

e-Learning guidelines

Guidelines for the support of e-learning
in New Zealand tertiary institutions

**Guidelines for the support of e-learning
in New Zealand tertiary institutions**

<http://elg.massey.ac.nz>

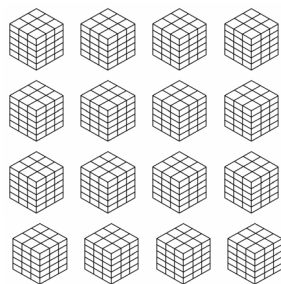
Version 0.8
June 2006

John Milne and Emily Dimock

Massey University
Training Development Unit
Private Bag 11 222
PALMERSTON NORTH

This project was a collaboration between: Massey University, Lincoln University, The Open Polytechnic of New Zealand, The Auckland University of Technology, The University of Auckland, The University of Waikato, and Victoria University of Wellington.

The Tertiary Education Commission funded this project by the e-Learning Collaborative Development Fund.



CONTENTS

A. Introduction to the e-learning guidelines for New Zealand	5
B. Who will use the e-learning guidelines?	7
C. How to use the e-learning guidelines	8
D. How the e-learning guidelines were developed	9
E. The e-learning guidelines	12
1.1. Teaching staff / Learning design	13
1.2. Teaching staff / Teaching relationships	15
1.3. Teaching staff / Other support	17
2.1. Managers / Learning design	19
2.2. Managers / Teaching relationships	20
2.3. Managers / Other support	21
3.1. Students / Learning design	23
3.2. Students / Teaching relationships	24
3.3. Students / Other support	26
F. References	28
G. Index	30



A. Introduction to the e-learning guidelines for New Zealand

This document provides an overview of the e-learning guidelines developed to assist the tertiary sector in its use of e-learning. The guidelines are intended for teachers, managers and support staff.

The e-learning guidelines provide information on good practice. They will help with the design of e-learning material. They also provide a basis for evaluating the quality of e-learning teaching and resources. The guidelines will support staff in unfamiliar territory, with suggestions and ideas rather than rules that specify compliance.

The full guidelines can be found at <http://elg.massey.ac.nz>
The website also contains useful supporting information.

How the guidelines are organised:

The guidelines are presented as a cube, with the three dimensions representing three key categories – the intended audience, the teaching activity, and e-learning principles¹. Each of the key categories has a number of sub-categories:

Audience

- Teaching staff – guidelines to support teaching staff
- Managers – guidelines for tertiary managers
- Students – guidelines which focus on the needs of students

Teaching activity

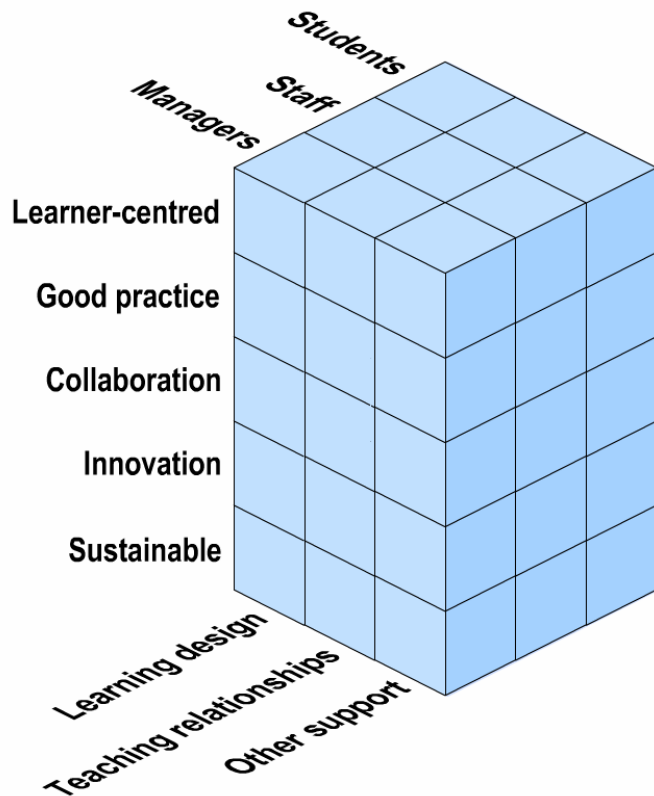
- Learning design – setting learning outcomes, planning teaching strategies, choosing resources and planning teaching evaluations
- Teaching relationships – ensuring effective course delivery and management
- Other support – areas such as staff development and institutional strategy

