

Reviewer Support

Standard One - The Online Learning Environment Supports Learning.

1.1. The navigation and layout of the online learning environment is functional, consistent, and intuitive.

1.1.1. The navigation is useable and functional.

What to do

Check if you can navigate through the menus, tabs, or pages of the learning package easily and efficiently.

Where to focus

The menus, tabs, pages, section headings, subheadings, embedded links, etc.

What to look out for, specifically

Simply click through to see if things open up/collapse smoothly, and if it takes long to load a particular section.

Tips

You may click/tap different sections quickly one right after another to see if the navigation is responding efficiently and if there are delays in showing the content of each section. If there are multiple videos or images in a section, it may take longer for all the content to be displayed fully.

NZ Reviewer Tip

Demonstrate manaakitanga by designing navigation that reduces cognitive load and supports learner confidence. Look for consistent menus, clear pathways, and visible help points so learners can focus on learning rather than figuring out where to go.

Example

A Canvas course uses a simplified navigation menu (Home, Modules, Assessments, Help), with each module beginning on an overview page and clear “Next” buttons guiding learners through activities in sequence.

Further Info

- [Ngā Hau e Whā o Tāwhirimātea: Culturally Responsive Teaching and Learning for the Tertiary Sector](#)
- [A comprehensive guide to Universal Design for Learning \(UDL\) – Ako Aotearoa](#)

1.1.2. Instructions on how to navigate the site and where to find learning activities are provided.

What to do

Skim the learning package to see if there are instructions on the key content areas and where to find them.

Where to focus

These instructions may be provided in the welcome announcement, introduction section of the online learning package, the overall profile or alternatively in the support guidelines.

What to look out for, specifically

Such instructions can be written in text e.g. a few sentences telling students where to look for things, or in audio-visual forms like part of the introductory video.

Tips

If there are instructions on either the learning package's navigation or learning activities but not both, you may want to consider giving the success indicator a *Yes but*.

NZ Reviewer Tip

Reflect manaakitanga by providing a clear orientation that welcomes learners into the space. Look for a simple 'Start Here' guide or short walkthrough that shows how to move through modules, access activities, and find support.

Example

A one-minute welcome video walks learners through the course layout, highlighting where to find weekly modules, assessments, and support services.

Further Info

- [A comprehensive guide to Universal Design for Learning \(UDL\) – Ako Aotearoa](#)
- [Canvas Baseline Practices \(CBP\)](#)

1.1.3. There is a consistent style guide (e.g. heading hierarchies, bulleted or numbered lists are consistent, tables only used for data).

***Admin Reviewer** - This is an admin reviewer's task so the first and second reviewers do not have to engage with it as you will see the evaluation result and comment by the admin review when you log in to the system.*

What to do

Quickly skim the learning package to see if it is presented in a consistent style across the sections. What matters is not what style the learning package follows but the consistency throughout.

Where to focus

You may want to check the Introduction section where the learning package's structure is presented, the menus/tabs of the site, and flick through the main sections to see if they are formatted and organised consistently.

What to look out for, specifically

Attention may be paid to inconsistency as they may be more easily identified, e.g. in language conventions, referencing, or presentation.

Tips

You do not need to read the content of the learning package but pay more attention to heading levels, overall formatting, and structure. You may also want to focus on the content areas where there are regular posts or materials that are uploaded at different times and they are most likely places where there are inconsistencies in style.

The Style Manual by the Australian Government is available here for your information on what to look out for: <https://www.stylemanual.gov.au/>

1.1.4. All links and embedded resources are functional (i.e. not dead).

Admin Reviewer - *This is an admin reviewer's task so the first and second reviewers do not have to engage with it as you will see the evaluation result and comment by the admin review when you log in to the system.*

What to do

Click all links provided to see if they work. If any of the links are dead, take note of them so the developers know exactly what to fix and where to find them.

Where to focus

Links are usually provided in learning materials, a readings library or reading list, in the support section and also in the introduction or announcements.

What to look out for, specifically

Links are easily identifiable as they are embedded in texts, however care should be taken so that all links are tested.

Tips

You may want to take note of the location of the link and copy/paste the dead links into the Comment section to facilitate the learning package submitter's double-checking and replacing them with functional ones.

1.1.5. Learners are informed if they need to leave the online learning environment to access learning resources.

What to do

Check if there are instructions on whether learning resources are accessible within the site or elsewhere, e.g. the library's site, the publisher's website or a bookstore.

Where to focus

Instructions may be found when clicking on a link or at the beginning of the learning materials section, overall introduction, announcements, or in a guide to the learning package.

What to look out for, specifically

Explicit information on where learning resources are available and whether they are on the online learning environment.

Tips

The information may be brief and appear only once or a few times in the site to avoid repetition, therefore it may be unnecessary to check if such instructions are provided for each reading or resource type.

NZ Reviewer Tip

Support rangatiratanga by clearly signalling when learners are moving to external platforms. Transparent signposting reduces confusion and supports equitable access where external tools may present barriers.

Example

A resource link includes the note: "This video opens in YouTube (new window). Captions and transcript are available."

Further Info:

- [A comprehensive guide to Universal Design for Learning \(UDL\) – Ako Aotearoa](#)

1.1.6. When learners are directed to external resources it opens in a new window/tab.

***Admin Reviewer** - This is an admin reviewer's task so the first and second reviewers do not have to engage with it as you will see the evaluation result and comment by the admin review when you log in to the system.*

What to do

Check all the external resources like embedded links to see if they open in a new window or different tab from the one learners are viewing.

Where to focus

Most of the external resources may be provided in the Learning materials/Resources/Readings section, but they may also be in the weekly content folder or announcements/updates.

Tips

You may want to take note of any inconsistencies i.e. all links are open in the same window, and provide these links in the Comment section for Standard 1.

1.1.7. The channel(s) of communication to learners is articulated (e.g. dates, notices, updates and reminders).

What to do

Check if the teaching team has described all the channels that will be used for communicating with their students, for example how long they should wait for a lecturer's email response or when assessment results will become available.

Where to focus

You may want to check the Announcement, Introduction, Discussion forum, Chatbots, and Assessment sections. The information may also be provided in the slides of the first lesson or welcome and introduction video.

What to look out for, specifically

Text or audio-visual instructions on how long students should wait for a response or performance feedback, and in what form the feedback or correspondence would arrive. The frequency of communication and updates is also a good example of this success indicator.

Tips

If not all of the necessary information can be found, a *Yes But* may be more suitable than a *No But*, which may be given when the information provided is implicit or unclear.

NZ Reviewer Tip

Model whanaungatanga by establishing clear and consistent communication channels. Look for where updates are posted, how often, and expected response times so learners know how and when to connect.

Example

A course overview page states: “Weekly announcements will be posted every Monday. Questions in the discussion forum will be answered within 48 hours.”

Further Info

- [A comprehensive guide to Universal Design for Learning \(UDL\) – Ako Aotearoa](#)
- [ePosts: Enhancing tertiary learning and teaching through technology](#)
- [Canvas Baseline Practices \(CBP\)](#)

1.2. The online learning environment is logically sequenced and organised.

1.2.1. A summary is provided that gives an overview of the learning sequence/design.

What to do

See if an overview of the learning sequence or design is provided or summarised in the learning package.

Where to focus

The summary may be in the Course Profile, Learning Resources or Introduction sections. Also check if there is a 'stand alone' document that might be called an Information Guide. These documents can provide a significant amount of information and should be checked.

What to look out for, specifically

You may look out for a table describing the weekly content or topics, or a few sentences describing the learning sequence and structure.

Tips

You may find the information in an introductory video, if one has been made available, or in the slide deck/recording for the first synchronous session. Do not feel you need to watch all of the synchronous recordings; however, the first one is often useful for key information.

NZ Reviewer Tip

Show manaakitanga by providing a clear overview that helps learners understand how the course is structured before they begin. This supports planning, reduces uncertainty, and helps learners see how learning builds over time.

Example

A ‘Course at a glance’ page presents a visual map of modules, key topics, and assessment milestones, with links to each section.

Further Info

- [A comprehensive guide to Universal Design for Learning \(UDL\) – Ako Aotearoa](#)
- [ePosts: Enhancing tertiary learning and teaching through technology](#)
- [Canvas Baseline Practices \(CBP\)](#)

1.2.2. The sequence of learning (i.e. order/flow) is logical.

What to do

Skim the learning sequence to see if the content or topics are scaffolded coherently and built upon previous learning.

Where to focus

The same areas as in 1.2.1., with special attention paid to the structure presented in the Overall Profile or Learning Resources section.

What to look out for, specifically

The focus should be on the syllabus or curriculum and how the key learning content areas are organised.

Tips

If the content is not coherently structured, or a learning component/topic is not built on the content and knowledge provided previously in the learning package, you may want to go for a *No But* or a *No*, depending on how often this happens.

