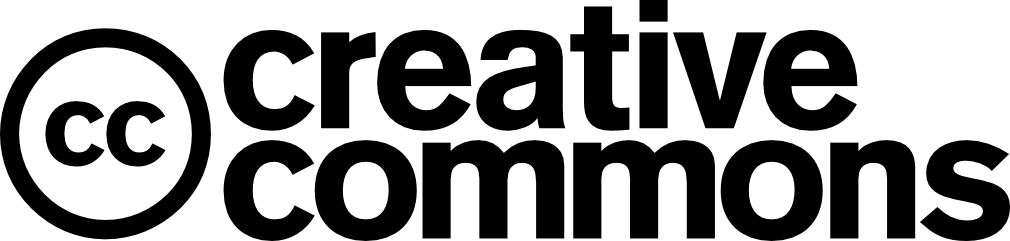


**Mitch Parsell and Collaborators**



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**One: Students**

Students are supported in their online learning with a quality **curriculum** [1-4], opportunities for **interaction** with peers and staff [5&6], and appropriate **support** [7&8].

**1. Curriculum materials are aligned, available and engaging**

|  |  |
| --- | --- |
| Threshold | The necessary materials are constructively aligned and available online |
| Good | The materials are provided using a variety of media to engage students and support diversity |
| Excellent |  |

**2. Learning activities are aligned, available and engaging**

|  |  |
| --- | --- |
| Threshold | Constructively aligned learning activities are available online |
| Good | Learning activities use a variety of appropriate technologies to engage students and support diversity |
| Excellent |  |

**3. Assessment tasks are aligned, available and engaging**

|  |  |
| --- | --- |
| Threshold | Constructively aligned assessment tasks are available online |
| Good | Assessment tasks use a variety of appropriate technologies to engage students and support diversity |
| Excellent |  |

**4. Students are provided with timely, improvement focused formative feedback**

|  |  |
| --- | --- |
| Threshold | Appropriate technologies are used to provide students with formative feedback in a timely manner |
| Good | Feedback is provided in a variety of media to engage students and support diversity |
| Excellent |  |

**5. Students are provided with opportunities to interact with peers**

|  |  |
| --- | --- |
| Threshold | There are opportunities for social interaction |
| Good | There are opportunities for learning-focused interaction |
| Excellent |  |

**6. Students are provided with opportunities to interact with staff**

|  |  |
| --- | --- |
| Threshold | Staff are provided with opportunities to answer student queries |
| Good | Staff are provided with opportunities to be active participants in learning-focused interactions |
| Excellent |  |

**7. Students are provided with appropriate learning support**

|  |  |
| --- | --- |
| Threshold | Appropriate, up-to-date and reliable learning guides and resources are provided online |
| Good | A range of appropriate, up-to-date and reliable online learning skills workshops are available |
| Excellent |  |

**8. Students are supported in their use of educational technology**

|  |  |
| --- | --- |
| Threshold | Appropriate, up-to-date and reliable technological guides and resources are provided online |
| Good | Appropriate, timely and reliable asynchronous technological support is available |
| Excellent |  |

**Two: Staff**

Staff are supported in their online teaching with quality **professional development** [9], **resourcing** [10] and **technical** support [11].

**9. Staff are provided with quality professional development in online education**

|  |  |
| --- | --- |
| Threshold | A range of appropriate, up-to-date and informative professional development activities are available to staff |
| Good | The organisation requires staff to engage in continued professional development relevant to online education |
| Excellent |  |

**10. Online education is recognised in workload**

|  |  |
| --- | --- |
| Threshold | Online teaching is recognised in workload |
| Good | Online unit development is recognised in workload |
| Excellent |  |

**11. Staff are supported in their use of educational technology**

|  |  |
| --- | --- |
| Threshold | Appropriate, up-to-date and reliable technological guides and resources are provided online |
| Good | Appropriate, timely and reliable asynchronous technological support is available |
| Excellent |  |

**Three: Organisation**

The organisation supports online education through the provision of quality **leadership** [12-13], **infrastructure** [14] and **evaluation** [15-17]

**12. The organisation provides strategic leadership in online education**

|  |  |
| --- | --- |
| Threshold | The organisation has a clearly articulated strategic position on online education |
| Good | An appropriate member of the executive has explicit responsibility for online education |
| Excellent |  |

**13. The organisation employs a systematic approach to resource allocation in online education**

|  |  |
| --- | --- |
| Threshold | There is a systematic approach to resource allocation |
| Good | There is systematic approach with formal criteria that are widely available |
| Excellent |  |

**14. The organisation maintains and supports a quality learning platform for delivering online education**

|  |  |
| --- | --- |
| Threshold | The organisation maintains and supports an appropriate learning platform |
| Good | The learning platform provided is fit for purpose, scalable and reliable |
| Excellent |  |

**15. The organisation has a process for evaluating and improving student satisfaction with online education**

|  |  |
| --- | --- |
| Threshold | The organisation has a systematic process for evaluating and improving student satisfaction with online education |
| Good | The organisation has a systematic process for improving student learning outcomes and satisfaction with online education and communicating improvements to students |
| Excellent |  |

**16. The organisation has a process for evaluating and improving training and support for staff**

|  |  |
| --- | --- |
| Threshold | The organisation has a systematic process for evaluating and improving staff training and support |
| Good | The organisation has a systematic process for improving staff training and support and communicating improvements to staff |
| Excellent |  |

**17. The organisation has a process for evaluating and improving infrastructure**

|  |  |
| --- | --- |
| Threshold | The organisation has a systematic process for evaluating and improving infrastructure |
| Good | The organisation has a systematic process for improving infrastructure and communicating improvements to stakeholders |
| Excellent |  |