¹ Ministry of Education, N. Z. (2004). *Interim Tertiary e-Learning Framework*. Retrieved 20 October, 2004, from <http://www.steo.govt.nz/download/Interim%20Tertiary%20e-Learning%20Framework%20-%20web.pdf>

e-Learning principles

- Learner-centred – guidelines on the diversity of students and their needs
- Best practice – encouraging the use and sharing of good practice
- Collaboration – advice on sharing of information and the use of collaborative approaches such as sharing courses and resources
- Innovation – exploring new ways of delivering e-learning
- Sustainability – ensuring that e-learning is affordable and sustainable

By browsing the cube, users can rapidly find the guidelines they need in any of the three main categories and their sub-categories.



Development and improvement of the guidelines

The guidelines are intended to develop as understanding of e-learning develops. They can be edited on-line by any user. An on-going process of monitoring and review will ensure that the guidelines will continue to present current best practice.



B. Who will use the e-learning guidelines?

Tertiary teachers, managers and support staff (e.g. learning support, library and IT staff) are the target audience. Although the development of the guidelines has been centred on learners they are not intended for their use.

The New Zealand Ministry of Education classified tertiary courses according to the courses' dependence on technology (Ministry of Education, 2004², p81). These classifications are:

- *No access* – no part of the paper or course is accessible online.
- *Web-supported* – a paper or course provides students with access to limited online materials and resources. Access is optional as online participation is likely to be a minor component of study.
- *Web-enhanced* – a paper or course expects students to use online materials and resources. Access to these is expected, as online participation is likely to make a major contribution to study.
- *Web-based* – a paper or course requires students to use the accompanying online materials and resources. Access is required, as online participation is required.

The e-learning guidelines for NZ can be applied to any of the Ministry of Education classifications. In addition, there are guidelines based at the organisational level.

² Ministry of Education, N. Z. (2004, 31 May 2004 DRAFT). *Single data return. A Manual for Tertiary Education Providers and Student Management System Developers. Specifications of the Ministry of Education Data Requirements for the Single Data Return for 2005 Academic Year*. Retrieved 14 December, 2004, from <http://cms.steo.govt.nz/NR/rdonlyres/6D3255BE-9ACB-4566-8D43-9CB0D5B045F6/0/SDRManual2004v70DRAFTpdf.zip>



C. How to use the e-learning guidelines

The guidelines are like a road map that supports staff in unfamiliar territory: something that guides rather than directs. They are suggestions for good practice rather than rules that specify compliance.

The guidelines are structured in a 'question' and 'answer' format: each guideline is phrased as a question and the exemplars on the website are the suggested answers. This is intended to facilitate thought - an answer 'yes' or 'no' will not generally answer the question sufficiently. Each suggested 'answer' includes information on effective practice from current literature and New Zealand practice. Again, the example will not be a definitive answer but will be an overview of current thinking on the question. The website is available at:

<http://elg.massey.ac.nz>

To continue to build consensus the e-learning guidelines are developed in a wiki. A wiki is a web page where all the text can be edited by any user and it is simple and quick to add, delete or update wiki text. Using a wiki to host the guidelines will enable the tertiary community to debate the issues and to add their expertise to the guidelines and exemplars. For more about wikis and how to contribute to the e-learning guidelines go to the website at the bottom of this page.

The guidelines provide an overarching framework that individual institutions can localise for their own situation and priorities. One way to do this is to select guidelines that are relevant and a priority to the institution and then work towards implementing them. Institutions can use the guidelines as part of a benchmarking approach if they choose to use them in that way.

