e-learning courses.*	Not apparent.
	Feedback collected regularly from students regarding the clarity and utility of the information provided. ☒ *No feedback collected from students regarding the clarity and utility of the supplied information.* ☐ *Limited, inconsistent or informal student feedback collected, or feedback collected but not reported.*	☐ *Formal, independent, student feedback collected on some but not all information provided or not collected regularly from all e-learning courses, or reported incompletely or irregularly.* ■ *Formal, independent, student feedback regarding the clarity and utility of the supplied information collected and reported regularly from all e-learning courses.*	Not apparent.
	Feedback collected regularly from staff regarding the clarity and utility of the information provided. ☒ *No feedback collected from staff regarding the clarity and utility of the supplied information.* ☐ *Limited, inconsistent or informal staff feedback collected, or feedback collected but not reported.*	☐ *Formal, independent, staff feedback collected on some but not all information provided or not collected regularly from all staff involved in e-learning course delivery and support, or reported incompletely or irregularly.* ■ *Formal, independent, staff feedback regarding the clarity and utility of the supplied information collected and reported regularly from all staff involved in e-learning course delivery and support.*	Not apparent.
3	**Standards for communicating the pedagogical rationale for e-learning technology requirements are defined for use in all course documentation.** ☒ *No standards for communicating the pedagogical rationale for e-learning technology requirements of courses and programmes are defined.* ☐ *Standards are incomplete, informal or fail to cover the range of technologies or pedagogies in use.*	☐ *Standards are defined for the range of technologies and pedagogies in use however compliance incomplete or not required.* ■ *Standards are defined for the range of technologies and pedagogies in use with compliance required.*	Not apparent.
See also: O6 (3)	**Teaching staff are provided with course documentation templates and examples explaining to students how to make effective use of e-learning technologies.** ☐ *No examples or templates provided to teaching staff explaining to students how to make effective use of e-learning technologies and media.* ☐ *Informal, incomplete or outdated examples or templates provided to teaching staff explaining to students how to make effective use of e-learning technologies and media.*	☐ *Examples and/or templates provided to teaching staff explaining to students how to make effective use of some e-learning technologies and media in use.* ☒ *Regularly updated and maintained examples and/or templates provided to teaching staff explaining to students how to make effective use of all available e-learning technologies and media.*	Course outline template includes standard Learning Online section (p59).
	Teaching staff are provided with support resources (including training, guidelines and examples) on supporting student e-learning skill acquisition. ☐ *No training, guidelines or examples provided to teaching staff on supporting students using e-learning technologies and pedagogies.* ☒ *Limited or non-specific training, guidelines and examples provided for the optional use of staff.*	☐ *Detailed and specific training, guidelines and examples provided but attendance and use are optional and not actively encouraged and promoted.* ■ *Detailed and specific training, guidelines and examples provided to all teaching staff with the requirement that they be used prior to designing, (re)developing or delivering e-learning courses.*	Training programme evident from CITL Academic Development Programme Brochure (pp85-86): "Moderating Online Discussions" optional workshop provided LMS workshops also include some aspects.

