TELAS
Technology Enhanced Learning Accreditation Standards

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TECHNOLOGY ENHANCED LEARNING ACCREDITATION STANDARDS

DOMAIN	ONLINE LEARNING ENVIRONMENT	LEARNER SUPPORT	LEARNING & ASSSESSMENT TASKS	LEARNING RESOURCES
DEFINITION	The online learning environment refers to the form and function of the online environment where learning occurs. Important elements include: • user experience • user interface • navigation strategies • functionality • layout • accessibility.	Learner support refers to how the online environment supports the online learner. Important elements include: • quality learning and support information • information and support for learners beyond the formal curriculum • learner and teacher interactions.	Learning and assessment tasks refers to the online activities that authentically engage learners and enable them to develop new capabilities. Important elements include: • learning and assessment task design and feedback • communicating participation expectations • learner engagement.	Learning resources are the material and tools that learners have access to which enable their engagement and learning. Important elements include: • delivery • functionality • quality • compliance.
STANDARD	*1. The online learning environment design supports a positive learner experience.*	*3. The online learning environment includes administrative, technical and learning information and support.*	*5. Learning and assessment tasks engage learners through planned learning experiences and feedback.*	*7. Learning resources are available, functional, compliant with copyright and attribution requirements, and inclusive.*
PERFORMANCE CRITERIA	1.1. The online learning environment is inclusive.	3.1. Links to relevant services, information and policies are provided.	5.1. The aims, learning outcomes, schedule of learning and assessment tasks, and participation expectations are provided.	7.1. Learning resources are available and functional.
	1.2. The online learning environment functions across devices and platforms.	3.2. Clear instructions for accessing technical support resources are provided.	5.2. Details of assessment tasks, their requirements, assessment criteria and feedback are provided.	7.2. Learning resources are copyright compliant and appropriately attributed.
	1.3. The online learning environment meets appropriate accessibility standards.	3.3. Clear and consistent instructions/ guides for using the technology are provided.	5.3. Expectations for engagement with the learning and assessment tasks are provided.	7.3. Learning resources reflect diversity.
	1.4. Learners have opportunities to provide feedback.	3.4. Information and support to answer learner questions is provided.	5.4. Opportunities for learners to actively engage in a variety of learning and assessment tasks are provided.	
		3.5. Learning analytics are available to learners.	5.5. Opportunities for learners to receive both formative and summative feedback are provided.	
STANDARD	*2. The online learning environment design supports learning.*	*4. The online environment includes learner and teacher interactions that are designed to support and progress learning.*	*6. Learning and assessment tasks leverage the affordances of digital technologies and support the development of digital literacies.*	*8. Learning resources are relevant and support learner engagement.*
PERFORMANCE CRITERIA	2.1. The navigation and layout of the online learning environment is functional, consistent and intuitive.	4.1. Opportunities for learner-to-learner interactions are provided.	6.1. Learning and assessment tasks are supported by relevant digital technology.	8.1. Learning resources are relevant.
	2.2. The online learning environment is logically sequenced and organised.	4.2. Opportunities for learner-to-teacher interactions are provided.	6.2 Opportunities to develop and demonstrate digital literacies are provided.	8.2. Learning resources are provided in a range of modalities.
		4.3. Explicit activities to develop and foster the learning community as well as establish relationships and connections are provided.		

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ONLINE LEARNING ENVIRONMENT DESIGN

PERFORMANCE CRITERIA	SUCCESS INDICATORS	MEASURE OF PERFORMANCE			
STANDARD 1: The online learning environment design supports a positive learner experience.					
1.1. The online learning environment is inclusive.	1.1.1. Language used is consistently appropriate and inclusive (including consistent tone, voice, person).	Yes	Yes But	No But	No
	1.1.2. The online learning environment contains evidence that diverse perspectives are respected.	Yes	Yes But	No But	No
	OVERALL	Yes	Yes But	No But	No
1.2. The online learning environment functions across devices and platforms.	1.2.1. The online learning environment is responsive across different contemporary devices (e.g. screen size adjusting automatically).	Yes	Yes But	No But	No
	1.2.2. The online learning environment and integrated technology are compatible across multiple plat forms and operating systems.	Yes	Yes But	No But	No
	1.2.3. The online learning environment and integrated technology are compatible with contemporary browsers.	Yes	Yes But	No But	No
	OVERALL	Yes	Yes But	No But	No
1.3. Online learning environment meets appropriate accessibility standards.	1.3.1. Site, content and activities meet a contemporary set of accessibility standards/guidelines (e.g. accessible font, contrasting colour).	Yes	Yes But	No But	No
	1.3.2. External tools and applications adhere to accessibility standards (e.g. Turnitin, VoiceThread, Echo360, SPSS, Padlet).	Yes	Yes But	No But	No
	1.3.3. Files are appropriately optimised for screen readers, consistently named, then labelled by type and size.	Yes	Yes But	No But	No
	1.3.4. Alternate formats are made available for multimedia (e.g. images and alternate texts, subtitling for video or audio, transcripts for video and audio).	Yes	Yes But	No But	No
	OVERALL	Yes	Yes But	No But	No
1.4. Learners have opportunities to provide feedback.	1.4.1. Learners have opportunities to provide immediate feedback (e.g. thumbs up/down, stars, flagging).	Yes	Yes But	No But	No
	1.4.2. Learners have opportunities to provide feedback at different points in time (e.g. surveys, polls, signposting).	Yes	Yes But	No But	No
	1.4.3. Learners are informed about how their feedback is going to be collected and used.	Yes	Yes But	No But	No
	OVERALL	Yes	Yes But	No But	No

