ONLINE ENVIRONMENT

1. The design of the online learning environment supports a positive user experience.

PERFORMANCE CRITERIA	SUCCESS INDICATORS
1.1. The design of the online learning environment is logically sequenced and organised.	- Large blocks of information are broken up into manageable sections; - Content is 'chunked' and made available as manageable units/modules; - Content is designed and organised to enhance online learning (e.g. made available in appropriately sized units/modules)
1.2. The online learning environment is inclusive.	- Learning environment is not constrained by bandwidth and recognises the differing access to internet services that students will have; - Resources and activities that are essential to the learning are available online; - Learning environment ensures all learners have access to content (e.g. universal design principles)
1.3. Students have opportunities and are explicitly invited to provide feedback on their learning experience	Students have opportunities to provide anonymous feedback on their experience both during and after completion of the online learning; * Evaluative feedback about the online learning experience is collected, used and communicated appropriately
1.4. There is a single location for important news and announcements.	Single location for dates, notices, updates and reminders to be provided to students
1.5. Online learning elements and resources can be effectively accessed through a search function.	

2. The online environment is appropriately designed to support and facilitate learning.

PERFORMANCE CRITERIA	SUCCESS INDICATORS
2.1. The online learning design is responsive across devices and platforms	- Mobile enabled; - Able to be accessed on different form factors and devices, mobile responsive with screen size adjusting automatically and all activities able to be undertaken on all devices, including assignment submission; - Technology required is easily accessible and widely compatible with systems
2.2. Online learning elements meet appropriate accessibility standards	- A Contemporary set of accessibility standards are used and adhered to; - Technology used adheres to accessibility standards; - File sizes are appropriate, differing access that students will have to digital technologies and internet services is accommodated.

2. The online environment is appropriately designed to support and facilitate learning.	
PERFORMANCE CRITERIA	**SUCCESS INDICATORS**
2.3. The design, layout and navigation of the online learning environment is consistent and intuitive	- Online learning is contained in 1 unique site; - The design and layout of the course is logical, consistent and aesthetically pleasing; - The font and the size of the font are appropriate; - Technology is simple to use, intuitive and easy to navigate; - There is consistency in the font size, use of colour, heading styles, bulleted or numbered lists, tables and images and effective use of white space, colour, images

LEARNING AND ASSESSMENT TASKS

3. Learning and assessment tasks reflect sound principles of pedagogical practice and engage students so that they are led through planned learning experiences to new capabilities.

PERFORMANCE CRITERIA	SUCCESS INDICATORS
3.1. There are opportunities for students to actively engage in a variety of learning tasks.	• Students are required to engage in learning activities that develop higher-order thinking and problem- solving skills
3.2. Learning and assessment tasks clearly reflect work integrated learning and/or disciplinary contexts	• Students engage in learner activities that have a 'real world' application; • Learner activities are designed to be authentically linked to disciplinary and/or industry context; • Learning tasks are designed to enable students to produce useful and tangible products
3.3. Learning tasks are supported by relevant digital technology to promote the achievement of learning outcomes	• Technology supports and enhances student learning; • Technology is used to support and facilitate learning and not just for technology sake
3.4. Learning and assessment task instructions are clearly stated	• The nature of the required engagement in learning activities is clearly marked as essential or optional
3.5. Clear expectations and outcomes for the learning and assessment tasks are provided	• Expectations for learner engagement are clearly stated; • How the learning resources are to be used in learning tasks is clearly explained
3.6. Learning and assessment tasks are flexible to cater for the diversity of the student cohort	•
3.7. Learning and assessment tasks incorporate opportunities for collaborative student engagement	•

4. Learning and assessment tasks leverage the affordances of digital technologies to engage students and consolidate learning

PERFORMANCE CRITERIA	SUCCESS INDICATORS
4.1 Learning outcomes are assessed through a range of learning and assessment tasks	• Assessment tasks are varied and utilise digital technologies
4.2. The introduction of new technologies are scaffolded and developmentally sequenced	• Integration of technology is scaffolded to appropriately guide the development of technological competence from Novice to expert

4. Learning and assessment tasks leverage the affordances of digital technologies to engage students and consolidate learning

PERFORMANCE CRITERIA	SUCCESS INDICATORS
4.3. Opportunities to develop and demonstrate digital literacies are provided and integrated into assessment tasks and associated marking criteria	• Strategies to assess the digital readiness of students is evident
4.4. Learning tasks are designed to encourage self-assessment and provide formative feedback	• Where appropriate, self-assessment and peer feedback is incorporated; • Strategy for immediate corrective feedback is evident; • Assessment tasks are scheduled to enable feedback to be provided in a timely manner for both formative and summative purposes; • Learning tasks that are not formally assessed provide some form of immediate corrective feedback