Assessment	Practices		Sources and Evidence
2 ☐ ☐ ☒ ◼ ◼ **See also:** L7 (2)	**Course documentation describes the e-learning pedagogies used.** ☐ *Course documentation does not contain any information on the e-learning pedagogies which will be used.* ☐ *Course documentation contains outdated, incomplete or informal information and/or procedures regarding the e-learning pedagogies which will be used.*	◼ *Course documentation contains information on particular e-learning pedagogies that is unnecessarily inconsistent or different in different courses.* ☒ *Course documentation contains consistent information on the e-learning pedagogies, and procedures for their use.*	Clear information included in the example course outline introduction (p12) and Learning Online (p15) sections. Generic rather than specific information provided.
☐ ☐ ☐ ☒ ◼ **See also:** L1 (2) & D3 (2)	**Learning objectives guide e–learning design and (re)development decisions regarding technology and pedagogy.** ☐ *No evidence of learning objectives in design and (re)development documents and planning activities.* ☐ *Inconsistent or informal use of learning objectives in design and (re)development documents and planning activities.*	☒ *E–learning design and (re)development activities reference learning objectives for most, but not all, projects and activities.* ◼ *E–learning design and (re)development activities formally and consistently reference learning objectives in selecting and implementing e-learning technologies and pedagogies used.*	Student learning outcomes required in project design documents (p51 & 53). Learning objectives referred to in both project full proposal (p22) and project plan (p27), however different language used to express the objectives. Use of the learning objectives to guide activity selection also evident (p28) 'Overview of project deliverables'.
☐ ☒ ☐ ◼ ◼ **See also:** L3 (1) & O6 (2)	**E–learning skills practice sessions or tutorials organised and provided to all students as part of the course.** ☒ *No opportunities for students to practice with e-learning technologies and pedagogies provided.* ☐ *Limited or informal opportunities for students to practice with e-learning technologies and pedagogies provided after commencement of the course.*	◼ *Formal opportunities for students to practice provided after commencement of courses, or only cover some technologies and pedagogies or some courses.* ◼ *Formal opportunities for students to practice with all e-learning technologies and pedagogies provided prior to commencement of, and during delivery, all courses.*	Not apparent.
1 ☐ ☐ ☐ ☒ ◼	**Promotional materials available to students prior to enrolment describe e-learning pedagogies.** ☐ *Information available prior to enrolment does not contain any information on the pedagogical rationale for e-learning approaches and technologies used in particular courses.* ☐ *Information available prior to enrolment contains outdated, incomplete or informal instructions and requirements for students describing the pedagogical rationale for e-learning approaches and technologies used in particular courses.*	☒ *Information available prior to enrolment contains the pedagogical rationale for e-learning approaches and technologies used in particular courses in a format which is unnecessarily inconsistent or different in different courses.* ◼ *Information available prior to enrolment contains consistent and explicit descriptions of the pedagogical rationale for e-learning approaches and technologies used in particular courses.*	Material describing approach in example course outline (p12/13).
☐ ☐ ☒ ◼ ◼ **See also:** L1 (1), L8 (1) & D3 (1)	**Activities requiring the use of particular media and technologies clearly link the requirements with the stated learning outcomes of the course and activity.** ☐ *No use of learning objectives apparent in the course information supplied to students beyond a formal statement or description.* ☒ *Learning activities contain implicit, incomplete and inconsistent linkages between course learning objectives and the use of particular media and technologies.*	◼ *Most, but not all, learning activities contain explicit linkages between the use of particular media and technologies, and the course learning objectives or restate learning objectives using different wording.* ◼ *Formal statement of course learning objectives clearly and explicitly linked with the use of particular media and technologies in all learning activities using consistent language.*	Similar but different objectives used in assessment descriptions (pp16-18)
☐ ☐ ☐ ☒ ◼ **See also:** L3 (1) & O6 (1)	**Courses include opportunities for students to practice with e-learning technologies and pedagogies.** ☐ *No opportunities for students to practice and prepare for e-learning technologies and pedagogies explicitly identified in the course materials available prior to commencement of the course.* ☐ *Limited or informal opportunities for students to practice and prepare for e-learning technologies and pedagogies explicitly identified in the course materials available prior to commencement of the course.*	◼ *Formal opportunities for students to practice and prepare explicitly identified in the course materials available prior to commencement of the course, but only cover some technologies and pedagogies or some courses.* ☒ *Formal opportunities for students to practice and prepare explicitly identified in the course materials available prior to commencement of the course.*	LMS guest course/tutorial provided for use by students prior to starting study (p77). No reference to this in the PENG materials. The example course 'Virtual Penguin' e-learning tool is designed to be used for practice and revision (p23).