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ONLINE LEARNING ENVIRONMENT DESIGN

PERFORMANCE CRITERIA	SUCCESS INDICATORS	MEASURE OF PERFORMANCE			
STANDARD 2: The online environment design supports learning.					
2.1. The navigation and layout of the online learning environment is functional, consistent and intuitive.	2.1.1. The navigation is useable and functional.	Yes	Yes But	No But	No
	2.1.2. Instructions on how to navigate the site and where to find learning activities are provided.	Yes	Yes But	No But	No
	2.1.3. A consistent style guide (e.g. heading hierarchies, bulleted or numbered lists are consistent, tables only used for data) is applied.	Yes	Yes But	No But	No
	2.1.4. All links and embedded resources are functional (i.e. not dead).	Yes	Yes But	No But	No
	2.1.5. Learners are informed if they need to leave the online learning environment to access learning resources.	Yes	Yes But	No But	No
	2.1.6. When students are directed to external resources it opens in a new window/tab	Yes	Yes But	No But	No
	2.1.7. The channel(s) of communication to learners is articulated (e.g. dates, notices, updates and reminders).	Yes	Yes But	No But	No
	OVERALL	Yes	Yes But	No But	No
2.2. The online learning environment is logically sequenced and organised.	2.2.1. A summary is provided that gives an overview of the learning sequence/design.	Yes	Yes But	No But	No
	2.2.2. The sequence of learning (i.e. order/flow) is logical.	Yes	Yes But	No But	No
	2.2.3. The content is divided into manageable segments that are appropriately labelled.	Yes	Yes But	No But	No
	2.2.4. The content is organised to enhance ease of navigation.	Yes	Yes But	No But	No
	OVERALL	Yes	Yes But	No But	No

TECHNOLOGY ENHANCED LEARNING ACCREDITATION STANDARDS

LEARNER SUPPORT

PERFORMANCE CRITERIA	SUCCESS INDICATORS	MEASURE OF PERFORMANCE			
STANDARD 3: The online learning environment includes administrative, technical and learning information and support.					
3.1. Links to relevant services, information and policies are provided.	3.1.1. Links to academic support services and resources are provided.	Yes	Yes But	No But	No
	3.1.2. Links to up-to-date, relevant policies (e.g. academic integrity, copyright, assessment procedures) are provided.	Yes	Yes But	No But	No
	3.1.3. Links to up-to-date, relevant institutional services (e.g. library, learner support) are provided.	Yes	Yes But	No But	No
	OVERALL	Yes	Yes But	No But	No
3.2. Clear instructions for accessing technical support resources are provided.	3.2.1. Clear instructions for accessing technical support contacts are provided.	Yes	Yes But	No But	No
	3.2.2. Instructions for accessing technical support services and resources are easy to find.	Yes	Yes But	No But	No
	OVERALL	Yes	Yes But	No But	No
3.3. Clear and consistent instructions/guides for using the technology are provided.	3.3.1. The minimum technologies required to be successful are specified.	Yes	Yes But	No But	No
	3.3.2. Learners are provided with instructions/guides for the technologies they will be using.	Yes	Yes But	No But	No
	OVERALL	Yes	Yes But	No But	No
3.4. Learners are provided with instructions/guides for the technologies they will be using.	3.4.1. Answers to common questions (e.g. Q&A, FAQ) and/or a support-focused discussion forum are provided.	Yes	Yes But	No But	No
	3.4.2. All necessary contact details for the teaching team (e.g. name, email, telephone, office location) are provided.	Yes	Yes But	No But	No
	3.4.3. Information on availability of the teaching team is provided.	Yes	Yes But	No But	No
	3.4.4. Information on ways to communicate with the teaching team is provided.	Yes	Yes But	No But	No
	3.4.5. information about response timeframes is provided.	Yes	Yes But	No But	No
	OVERALL	Yes	Yes But	No But	No
3.5. Learning analytics are available to learners.	3.5.1. Learners are able to access analytics (e.g. via a dashboard).	Yes	Yes But	No But	No
	3.5.2. Learners are able to track their own learning progress using analytics.	Yes	Yes But	No But	No
	3.5.3. Information on how to interpret learning analytics is provided.	Yes	Yes But	No But	No
	OVERALL	Yes	Yes But	No But	No

