



QUALITY ASSURANCE BODY

perspective workbook

The quality assurance body perspective asks you to examine your practice from the point of view of accrediting bodies. It includes underlying principles, policies and processes in relation to the vision.

The eLearning guidelines have been developed to assist the tertiary sector in its engagement with eLearning. The eLearning guidelines are intended for teachers, managers, organisational leaders and quality assurance bodies and offer thoughtful prompts for good practice to consider when engaging with technology-supported teaching and learning.

The quality assurance body perspective offers reflective prompts from the point of view of accrediting bodies, where you examine your practice and provision through an external lens. They are designed to be considered contextually within a tertiary organisation. The eLearning guidelines – Quality Assurance Body Perspective Workbook is designed to support practical engagement with the eLearning guidelines, for note taking, review discussions and organisational planning. This document is one component and may be used in partnership with the eLearning guidelines for alternative perspectives and eLearning guidelines resources.



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DESIGNING: The planning, design and preparation of eLearning and assessment materials for delivery to a set of learners. It considers collaborative design, teaching, learner skills, needs and support.

QD 1: Has the organisation appointed leadership of the developments of quality eLearning?

Notes:

QD 2: Has the organisation collaboratively developed a vision for eLearning that is aligned with its overall vision for teaching and learning?

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QD 3: Do stakeholders such as employers, learners, teaching staff, library and other support staff have opportunities to offer suggestions on the eLearning course developments?

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QD 4: Is there consideration for and a clear link between graduate capabilities and content knowledge in the design of eLearning courses?

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DESIGNING continued

QD 5: Is there evidence that pedagogy leads the design, development and operations of eLearning and eTeaching?	
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QD 6: Are eLearning tools aligned with deliberate pedagogical choices, and is this articulated and documented?	
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QD 7: Is there a clear engagement with the eLearning guidelines (eLg) to support quality practices?	
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QD 8: Are organisation-wide policies and processes in place to ensure sustainable, quality interactions with learners?	
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DESIGNING continued

QD 9: Does the learning design support digital information literacy development?	
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QD 10: Are there policies and processes in place to ensure proactive support for eLearners?	
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QD 11: Has stakeholder input been considered in the development of quality policies, processes and outcomes for eLearning?	
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IMPLEMENTING: To support the effective delivery of eTeaching and eLearning. It considers teaching, collaboration, professional development and technical aspects.

<p>QI 1: Are there established policies, processes (Quality Management Systems [QMS]) and plans supporting the eLearning strategy across the organisation?</p>	
<p>Notes:</p>	
<p>QI 2: Is information about eLearning freely shared across organisational departments, support networks and staff?</p>	
<p>Notes:</p>	
<p>QI 3: Is eLearning widely supported throughout the organisation?</p>	
<p>Notes:</p>	
<p>QI 4: Are there monitoring and evaluation methods in place to ensure eLearning has met its objectives and requirements?</p>	
<p>Notes:</p>	

IMPLEMENTING continued

QI 5: Is there a professional development programme for all staff in the organisation which builds capacity for eLearning?

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QI 6: Does the organisation provide a reliable, secure and up-to-date information technology infrastructure that meets the requirements of eTeaching and eLearning?

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QI 7: Are there memoranda of understanding (MOU) or contracts in place with any partners in eLearning developments?

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ENHANCING: The forward planning for ongoing improvement and sustainability of eLearning. It considers ongoing professional development, the gathering and use of evidence for continued improvement and effectiveness.

QE 1: Are there core principles and an overarching framework for eLearning initiatives?

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QE 2: Are there processes in place to evaluate eLearning during and after a course to identify its effectiveness?

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QE 3: Does quality improvement for eLearning focus on teaching, learning, learner experiences and outcomes?

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QE 4: Is there a formal process for measuring and improving quality of eTeaching and eLearning including multiple perspectives and internal and external benchmarking?

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ENHANCING continued

QE 5: Are eLearning initiatives evaluated from multiple perspectives before, during and after implementation?	
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QE 6: Is there evidence of review and quality improvement in eLearning over periods of time?	
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QE 7: Are the learning technologies meeting learner, teaching and organisation needs?	
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QE 8: Are there strategies employed to ensure the sustainability of innovation?	
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ENHANCING continued

QE 9: Is innovative eTeaching championed by the organisational leadership?	
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QE 10: Do organisational structures facilitate innovative approaches?	
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QE 11: Does the organisation measure the effectiveness of staff professional development for eLearning?	
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QE 12: Does the organisation measure quality and quantity of use of the eTeaching and eLearning platform?	
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