Process O8.

Students are provided with administration information prior to starting courses

The expanding integration of the institutional systems environment is increasing the pedagogical and operational complexity of e-learning. But it is also enabling the provision of accurate, consistent, complete, and timely administrative information for students. It is important to provide institutional support for students that extends beyond online learning to include: "registration, financial aid, the library, the bookstore, advisors, student organizations and virtual communities". Consistent, clear information on the administrative aspects of courses ensures that staff are able to focus on teaching aspects rather than details of enrolment, and also ensures that students are clear on the focus and can ensure that they are properly prepared for study.

Evidence of capability in the process is seen in clear documentation, complying with a consistent institutional template, setting out the course and institution administrative information. Policy should require that this information be accurate, regularly reviewed and provided to students in advance of enrolment. Templates should be provided to ensure a consistent organisation and content. Elements that are standard to all courses should use wording prescribed by policy.

Assessment		Practices		Sources and Evidence
5 ☐	☐ ☒ ☐ ☐ ■	**Information from student feedback guides allocation of resources for administrative support services.** ☒ *No use of information from student feedback during administrative support planning.* ☐ *Informal and inconsistent use of information from student feedback during administrative support planning activities.*	☐ *Information from student feedback explicitly guides administrative support planning, but is treated as subordinate to administrative goals, or not linked to resource allocation decisions.* ■ *Information from student feedback explicitly guides administrative support planning and is formally linked to resource allocation decisions.*	Not apparent.
	☐ ☒ ☐ ■ ■	**Student and staff communication plans incorporated into any new administration procedures.** ☒ *No apparent staff or student communication plans.* ☐ *Communication with staff and/or students handled informally and as a consequence of other activities.*	☐ *New administrative procedures communicated formally to staff and students when deployed.* ■ *New administrative procedures communicated formally to staff and students during development as well as when deployed.*	Not apparent.
4 ☐	☐ ☒ ☐ ■ ■	**Students' compliance with the administrative requirements of the course and institution is regularly monitored.** ☒ *No monitoring of students' compliance with the administrative requirements of the course and institution.* ☐ *Limited, inconsistent or informal monitoring of students' compliance with the administrative requirements of the course and institution, or information collected but not reported.*	☐ *Formal, independent, monitoring of students' compliance with the administrative requirements of the course and institution conducted incompletely or irregularly, or reported incompletely or irregularly.* ■ *Formal, independent, monitoring and reporting of students' compliance with the administrative requirements of the course and institution conducted in all e-learning courses.*	Not apparent.
	☐ ☒ ☐ ■ ■	**Feedback collected from students on the clarity and utility of the supplied administrative information.** ☒ *No feedback collected from students regarding the clarity and utility of the supplied administrative information.* ☐ *Limited, inconsistent or informal student feedback collected, or feedback collected but not reported.*	☐ *Formal, independent, student feedback collected on some but not all administrative information provided or not collected regularly from all e-learning courses, or reported incompletely or irregularly.* ■ *Formal, independent, student feedback regarding the clarity and utility of the supplied administrative information collected regularly from all e-learning courses.*	Not apparent.
	☐ ☒ ☐ ■ ■	**Feedback collected from staff on the clarity and utility of the supplied administrative information.** ☒ *No feedback collected from staff regarding the clarity and utility of the supplied administrative information.* ☐ *Limited, inconsistent or informal staff feedback collected, or feedback collected but not reported.*	☐ *Formal, independent, staff feedback collected on some but not all administrative information provided or not collected regularly from all staff involved in e-learning course delivery and support, or reported incompletely or irregularly.* ■ *Formal, independent, staff feedback regarding the clarity and utility of the supplied administrative information collected regularly from all staff involved in e-learning course delivery and support.*	Not apparent.