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LEARNER SUPPORT

PERFORMANCE CRITERIA	SUCCESS INDICATORS	Yes	Yes But	No But	No
STANDARD 4: *The online environment includes learner and teacher interactions that are designed to support and progress learning.*					
4.1. Opportunities for learner-to-learner interactions are provided.	4.1.1. Opportunities and tools for both synchronous and asynchronous communication between learners are provided.	Yes	Yes But	No But	No
	4.1.2. Opportunities and tools for learners to collaborate with each other are provided.	Yes	Yes But	No But	No
	4.1.3. The intention of the learner-to-learner interaction (e.g. discussion forum - general or specific) is specified.	Yes	Yes But	No But	No
	4.1.4. Learner-to-learner interaction expectations (e.g. scope and frequency and/or Netiquette) are provided.	Yes	Yes But	No But	No
	OVERALL	Yes	Yes But	No But	No
4.2. Opportunities for learner-to-teacher interactions are provided.	4.2.1. Opportunities and tools for both synchronous and asynchronous communication between learners(s) and teacher(s) are provided.	Yes	Yes But	No But	No
	4.2.2. Opportunities for both public and private/direct communication between learners and teachers are provided.	Yes	Yes But	No But	No
	4.2.3. The intention of the learner-to-teacher interaction is specified.	Yes	Yes But	No But	No
	4.2.4. Learner-to-teacher interaction expectations (e.g. scope and frequency and/or Netiquette) are provided.	Yes	Yes But	No But	No
	OVERALL	Yes	Yes But	No But	No
4.3. Explicit activities to develop and foster the learning community as well as establish relationships and connections are provided.	4.3.1. Requirements for learner participation in the online environment are provided.	Yes	Yes But	No But	No
	4.3.2. An activity requiring learners to introduce themselves to the learning community (can be synchronous or asynchronous) is provided.	Yes	Yes But	No But	No
	4.3.3. A welcome message (e.g. text or video) is provided.	Yes	Yes But	No But	No
	4.3.4. The teaching team is introduced (e.g. bios, video, Q&A).	Yes	Yes But	No But	No
	OVERALL	Yes	Yes But	No But	No

TECHNOLOGY ENHANCED LEARNING ACCREDITATION STANDARDS

LEARNING AND ASSESSMENT TASKS

PERFORMANCE CRITERIA	SUCCESS INDICATORS	MEASURE OF PERFORMANCE			
STANDARD 5: Learning and assessment tasks engage learners through planned learning experiences and feedback.					
5.1. The aims, learning outcomes, schedule of learning and assessment tasks, and participation expectations are provided.	5.1.1. The aims, learning outcomes participation expectations and assessment tasks are provided.	Yes	Yes But	No But	No
	5.1.2. A schedule of the learning and assessment tasks is provided.	Yes	Yes But	No But	No
	OVERALL	Yes	Yes But	No But	No
5.2. Details of assessment tasks, their requirements, assessment criteria and feedback are provided.	5.2.1 Assessment task details (e.g. type, weighting, size, nature of task/submission, requirements, approach) are provided.	Yes	Yes But	No But	No
	5.2.2. Processes for assessment submission (method, mode, dates and times, linked to a specific time zone; as well as technical guidelines such as file upload format and size restrictions), handling, marking and feedback (including response times) are provided.	Yes	Yes But	No But	No
	5.2.3. Assessment criteria (e.g. rubrics) for all tasks are provided.	Yes	Yes But	No But	No
	5.2.4. Instructions on how and when originality checking software will be used are provided.	Yes	Yes But	No But	No
	5.2.5. Assessment task examples (e.g. submissions by previous learners) are provided.	Yes	Yes But	No But	No
	OVERALL	Yes	Yes But	No But	No
5.3. Expectations and outcomes for the learning and assessment tasks are provided	5.3.1. Requirement for engagement with learning and assessment tasks is specified (e.g. essential or optional).	Yes	Yes But	No But	No
	5.3.2. Expectations for extent of learner engagement in learning and assessment tasks are clearly stated (e.g. number of hours, length/depth of discussion).	Yes	Yes But	No But	No
	OVERALL	Yes	Yes But	No But	No
5.4. Opportunities for learners to actively engage in a variety of learning and assessment tasks are provided.	5.4.1. Information is provided to learners to explain the connection between the learning and assessment tasks and their learning.	Yes	Yes But	No But	No
	5.4.2. Opportunities for learners to engage in a variety of tasks (e.g. co-creation, quizzes) are provided.	Yes	Yes But	No But	No
	5.4.3. Opportunities for learners to engage independently and in collaboration with others (e.g. independent work, pairs, groups) are provided.	Yes	Yes But	No But	No
	5.4.4. Opportunities for learners to respond in a variety of formats (e.g. presentation, written, audio, video) are provided.	Yes	Yes But	No But	No
	5.4.5. Opportunities for learners to observe the work of others (e.g. peers, teachers, industry leaders) are provided.	Yes	Yes But	No But	No
	OVERALL	Yes	Yes But	No But	No