LEARNER SUPPORT

5. Administrative, technical and learning support details and information are provided.

PERFORMANCE CRITERIA	SUCCESS INDICATORS
5.1. Links to relevant institutional services, information and policies are provided	• Academic support services and resources are clearly promoted; • Links to relevant policies e.g. academic integrity, student grievances etc. are provided; • Links to relevant institutional services are provided in the online learning environment
5.2. There are clear instructions for how technical and learning support resources can be accessed.	• Instructions are clear and unambiguous
5.3. Instructions/guides for using the technology are available, consistent and clear	• Minimal technology required to be successful is clearly stated; • Students are provided with information on the technologies they will be using prior to their course; • Students are provided with clear expectations of the technologies they will be using; • How the digital technologies, learning resources and communication tools are to be used is explained clearly
5.4. Support and information to answer student questions is available	• There are FAQs provided to students; • ideally a multi-directional forum is supported; • There is an easily accessible and identifiable Q&A or support focused discussion type forum available to students
5.5. Student analytics dashboards are available to learners and enable learners to track their progress	• Progress is able to be tracked – there is some means of gauging how far the student has progressed through the course/subject/unit/module; • Students are able to access analytics (e.g. via a dashboard) that enables them to track their learning progress; • Students are able to track their own learning progress using analytics and where appropriate, to relate this to overall class performance
5.6. The aims, learning outcomes, assessment task details, schedule of learning and participation expectations are provided	• Details about how the assessments link to the learning outcomes are clearly stated; • Details about how the learning activities are linked to learning outcomes are clearly stated.
5.7. Details about assessment tasks, their requirements, assessment criteria and how and when feedback will be provided are clearly explained.	• Details about assessment, feedback and response times are clearly stated; • Details about the processes for assessment submission, handling, marking and feedback are made explicit; • Assessment criteria for all tasks are clearly articulated and available to students prior to assessment submission; • Criteria used to evaluate students and assess their work is specific, clear and descriptive; • If originality checking software is integrated, clear instructions on how and when it will be used is provided to students; • Exemplars of expected outcomes are provided; • How the learning outcomes, content and resources are aligned to assessment tasks is clear; • Exemplars of expected outcomes are provided

6. Student and teacher interactions are designed to support and progress learning	
PERFORMANCE CRITERIA	**SUCCESS INDICATORS**
6.1. Opportunities for student-to-student interaction are evident.	•
6.2. There is an explicit orientation and socialisation activities to foster the learning community.	• There is a formal activity requiring students to introduce themselves to the class; • There are clear instructions on how to get started and where to find various eLearning components
6.3. There is an explicit introduction to the course, academic teaching team and key staff.	• There is a welcome from the teacher/tutor; • All contact details including email, telephone, office location and consultation hours for teaching and ancillary staff are provided; • Explicit instructions on how to navigate the online learning environment are provided; • Key staff are profiled in short videos; • Academic teaching team and key staff are introduced appropriately for the online environment in a timely manner (e.g. bios, video, Q&A etc.)
6.4. Positive standards for online interaction are clear and prominent	• Netiquette (conventions of behaviour in an online environment) is explicitly stated; • Expectations for participation in the online environment are provided
6.5 There is structure and support provided to assist students to interact and engage with each other	•

LEARNING AND ASSESSMENT RESOURCES

7. Learning resources are relevant, inclusive, available, quality assured and functional.

PERFORMANCE CRITERIA	SUCCESS INDICATORS
7.1. Learning resources are accessible	• Learning resources are available online; • Learning resources are provided as open content (where feasible); • OERs are used, where available and feasible; • Links to module readings (both essential and recommended) are provided; • Learning resources to be downloaded are appropriately sized; • Learning resources accommodate differing access to ICTs; • Minimum ICTs required to be successful in the online learning environment are specified
7.2. Learning resources are appropriately attributed and copyright compliant	• Access to learning resources avoid copyright infringements (e.g. link to a URL); • Copyright regulations are observed in the creation of all learning resources
7.3. Learning resources are provided in a range of formats	• Learning resources utilise a range of digital technologies and media (e.g. PDF, Online Quiz, Video)' • There are a range of technologies used to present course content
7.4. Learning resources are contemporary and appropriate	• Controllable e.g. Multimedia has user controls to manage operability; • Learning resources are current; • Learning resources are continuously reviewed and updated; • Learning resources either support or align with learning tasks; • Learning resources are functional, clearly labelled and have explicit purpose
7.5. Learning resources have a global outlook and reflect multi-cultural diversity	• * Learning resources reflect cultural diversity and global and multi-cultural perspectives

8. Learning resources assist students to engage with the content in meaningful ways.

PERFORMANCE CRITERIA	SUCCESS INDICATORS
8.1 Learning resources are provided to engage and support student learning	• The distinction between mandatory and optional materials is clearly communicated
8.2 There are opportunities for students to share learning resources	•
8.3. A range of learning resources are made available to meet student equity and diversity needs	• Students can access learning resources that meet their specific diversity needs; • Learning resources cater to diverse student needs,