NZ Reviewer Tip

Reflect ako by structuring learning so that new knowledge builds meaningfully on prior learning. Look for a clear progression from foundational concepts through to application and reflection.

Example

Each module follows a consistent structure: introduction → key concepts → applied activity → reflection linking learning to professional or community contexts.

Further Info

- [Tertiary evaluation indicators](#)
- [ePosts: Enhancing tertiary learning and teaching through technology](#)

1.2.3. The content is divided into manageable segments that are appropriately labelled.

What to do

Check to see if the learning content is scaffolded appropriately so students are not overwhelmed or find the workload insufficient. The headings and subheadings should also be looked at to ensure they reflect the learning content accurately and succinctly.

Where to focus

You may look at the Learning Resources, Overall Profile and Assessment sections.

What to look out for, specifically

Examples of chunking may be shown in consistent amounts of work assigned to students and the amount of time students are expected to spend on learning each week. You may also look at the headings and subheadings for learning segments/chunks too.

Tips

What is meant by “manageable” and “appropriate” may mean different things for different people, you may want to consider the workload assigned in relation to the learning package level and students’ background.

NZ Reviewer Tip

Demonstrate manaakitanga by structuring content into manageable, clearly labelled segments that support pacing and learner control. Look for consistent patterns that help learners navigate and manage workload.

Example

A complex topic is divided into short sections labelled 'Concepts', 'Example in Practice', and 'Your Turn', each with a brief activity or resource.

Further Info

- [A comprehensive guide to Universal Design for Learning \(UDL\) – Ako Aotearoa](#)

1.2.4. The content is organised to enhance ease of navigation.

What to do

Have a look at the overall content presentation and see if it is easy to navigate around the learning resources provided.

Where to focus

The overall site structure, menus, or pages, and most importantly the Learning Resources section.

What to look out for, specifically

The way the site is organised and how key content areas are presented.

Tips

It may be easier to look for issues with navigation around the main sections and learning resources, and make sure you describe that issue in the comment section.

NZ Reviewer Tip

Show manaakitanga by designing content that is predictable and easy to move through. Consistent page structures and clear headings support usability and accessibility, particularly for learners using assistive technologies.

Example

Each module follows the same page layout and includes clear headings and navigation links, allowing learners to move easily between sections.

Further Info

- [A comprehensive guide to Universal Design for Learning \(UDL\) – Ako Aotearoa](#)
- [ePosts: Enhancing tertiary learning and teaching through technology](#)
- [Canvas Baseline Practices \(CBP\)](#)

Comments

What to do

Record the reason or evidence why a *Yes / Yes But / No But / No* was given for each success indicator. Start with the number, e.g. 1.1.1. and put the comment for each indicator in a new paragraph.

Where to keep these comments

There is no separate box to provide comments for each success indicator, so all comments go in the same section under all the success indicators in a standard.

Why it is necessary to have these comments

Reviewers need to meet to discuss the Combined review, and by that time they may have forgotten why they made that decision or where specific information was found for specific success indicators as some time may have passed. Having such explanations and evidence handy also helps reviewers reach a decision where there are differences in opinion.

Tips

When a *Yes* was given, you may want to note where you found that piece of information as the other reviewer may have not seen it. For a *Yes But*, *No But*, or a *No*, it is important to note what is missing and how the issue can be addressed. These comments will be made available to the developers and staff later and your comments will be helpful for them in improving their learning package.

Standard Two - The Design of the Online Learning Environment Supports a Positive Learner Experience.

2.1. The online learning environment is inclusive.

2.1.1. Language used is consistently appropriate and inclusive (including consistent tone, voice, person).

What to do

Skim the entire learning package quickly to see if the language used is culturally appropriate and respectful of the diversity of Australia's people. You may want to focus on the following areas while checking if inclusive language is used appropriately when referring to:

- Aboriginal and Torres Strait Islander peoples
- Age diversity
- Cultural and linguistic diversity
- Gender and sexual diversity
- People with disability

Where to focus

The following sections of the learning package are more likely to provide evidence of appropriate and inclusive language: Announcements, Discussion Forum, Introduction.

What to look out for, specifically

Examples of appropriate and inappropriate language use for each of the above areas can be found in the Style Manual by Australian Government, available here: <https://www.stylemanual.gov.au/accessible-and-inclusive-content/inclusive-language>

Tips

You may recognise that examples of inappropriate and non-inclusive language often stand out and hence can be identified quite easily without careful reading of the site. While skimming the learning package, if anything catches your eye, stop, and leave a note in the Comment section at the end of Standard 2. You may have difficulty finding it again later as supporting evidence of your evaluation in the Combined Review.

NZ Reviewer Tip

The language should be welcoming, respectful, and accessible to all learners. In Aotearoa contexts, inclusive language may include appropriate use of te reo Māori and acknowledgement of diverse cultural perspectives, reflecting **manaakitanga**. Look for whether the course use inclusive language that welcomes a diverse learner cohort.

Example

A Canvas module opens with a bilingual greeting (“Nau mai, haere mai – Welcome!”) and clear weekly instructions written in the second person.

Further Info

- [Tataiako](#) (pp. 10, 14)

2.1.2. The online learning environment contains evidence that diverse perspectives are respected.

What to do

Check if diverse perspectives are represented and discussed in the learning resources, teaching activities and assessment tasks of the learning package. Diversity can be in the form of:

Authors: Materials are written by different people, not an individual or single group, of a particular cultural background, gender, or age range only. If content has been AI generated (if known), consider if it includes a diverse and inclusive voice.

Theories: Various theories and viewpoints are presented and discussed e.g. in the slides and readings, images, content and videos.

Chronological order: Resources may cover different developmental phases of a phenomenon or artefact. If the learning package focuses on a particular period of time, e.g. contemporary TEL practices, readings may be published across a number of years within that period.

Geographical settings: Resources should focus on more than one geographical area e.g. not Australia or NZ only (depending on where the learning package is situated).

Genre: Resources provided in the learning package should be a combination of different types, e.g. journal articles, book chapters, reports by government and organisations, etc.

Where to focus

The best places to look for such evidence of diverse perspectives are in the Readings/Resources section, also in the slide decks, schedule, learning objectives, and assessment task description.

What to look out for, specifically

See if you can find readings by different authors and of different genres, including literature review papers; content on various theories and developmental phases in the weekly schedule; a reading list with different years of publications, and titles/abstracts that mention different geographical regions.

Tips

Make sure you leave a comment in the comment box explaining why you give that success indicator a *Yes / Yes But / No But / No*. It will be immensely helpful when you discuss the different evaluation between reviewers in the Combined Review, especially when you cannot remember what made you tick that box a while ago.

NZ Reviewer Tip

Learning environments should recognise the diversity of learners and communities in Aotearoa. Including Māori, Pasifika, and other perspectives supports **whanaungatanga** and helps learners see their identities and experiences reflected in the curriculum. Look for whether the learning package materials acknowledge diverse cultural perspectives relevant to Aotearoa.

Example

A sustainability module presents both mātauranga Māori perspectives and Western scientific approaches to environmental management.

Further Info

- [Huakina mai: Doorways toward culturally responsive education](#)
- Card, A., Merry, R., & Carroll-Lind, J. (Eds). (2022). *Bicultural principles of teaching and learning online | Ngā mātāpono kākano rua o te mahi ako tuihono*

2.2. The online learning environment functions across devices and platforms.

2.2.1. The online learning environment is responsive across different contemporary devices (e.g. screen size adjusting automatically).

***Admin Reviewer** - This is an admin reviewer's task so the first and second reviewers do not have to engage with it as you will see the evaluation result and comment by the admin review when you log in to the system.*

What to do

Check if the online learning package is displayed properly on a range of electronic devices from a desktop computer, a laptop, a tablet, and a smartphone with Internet connection. The more devices, the better as a learning package may look fine on a tablet but not on a phone screen or vice versa.

Where to focus

No specific areas. Use a device to log in to the learning package, flick through the menu and try all tabs without paying attention to the content. Once having checked the whole site, log out and try signing in again on another device.

What to look out for, specifically

Images, videos, and texts, and how they are displayed on the screen of each device. Pay close attention to where there are overlapped texts and images/videos, or where audio-visual materials are not displayed appropriately. Headings, subheadings, and bullet points or font sizes and zooming are also things to consider as they may be arranged incorrectly in small screens.

Tips

Try using devices that are not the latest in the range, since many students may use basic or old devices, like an old laptop with low specifications. Where possible, try using devices of different makes and brands.

2.2.2. The online learning environment and integrated technology are compatible across multiple platforms and operating systems.

***Admin Reviewer** - This is an admin reviewer's task so the first and second reviewers do not have to engage with it as you will see the evaluation result and comment by the admin review when you log in to the system.*

What to do

Check if the learning package can be accessible on different platforms e.g. Microsoft, Android, Macintosh etc., and operating systems, e.g. Windows, iOS, Linux, etc.

Where to focus

Check the menus and pages to see if the learning package works well and is displayed properly on a platform or operating system. There is no need to read the information given in each section.