Assessment	Practices	Sources and Evidence
3 ☐	**Standards for communicating the administrative requirements of the course and institution are defined for use in all course documentation.** ☐ *No Standards for communicating the administrative requirements of the course and institution are defined.* ☐ *Standards for communicating the administrative requirements of the course and institution are incomplete, or informal.* ☐ *Standards for communicating the administrative requirements of the course and institution are defined however compliance incomplete or not required.* ✗ *Standards for communicating the administrative requirements of the course and institution are defined with compliance required.*	Course outline template includes standard administrative information (p56).
	Staff are provided with support resources (including training, guidelines and examples) in supporting student compliance with administrative requirements. ✗ *No training, guidelines or examples provided to staff on supporting students with administrative concerns.* ☐ *Limited or non-specific training, guidelines and examples provided for the optional use of staff.* ☐ *Detailed and specific training, guidelines and examples provided but attendance and use are optional and not actively encouraged and promoted.* ■ *Detailed and specific training, guidelines and examples provided to all staff with the requirement that they be used prior to involvement with the delivery of e-learning courses.*	Not apparent.
2 ■	**Course documentation provides the administrative requirements of the course and institution.** ☐ *Course documentation does not contain any information on the administrative requirements of the course and institution.* ☐ *Course documentation contains outdated, incomplete or informal information on the administrative requirements of the course and institution.* ☐ *Course documentation contains information on the administrative requirements of the course and institution which is unnecessarily inconsistent or different in different courses.* ✗ *Course documentation contains consistent information on the administrative requirements of the course and institution.*	Course outline template includes standard administrative information (p56).
1 ■	**Promotional materials available to students prior to enrolment list administrative requirements.** ☐ *Information available prior to enrolment does not contain any information on the administrative requirements and procedures that apply to students.* ☐ *Information available prior to enrolment contains outdated, incomplete or informal descriptions of the administrative requirements and procedures that apply to students.* ☐ *Information available prior to enrolment contains the administrative requirements and procedures that apply to students in a format which is unnecessarily inconsistent or different in different courses.* ✗ *Information available prior to enrolment contains consistent and explicit descriptions of the administrative requirements and procedures that apply to students.*	Course outline available prior to enrolment (p82). Course outline example (p12) and template (p56) includes standard administrative information.

Process O9.

E-learning initiatives are guided by institutional strategies and operational plans

E–learning is an educational evolution, rather than an add-on. It requires a complementary approach to the integration of its manifold, complex, and dynamic elements and processes into institutional strategies and plans. The influence of information and communication technology (ICT) on the reconceptualisation of higher education organisation, administration, and teaching and learning, has been apparent for some time. E-learning policy significantly affects institutional change beginning with "organizational redevelopment (whether formally through staffing structures or informally through locally negotiated changes in staff roles)".

Evidence of capability in the process is seen through the alignment of e-learning investments with institutionally developed and endorsed e-learning strategies and technology plans. Important elements include a formal business development plan along with a detailed risk assessment and mitigation strategy. All staff involved in the design, (re)development and delivery of e-learning projects and initiatives need to be involved in the development of these plans and strategies and fully aware of the implications for their own work. The plans and strategies need to be dynamic documents building on a growing evidence base of locally relevant initiatives and projects linked with formal reviews, evaluations and quality assurance outcomes.