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STANDARD 5: Learning and assessment tasks engage learners through planned learning experiences and feedback.					
5.5. Opportunities for learners to receive both formative and summative feedback are provided.	5.5.1. All opportunities for learners to receive feedback (e.g. automated, self, peer, teacher) are communicated.	Yes	Yes But	No But	No
	5.5.2. Information about feedback (e.g. timing, format, interpretation, use) is provided.	Yes	Yes But	No But	No
	OVERALL	Yes	Yes But	No But	No

LEARNING AND ASSESSMENT TASKS

PERFORMANCE CRITERIA	SUCCESS INDICATORS	MEASURE OF PERFORMANCE			
STANDARD 6: Learning and assessment tasks leverage the affordances of digital technologies and support the development of digital literacies.					
6.1. Learning and assessment tasks are supported by relevant digital technologies.	6.1.1. Learning and assessment tasks make effective use of technologies.	Yes	Yes But	No But	No
	6.1.2. Learners are provided with instructions on how to use the tools/technologies for learning and assessment tasks.	Yes	Yes But	No But	No
	6.1.3. Where specific technologies are required, relevant access or directions to access the technologies (e.g. podcasting, blogs, graphics software) are provided.	Yes	Yes But	No But	No
	OVERALL	Yes	Yes But	No But	No
6.2. Opportunities to develop and demonstrate digital literacies are provided.	6.2.1. Learning and assessment tasks are designed so that learners with varying degrees of digital literacy can participate equitably.	Yes	Yes But	No But	No
	6.2.2. Opportunities to develop and demonstrate digital literacies are appropriately scaffolded.	Yes	Yes But	No But	No
	OVERALL	Yes	Yes But	No But	No

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LEARNING RESOURCES

PERFORMANCE CRITERIA	SUCCESS INDICATORS	MEASURE OF PERFORMANCE			
STANDARD 7: Learning resources are available, functional, compliant with copyright and attribution requirements and inclusive.					
7.1. Learning resources are available and functional.	**7.1.1. Learning resources are available.**	Yes	Yes But	No But	No
	7.1.2. Learning resources to be downloaded or streamed are appropriately sized (e.g. large files/formats optimised/compressed where applicable).	Yes	Yes But	No But	No
	7.1.3. Learning resources are functional on contemporary devices.	Yes	Yes But	No But	No
	7.1.4. Learning resources enable learner control.	Yes	Yes But	No But	No
	7.1.5. Learning resources are fit for purpose (e.g. PDF form that learners are required to fill out online is editable).	Yes	Yes But	No But	No
	OVERALL	Yes	Yes But	No But	No
7.2. Learning resources are copyright compliant and appropriately attributed.	**7.2.1. Evidence that copyright regulations have been observed is provided.**	Yes	Yes But	No But	No
	7.2.2. Relevant levels of attribution (e.g. scholarly citations, Creative Commons) are provided.	Yes	Yes But	No But	No
	OVERALL	Yes	Yes But	No But	No
7.3. Learning resources reflect diversity.	**7.3.1. Learning resources are culturally considerate (e.g. Indigenous/sensitive topic warning, inappropriate images/language not evident).**	Yes	Yes But	No But	No
	7.3.2. Learning resources reflect diversity including but not limited to gender, culture, demographic groups.	Yes	Yes But	No But	No
	7.3.3. Learning resources are contextualized to more than one global region.	Yes	Yes But	No But	No
	OVERALL	Yes	Yes But	No But	No

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LEARNING RESOURCES

PERFORMANCE CRITERIA	SUCCESS INDICATORS	MEASURE OF PERFORMANCE			
STANDARD 8: Learning resources are relevant and support learner engagement.					
8.1. Learning resources are relevant.	**8.1.1** Context is provided for the learning resource (i.e. what it actually is, why it is relevant and essential or recommended).	Yes	Yes But	No But	No
	OVERALL	Yes	Yes But	No But	No
8.2. Learning resources are provided in a range of modalities.	**8.2.1.** Learning resources utilise digital technologies and media (e.g. PDF, Video) in purposeful ways.	Yes	Yes But	No But	No
	8.2.2. Learning resources are presented using a variety of technologies.	Yes	Yes But	No But	No
	OVERALL	Yes	Yes But	No But	No