What to look out for, specifically

Check the menu, pages, sections, quizzes, etc. to see if they are functional and accessible.

Tips

The same learning package may look different on different platforms. It may not be necessary to check the learning package compatibility with all platforms as a reviewer may not have a device running Linux operating system, so it is fine to try only the two most popular ones (Windows and iOS).

2.2.3. The online learning environment and integrated technology are compatible with contemporary browsers.

***Admin Reviewer** - This is an admin reviewer's task so the first and second reviewers do not have to engage with it as you will see the evaluation result and comment by the admin review when you log in to the system.*

What to do

Access the online learning package on different browsers to see if there are any problems loading or viewing it. You may try using as many browsers as possible, making sure you try at least two of the most popular ones being used by Universities.

Where to focus

More attention can be paid to videos, images, and content areas with large amounts of text, however there is no need to spend too much time on each of them. Simply click through the whole site and see if any issues arise.

What to look out for, specifically

When you log in to the learning package in a browser, check how long it takes to load the website. While you click on a menu, tab, or link, pay attention to whether the site responds quickly and things move smoothly. Also, it may be useful to see if videos and images are loaded quickly and video or audio files play without delay or lag.

Tips

Try accessing the online package when you are opening multiple tabs on each browser to see if the loading speed is sluggish. Also, you may use different browsers at the same time, at time with peak Internet traffic such as in the evening as students may have unstable connection.

2.3. The online learning environment meets appropriate accessibility standards.

2.3.1. Site, content, and activities meet a contemporary set of accessibility standards/guidelines (e.g. accessible font, contrasting colour).

***Admin Reviewer** - This is an admin reviewer's task so the first and second reviewers do not have to engage with it as you will see the evaluation result and comment by the admin review when you log in to the system.*

What to do

Check if the course materials meet the seven principles for universal design listed below:

- Equitable Use
- Flexibility in Use
- Simple and Intuitive Use
- Perceptible Information
- Tolerance for Error
- Low Physical Effort
- Size and Space for Approach and Use

Where to focus

Check the website, the content areas and activities presented in the learning package. More attention can be paid to the learning materials, weekly activities and assessment tasks as the students will focus on these areas hence accessibility is important there.

What to look out for, specifically

It may be easier to focus on things that may arise as an accessibility issue for a certain group of users, for example those with disabilities. If there are any concerns or potential issues with accessibility, make sure you leave a comment to explain your opinion on the success indicator. Typical examples of accessibility issues can be found here:

<https://www.washington.edu/accesscomputing/AU/v2/problems.html>

You can also use the WAVE browser plugin or similar to do these checks for you.

Tips

Have a quick look at the seven principles for universal design listed in the link above, then quickly check the content of the learning package. Looking for potential issues and evidence for why they can be an accessibility issue. If there is none, then a *Yes* can be selected.

More information regarding the seven principles for universal design is available here: <https://universaldesign.ie/what-is-universal-design/the-7-principles/>. Additionally, UDL 3.0 has been released, which also focuses on creating a learning environment that supports the learner's journey. It focuses on the principles

of engagement, representation and action and expression. More information is available here:

<https://www.adcet.edu.au/resource/11762/cast-udl-guidelines-3-0-released>

2.3.2. External tools and applications adhere to accessibility standards (e.g. Turnitin, VoiceThread, Echo360, SPSS, Padlet, Cogniti).

***Admin Reviewer** - This is an admin reviewer's task so the first and second reviewers do not have to engage with it as you will see the evaluation result and comment by the admin review when you log in to the system.*

What to do

Check if external tools and applications adhere to accessibility standards using seven principles for universal design provided in Section 2.3.1. Please note that you may not be provided access to all these external tools and applications by the learning package developer. If that is the case, please focus only on the tools and applications you can access and leave a comment about those that you cannot check.

Where to focus

External tools and applications may be provided in class slides, announcements, assessments, or learning resources.

What to look out for, specifically

Like 2.3.1, it may be more timesaving to look for accessibility issues as they may be easier to identify rather than check all of the learning package methodically. Typical examples of accessibility issues can be found here: [Accessible University: List of Accessibility Problems](#) You can also check the tool specs on their respective website and see if they meet the latest accessibility standards such as WW3 WCAG 2.1 and to what extent (AA+ etc)

Tips

Information regarding the seven principles for universal design is available here for you to review if necessary: [Seven Principles of UDL](#)

2.3.3. Files are appropriately optimised for screen readers, consistently named, then labelled by type and size.

***Admin Reviewer** - This is an admin reviewer's task so the first and second reviewers do not have to engage with it as you will see the evaluation result and comment by the admin review when you log in to the system.*

What to do

Check if the site is optimised for screen readers. The following link contains examples of problems that may make it hard for screen readers to work efficiently: <https://www.washington.edu/accesscomputing/AU/v2/problems.html> Also, it is important to see if files are consistently named and organised by type and size.

Where to focus

Have a quick look around the whole site to check compatibility with screen readers. For file names and sizes, you may want to check the Learning Resources section, Assessment and Announcements as they would usually be the places where files are uploaded.

What to look out for, specifically

Pay attention to headings, subheadings, text, images with text, and the naming protocol for uploaded files. Look for potential issues that may interfere with screen readers, or file names that look out of place, or files that are too large and take too long to download.

2.3.4. Alternate formats are made available for multimedia (e.g. images and alternate text, subtitling for video or audio, transcripts for video and audio).

***Admin Reviewer** - This is an admin reviewer's task so the first and second reviewers do not have to engage with it as you will see the evaluation result and comment by the admin review when you log in to the system.*

What to do

Check whether multimedia content is available in different formats to ensure options that meet users' needs and preferences. For example, whether photos have an accompanying text description, and audio or video recordings have subtitles and transcripts in case students did not or could not listen or watch.

Where to focus

Multimedia content is usually provided in Announcements, Learning Resources, and other content areas of the site, such as the Introduction or at the beginning of a page/section.

What to look out for, specifically

Images, graphic content, audio and video, and other ways to present the content of these types of multimedia in case they are inaccessible, or not displayed properly. They can be in various alternate formats, for example a PowerPoint slideshow for a video, or the transcripts of an audio file can be automatically generated or composed and embedded in the video or provided as an attachment.

Tips

If videos are not produced by the University but are taken from external sources, e.g. YouTube, they may not have an accompanying transcript, but students may choose to turn on subtitles, which is a function available on the YouTube video player window.

Here is a video from YouTube support on how to set up automatic subtitles on YouTube videos: <https://www.youtube.com/watchv=Y7W41VMxyQE>

2.4. Learners have opportunities to provide feedback.

2.4.1. Learners have opportunities to provide immediate feedback (e.g. thumbs up/down, stars, flagging).

What to do

Check if students can provide immediate feedback after they engage with the learning materials. For example, if there is a checklist for them to mark a task as completed, a thumbs up/down button to show their opinion on a reading, or a flagging option for them to mark content of importance or interest. It may also be instructions for students to leave a reflection on the Discussion Forum, or comment using videos in VoiceThread, etc.

Where to focus

Students are usually asked to provide feedback in the Discussion Forum, Announcements, Introduction or Learning Resources sections.

What to look out for, specifically

Any opportunities for students to provide their feedback, in any form, e.g. a survey, a reflection journal, or a sentence in an announcement saying students should write to the course convener should they have any questions or feedback regarding the content. Also, be aware that the LMS being used may provide feedback functionality, but it may not have been enabled by the developer. If this is evident, please make a note of that in the comments.

Tips

Students may have the opportunity to provide feedback directly to the teaching team in face-to-face sessions or video conferencing like synchronous meetings/tutorials. However, these communications are out of the scope of the review so reviewers may only provide an opinion based on what is available on the site. A comment may be useful to remind the design team that they can provide explicit instructions in the site on ways students can provide immediate feedback to teaching staff. This would help ensure that students know what to do to provide feedback if oral instructions are missed.

NZ Reviewer Tip

Providing simple ways for learners to respond to activities supports ongoing dialogue between teachers and learners. This reflects **ako**, where feedback informs teaching and learning in both directions. Look for whether the learners able to give quick feedback on learning activities or resources.

Example

Each module page includes a quick feedback option allowing learners to indicate whether the activity was helpful.

Further Info

- [Student voice in tertiary education settings](#)

2.4.2. Learners have opportunities to provide feedback at different points in time (e.g. surveys polls, signposting).

What to do

Check if there are any instructions or encouragement for students so that they can provide their feedback to teaching staff at different points of time, i.e. in different weeks at the beginning, middle and end of the course/unit. The feedback can be of any form, e.g. orally or in writing, and various formats, e.g. via email, in Discussion Forum, feedback survey, etc.

Where to focus

Such instructions for students to provide feedback may be found in the Announcements, Introduction, Discussion Forum or even in Assessment section.