Assessment	Practices	Sources and Evidence
5 ☐	**Information on the outcomes of e-learning initiatives guides reuse of e-learning strategic planning and management documents.** ☒ *No apparent analysis or reuse of e–learning strategies and management documents.* ☐ *Informal and/or infrequent analysis and/or reuse of e–learning strategies and management documents.* ■ *Analysis of e–learning strategies and management documents undertaken formally in response to failure of that project or initiative.* ■ *Analysis and reuse of e–learning strategies and management documents undertaken formally in response to experience with successful and unsuccessful e-learning initiatives using related technologies or pedagogies.*	Not apparent.
☐ ☒ ☐ ■ ■	**Information on the outcomes of e-learning initiatives guides regular (re)assessment of the effectiveness of governance and management mechanisms.** ☒ *No assessment of the effectiveness of e-learning governance and management mechanisms apparent.* ☐ *Inconsistent, informal and variable use of available information on the outcomes of e-learning projects and initiatives when assessing the effectiveness of governance and management mechanisms.* ■ *Assessment of the effectiveness of e-learning governance and management mechanisms undertaken using limited summaries of the outcomes of e-learning projects and initiatives prepared by involved staff.* ■ *Assessment of the effectiveness of e-learning governance and management mechanisms undertaken using systematic and independent assessments of the outcomes of e-learning projects and initiatives.*	Not apparent.
4 ☐	**Success or failure of e-learning initiatives in supporting the achievement of strategy and business goals is regularly monitored.** ☐ *No monitoring of the success or failure of e-learning projects and initiatives in achieving strategic or business goals of the programme or institution.* ☒ *Limited, inconsistent or informal monitoring of the success or failure of e-learning projects and initiatives in achieving strategic or business goals of the programme or institution.* ■ *Formal, independent, monitoring of the success or failure of e-learning projects and initiatives in achieving strategic or business goals of the programme or institution, but reported incompletely or irregularly.* ■ *Formal, independent, monitoring and reporting of the success or failure of all e-learning projects and initiatives in achieving strategic or business goals of the programme or institution.*	Project completion reports (p34) may include some information but no specific section or encouragement to consider strategic aspects provided.
☐ ☒ ☐ ■ ■	**Feedback collected regularly from students regarding the strategic and operational e-learning goals of the institution.** ☒ *No feedback collected from students on the strategic and operational e-learning goals of the institution.* ☐ *Limited, inconsistent or informal student feedback collected on the strategic and operational e-learning goals of the institution, or feedback collected but not reported.* ■ *Formal, independent, student feedback collected on the strategic and operational e-learning goals of the institution, but not from all e-learning courses, , or reported incompletely or irregularly.* ■ *Formal, independent, student feedback on the strategic and operational e-learning goals of the institution collected and reported from all e-learning courses.*	Not apparent.
☐ ☐ ☒ ■ ■	**Feedback collected regularly from staff regarding the strategic and operational e-learning goals of the institution.** ☐ *No feedback collected from staff on the strategic and operational e-learning goals of the institution.* ☒ *Limited, inconsistent or informal staff feedback collected on the strategic and operational e-learning goals of the institution, or feedback collected but not reported.* ■ *Formal, independent, staff feedback collected on the strategic and operational e-learning goals of the institution but not from all staff involved in e-learning course delivery and support, or reported incompletely or irregularly.* ■ *Formal, independent, staff feedback on the strategic and operational e-learning goals of the institution collected and reported from all staff involved in e-learning course delivery and support.*	Project Self Review (p31) may include some information but no specific section or encouragement to consider strategic aspects provided.
☐ ☒ ☐ ■ ■	**Financial costs and benefits of e-learning projects and initiatives regularly monitored.** ☒ *No monitoring of the financial costs and benefits of e-learning projects and initiatives.* ☐ *Limited, inconsistent or informal monitoring of the financial costs and benefits of e-learning projects and initiatives, or information collected but not reported.* ■ *Formal, independent, monitoring of the financial costs and benefits of e-learning projects and initiatives, but the information is reported incompletely or irregularly.* ■ *Formal, independent, and regular monitoring and reporting of the financial costs and benefits of e-learning projects and initiatives.*	Not apparent.

