



DEVELOPMENT OF QUALITY ASSURANCE MECHANISMS IN VET E-LEARNING ENVIRONMENTS (PERCEIVE)

AXE	<input type="checkbox"/> <i>Teachers and Staff</i> <input checked="" type="checkbox"/> <i>Students</i> <input type="checkbox"/> <i>Context</i>
ASPECTS	<input type="checkbox"/> Support <input type="checkbox"/> Qualifications and Prior Experience <input type="checkbox"/> Professional Development and Upskilling <input type="checkbox"/> Admission and Progression <input type="checkbox"/> Student Assessment <input checked="" type="checkbox"/> Support and Information <input type="checkbox"/> Training Material Content <input type="checkbox"/> Structure of the Online Learning Environment <input type="checkbox"/> Interactivity of the Platform and Cooperation <input type="checkbox"/> Flexibility <input type="checkbox"/> Resource Allocation <input type="checkbox"/> Institutional Vision

EXERCISE 1.

Rate the different categories.

	1-Needs Major improvement	2-Poor	3-Average	4-Above Average	5-Excellent
All students are aware about the					





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available support services					
The students receive support upon their registration					
The students have the skills to navigate the learning environment					
The students and teachers constantly communicate and support is provided					
Teachers provide adequate feedback to students					

What is the point with the lowest rate?

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How can you improve it?

Actions





EXERCISE 2

Read the case study below. It refers to a 20 years old VET student.

Case Study:

Sarah is a 20-year-old VET student who recently started a course in web design that is delivered online. She is a motivated student who is excited about learning new skills, but she has been struggling to keep up with the course material and stay engaged in the online environment. She has missed several deadlines and has not been participating in online discussions.

After speaking with Sarah, it becomes clear that she is feeling overwhelmed by the amount of course material and is not sure where to start. She has not received any guidance on how to navigate the online learning platform or how to access the course resources. She is also struggling with the technical requirements of the course and has had trouble submitting assignments.

Activity:

Why do you think Sarah is struggling? What should she do ? and what the VET institution she is studying should do?

Please analyse this case in a short paragraph (500 words maximum)

Now, use the table below to list the potential issues and some actions.

Issues	Actions

Exercise 3





Evaluate the accessibility of the support resources and libraries for all students and identify potential barriers to access.

Think about a list of support resources and libraries that are available to students in the institution's online learning environment. Find and access each resource on their list. As you locate each resource, you should evaluate the ease of access and whether any barriers prevented you from accessing the resource.

Resources	Ease of access	Barriers prevented you from accessing the resource

Now reply to the questions below:

1. What barriers did you encounter when accessing the support resources and libraries?

2. How can the institution ensure that all students have equal access to the resources they need to achieve the course learning outcomes?

3. What creative solutions can we implement to make these resources more accessible to all students?





4. How can we evaluate the effectiveness of our accessibility efforts?