The Ministry of Education's e-Learning Advisory Group³ stated, "the implications of the Treaty of Waitangi, including self-determination, partnership and equitable participation and access, should underpin

³ e-Learning Advisory Group. (2002). *Highways and Pathways: Exploring New Zealand's E-Learning Opportunities*. Retrieved 27 October, 2004, from <http://www.steo.govt.nz/download/e-learning.pdf>

the evolution of e-learning in New Zealand". More specifically, the group identified that e-learning development "must take account of trends such as the demand for cultural authenticity and identity by Māori learners and the emergence of dynamic Māori language and Kaupapa Māori learning environments". There are potential implications of the interpretation and application of these guidelines, especially in key areas as student focus, learning design, student-teacher interaction, staff development and student support. It is beyond the scope of these guidelines to direct tertiary providers on their approach to maximising e-learning opportunities and outcomes for Māori. However it is critical that tertiary providers, in partnership with Māori, take steps to face this challenge. The eCDF project 'Critical success factors for effective use of e-Learning with Maori learners' will provide direction for institutions. More information on the project outcomes is available⁴.



D. How the e-learning guidelines were developed

The development of the guidelines was in two stages.

The first stage was to analyse current literature on guidelines and standards for quality learning (see references). This resulted in an analysis of twenty-one sets of guidelines that formed the basis for the first draft of the NZ e-learning guidelines. The twenty-one sets were selected because they related specifically to good e-learning practice. For national context, the New Zealand Institutes of Technology and Polytechnics Quality standards were also reviewed.

The sets of guidelines analysed covered the range of learning practice, from enrolment to examinations, and course evaluations. Other standards and guidelines could have been included in this study, however the twenty-one sets of guidelines gave a comprehensive cover of e-learning practice.

Guidelines that occurred repeatedly within the sets of guidelines were included into the New Zealand e-learning guidelines. By including the most prevalent aspects within each category, it was

⁴ www.e-learnz.co.nz/news/project1.htm

assumed that this would identify guidelines that were fundamental to e-learning.

The sets of guidelines were also reviewed with respect to the six principles from the Ministry of Education 2004 report on the 'Interim tertiary e-learning framework'⁵ and the e-Learning Advisory Group document 'Highways and pathways'. These principles are outlined below.

Take a **learner-centred** approach. The students' experience should be a central consideration when designing and delivering learning. Students are diverse and may have different starting points in a learning situation and therefore need a range of support to achieve the intended learning outcome.

Follow and share **good practice**. Well established pedagogy and student support principles can be applied to e-learning. There are issues that are specific to e-learning, however, such as facilitating asynchronous communication. Strong evidence from the research community should inform good practice.

Use opportunities for **collaboration**. Sharing information and effective practice can be an efficient form of collaboration for teaching staff. More highly collaborative approaches could result in new ways of doing things, such as sharing technical support or sharing courses with other providers. This could provide mutual benefits of increased quality and a reduction in costs.

Be **innovative**. Creative ways of using e-learning should be explored. Basing innovations on research will reduce the risk factors from a given innovation. Course and teaching evaluations will identify the successful parts of the innovation and ways to build on that success.

Develop models for financial **affordability/sustainability**. Investments in e-learning need to consider institutional infrastructure, staff development and student support. Systems are required to ensure quality e-learning is financially sustainable.

⁵ Ministry of Education, N. Z. (2004). *Interim Tertiary e-Learning Framework*. Retrieved 20 October, 2004, from <http://www.steo.govt.nz/download/Interim%20Tertiary%20e-Learning%20Framework%20-%20web.pdf>

Focus on New Zealand's **unique identity**. e-Learning must be relevant to the New Zealand context. The e-Learning Advisory Group (2002) outlined New Zealand's unique qualities. These included: a focus on learner-centred teaching, a long history of a mix of campus-based and distance education, striving to be a bicultural nation, and being a geographically remote country which has a highly respected education system and is open to new ideas and experiences.

Each of the twenty-one sets of standards and guidelines had its own specific context and therefore needed to be adapted to a New Zealand context, and using the Ministry and e-Learning Advisory Group principles outlined above enabled this to some extent.

The second stage of the development of the guidelines was to gain input from the New Zealand tertiary sector. Invaluable input into the development of the NZ guidelines was obtained from the tertiary community through the e-learning standards and guidelines Project Consortium, from the input of e-learning specialists and those interested in e-learning who took part in a national survey⁶ of support and guidance for e-learning in New Zealand, and from others who have commented on drafts of the guidelines.