What to look out for, specifically

This may sometimes be a short sentence somewhere on the site, introducing the learning package to students or inviting feedback from them in the sections mentioned above. You may also want to look for links to background surveys, reminders to complete evaluations, discussion threads, reflection journals or even a quick feedback page in the weekly lecture/tutorial slides.

Tips

Pay attention to critical points of time like the first and last weeks, and probably around the mid-semester break. If you can find instructions requiring students to provide feedback at about 2-3 different points of time or more during the whole course/unit, then it probably deserves a good *Yes*.

NZ Reviewer Tip

Regular feedback opportunities allow teaching teams to respond during the course and improve the learning experience. This supports **whanaungatanga** by strengthening dialogue between learners and educators. Look for whether the learners able to provide feedback during the course rather than only at the end.

Example

A short mid-course survey allows learners to comment on pacing, workload, and clarity of materials.

Further Info

- [Student voice in tertiary education settings](#)

2.4.3. Learners are informed about how their feedback is going to be collected and used.

What to do

Check if there are the instructions provided to students on how their feedback should be submitted and what it would be used for. This could include relevant information about how the data will be stored, or if AI would be used to process student feedback.

Where to focus

Like in 2.4.2, this may be found in the Announcements, Introduction, Discussion Forum or Assessment section

What to look out for, specifically

The instructions on feedback collection and usage can be given in texts, or orally. You may want to look for the description of purpose in a feedback or evaluation survey, or the introduction of a completion checklist for learning materials, a discussion thread opening, or task description of a reflection journal, etc.

Tips

Such instructions may be explicit or implicit, for example students may be asked to click on a star rating, place a heart or leave a thumbs up in Padlet without clear explanation why it should be done. Alternatively, students may see a thumbs up/thumbs down button next to a reading or smiley emoticons after an activity without instructions but assume that they are expected to click on one of them to show their opinion and attitudes. Also, students may be informed of how they should provide feedback but not of how it would be used. In such cases, a *Yes But* or *No But* would be a more feasible outcome than a *Yes*.

NZ Reviewer Tip

Transparency about feedback processes encourages meaningful participation and builds trust. Sharing how feedback informs course improvements supports **rangatiratanga** by recognising learner voice and agency. Look for whether the learning package has anywhere that explains how learner feedback will be used to improve the course.

Example

An introductory video explains when surveys occur and how previous student feedback influenced course design.

Further Info

- [Student voice in tertiary education settings](#)
- [Striving for excellence – A guide for tertiary teachers. Volume 2 \(p. 7\)](#)

Comments

What to do

Record the reason or evidence why a *Yes / Yes But / No But / No* was given for each success indicator. Start with the number, e.g. 2.1.1. and put the comment for each indicator in a new paragraph.

Where to keep these comments

There is no separate box to provide comments for each success indicator, so all comments go in the same section under all the success indicators in a standard.

Why it is necessary to have these comments

Reviewers need to meet to discuss the Combined Review, and by that time they may have forgotten why they made that decision or where specific information was found for specific success indicators as some time may have passed. Having such explanations and evidence handy also helps reviewers reach a decision where there are differences in opinion.

Tips

When a Yes was given, you may want to note where you found that piece of information as the other reviewer may have not seen it. For a Yes But, No But, or a No, it is important to note what is missing and how the issue can be addressed. These comments will be made available to the developers and staff later and your comments will be helpful for them in improving their learning package.

Standard Three - The Online Learning Environment Includes Administrative, Technical and Learning Information Support.

3.1. Links to relevant services, information and policies are provided.

3.1.1. Links to academic support services and resources are provided.

***Admin Reviewer** - This is an admin reviewer's task so the first and second reviewers do not have to engage with it as you will see the evaluation result and comment by the admin review when you log in to the system.*

What to do

Find out if there are links to academic support services and learning resources in the learning package.

Where to focus

Support links may be found in various areas, e.g. the Introduction section, Assessments, or Course Profile. Links to Learning Resources may be in a separate section e.g. Course Reading List or menu.

What to look out for, specifically

Examples may be library links, consultation bookings or external resources like YouTube videos.

Tips

Embedded links are easy to identify and there is no need to read all the texts that accompany each link carefully.

3.1.2. Links to up-to-date, relevant policies (e.g. academic integrity, copyright, assessment procedures, technology use) are provided.

***Admin Reviewer** - This is an admin reviewer's task so the first and second reviewers do not have to engage with it as you will see the evaluation result and comment by the admin review when you log in to the system.*

What to do

Check if there are links to institutional and course policies, and whether the links are functional and current.

Where to focus

These links may be found in the Assessment section, or Course Profile/Unit Guide.

What to look out for, specifically

Examples include but are not limited to policies regarding plagiarism, intellectual property, appropriate use of AI, or assignment guidelines.

Tips

Links to policies and the course content may be copied from a previous semester or year hence they may sometimes be outdated or broken. A quick look at the content of the links will suffice to check when they are in effect and if they work.

3.1.3. Links to up-to-date, relevant institutional services (e.g. library, learner support, AI agents) are provided.

***Admin Reviewer** - This is an admin reviewer's task so the first and second reviewers do not have to engage with it as you will see the evaluation result and comment by the admin review when you log in to the system.*

What to do

Check if the links to services provided by the institution are working and current

Where to focus

The Learning Package Profile, Unit or Subject Guide, Learning Resources or Introduction section may be the first places to check for such links.

What to look out for, specifically

Besides links to the library and learner support, you may also want to look for links to IT support, printing and photocopying services, device loan, etc.

Tips

AI may not be used, but if it is, there should be links to support its use.

There are examples to a wide range of institutional services listed in the following article: <https://www.gooduniversitiesguide.com.au/study-information/student-life/student-services-and-facilities>

3.2. Clear instructions for accessing technical support resources are provided.

3.2.1. Clear instructions for accessing technical support contacts are provided.

***Admin Reviewer** - This is an admin reviewer's task so the first and second reviewers do not have to engage with it as you will see the evaluation result and comment by the admin review when you log in to the system.*

What to do

Find out if there are clear instructions on how to access technical support or who to contact in case students need help.

Where to focus

Instructions for students who need help with technical issues may be found in the Introduction section, Course Profile, or one of the tabs/pages in the menu of the learning package.

What to look out for, specifically

Explicit information on how to get support, including who to contact, how to reach them, e.g. via email or a web form, and when to get in touch with the support team, e.g. during working hours.

Tips

Sometimes, such information on support contacts may be given during the lectures or tutorials in class slides or orally. If that is the case, a *Yes But* or *No But* can be given with a comment noting the instructions are implicit or not easily found.

3.2.2. Instructions for accessing technical support services and resources are easy to find.

***Admin Reviewer** - This is an admin reviewer's task so the first and second reviewers do not have to engage with it as you will see the evaluation result and comment by the admin review when you log in to the system.*

What to do

See if it is easy to find instructions on where to find technical support services and resources in the learning package.

Where to focus

Information on technical support services may be provided in the introduction, the Overall Profile, or the support page. Resources may be a separate section all by itself or may be incorporated into the content structure.

What to look out for, specifically

Such instructions may be given as weblinks, or uploaded materials, e.g. PDF or Word documents. They may also be given in audio-visual forms i.e. videos with text.

Tips

Flick through the menus and tabs of the online learning package quickly without careful reading and if you cannot find the information after a few minutes then a *Yes* may not be the best option to think about as the instructions are not that easy to find.

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.

What to do

Look for information on what minimum technologies students are required to have in order to access the learning package.

Where to focus

The requirements for minimum technologies can be presented in the Introduction, Overall Profile, or content provided in the first week e.g. in the slide deck.

What to look out for, specifically

The information can be a few sentences stating what students need to have, e.g. Internet connection, a computing device, digital and/or AI literacy, or knowledge of a particular software that will be used.

Tips

Such information may not be obvious or explicitly stated so a closer look at the overall profile, introductory materials and/or the first week slide deck may be needed.

NZ Reviewer Tip

Show manaakitanga by preparing learners for success before they begin. Clearly specifying minimum technology requirements supports equitable participation and helps learners plan access to devices, software, and connectivity.

Example

A 'Before You Start' page lists required software, recommended browsers, and internet needs, with links to free tools and information about campus loan devices.

Further Info

- [A comprehensive guide to Universal Design for Learning \(UDL\) – Ako Aotearoa](#)
- [Canvas Baseline Practices \(CBP\)](#)

3.3.2. Learners are provided with instructions/guides for the technologies they will be using.

What to do

See what technologies students would need to use and if instructions or guidelines are provided so students know how to work with these tools.

Where to focus

These instructions usually accompany the technologies being utilised in the learning package, which may be presented in the introduction, content areas, assessment, or support services.

What to look out for, specifically

Such instructions may be provided as weblinks, tutorial videos or written manuals with/without images.