Assessment	Practices	Sources and Evidence
3 ☐ ☒ ☐ ☐ ☐ **See also:** O5 (3)	**Institutional policy requires formal linkages between e-learning initiative plans and an overarching institutional plan.** ☒ *No apparent requirement for e-learning initiative development plans to link to overarching institutional plan.* ☐ *Informal, inconsistent or outdated links between e-learning initiative development plans and overarching institutional plan.* ☐ *E-learning initiative development plans link to the overarching institutional plan in general or non-specific ways.* ■ *E-learning initiative development plans link to the overarching institutional plan formally and systematically, with explicit linkages to institutional goals and outcomes required.*	Not apparent.
☐ ☒ ☐ ☐ ☐ **See also:** O2 (3) & O5 (3)	**Staff are provided with support resources (including training, guidelines and examples) on how to link e-learning initiative development plans with institutional e-learning strategic plans.** ☒ *No training, guidelines or examples of how to link e-learning initiative development plans with institutional e-learning strategic plans provided to teaching staff.* ☐ *Limited or non-specific training, guidelines and examples provided for the optional use of staff.* ☐ *Detailed and specific training, guidelines and examples provided but attendance and use are optional and not actively encouraged and promoted, or they fail to cover the full range of e-learning technologies and pedagogies in use.* ■ *Detailed and specific training, guidelines and examples provided to all teaching staff that cover the full range of e-learning technologies and pedagogies in use, and with the requirement that they be used prior to the creation of e-learning initiative development plans.*	Not apparent.
2 ☐ ☒ ☐ ☐ ☐ **See also:** O2 (2)	**Staff with experience in e-learning are formally involved in the (re)development of institutional learning and teaching strategies and policies.** ☒ *No apparent involvement of staff in the (re)development of institutional learning and teaching strategies and policies.* ☐ *Informal or inconsistent involvement of staff in the (re)development of institutional learning and teaching strategies and policies.* ☐ *Staff able to comment or provide feedback during the (re)development of institutional learning and teaching strategies and policies.* ■ *Staff formally and directly involved in the (re)development of institutional learning and teaching strategies and policies.*	Not apparent.
☐ ☐ ☒ ☐ ☐ **See also:** D1 (2) & S5 (2)	**Staff are recognised and rewarded for their engagement with innovative e-learning initiatives.** ☐ *No recognition of individual staff involvement in e-learning initiatives.* ☒ *Informal, inconsistent or insignificant recognition of individual staff involvement in e-learning initiatives.* ☐ *Formal, but generic or minor, recognition of individual staff involvement in e-learning initiatives.* ■ *Formal and significant recognition of individual staff involvement in e-learning initiatives.*	Time allocation for Teaching Staff is made as part of the CITL project budget process (p26). No evidence of other incentives.
☐ ☒ ☐ ☐ ☐ **See also:** O2 (2)	**Students are formally involved in the (re)development of institutional strategies and policies involving e-learning.** ☒ *No apparent involvement of students in the (re)development of institutional learning and teaching strategies and policies involving e-learning.* ☐ *Informal or inconsistent involvement of students in the (re)development of institutional learning and teaching strategies and policies involving e-learning.* ☐ *Students able to comment or provide feedback during the (re)development of institutional learning and teaching strategies and policies involving e-learning.* ■ *Students formally and directly involved in the (re)development of institutional learning and teaching strategies and policies involving e-learning.*	Not apparent.
☐ ☐ ☐ ☐ ☒	**Support for e-learning projects and initiatives is formally linked to strategic and operational outcomes.** ☐ *No linkage between support for e-learning projects and initiatives, and institutional e-learning strategic and operational outcomes.* ☐ *Informal, inconsistent or outdated linkage with institutional e-learning strategic and operational outcomes included in the criteria for allocating support for e-learning projects and initiatives.* ☐ *Formal, but generic, linkages between support for e-learning projects and initiatives and institutional e-learning strategic and operational outcomes.* ☒ *Formal, explicit and systematic linkages between support for e-learning projects and initiatives and institutional e-learning strategic and operational outcomes.*	CITL project selection criteria (p41) include explicit linkage to institutional plans.
1 ☐ ☐ ☐ ☐ ☒ **See also:** O1 (3)	**E-learning initiative resource allocation is explicitly linked to the institutional e-learning strategies and technology plans.** ☐ *No linkage between resource allocation for e-learning design, (re)development and delivery, and institutional e-learning strategies and technology plans.* ☐ *Informal, inconsistent or outdated linkage with institutional e-learning strategies and technology plans included in the allocation of resources for e-learning design, (re)development and delivery.* ☐ *Formal, but generic, linkages between resource allocation and institutional e-learning strategies and technology plans.* ☒ *Formal, explicit and systematic linkages between resource allocation and institutional e-learning strategies and technology plans.*	CITL project selection criteria (p41) include explicit linkage to institutional plans.
☐ ☐ ☐ ☐ ☒	**Strategic impact and contribution of e-learning technologies and projects is evident in institutional governance activities.** ☐ *No apparent impact of e-learning on institutional strategic and governance activities.* ☐ *Informal, inconsistent or outdated linkage between the use of e-learning and institutional strategic and governance activities.* ☐ *Formal, but generic, impact of the use of e-learning on institutional strategic and governance activities.* ☒ *Formal, explicit and systematic changes apparent in institutional strategic and governance activities as a consequence of the use of e-learning.*	E-learning strategy (p46) conveys institutional governance engagement with e-learning.