Mayes⁷ argued that constructivism, collaborative learning, authentic tasks, reflection and dialogue were the emerging pedagogical consensus. These approaches have been an underlying assumption of these guidelines.

Ultimately, the real guide to successful e-learning is whether the students have achieved the intended learning outcome. This requires good processes and good inputs into those processes. Therefore, these guidelines are a blend of approaches. Guidelines refer to the outcomes of the e-learning, the processes and the inputs that current literature suggests will make e-learning successful. However, emphasis is on process so the tertiary education institutions can monitor and improve e-learning practice.

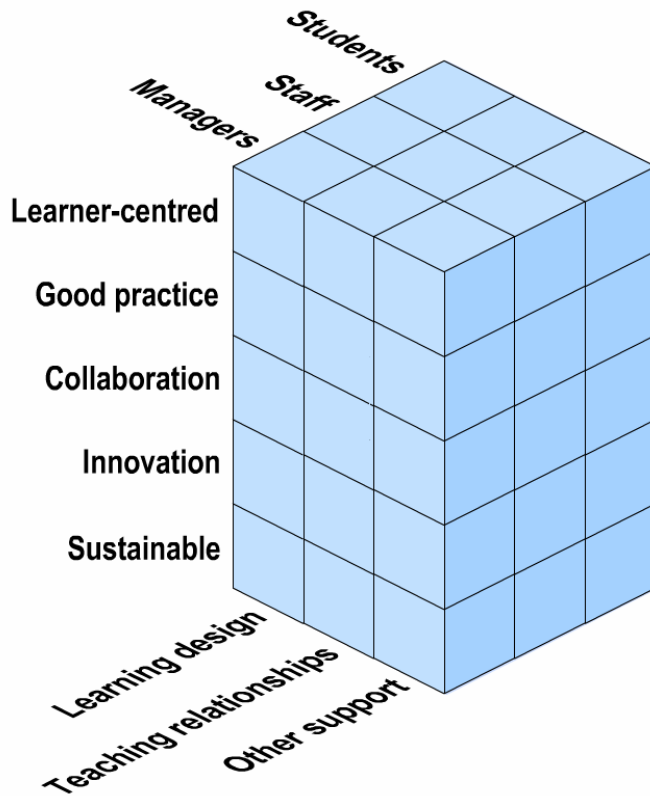
⁶ White, P.J. and J.D. Milne (2005) Survey of support and guidance for e-learning in New Zealand tertiary institutions. Report submitted to the Tertiary Education Commission.

⁷ Mayes, T. (2001). Learning technology and learning relationships. In J. Stephenson (Ed.), *Teaching & learning online: new pedagogies for new technologies* (pp. 16-26). London: Kogan Page.



E. The e-learning guidelines

The e-learning guidelines for the New Zealand tertiary sector are in the categories of audience, teaching activity and e-learning principles, with sub-categories as described in Section A and shown on the e-guidelines cube.





1.1. Teaching staff / Learning design

/ Learner-centred

- TD1 Is the use of e-learning the best way to achieve the intended learning outcomes?
- TD2 Do students get clearly defined learning objectives that assist them in focussing on their learning activities?
- TD3 Does the e-learning encourage a realistic progression towards self direction? Does it recognise varied starting points in levels of confidence and motivation?
- TD4 What makes for an effective online discussion?
- TD5 Has a representative sample of students tested the e-learning materials and any necessary modifications been made?

/ Good practice

- TD6 Does the teacher monitor the assessment to ensure effectiveness?
- TD7 Can students practice using the assessment tools used in the summative assessment?
- TD8 Should students access and use a digital archive and e-Portfolio service/system?

/ Collaboration

- TD9 What strategies in online discussions will build rapport with students?
- TD10 Should students present work using online discussion tools?
- TD11 Should staff use a team approach to develop and teach the course?

/ Innovation

TD12 Is the design of learning informed by research on effective e-learning?

TD13 Do students get opportunities to practise meaningful and relevant online research, if appropriate for the course?

/ Sustainability

TD14 Are e-learning materials within the boundaries of copyright and licence agreements?



