

Learning: <i>Processes that directly impact on pedagogical aspects of e-learning</i>		1	2	3	4	5
L1.	Courses are designed to require students to engage themselves in analysis, synthesis, and evaluation as part of their course and programme requirements					
L2.	Student interaction with teaching staff and other students is an essential characteristic and is facilitated through a variety of ways					
L3.	Teaching staff clearly communicate how communication channels should be used during a course or programme					
L4.	Teaching staff manage student expectations over the type and timeliness of responses to student communications					
L5.	Feedback to student assignments and questions is constructive and provided in a timely manner					
L6.	Students are instructed in the proper methods of effective research, including assessment of the validity of resources					
L7.	Learning outcomes for each course are summarized in a clearly written, straightforward statement					
L8.	Assessment of students communicates high expectations					
L9.	Student work is subject to clearly communicated timetables and deadlines					
L10.	Courses are designed to support a diversity of learning styles and to ensure accessibility					
L11.						
L12.						
L13.						
L14.						
L15.						

Development: <i>Processes surrounding the creation and maintenance of e-learning resources</i>		1	2	3	4	5
D1.	Guidelines regarding minimum standards are used for course development, design and delivery					
D2.	The reliability of the technology delivery system is as failsafe as possible					
D3.	Learning outcomes, not the availability of existing technology, determine the technology being used to deliver course content					
D4.	Technical assistance in course development is available to teaching staff					
D5.	Teaching staff are encouraged to use technical assistance when (re)developing courses					
D6.	Teaching staff members are assisted in the transition from classroom teaching to online instruction					
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D8.						
D9.						
D10.						
D11.						

Coordination & Support: <i>Processes around the day-to-day management and support of e-learning delivery</i>		1	2	3	4	5
C1.	A centralised system provides support for building and maintaining the e-learning infrastructure					
C2.	Students have access to sufficient library resources that may include a “virtual library” accessible through the World Wide Web					
C3.	Teaching staff and students agree upon expectations regarding times for student assignment completion and staff response					
C4.	Students are provided with hands-on training and information to aid them in securing material from a range of sources consistent with the discipline or subject					
C5.	Students have convenient access to technical assistance throughout the duration of the course/programme					
C6.	Students are provided with detailed instructions regarding the electronic media used in a course prior to commencing it					
C7.	Students are able to practice with any technologies prior to commencing a course					
C8.	Questions directed to student service personnel are answered accurately and quickly					
C9.	A structured system is in place to address student complaints					
C10.	Instructor training and assistance continues through the progression of the online course					
C11.	Teaching staff members are provided with support resources to deal with issues arising from student use of electronically-accessed data					
C12.						
C13.						
C14.						
C15.						
C16.						
C17.						

Evaluation: <i>Processes surrounding the evaluation and quality control of e-learning through its entire lifecycle.</i>		1	2	3	4	5
E1.	The programme's educational effectiveness is formatively and summatively assessed with multiple, standards based, and independent evaluations					
E2.	The programme's teaching/learning process is formatively and summatively assessed with multiple, standards based, and independent evaluations					
E3.	Summative data such as enrolment numbers, completion rates, and costing is used as a measure of effectiveness within course/programmes					
E4.	Success of technology/innovation used as a measure of effectiveness within course/programmes					
E5.	Intended learning outcomes are reviewed regularly to ensure clarity, utility, and appropriateness					
E6.	Instructional materials are reviewed periodically to ensure they meet programme standards					
E7.	Teaching staff capability in making the transition from classroom to online teaching is formally assessed during training					
E8.						
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E11.						

Organisation: <i>Processes associated with institutional planning and management</i>		1	2	3	4	5
O1.	A documented set of formal criteria are used to determine access to funding and other resources which support course and programme (re)development					
O2.	A documented technology plan is in place and operational to ensure quality of delivery standards					
O3.	A documented technology plan is in place and operational to ensure the integrity and validity of information delivered, collected and stored					
O4.	Before starting a programme, students are advised of any particular requirements of that programme to ensure they possess the personal and technical skills needed for that programme					
O5.	Students are provided with supplemental course information that outlines course objectives, concepts and ideas					
O6.	Students are provided with supplemental course information that outlines admission requirements, tuition and fees and other relevant administration information					
O7.	Students are provided with supplemental course information that outlines requirements for additional resources such as books or other materials					
O8.	Students are provided with supplemental course information that outlines student support services.					
O9.	Before starting a programme, students are advised of any particular technological requirements of that programme to ensure they have access to the minimal technology required by the course design					
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O11.						
O12.						
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