

ASCILITE QUALITY ONLINE LEARNING ACCREDITATION FRAMEWORK				
DOMAIN	ONLINE ENVIRONMENT	LEARNING TASKS	LEARNER SUPPORT	LEARNING RESOURCES
DEFINITION	This domain refers to the online environment within which learning transpires. The important elements in this domain are the user interface, the navigation strategies, the layout, functionality, accessibility and user experience.	Learning tasks refers to the online activities that are designed to engage students and assist them to develop new capabilities. The important elements in this domain are the scope and quality of the learning and assessment tasks and the authenticity and student-centered nature of the learning .	Learner support refers to how the online environment has been designed to support the online learner. The important elements in this domain are the quality of the instructions and directions, the teacher and student interactions and the assistance provided to learners beyond the delivery of the formal curriculum.	Learning resources are the tools and content that students have access to which promote their learning and engagement. The important elements in this domain are the quality and purpose of the provided learning resources
STANDARD	<i>1. The design of the online learning environment supports a positive user experience.</i>	<i>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.</i>	<i>5. Administrative, technical and learning support details and information are provided.</i>	<i>7. Learning resources are relevant, inclusive, available, quality assured and functional.</i>
PERFORMANCE CRITERIA	1.1. The design of the online learning environment is logically sequenced and organised.	3.1. There are opportunities for students to actively engage in a variety of learning tasks.	5.1. Links to relevant institutional services, information and policies are provided	7.1. Learning resources are accessible
	1.2. The online learning environment is inclusive.	3.2 Learning and assessment tasks clearly reflect work integrated learning and/or disciplinary contexts	5.2. There are clear instructions for how technical and learning support resources can be accessed.	7.2. Learning resources are appropriately attributed and copyright compliant
	1.3. Students have opportunities and are explicitly invited to provide feedback on their learning experience	3.3 Learning tasks are supported by relevant digital technology to promote the achievement of learning outcomes	5.3. Instructions/guides for using the technology are available, consistent and clear	7.3. Learning resources are provided in a range of formats
	1.4. There is a single location for important news and announcements	3.4 Learning and assessment task instructions are clearly stated	5.4. Support and information to answer student questions is available	7.4. Learning resources are contemporary and appropriate
	1.5. Online learning elements and resources can be effectively accessed through a search function	3.5 Clear expectations and outcomes for the learning and assessment tasks are provided	5.5. Student analytics dashboards are available to learners and enable learners to track their progress	7.5. Learning resources have a global outlook and reflect multi-cultural diversity
		3.6 Learning and assessment tasks are flexible to cater for the diversity of the student cohort	5.6. The aims, learning outcomes, assessment task details, schedule of learning and participation expectations are provided	
		3.7 Learning and assessment tasks incorporate opportunities for collaborative student engagement	5.7. Details about assessment tasks, their requirements, assessment criteria (e.g. rubrics) and how and when feedback will be provided are clearly explained.	
STANDARD	<i>2. The online environment is appropriately designed to support and facilitate learning</i>	<i>4. Learning and assessment tasks leverage the affordances of digital technologies to engage students and consolidate learning.</i>	<i>6. Student and teacher interactions are designed to support and progress learning</i>	<i>8. Learning resources assist students to engage with the content in meaningful ways.</i>
PERFORMANCE CRITERIA	2.1. The online learning design is responsive across devices and platforms	4.1 Learning outcomes are assessed through a range of learning and assessment tasks	6.1. Opportunities for student-to-student interaction are evident.	8.1 Learning resources are provided to engage and support student learning
	2.2. Online learning elements meet appropriate accessibility standards	4.2. The introduction of new technologies are scaffolded and developmentally sequenced	6.2. There is an explicit orientation and socialisation activities to foster the learning community.	8.2 There are opportunities for students to share learning resources
	2.3. The design, layout and navigation of the online learning environment is consistent and intuitive	4.3 Opportunities to develop and demonstrate digital literacies are provided and integrated into assessment tasks and associated marking criteria	6.3. There is an explicit introduction to the course, academic teaching team and key staff.	8.3. A range of learning resources are made available to meet student equity and diversity needs
		4.4 Learning tasks are designed to encourage self-assessment and provide formative feedback	6.4. Positive standards for online interaction are clear and prominent	
			6.5 There is structure and support provided to assist students to interact and engage with each other	