1.2. Teaching staff / Teaching relationships

/ Learner-centred

- TT1 Does the scheduling and timetabling provide e-learning that has flexibility and can be responsive to students?
- TT2 Does course assessment relate to intended learning outcomes and to student learning needs and situations?
- TT3 Is there evidence of timely, accurate and well targeted feedback to students?

/ Good practice

- TT4 Do students get prompt supportive comments on their progress in relation to learning expectations and goals?
- TT5 Do students get clearly defined and documented assessment criteria at the start of each course?
- TT6 Are online activities available that will enable students to assess their learning?
- TT7 Are there systems in place for the formal examination of students?
- TT8 Are sample test questions (eg from past exams) or examples of past student work provided?
- TT9 Do students who submit unsatisfactory work get adequate support and encouragement?
- TT10 Are there effective policies for resolving student complaints?

/ Collaboration

- TT11 Are online assessment tools for the course identified and evaluated?
- TT12 Is the library consulted when upgrading to ensure that links to electronic information are up-to-date?

- TT13 Does the teacher evaluate the e-learning during the course to identify its effectiveness and how to improve it?
- TT14 Do students have opportunities to compare their understandings against their peers in online discussions?

/ Innovation

No guidelines for this section

/ Sustainability

- TT15 Are you able to measure and monitor student activity in a learning management system?
- TT16 Does the course administration system enable online teaching staff to effectively manage student learning activities and responses to student communications?



1.3. Teaching staff / Other support

/ Learner-centred

- TO1 Are staff development programmes for e-learning developed in consultation with teaching staff, in order to identify and meet staff needs?
- TO2 Are staff provided with opportunities to learn online so they experience e-learning from a students perspective?

/ Good practice

- TO3 Are there effective policies and procedures to enable students to appeal assessment outcomes?
- TO4 Are retention rates reviewed and evaluation done on why students did not complete the course?
- TO5 Are systems in place to ensure that student work is not lost if the network connection or computer fails part way through a submission?
- TO6 Are tools used to detect plagiarism?
- TO7 What ICT support is in place specifically for e-learning and is this support regularly reviewed?
- TO8 Is subject and instructional design expertise available to staff to develop and support quality e-learning courses?

/ Collaboration

- TO9 Are staff encouraged to participate in networks and learning communities involved in reviewing, developing or sharing good practice in the use of e-learning?
- TO10 Is good e-learning practice available to staff in a way they can adopt and adapt in their own work?
- TO11 Are methods in place to measure staff and student perceptions of the online discussions?

/ Innovation

No guidelines for this section

/ Sustainability

No guidelines for this section



2.1. Managers / Learning design

/ Learner-centred

No guidelines for this section

/ Good practice

- MD1 What systems are in place for monitoring the quality of study material, including its periodic review and or redevelopment?
- MD2 What guidance is available to staff for the design of student assessment?
- MD3 When employing information technologies, are experts on learning consulted on the possible and desirable changes to teaching strategies that may result?

/ Collaboration

- MD4 Do stakeholders such as employers, students, teaching staff, library and other support staff have opportunities to give feedback on the e-learning and to be involved in the development and review of the learning outcomes?

/ Innovation

- MD5 How does the institution ensure that student learning outcomes are equivalent for versions of a course delivered by different modes or from separate sites?
- MD6 Does the institution value the work of e-learning innovators by supporting, celebrating and disseminating their work?

/ Sustainability

- MD7 Is there an adequate budget to achieve the plans for e-learning?

2.2. Managers / Teaching relationships

/ Learner-centred

No guidelines for this section

/ Good practice

MT1 Does the e-learning meet the specified expectations of the awarding institution, in respect of the quality of teaching and learning-support material?

MT2 Are assessment and examination systems in place to ensure student identity, the protection of personal information, time limits, and security?

/ Collaboration

No guidelines for this section

/ Innovation

MT3 Does the institution review the effectiveness of its e-learning to assure alignment with institutional priorities and educational objectives?

/Sustainability

MT4 Is there an implementation plan with a funded strategy and targeted milestones?

2.3. Managers / Other support

/ Learner-centred

- MO1 Can staff and students easily use the learning technologies and online resources?
- MO2 Are the materials and activities accessible to all enrolled students including those with disabilities?
- MO3 Are learning technologies designed and implemented that meet student needs and teaching practice?
- MO4 Is there an evaluation process to ensure further upgrades take into account user feedback for improvement?