Tips

If user guidelines are given for most of the technologies but not for some commonly-used tools e.g. Zoom or Padlet, then a *Yes But* with a comment to explain what is missing would be sufficient. Be sure to look out for information on specific AI tools such as MS Co-Pilot or Cogniti etc. We would not expect to see instructions on accessing the LMS but there should be information on using tools embedded within the LMS. Check if there are guides provided outside of the

site through institutional-level resources. Note that it's common to see these linked in navigation bars on the left or right of the main content area.

NZ Reviewer Tip

Reflect manaakitanga and ako by providing clear, just-in-time guidance that reduces digital anxiety. Look for simple, accessible instructions that enable learners to confidently use required tools.

Example

A short “How to submit your assignment” video with captions and screenshots is embedded directly on the assessment page, supported by a downloadable checklist.

Further Info

- [Canvas Baseline Practices \(CBP\)](#)

3.4. Support and information to answer learner questions is available.

3.4.1. Answers to common questions (e.g. Q&A, FAQ) and/or a support-focused discussion forum are provided.

***Admin Reviewer** - This is an admin reviewer's task so the first and second reviewers do not have to engage with it as you will see the evaluation result and comment by the admin review when you log in to the system.*

What to do

Check whether the learning package includes a Q&A/FAQs section and a discussion forum for student support. This could also be an interaction with a course-specific AI-bot.

Where to focus

Many learning packages have a separate component for discussion boards/fora. The Q&A or FAQs section, on the other hand, may be in the Assessment section or incorporated into the Discussion Boards.

What to look out for, specifically

These components may make part of the content areas, e.g. Discussion Board, or pages in the learning package, but may also be embedded in external links like an AI agent/bot, Padlet or Microsoft Teams.

Tips

The Q&A /FAQs sections may be distributed in the weekly folders, or separated by assessment tasks. If they are not provided for certain weeks/assignments, or external links to them do not work/are inaccessible, then a *Yes But* may be given for this success indicator.

3.4.2. All necessary contact details for the teaching team (e.g. name, email, telephone, office location) are provided.

***Admin Reviewer** - This is an admin reviewer's task so the first and second reviewers do not have to engage with it as you will see the evaluation result and comment by the admin review when you log in to the system.*

What to do

Check if sufficient information is provided regarding the teaching team so students can contact them where necessary.

Where to focus

The teaching team may introduce themselves in a video, provide this information in the Course Profile/Unit Guide, the Introduction/Contact section of the site, or in the slide deck for the first week.

What to look out for, specifically

Information provided may include full name, email, phone number, office location, or preferred channel for communication.

Tips

Sufficient contact details for all teaching staff should be provided in a consistent format so students know who to contact for different types of enquiries.

3.4.3. Information on availability of the teaching team is provided.

***Admin Reviewer** - This is an admin reviewer's task so the first and second reviewers do not have to engage with it as you will see the evaluation result and comment by the admin review when you log in to the system.*

What to do

Skim the learning package to see if information is provided regarding the *availability* of each teaching team member.

Where to focus

The information may be available in the introduction part or in a separate section.

What to look out for, specifically

Dates, times, and locations where students can meet with a teaching team member, and whether an appointment is needed or students may just drop in anytime during those time slots. For virtual meetings, there should also be information on which video conferencing tool to use and whether a separate link is used for different teachers.

Tips

You may find the answer to this success indicator in the same place as 3.4.2, so it can be time-saving to do both together. If the information is buried or hard to find, be sure to give feedback in your comments.

An AI agent may be considered part of the team – i.e. they may state that questions can be answered at any time by interacting with the AI Agent.

3.4.4. Information on ways to communicate with the teaching team is provided.

What to do

Check whether the learning package provides information on how students can contact the teaching team.

Where to focus

As in 3.4.2 and 3.4.3, such information may be in the Introduction, Contact Section, Course Profile, or the first-week slide deck. The teaching team may also choose to provide this information in a video or orally during the first synchronous lecture or tutorial (check the slide deck and/or recording for this).

What to look out for, specifically

Examples may include face-to-face/in-person consultations, emails, discussion forums, virtual meetings or digital platforms like Microsoft Teams. Also consider an AI agent as an example.

Tips

It is not necessarily that all of the above ways of communication are provided explicitly, and some teachers may just quickly mention them in the lectures or tutorials, so it may not be recorded in the learning package. If it can be assumed that this is the case, then a No But and a comment would help the developer know that this information should be presented more explicitly.

If an AI agent has been referred to, check that there is information on interaction etiquette, transparency statement regarding data storage, what the instructor can see and not see, and whether it is anonymous.

NZ Reviewer Tip

Demonstrate whanaungatanga by making communication pathways visible and welcoming. Clear contact options and inclusive language signal that learner questions are valued and supported.

Example

A 'Contact Us' page begins with "He pātai āu? Do you have a question?" and outlines options such as discussion forums, email, and messaging, with guidance on when to use each.

Further Info

- [Huakina mai: Doorways toward culturally responsive education](#)
- Card, A., Merry, R., & Carroll-Lind, J. (Eds). (2022). Bicultural principles of teaching and learning online | Ngā mātāpono kākano rua o te mahi ako tuihono

3.4.5. Information about response timeframes expectations is provided.

What to do

Check to see if students are given the information on how long they should wait until they receive a response to their enquiries.

Where to focus

The information may be available in the Contact/Introduction Section, FAQs, or in the Assessment tabs.

What to look out for, specifically

This can be a brief sentence, e.g. We will endeavour to respond to emails within 48 hours/two working days.

Tips

This information may not always be available in writing in the learning package, and some teachers may prefer to say it orally or not mention it at all, in such case a *No* would be appropriate for the success indicator.

NZ Reviewer Tip

Model manaakitanga through clear and realistic communication expectations. Stating response timeframes supports trust, reduces uncertainty, and helps learners manage their study alongside other commitments.

Example

A course communication policy states: "Lecturers will respond within 48 hours on weekdays. For urgent queries, contact details are provided for office hours."

Further Info

- [Huakina mai: Doorways toward culturally responsive education](#)
- [Ngā Hau e Whā o Tāwhirimātea: Culturally Responsive Teaching and Learning for the Tertiary Sector](#)

3.5. Learning analytics are available to learners.

3.5.1. Learners are able to access analytics (e.g. via a dashboard).

What to do

Check whether students can access learning analytics in the learning package and which analytics are available to them.

Where to focus

Such data may be available in the student's dashboard, or incorporated in the learning resources e.g. as a checklist to mark progress or completion of quizzes and activities.

What to look out for, specifically

Learning analytics may take a variety of forms, e.g. attendance rate, progress bar, task checklist, time spent on the site, activity logs, etc.

Tips

Different types of learning analytics may be made available to the teaching team and students. It is important to focus on what learning analytics are available to students. Note that – If no analytics are available to you, it may be that you are not able to see a true student's view. If, in your professional opinion, you believe that a student would be able to see some analytics, then give this success indicator a *But* response and explain your reasoning.

The following link provides a definition of learning analytics, some example tools to manage learning analytics and how they can be used: [Learning Analytics \(UQ\)](#)

You may also want to check out the resources available here on learning analytics: [Learning Analytics Research Network \(LEARN\) – NYU](#)

NZ Reviewer Tip

Support mana motuhake by providing learners with clear access to their own learning data. Visible progress indicators help learners monitor engagement and take ownership of their learning.

Example

A Canvas progress dashboard shows module completion, grades, and upcoming tasks, with visual indicators highlighting incomplete work.

Further Info

- [Canvas Baseline Practices \(CBP\)](#)
- [Analysing student data: Ōritetanga learner analytics ethics framework](#)

3.5.2. Learners are able to track their own learning progress using analytics.

What to do

Find out if learners can monitor their learning progress e.g. what activities or readings they have completed.

Where to focus

These analytics may be available on the students' dashboard, profile/account overview, in the Learning Resources or Assessment sections.

What to look out for, specifically

Examples of analytics used to track learning progress can be checkboxes, checklists, progress bars, or log files containing information on students' login and engagement.

Tips

There may be different types of learning analytics provided by different platforms, so it may be a little bit more time-consuming to find analytics on platforms that you are not so familiar with. It may also be restricted by institutional policies (i.e. not 'turned on') but comments may help the developer start a conversation about good practice.

You may find more information on the use of learning analytics to track learners' progress here, with examples on analytics tools in Moodle: [Learning analytics supports the tracking of student progress \(Tampere Uni\)](#)

NZ Reviewer Tip

Encourage rangatiratanga by embedding opportunities for learners to reflect on their progress. Analytics are most effective when paired with prompts that support self-monitoring and planning.

Example

Learners complete a short fortnightly reflection comparing their progress dashboard with their study goals and identifying next steps.

Further Info

- [Analysing student data: Ōritetanga learner analytics ethics framework](#)

3.5.3. Information on how to interpret learning analytics is provided.

What to do

Check whether the student is provided with guidelines on how to understand the learning analytics available to them.

Where to focus

Such guidelines may be available in the Support or Help section or provided as external links or embedded videos.

