

# Quality in online delivery

This fact sheet gives an overview of online requirements for online training and assessment under the Skills First program, and practical suggestions to support quality online delivery.

## 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.

## Planning for quality

You must make sure 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
- whether your online learning strategies and materials are appropriate for them
- their access to necessary technology.

You should support students to overcome any barriers to their online participation.

### Learning material compliance

All learning materials provided online must comply with the high-level principles of the [Web content accessibility guidelines](#) (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.

Attachment 1 explains what the high-level principles mean.

## Further supporting quality

Consider these key elements as you design your approach to online training and assessment.

### Student support

Ensure your students know how and when they can contact their teachers and other key staff to get the support they need.

### Student engagement

Give students collaborative learning opportunities. Ensure students know how you'll give them feedback. Have a plan for how you'll respond to student inactivity or non-engagement with their online training.

### Mode and method of assessment

Make sure your online assessments address all aspects of a subject. Assess practical skills using contemporary technology.

### Skills First teacher capability

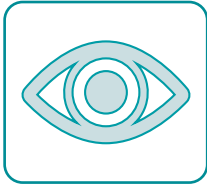
Ensure your teachers are skilled in online facilitation and can deliver an engaging learning experience. Support your teachers with training and professional development.



## Further information

- Submit an enquiry via [SVTS](#)
- [Web content accessibility guidelines](#)

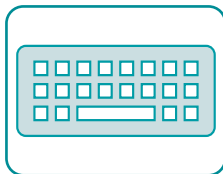
## Attachment 1: High-level principles of the web content accessibility guidelines



### Perceivable

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

- text alternatives are given for any non-text content
- use captions for multimedia content
- using a simple content layout
- content is easy to see and hear.



### Operable

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

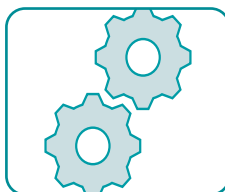
- full functionality is available from a keyboard, and other input modalities
- students have enough time to read and use content
- students can easily navigate, find content and determine where they are
- content is not designed in a way that is known to cause seizures.



### Understandable

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

- text is readable and understandable
- web pages are predictable
- help students to avoid and correct their mistakes.



### Robust

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

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