/ Good practice

- MO5 Is an evaluation mechanism in place to allow staff to give feedback on support services?
- MO6 Does the institution provide a reliable, secure and up-to-date information technology infrastructure that meets the requirements of the course?
- MO7 Is a mechanism/policy in place for future software/hardware upgrades and improvements?
- MO8 Is the e-learning reliable in operation across all platforms and browsers?
- MO9 Does the institution have a code of practice for computer use?
- MO10 Are technical standards such as those that ensure systems interoperability used?

/ Collaboration

- MO11 Has the institution collaboratively developed a vision for e-learning that is aligned with its overall vision for teaching and learning?

MO12 Are there clear lines of responsibility for e-learning technical and pedagogical issues and problems?

/ Innovation

MO13 Does the institution evaluate the support for students in an e-learning environment?

MO14 Does the institution monitor staff development outcomes to ensure effectiveness?

MO15 How does leadership behaviour demonstrate a commitment to an institution-wide approach of improving teaching and learning through the use of e-learning?

MO16 Does the institution support creativity and innovation in e-learning?

MO17 How does the institution monitor the impact and effectiveness of e-learning?

MO18 How does the institution encourage staff to make effective and innovative use of e-learning and recognise teaching excellence in an e-environment?

MO19 Does the institution have policies and agreements on ownership of intellectual property relating to e-learning?

/Sustainability

MO20 What systems are in place for ensuring that teaching and support staff have the knowledge, experience and ability to match the objectives of the institution?

MO21 Are policies in place to ensure legal requirements of copyright and intellectual property are met?



3.1. Students / Learning design

/ Learner-centred

- SD1 Are students able to agree some or all of their learning goals in negotiation with teaching staff?
- SD2 Do students have any choice in terms of what they learn, the particular resources they will study and / or the learning activities they will engage in?

/ Good practice

- SD3 Do students gain knowledge relevant to employment and/or current thinking in their field?
- SD4 Do students acquire transferable skills such as communication, information and technology skills?
- SD5 Do students acquire the learning skills for successfully completing the course?

/ Collaboration

- SD6 Do online discussions enable student – student collaboration?

/ Innovation

- SD7 Is there a defined process to follow that identifies the feasibility of and appropriate delivery modes for the course?

/ Sustainability

- SD8 Is there a mechanism in place to assess how students perceive the value of the course?



3.2. Students / Teaching relationships

/ Learner-centred

- ST1 Do you have a way to identify student needs and respond to them?
- ST2 Do the students know at the start of the course what is expected of them?
- ST3 Does course information clearly specify the subject matter to be covered, intellectual skills to be developed and learning methods used?

/ Good practice

- ST4 Does the course require students to engage themselves in analysis, synthesis, and evaluation as part of their course and program requirements?
- ST5 Have activities been identified that allow individuals and groups to learn through experience, including opportunities to demonstrate, reinforce knowledge, develop understanding and practice skills?
- ST6 Are problem solving skills addressed through project and inquiry-based teaching & learning?
- ST7 Will the e-learning foster students' curiosity and creativity?
- ST8 Rather than just recalling facts, does the course help the student digest, reflect on and review new learning?
- ST9 Do the technologies employed help students successfully meet the learning outcomes?

/ Collaboration

- ST10 Does the teacher provide advice to students on netiquette, which is how to communicate effectively and ethically for online discussions and email?

/ Innovation

No guidelines for this section

/ Sustainability

No guidelines for this section



3.3. Students / Other support

/ Learner-centred

- S01 Is the pre-enrolment information adequate?
- S02 Are the categories of e-learning made clear to prospective students?
- S03 Are prospective students made aware of the teaching style and course delivery approaches inherent to e-learning?
- S04 Do students have the opportunity to assess their own learning style?
- S05 Do staff introduce information and technical skills to students?
- S06 Can prospective students enrol online, by phone, fax or mail?
- S07 Is it clear at the start of the course what support teaching staff will provide students?
- S08 Do students get guidance on study skills for the e-learning environment?
- S09 Are there proactive and well-publicised strategies in place for student support? Including, for example, awareness of library access, learning skills, pastoral, career planning and employment counselling staff.