Learning: Processes that directly impact on pedagogical aspects of e-learning

L1.Learning objectives guide the design and implementation of courses
L2.Students are provided with mechanisms for interaction with teaching staff and other students
L3.Students are provided with e-learning skill development
L4.Students are provided with expected staff response times to student communications
L5.Students receive feedback on their performance within courses
L6.Students are provided with support in developing research and information literacy skills
L7.Learning designs and activities actively engage students
L8.Assessment is designed to progressively build student competence
L9.Student work is subject to specified timetables and deadlines
L10.Courses are designed to support diverse learning styles and learner capabilities

Development: Processes surrounding the creation and maintenance of e-learning resources

D1.Teaching staff are provided with design and development support when engaging in e-learning
D2.Course development, design and delivery are guided by e-learning procedures and standards
D3.An explicit plan links e-learning technology, pedagogy and content used in courses
D4.Courses are designed to support disabled students
D5.All elements of the physical e-learning infrastructure are reliable, robust and sufficient
D6.All elements of the physical e-learning infrastructure are integrated using defined standards
D7.E-learning resources are designed and managed to maximise reuse

Support: Processes surrounding the support and management of e-learning

S1.Students are provided with technical assistance when engaging in e-learning
S2.Students are provided with library facilities when engaging in e-learning
S3.Student enquiries, questions and complaints are collected and managed formally
S4.Students are provided with personal and learning support services when engaging in e-learning
S5.Teaching staff are provided with e-learning pedagogical support and professional development
S6.Teaching staff are provided with technical support in using digital information created by students

Evaluation: Processes surrounding the evaluation and quality control of e-learning through its entire lifecycle

E1.Students are able to provide regular feedback on the quality and effectiveness of their e-learning experience
E2.Teaching staff are able to provide regular feedback on quality and effectiveness of their e-learning experience
E3.Regular reviews of the e-learning aspects of courses are conducted

Organisation: Processes associated with institutional planning and management

O1.Formal criteria guide the allocation of resources for e-learning design, development and delivery
O2.Institutional learning and teaching policy and strategy explicitly address e-learning
O3.E-learning technology decisions are guided by an explicit plan
O4.Digital information use is guided by an institutional information integrity plan
O5.E-learning initiatives are guided by explicit development plans
O6.Students are provided with information on e-learning technologies prior to starting courses
O7.Students are provided with information on e-learning pedagogies prior to starting courses
O8.Students are provided with administration information prior to starting courses
O9.E-learning initiatives are guided by institutional strategies and operational plans

Legend

- Not practised/not adequate
- Partially adequate
- Largely adequate
- Fully adequate
- Not assessed