What to look out for, specifically

You may find such information in written form, e.g. an explanation on engagement time with readings, quizzes and activities, or in audio-visual forms like videos.

Tips

You may choose to give a *Yes* for types of learning analytics that are so popular that do not require explanation on how to interpret e.g. check boxes for task completion or progress bar in percentages. Otherwise, if learning analytics are provided but with little or unclear guidelines on how to interpret them, a *Yes But* may be more appropriate and a comment would be helpful.

NZ Reviewer Tip

Reflect ako by helping learners understand what their data means and how to act on it. Guidance should support interpretation for learning, rather than positioning analytics as surveillance.

Example

A short video explains key dashboard features (e.g., "time on task" and completion rates) and offers suggestions for using this information to plan weekly study.

Further Info

- [Ngā Hau e Whā o Tāwhirimātea: Culturally Responsive Teaching and Learning for the Tertiary Sector](#) (pp. 40-45)
- [Analysing student data: Ōritetanga learner analytics ethics framework](#)

Comments

What to do

Record the reason or evidence why a *Yes / Yes But / No But / No* was given for each success indicator. Start with the number, e.g. 3.1.1. and put the comment for each indicator in a new paragraph.

Where to keep these comments

There is no separate box to provide comments for each success indicator, so all comments go in the same section under all the success indicators in a standard.

Why it is necessary to have these comments

Reviewers need to meet to discuss the Combined Review, and by that time they may have forgotten why they made that decision or where specific information was found for specific success indicators as some time may have passed. Having such explanations and evidence handy also helps reviewers reach a decision where there are differences in opinion.

Tips

When a Yes was given, you may want to note where you found that piece of information as the other reviewer may have not seen it. For a Yes But, No But, or a No, it is important to note what is missing and how the issue can be addressed. These comments will be made available to the developers and staff later and your comments will be helpful for them in improving their learning package.

Standard Four - 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.

What to do

Check if the learning package provides opportunities and tools for learners to communicate both synchronously (e.g. by phone, video, or in-person) and asynchronously (e.g. via email, messages, recorded videos etc.)

Where to focus

You may want to look at the Course Profile/Unit Outline, Weekly Learning Schedule/Plan, or Discussion Boards to find information on how learners can communicate with one another.

What to look out for, specifically

Synchronous communication may be provided through online meetings using video conferencing tools like Zoom or

Microsoft Teams. Asynchronous communication may be facilitated by a range of platforms like Padlet, VoiceThread, Google Docs, email, discussion forum, etc.

Tips

The information and tools for communication may be presented in different parts of the learning package, depending on the purpose of the communication, e.g. for discussing tasks or clarifying assessment requirements. Make sure you have a quick look through the key content areas of the learning package to avoid missing important information.

You may read more about synchronous and asynchronous communication

here: <https://www.spinach.ai/blog/synchronous-vs-asynchronous-communication>

NZ Reviewer Tip

Foster whakawhanaungatanga by enabling multiple ways for learners to connect and engage with each other. Look for opportunities that support ongoing relationship-building, not just one-off interaction.

Example

A course opens with a 'Community Kōrero' discussion where learners introduce themselves (e.g., "No hea koe?"), followed by ongoing forum discussions that remain active throughout the course.

Further Info

- [Huakina mai: Doorways toward culturally responsive education](#)
- [Ngā Hau e Whā o Tāwhirimātea: Culturally Responsive Teaching and Learning for the Tertiary Sector](#)
- [The Mana Model](#)

4.1.2. Opportunities and tools for learners to collaborate with each other are provided.

What to do

Check if activities and tools are described that allow students to work together during or outside class time.

Where to focus

Information regarding collaborative activities may be available in the Assessment, class slides, or weekly plans.

Technologies used for collaboration, e.g. Padlet or Google Docs may be provided in the Learning resources, or Course profile/Unit Outline sections.

What to look out for, specifically

You may want to check the slide decks, apps, software, online platforms, etc. that are used for collaboration like Wikis or Microsoft Teams.

Tips

The collaboration activities may be conducted during or outside class time; hence, information regarding them may be provided in synchronous/face-to-face sessions rather than directly in the asynchronous learning package. If there is evidence that supports your assumption that this is the case, a No But and comment will be a good option.

The following link provides a list of 30 collaboration tools for students in case you want more examples: [30 Of The Best Digital Collaboration Tools For Students \(TeachThought\)](#)

NZ Reviewer Tip

Reflect ako by designing collaborative tasks where learners actively co-construct knowledge. Look for activities that require shared thinking and contribution, rather than parallel individual work.

Example

Learners work in groups to create a shared digital poster using Google Slides, then present their work and respond to peer feedback via a Padlet or discussion forum.

Further Info

- [Tataiako](#)
- [Ngā Hau e Whā o Tāwhirimātea: Culturally Responsive Teaching and Learning for the Tertiary Sector](#)
- [The Mana Model](#)

4.1.3. The intention of the learner-to-learner interaction (e.g. Discussion Forum - general or specific) is specified.

What to do

Skim the learning package to see if it includes a description of the intended purpose of students' interaction with their peers.

Where to focus

The information may be found in the Course profile/Unit Outline, Assessment, Weekly plan or Discussion Board sections.

What to look out for, specifically

You may want to find task descriptions, or introduction to student-student interaction activities.

Tips

This may be a short introductory sentence to a section, for example Each group will be provided with a private channel in Microsoft Teams to facilitate your discussion regarding the group project.

NZ Reviewer Tip

Clarify kaupapa by making the purpose of each interaction explicit. Purpose-driven activities support meaningful engagement and help learners understand why participation matters.

Example

A discussion forum includes a clear statement: "This kōrero explores ethical perspectives — draw on your own context and respond to at least two peers."

Further Info

- [Tataiako](#)
- [Ngā Hau e Whā o Tāwhirimātea](#)
- [The Mana Model](#)

4.1.4. Learner-to-learner interaction expectations (e.g. scope, frequency, online etiquette) are provided.

What to do

Check whether the learning package includes guidelines on what students are expected to do when communicating with their peers.

Where to focus

The expectations may be provided in the task descriptions in the Assessment, Course profile/Unit guide or Weekly schedule sections.

What to look out for, specifically

Examples of such expectations may include the topic/content of discussion, word counts, frequency, and online etiquette, etc. It may be that students are required to interact with AI agents or similar – if this is the case then coherent scaffolding should be supplied.

Tips

For a Yes, the information needs to be explicitly presented in the learning package.

NZ Reviewer Tip

Model manaakitanga by setting clear and respectful expectations for participation. Look for guidance on tone, frequency, and culturally inclusive communication practices.

Example

A “Community Guidelines” page outlines expectations such as acknowledging others’ contributions respectfully and beginning posts with a greeting (e.g., “Kia ora”, “Talofa”).

Further Info

Card, A., Merry, R., & Carroll-Lind, J. (Eds). (2022). Bicultural principles of teaching and learning online | Ngā mātaūpono kākano rua o te mahi ako tuihono

4.2. Opportunities for learner-to-teacher interactions are provided.

4.2.1. Opportunities and tools for both synchronous and asynchronous communication between learner(s) and teacher(s) are provided.

What to do

Check if students are able to communicate with the teaching staff synchronously and asynchronously, and have access to the technologies to do so.

Where to focus

Information regarding synchronous and asynchronous interaction may be provided in the Course profile/Unit Outline, Weekly plan, Assessment, or Discussion Board.

What to look out for, specifically

Examples of synchronous communication may include online lectures or tutorials via Zoom or Microsoft Teams, while asynchronous interaction may be facilitated on platforms such as a Discussion Forum, VoiceThread, or Q&A Padlet.

Tips

You may not have access to Zoom/Teams meetings or recordings, however as long as they are available then the box is ticked.

More information and examples regarding synchronous and asynchronous communication are available here: [Synchronous vs. Asynchronous Communication: A Guide \(TechSmith\)](#)

NZ Reviewer Tip

Demonstrate manaakitanga through visible and consistent teacher presence. Look for multiple ways learners can connect with teaching staff and receive timely responses.

Example

Each week, the lecturer posts a short video update and responds to questions in a Q&A forum within 24–48 hours.

Further Info

- [Ngā Hau e Whā o Tāwhirimātea: Culturally Responsive Teaching and Learning for the Tertiary Sector](#) (pp. 28-39)

4.2.2. Opportunities for both public and private/direct communication between learners and teachers are provided.

What to do

Check if students are given opportunities to approach the teaching team using various channels both in person and virtually.

Where to focus

The information may be provided in the Introduction section, teaching team contacts, Discussion Board, or in the slides of the first contact session.

What to look out for, specifically

Examples can be found in the Discussion Forum of the learning management system, in an introductory video or external platforms like Microsoft Teams, Slack or Trello.

Tips

Such information may be in writing or given orally in class, therefore if they are not explicitly presented in the learning package but can be assumed, a *No But* and a comment about what is missing would be appropriate.