/ Good practice

- S010 Do students get an explanation of any differences to the e-learning course compared to a more familiar approach?
- S011 Do students get training in the use of online information and searching?
- S012 Do students have access to content support in a timely manner?

SO13 Do students get appropriate ICT support in a timely manner?

/ Collaboration

SO14 For students taking a web-based e-learning course where face-to-face contact is minimal, how does the institution involve them in the academic community?

/ Innovation

No guidelines for this section

/ Sustainability

SO15 Are standard technologies used as much as possible, preferably those that do not require the student to install third party applications?



F. References

The guidelines and standards that were the source of the NZ guidelines.

- ASTE. (2004). *Proposed standards for E-Education from the participants of the Professional Online Conference*. Retrieved 30 August, 2004, from www.aste.ac.nz/all/framespages/e-learning/2.htm
- Barker, K. (2002). *Canadian recommended e-learning guidelines (CanRegs)*. Retrieved 7 October, 2004, from www.licef.teluq.quebec.ca/fr/pdf/CanREGs%20Eng.pdf
- Butterfield, S., Chambers, M., Moseley, B., Prebble, T., Uys, P., & Woodhouse, D. (1999). *External quality assurance for the virtual institution: New Zealand Universities Academic Audit Unit*.
- FENTO. (2002). *ILT Standards for the application of ICT to teaching & supporting learning and management in further education*. Retrieved 4 February, 2005, from www.fento.org/staff_dev/fentoilt.pdf
- Flexible Learning Advisory Group. (2002). *Quality auditing of online learning. A guide for AQTF auditors*. Retrieved 2 November, 2004, from www.flexiblelearning.net.au/qualityaudit/qa_guidelines_31october.doc
- Iannacone, P., Silverman, G., Silverman, S., Catalano, V., Hazen, R., Jemiola, L., et al. (2002). *Standards for Online Learning*. Retrieved 9 December, 2004, from www.nassauboces.org/cit/vls/TheFourLevelsofOnlineCoursesFinal.pdf
- IHEP. (2000). *Quality on the line: Benchmarks for success in Internet-based education*. Retrieved 8 November, 2004, from www.ihep.com/Pubs/PDF/Quality.pdf
- Inglis, A., Ling, P., & Joosten, V. (2002). Improving the quality of online learning programmes. In *Delivering digitally: managing the transition to the knowledge media* (2nd ed.). London: Kogan Page.
- ITPNZ. (2004). *ITP New Zealand – Academic Quality Standards (2004 Revision)*. Retrieved 27 October, 2004, from www.itpnz.ac.nz/standards/Academic%20Qual%20Standards%202004.pdf
- JISC. (2004). *Effective Practice with e-Learning. A good practice guide in designing for learning*. Retrieved 5 November, 2004, from www.jisc.ac.uk/uploaded_documents/jisc%20effective%20practice3.pdf

- LIFIA, & EIFEL. (2004). *Open eQuality Learning Standards*. Retrieved 18 October, 2004, from www.lifia.ca/en/learn_equal_proj_oeqls.htm
- Michigan Virtual University. (2002). *Standards for quality online courses*. Retrieved 2 February, 2005, from standards.mivu.org/standards/
- NLN. (2004). *Paving the way to excellence in e-learning*. Retrieved January 28, 2005, from www.nln.ac.uk/materials/tutors/paving_the_way.asp
- ODLQC. (2000). *ODL QC Standards*. Retrieved 2 February, 2005, from www.odlqc.org.uk/odlqc/standard.htm
- Oliver, R., Herrington, T., Herrington, J., Stoney, S., & Willis, J. (2001). *An ECU framework for assessing quality of on-line learning materials*. Retrieved 23 February, 2005, from www.ecu.edu.au/LDS/rd/units/quality_guidelines.html
- QAA. (2004). *Code of practice for the assurance of academic quality and standards in higher education. Section 2: Collaborative provision and flexible and distributed learning (including e-learning)*. Retrieved 1 February, 2005, from www.qaa.ac.uk/academicinfrastructure/codeOfPractice/section2/default.asp
- Quality Matters. (2004). *Quality Matters: Peer Course Review of Online Courses: Matrix of Review Standards*. Retrieved 14 December, 2004, from www.qualitymatters.org/documents/Matrix_of_Review_Standards.pdf
- SEEL. (2004). *Draft - Quality guidelines for learning strategy and innovation*. Retrieved 5 November 2004, from www.eifel.org/observatory/lt/strategy/attach/StrategyGuidelines.pdf
- SEEQUEL. (2004). *SEEQUEL Core Quality Framework*. Retrieved 31 January, 2005, from www.educationobservatories.net/seequel/SEEQUEL_core_quality_Framework.pdf
- University of Tasmania. (2003). *Base Quality Assurance Standards for Online Components*. Retrieved 23 February, 2005, from www.utas.edu.au/tlo/standards/base_standards.htm
- Western Cooperative for Educational Telecommunications (WCET). (2001). *Best Practices for Electronically Offered Degree and Certificate Programs*. Retrieved 21 October, 2004, from www.wcet.info/resources/accreditation/Accrediting%20-%20Best%20Practices.pdf



