

Quality in online delivery

This fact sheet gives an overview of requirements for online training and assessment under the Skills First program.

Background

We recognise the benefits that online training and assessment can offer students, including flexibility and accessibility. At the same time, we want to make sure that online learning is the same level of quality as other modes of delivery and it meets Skills First objectives.

Online training and assessment in Skills First

We define online training and assessment as delivery of supervised training and/or assessment via the internet.

When training meets this definition, you need to meet specific requirements under the contract.

It **does include** when supervised training or assessment is happening, but the student and trainer are not in the same location, for example:

- ✓ video conferencing
- ✓ virtual classrooms

It **doesn't** include:

- × when the internet is used as part of learning in a classroom or face-to-face setting
- × when a student is using the internet to do homework or to upload assessment tasks.

Online service standards

If you deliver any online training and assessment, you must publish online service standards in a prominent place on your website.

Online service standards help students to make an informed choice about which delivery mode and training provider will suit their individual needs.

Check [SVTS](#) for the contract notification that we publish each year that prescribes the online service standards and gives a sample version.

We tell you what items to include in online service standards, but we don't set specific benchmarks for each item. We know these may vary depending on the training provider and cohort.

We publish an example of online service standards on [SVTS](#) to show what they could look like. You can refer to this for information, but must create your own version, based on your actual service delivery.

Planning for quality

You must make sure that your online training and assessment is planned and delivered in a way that is suited to an online learning environment.

Student digital literacy

Students must have the capacity to participate fully in online learning. This should be assessed as part of a comprehensive pre-training review that includes assessing prospective students' digital literacy and access to necessary technology. You should support students to overcome any barriers to their online participation.

Training and assessment strategies

Your training and assessment strategies must address the unique requirements of online learning. A program delivered online needs to be intentionally designed for the online environment, not simply an electronic replication of classroom-based resources.

Your training and assessment strategies must also include the validation method for online assessment tools, given the importance of making sure the student's work is their own and that it is assessed authentically.

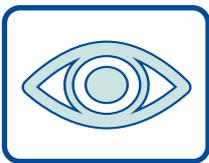
Learning materials

All learning materials provided online must comply with the high-level principles of the [Web Content Accessibility Guidelines 2.1](#) (WCAG). You need to decide the level of compliance with the WCAG that may apply more broadly to your organisation. At minimum, your Skills First learning materials must comply with the high-level principles.

The infographic below explains what the high-level principles mean.

Further information

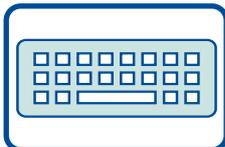
- Lodge an [SVTS](#) enquiry
- [W3C guidance on the Web Content Accessibility Guidelines 2.1](#)



Perceivable

Students must be able to perceive the online information presented to them. For example:

- text alternatives are given for any non-text content
- using a simple content layout
- content can be easily seen and heard.



Operable

Students must be able to easily operate and navigate online. For example:

- full functionality is available via a keyboard
- students have enough time to read and use content
- content is not designed in a way that is known to cause seizures.



Understandable

Students must be able to understand and use the online interface. For example:

- text is readable and understandable
- web pages are predictable.



Robust

Content can be interpreted reliably by a wide variety of tools, including assistive technologies, such as screen readers.