NZ Reviewer Tip

Support whanaungatanga by offering both shared and private communication channels. This ensures learners can engage in open discussion or seek individual support when needed.

Example

A course includes a public “General Questions” forum alongside a private messaging option and the ability to book one-to-one Zoom meetings.

Further Info

- [Huakina mai: Doorways toward culturally responsive education](#)
- Card, A., Merry, R., & Carroll-Lind, J. (Eds). (2022). Bicultural principles of teaching and learning online | Ngā mātāpono kākano rua o te mahi ako tuihono

4.2.3. The intention of the learner-to-teacher interaction is specified.

What to do

Check if the learning package describes the purposes of communication between students and the teaching team, e.g. to enquire about learning materials or delivery, or seek clarification on assessment tasks.

Where to focus

The information may be provided in the Introduction section, the Learning Package profile/Unit Outline, the Assessment, or the slide decks.

What to look out for, specifically

You may want to look for a brief phrase or introductory sentence that describes the intended purpose of the communication, a reflection activity, or a weekly journal.

Tips

The information may not always be explicitly presented, especially with commonly used tools like a Discussion Board, in which case a Yes But or No But may be a suitable option, depending on how much description is provided.

NZ Reviewer Tip

Clarify whāinga by explaining the purpose of each communication channel. Clear intent reduces uncertainty and helps learners use the right space for the right type of interaction.

Example

The course Q&A forum states: “Use this space for questions about weekly content and assessments. The lecturer will respond within two days.”

Further Info

- [Student voice in tertiary education settings](#)
- [Tataiako](#)
- Card, A., Merry, R., & Carroll-Lind, J. (Eds).(2022). *Bicultural principles of teaching and learning online | Ngā mātāpono kākano rua o te mahi ako tuihono*

4.2.4. Learner-to-teacher interaction expectations (e.g. scope, frequency, online etiquette) are provided

What to do

Skim to see if there are instructions on how students are expected to communicate with the teaching team or vice versa.

Where to focus

The information may be found in the slides of the first section, in the contact information of teaching staff, or in the Assessment section.

What to look out for, specifically

Examples may include the timeframe within which teachers respond to a student’s correspondence or information regarding bookable consultations with students. It may be that students are required or encouraged to interact with AI agents or similar – if this is the case then coherent scaffolding should be supplied.

Tips

The information may be given orally during contact sessions but not in writing in the learning package. If it is unclear, it would be appropriate to give a *No* or *No But* with comments to clarify your choice.

NZ Reviewer Tip

Reinforce kotahitanga by setting shared expectations for communication. Clear guidelines support respectful engagement and help establish a consistent learning culture.

Example

A communication policy outlines expected response times and encourages respectful language, including the use of greetings and clear subject lines.

Further Info

- [Tataiako](#) (Ako & Kotahitanga)
- [The Mana Model](#)
- Card, A., Merry, R., & Carroll-Lind, J. (Eds). (2022). Bicultural principles of teaching and learning online | Ngā mātāpono kākano rua o te mahi ako tuihono

4.3. There are explicit activities to develop and foster the learning community as well as establish relationships and connections.

4.3.1. Requirements for learner participation in the online environment are provided.

What to do

Check if the learning package states requirements for student engagement with the online learning environment, for example complete tasks and activities provided.

Where to focus

Such requirements may be found in the Learning resources, Assessment section or Course profile.

What to look out for, specifically

Examples for student participation can be online quizzes, videos to watch, expected amount of time spent engaging with readings, or participation in interacting with peers in the online discussion.

Tips

Some activities may be provided in the weekly class slides hence not easy to find quickly.

More examples for student participation online may be found here: [8 Strategies to Improve Participation in Your Virtual Classroom \(Edutopia\)](#)

NZ Reviewer Tip

Build whakawhanaungatanga by framing participation as contribution to a shared learning community. Look for guidance that emphasises engagement, connection, and mutual support rather than compliance.

Example

Participation guidelines state: “Engage with at least two peers and respond thoughtfully to their ideas to support shared learning.”

Further Info

- [Huakina mai: Doorways toward culturally responsive education](#)
- [Ngā Hau e Whā o Tāwhirimātea: Culturally Responsive Teaching and Learning for the Tertiary Sector](#) (pp. 28-34)

4.3.2. An activity requiring learners to introduce themselves to the learning community (can be synchronous or asynchronous) is provided.

What to do

Skim the learning package to see if students are asked to introduce themselves to the learning community.

Where to focus

The Introduction section or introductory video by the teaching team may be the place to check, or the slides of the first contact session.

What to look out for, specifically

You may need to watch out for a VoiceThread, Flipgrid activity, or an icebreaker Padlet/Microsoft Teams page where students are asked to provide some self-introduction and a photo as some typical examples.

Tips

You may want to check the transcripts if you do not have time to watch all the introductory video.

NZ Reviewer Tip

Prioritise whakawhanaungatanga at the beginning of the course. Early opportunities to share identity and context support connection and belonging.

Example

In Week 1, learners post a short introduction (e.g., pepeha, image, or short video). The lecturer models this first and provides guidance for those unfamiliar with the format.

Further Info

- [Ngā Hau e Whā o Tāwhirimātea: Culturally Responsive Teaching and Learning for the Tertiary Sector](#) (pp. 28-34)

4.3.3. A welcome message (e.g. text or video) is provided.

***Admin Reviewer** - This is an admin reviewer's task so the first and second reviewers do not have to engage with it as you will see the evaluation result and comment by the admin review when you log in to the system.*

What to do

Skim to see if students are welcomed by an announcement when they first visit the online learning environment.

Where to focus

The front or home page or the Introduction section.

What to look out for, specifically

Keep an eye out for a text announcement or a video or recorded presentation by the teaching team.

Tips

You do not have to watch or read it all. If the welcome message is there, then the box is ticked.

4.3.4. The teaching team is introduced (e.g. bios, video, Q&A).

Admin Reviewer - *This is an admin reviewer's task so the first and second reviewers do not have to engage with it as you will see the evaluation result and comment by the admin review when you log in to the system.*

What to do

Skim the learning package to see if there is an introduction to the members of the teaching staff.

Where to focus

The introductory video, the Introduction section, or a staff tab/page.

What to look out for, specifically

Text introduction, photos, video, or a weblink to the teacher's profile.

Tips

If there is more than one teaching team member, check if the information provided is presented consistently across the team.

Comments

What to do

Record the reason or evidence why a *Yes / Yes But / No But / No* was given for each success indicator. Start with the number, e.g. 4.1.1. and put the comment for each indicator in a new paragraph.

Where to keep these comments

There is no separate box to provide comments for each success indicator, so all comments go in the same section under all the success indicators in a standard.

Why it is necessary to have these comments

Reviewers need to meet to discuss the Combined Review, and by that time they may have forgotten why they made that decision or where specific information was found for specific success indicators as some time may have passed. Having such explanations and evidence handy also helps reviewers reach a decision where there are differences in opinion.

Tips

When a *Yes* was given, you may want to note where you found that piece of information as the other reviewer may have not seen it. For a *Yes But*, *No But*, or a *No*, it is important to note what is missing and how the issue can be addressed. These comments will be made available to the developers and staff later and your comments will be helpful for them in improving their learning package.

Standard Five - 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.

***Admin Reviewer** - This is an admin reviewer's task so the first and second reviewers do not have to engage with it as you will see the evaluation result and comment by the admin review when you log in to the system.*

What to do

Check if the learning package provides the information on the course aims, learning outcomes, attendance expectations, assessment tasks, and perhaps AI use.

Where to focus

These pieces of information are usually found in the (electronic) course profile, Introduction section, or in the first contact session.

What to look out for, specifically

Examples may be slides of the first lecture/tutorial, screenshots of assessment summary or content areas in the course profile, e.g. Assessment section.

Tips

If not all of the information is provided, or there is possible improvement to the content provided, a Yes But and an accompanied comment would be great.

NZ Reviewer Tip

Show kotahitanga by clearly aligning learning outcomes, assessments, and participation expectations. Learners should be able to see what they are working towards and why it matters in their context.

Example

The course home page introduces the module with a short statement linking outcomes to practice: "In this module, you will apply digital tools to your own professional setting." Outcomes and assessments are written in plain language with relevant Māori terms retained where appropriate.

Further Info

- [Ako Explored \(Ako Aotearoa\)](#)
- [ePosts: Enhancing tertiary learning and teaching through technology](#)

5.1.2. A schedule of the learning and assessment tasks is provided.

What to do

Skim the learning package to see whether the learning schedule and description of assessment tasks are given.

Where to focus

The information may be part of the course profile or stand-alone sections of the learning package.

What to look out for, specifically

Examples may include a table of the weekly learning plan or a written description of each required assignment.

Tips

These pieces of information are usually placed in prominent areas of the course due to their importance, so they should not take long to locate.

NZ Reviewer Tip

Demonstrate manaakitanga by providing a clear and accessible schedule that supports planning. Transparent timelines help learners balance study alongside work and whānau commitments.