G. Index

The index has the name with the guideline code then page number.

Assessment - formative		Expectations of learners and staff	
TT2	15	SO11	26
TT5	15	ST2	24
TT6	15	ST3	24
Assessment - planning		Feedback to learners	
MD2	19	TT3	15
TT2	15	TT4	15
TT5	15		
TT11	15	Individualised courses	
Assessment - summative		SD2	23
TD7	13	TD3	13
TO5	17	Innovation	
TT7	15	MD6	19
TT8	15	MO16	22
		SD7	23
Code of practice - computer use		Institutional objectives	
MO9	21	MO11	21
Copyright and intellectual property		MO20	22
MO19	22	Institutional organisation	
MO21	22	MO12	22
TD14	14	MO17	22
Course administration		MO18	22
TT1	15	MO20	22
TT15	16	MT3	20
TT16	16	Institutional resourcing	
Course information		MD6	19
ST3	24	MD7	19
		MT4	20
Digital archives and e-Portfolios		IT infrastructure	
TD8	13	MO6	21
Effective technology use		MO7	21
ST9	24	MO8	21
Enrolment		Leadership	
SO6	26	MO15	22
SO10	26	Learner needs and goals	
Evaluation		SD1	23
MO4	21	SD2	23
MO5	21	ST1	24
MO17	22	TD3	13
SD8	23		
TT1	16		
TD5	13		
ST4	24		

Learning activities		Quality control	
SD2	23	MT1	20
ST4	24		
ST5	24	Security	
ST6	24	MT2	20
ST7	24		
ST8	24	Staff development	
		MD2	19
Learning design quality processes		MO14	22
MD1	19	MO18	22
MD3	19	TO1	17
MD4	19	TO2	17
MD5	19	TO8	17
TD5	13	TO9	17
TD12	14	TO10	17
Learning management system		Staff support services	
TT15	16	TO7	17
		TO8	17
Learning objectives			
TD2	13	Strategy - e-Learning	
		MO11	21
Learning style		MT3	20
SO4	26		
SO10	26	Student complaints and appeals	
		TO3	17
Legal aspects		TT10	15
TD14	14		
M018	22	Student retention rates	
M021	22	TO4	17
Netiquette		Student support services	
ST10	24	MO13	22
		SO7	26
Online discussions		SO9	26
SD6	23	SO12	26
ST10	24	SO13	27
TD4	13	SO14	27
TD9	13	TT9	15
TD10	13		
TO11	17	Study skills	
TT14	17	SO5	26
		SO8	26
Online research			
SO11	26	Team development	
TD13	14	MD4	19
		TD11	13
Pedagogy		TO9	17
MD3	19	TT12	15
Plagiarism		Technical standards	
TO6	17	MO10	21
		SO15	27
Pre-enrolment information			
SO1	26		
SO2	26		
SO3	26		
SO6	26		

Training - students	
SO5	26
SO11	26
SO13	27

Unsatisfactory student work	
TT9	15

Usability and accessibility	
MO1	21
MO2	21
MO3	21
TT1	15
TT12	15
SO12	26

Value of the learning outcomes	
SD3	23
SD4	23
SD5	23
ST9	24