

VE Quality confirmation framework

This document provides a summary of base to best practices for the different components of a VE course for remote delivery. From communication and engagement with students, to sharing readings and course resources, and running learning activities and assessment tasks, use this document as a starting guide for converting your course to the online environment.

Online dimension	Explanation	Base Threshold	Exceeds Threshold
1. Instruction	Clear instructions and guidance are provided to support students in navigating the course and requirements to complete learning activities and assessments successfully.	All content, activities and assessments have clear instructions which give students an understanding of what they are expected to do and how it will help their learning.	To Be Developed
2. Content (lectures or equivalent)	Lectures or equivalent content is available for each topic/module/week (recorded lecture, narrated pptx, topic notes). Recommended tools include Echo 360, Collaborate Ultra, Studio, Microsoft Teams and PowerPoint with audio over slides.	Lectures or equivalent are made available within Canvas through audio recordings, voice over slides or similar methods for content delivery. Lecture recording should be supported by clear topic notes within Canvas. If the VE course doesn't have lectures, content for sessions/ topics is clear, available to students and organised into topics.	Recorded video with required accompanying slide images, chunked into discreet topics for easier consumption. If the VE course doesn't have lectures, there is clear content for each topic - e.g. recorded videos, interviews, topic notes, populated Canvas pages and linkouts; all relating to a specific assessment and industry application.
3. Readings & Resources	Course readings and resources are available in Canvas. Relevant resources are available to students to support the completion of required learning activities and assessments.	Required readings and resources are available within Canvas as online resources or links. (ie PDFs, files and resources are directly linked from Canvas not external sources)	(As per Base Level +) The application of specific learning materials are related directly to assessment tasks and industry application and a Reading List (Leganto) and library tools for students is included in Canvas where relevant.
4. Learning Activities	Students have sufficient opportunities to apply knowledge and skills in preparation for assessment.	There are scheduled synchronous activities or available asynchronous activities that allow students the opportunity to practice skills and apply/test their knowledge. Activities also provide the opportunity for student-to-student interaction and feedback from the teacher.	(As per Base Level +) Activities are varied to provide students with a more diverse learning experience.

Online dimension	Explanation	Base Threshold	Exceeds Threshold
<p>5. Collaboration and engagement (students-to-teacher, students-to-students)</p>	<p>Students can communicate and engage with staff and other students through the use of discussion boards and other tools.</p>	<p>Discussion Boards are available for student posts, questions and interactions regarding assessments and general queries. Canvas announcements are used to communicate with students</p> <p>Recommended Discussion board structure: One board per topic/week and a "General Queries" board.</p>	<p>(As per Base Level +) Students have scheduled peer collaboration sessions using Collaborate Ultra or Microsoft Teams.</p>
<p>6. Teacher-to-student support</p>	<p>Students should understand who to contact with questions.</p> <p>Course to provide clear opportunities to communicate directly with lecturers and tutors.</p>	<p>Staff information is included on the 'Teaching Team' page in Canvas including:</p> <ul style="list-style-type: none"> • Position title and name. • Contact details (including at minimum an e-mail address, but could also include a phone number). • Clear instructions on how to communicate with staff members and availability details (i.e. working days and hours, type of queries handled, expected response time [usually 24 hours]). 	<p>(As per Base Level +) Scheduled online drop-in contact hours (through MS Teams or Collaborate Ultra or another tool)</p>
<p>7. Assessment</p>	<p>All assessments are conducted online, and instructions and requirements are clearly communicated.</p> <p>Online Assessment also aligns to Course Learning Outcomes.</p>	<p>Assessment instructions must clearly state how to submit the assessment or outline that the assessment is on hold during campus shutdown.</p>	<p>To Be Developed</p>