E-learning Quality Model

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<th>Assessment</th>
<th>Trainer/Assessor Competence</th>
<th>Client Service</th>
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<tr>
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<td>The e-learning experience is designed to effectively engage learners</td>
<td>Competency</td>
<td>Technology and, where needed, adaptive technology is available and accessible</td>
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<td>Where trainers and assessors are using technology</td>
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<td>Candidate identity is confirmed</td>
<td>Technical support</td>
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<td>Learners’ individual needs and the needs of disadvantaged learners are accommodated flexibly and responses are tailored</td>
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**Inputs**

- Engagement
  - The e-learning experience is designed to effectively engage learners
  - Apply principles of e-learning design
  - Establish suitability of technology-assisted delivery strategies for learners
  - Determine appropriate use of technology in consultation with industry
  - Collect and analyse learner and industry feedback on engagement issues to inform improvements

- Access and infrastructure
  - Technology and, where needed, adaptive technology is available and accessible
  - Ensure learners’ local and individual access needs are taken into account
  - Use recommended accessibility guidelines, content formats and appropriate platforms
  - Advise learners of access and infrastructure requirements
  - Use a systematic approach to regular testing of functionality

- Competency
  - Skills and knowledge assessed utilizing technology can be applied in the workplace and are transferable to new situations and environments
  - Apply principles of assessment when developing and implementing e-assessment
  - Establish suitability of technology-assisted assessment strategies
  - Determine appropriate use of technology in consultation with industry
  - Consider the role technology has played in assessment when validating

- E-learning competence
  - Skills and knowledge of trainers and assessors extend to e-learning systems and approaches
  - Confirm trainer/assessor’s skills to guide and facilitate e-learning processes
  - Ensure students’ use of e-learning is monitored by trainer/assessor
  - Confirm e-learning processes are regularly reviewed
  - Develop and maintain currency of trainer/assessor’s ICT skills

- Technical support
  - Trainers and assessors are provided with support to make effective use of technology
  - Efficient solutions to learners’ technical problems
  - Maintain technical equipment provided for use by learners

**Resources**

- Engagement
  - A new resource to be developed explaining identity risk
  - Establish suitability of technology-assisted delivery strategies for learners
  - Determine appropriate use of technology in consultation with industry
  - Collect and analyse learner and industry feedback on engagement issues to inform improvements

- Competency
  - Skills and knowledge assessed utilizing technology can be applied in the workplace and are transferable to new situations and environments
  - Apply principles of assessment when developing and implementing e-assessment
  - Establish suitability of technology-assisted assessment strategies
  - Determine appropriate use of technology in consultation with industry
  - Consider the role technology has played in assessment when validating

- E-learning competence
  - Skills and knowledge of trainers and assessors extend to e-learning systems and approaches
  - Confirm trainer/assessors’ skills to guide and facilitate e-learning processes
  - Ensure students’ use of e-learning is monitored by trainer/assessor
  - Confirm e-learning processes are regularly reviewed
  - Develop and maintain currency of trainer/assessor’s ICT skills

- Technical support
  - Trainers and assessors are provided with support to make effective use of technology
  - Efficient solutions to learners’ technical problems
  - Maintain technical equipment provided for use by learners

**Personalisation**

- Learners’ individual needs and the needs of disadvantaged learners are accommodated flexibly
- Apply good practice equity principles to the client context
- Establish needs of individual learners and suitability of technology assisted services to meet their needs
- Inform learners of the support services to be provided when using technology assisted services
- Improve client services by collecting, analysing and acting on data indicating learners’ use of technology assisted services

- Technical support
  - Learners are provided with support to make effective use of technology
  - Efficient solutions to learners’ technical problems
  - Maintain technical equipment provided for use by learners

**Access and infrastructure**

- Technology and, where needed, adaptive technology is available and accessible
  - Ensure learners’ local and individual access needs are taken into account
  - Use recommended accessibility guidelines, content formats and appropriate platforms
  - Advise learners of access and infrastructure requirements
  - Use a systematic approach to regular testing of functionality

- Authentication
  - Candidate identity is confirmed
  - Establish appropriate authentication methods that are proportionate to the identity risk
  - Validate authentication methods regularly to ensure integrity

- Technical support
  - Trainers and assessors are provided with support to make effective use of technology
  - Efficient solutions to learners’ technical problems
  - Maintain technical equipment provided for use by learners

**Client Service**

- Services are provided using technology
  - Learners are provided with support to make effective use of technology
  - Efficient solutions to learners’ technical problems
  - Maintain technical equipment provided for use by learners

**Summary of VET E-learning Quality Model**

- Delivery
  - Where technology is used to assist delivery

- Assessment
  - Where technology is used to assist assessment

- Trainer/Assessor Competence
  - Where trainers and assessors are using technology

- Client Service
  - Where services are provided using technology

**Skills and knowledge assessed utilizing technology can be applied in the workplace and are transferable to new situations and environments.**

**Apply principles of e-learning design.**

**Establish suitability of technology-assisted delivery strategies for learners.**

**Determine appropriate use of technology in consultation with industry.**

**Collect and analyse learner and industry feedback on engagement issues to inform improvements.**

**Ensure learners’ local and individual access needs are taken into account.**

**Use recommended accessibility guidelines, content formats and appropriate platforms.**

**Advise learners of access and infrastructure requirements.**

**Use a systematic approach to regular testing of functionality.**

**Establish appropriate authentication methods that are proportionate to the identity risk.**

**Validate authentication methods regularly to ensure integrity.**

**Trainers and assessors are provided with support to make effective use of technology.**

**Efficient solutions to learners’ technical problems.**

**Maintain technical equipment provided for use by learners.**

**Apply good practice equity principles to the client context.**

**Establish needs of individual learners and suitability of technology assisted services to meet their needs.**

**Inform learners of the support services to be provided when using technology assisted services.**

**Improve client services by collecting, analysing and acting on data indicating learners’ use of technology assisted services.**

**Learners are provided with support to make effective use of technology.**

**Efficient solutions to learners’ technical problems.**

**Maintain technical equipment provided for use by learners.**

**Apply good practice equity principles to the client context.**

**Establish needs of individual learners and suitability of technology assisted services to meet their needs.**

**Inform learners of the support services to be provided when using technology assisted services.**

**Improve client services by collecting, analysing and acting on data indicating learners’ use of technology assisted services.**

**Learners are provided with support to make effective use of technology.**

**Efficient solutions to learners’ technical problems.**

**Maintain technical equipment provided for use by learners.**