Example

A course schedule is embedded in Canvas and available as a downloadable PDF, showing key dates, assessment deadlines, and reflection points.

Further Info

- [Ako Explored \(Ako Aotearoa\)](#)
- [A comprehensive guide to Universal Design for Learning \(UDL\) – Ako Aotearoa](#)

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, AI usage) are provided.

What to do

Skim the learning package to see if there is information regarding each of the assessment items, e.g. the assessment type, weighting, required length/word count, format of submissions, etc. Check whether there is any section that explains how or when AI may be used for assessment tasks.

Where to focus

You may need to look only in the Assessment section, or in a separate tab or page. AI usage may be located with a link to the university guidance such as the policy or procedure.

What to look out for, specifically

Such information is usually provided in written form rather than in audio-visual formats.

Tips

It is not only the quantity that matters, but the quality of information, i.e. the clarity and coherence of the assessment task description is also crucial.

NZ Reviewer Tip

Support mana motuhake by ensuring assessment expectations are clear and transparent. Learners should easily understand what is required, how it will be assessed, and what success looks like.

Example

An 'Assessment Overview' page outlines task type, weighting, word count, submission method, and purpose in plain language.

Further Info

- [Enhancing the effectiveness of tertiary teaching and learning through assessment](#)
- [Rethinking assessment \(Auckland University\)](#)

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, use of AI) are provided.

What to do

Check if the learning package provides the description of assessment processes including submission, marking, and feedback. These can include response times and or information on the use of AI.

Where to focus

The Assessment section in the learning package, and probably class slides where appropriate.

What to look out for, specifically

Information may be provided in written texts or tutorial videos for technical guidelines.

Tips

You may want to check the instructions or task description for all assessment tasks to see if they provide all the necessary information since there may be inconsistencies or missing details in some of them.

NZ Reviewer Tip

Show manaakitanga by clearly explaining how assessment processes work from submission through to feedback. Transparency reduces uncertainty and supports learner confidence.

Example

An assessment page includes step-by-step submission instructions, confirmation of receipt, and a statement: "You will receive written and video feedback within two weeks."

Further Info

- [Enhancing the effectiveness of tertiary teaching and learning through assessment](#)
- [Rethinking assessment \(Auckland University\)](#)
- [A comprehensive guide to Universal Design for Learning \(UDL\) - Ako Aotearoa](#)

5.2.3. Assessment criteria (e.g. rubrics) for all tasks are provided.

***Admin Reviewer** - This is an admin reviewer's task so the first and second reviewers do not have to engage with it as you will see the evaluation result and comment by the admin review when you log in to the system.*

What to do

Skim the Assessment section to check if the assessment criteria or marking rubrics are provided for all assignments.

Where to focus

The marking criteria or rubric may be provided in the task descriptions or in the submission links for the assignments.

What to look out for, specifically

You may want to look for a soft copy of the marking criteria e.g. a Word or PDF document in the form of a matrix or an online rating scale e.g. within Turnitin.

Tips

You may want to check if there are marking criteria for all assignments, and if there is missing information in each of the rubric, e.g. numeric / letter grades or the weighting of each criterion.

Some example assessment criteria may be viewed here: [Designing the assessment – NSW Dept of Education](#)

5.2.4. Instructions on how and when originality checking software will be used are provided.

***Admin Reviewer** - This is an admin reviewer's task so the first and second reviewers do not have to engage with it as you will see the evaluation result and comment by the admin review when you log in to the system.*

What to do

Skim the learning package to see if it contains instructions on the use of similarity checking tools e.g. Turnitin for assessment tasks, or AI checking for assessment.

Where to focus

The Assessment section in the course profile, especially the task description or requirements of each assignment.

What to look out for, specifically

You may want to look out for a brief sentence or phrase pointing out that originality checking software will be used for the assessment tasks.

Tips

Some learning packages may not explicitly mention the use of originality checking tools as it has become the norm. In this case, a *Yes But* would be appropriate if you can find the link, e.g. a Turnitin submission page, however a comment would also be needed to explain the reviewer's opinion.

Besides well-known originality checking tools like Turnitin, there may be other software used for the same purpose. Some examples are presented in the following link: [Best Plagiarism Checker Software 2026](#)

5.2.5. Assessment task examples (e.g. submissions by previous learners or GenAI examples) are provided.

What to do

Skim to see if the teaching team has provided assignment samples or work submitted by previous students.

Where to focus

The samples may be provided in the corresponding folder to each assessment task.

What to look out for, specifically

Examples may be anonymised PDF/Word documents containing assignment samples, which may be annotated, with highlighted strengths and weaknesses of the submission or feedback provided.

Tips

Not all teaching staff like to provide assessment samples to students and/or if they do, there may not be a sample for all assessment tasks. If there are no samples, then a hard No should be given and a note made for the review.

NZ Reviewer Tip

Reflect ako by using exemplars to make expectations visible. Seeing examples helps learners understand standards and reduces ambiguity, particularly for those new to academic study.

Example

Annotated examples of previous high-quality submissions are shared, with commentary explaining how criteria have been met.

Further Info

- [Enhancing the effectiveness of tertiary teaching and learning through assessment](#)
- [Rethinking assessment \(Auckland University\)](#)

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).

What to do

Skim the learning package to see if there are guidelines on how students should engage with learning and assessment tasks. This might also include expectations for use or no use of AI when completing learning and assessment tasks.

Where to focus

Check any slide decks, Introduction section, learning resources and/or assessment task descriptions to see what engagement requirements there are for students.

What to look out for, specifically

Students may be asked to engage with a range of activities, e.g. group tasks, discussion, quizzes, reflection journal, etc.

Tips

The learning and assessment tasks may not be described in only one place so a quick look throughout the learning package would be needed.

A range of learning and assessment tasks are available on these university websites:

- [Choosing and Designing Assessment Tasks \(UTas\)](#)
- [UQ Assessment Ideas Factory](#)
- [GenAi and assessment \(Uni Newcastle\)](#)

NZ Reviewer Tip

Support whakawhangaungatanga by making the purpose of participation explicit. Learners are more likely to engage when they understand how activities contribute to shared learning.

Example

A module introduction states: "Participation in this discussion supports your final assessment by helping you test and refine your ideas."

Further Info

- [Ngā Hau e Whā o Tāwhirimātea: Culturally Responsive Teaching and Learning for the Tertiary Sector](#)
- [Ako Explored \(Ako Aotearoa\)](#)
- [Rethinking assessment \(Auckland University\)](#)

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).

What to do

Skim the description of learning and assessment tasks to see if they state what students are supposed to do clearly.

Where to focus

The information should be in the Assessment section but can also be provided in the learning resources e.g. a comprehension quiz for reading materials. You may also need to check the slides of the first synchronous session.

What to look out for, specifically

The description of learner engagement may focus on time, word count, submission format, submission frequency, etc.

Tips

Students may be asked to engage in one-off tasks regarding the weekly content, or regular assessment tasks like weekly journal or presentations.

NZ Reviewer Tip

Demonstrate manaakitanga by clearly outlining expected workload and participation. This helps learners plan their time and engage consistently.

Example

The course overview states: “Expect to spend 8–10 hours per week, including two discussion posts and one peer response.”

Further Info

- [Ako Explored \(Ako Aotearoa\)](#)
- [Rethinking assessment \(Auckland University\)](#)

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.

What to do

Check if the learning package describes the connection between learning and assessment tasks.

Where to focus

The information may be found in the task descriptions in the Assessment folder, or alternatively in the course profile.

What to look out for, specifically

You may want to find a few phrases or sentences on how the learning align with tasks provided, or a brief video explaining the relationship between learning and assessment.

Tips

The information may not be explicitly stated, so you may want to read the assessment task descriptions and the learning outcomes or course goals carefully to form an opinion on the success indicator.

NZ Reviewer Tip

Promote ako by clearly linking learning activities to assessment tasks. Learners should understand how what they do each week prepares them for success in assessment.

Example

Weekly pages include a short “Why this matters” section explaining how activities connect to upcoming assessments.

Further Info

- [Ako Explored \(Ako Aotearoa\)](#)
- [Rethinking assessment \(Auckland University\)](#)

5.4.2. Opportunities for learners to engage in a variety of tasks (e.g. co-creation, quizzes) are provided.

What to do

Skim the learning package to see if students are asked to engage in a wide range of tasks during and outside the contact sessions.

Where to focus

These learning tasks may be delivered in contact sessions or associated with learning materials, so you may want to check slide decks and content areas.

What to look out for, specifically

Examples of tasks may vary from written instructions, or embedded links e.g. online quizzes to even video commenting like in VoiceThread.

Tips

You may want to focus more on the variety of tasks rather than the number of tasks in the same type. For example, if there are many tasks of the same type, e.g. all written submissions, then it should not be a Yes.

NZ Reviewer Tip

Support mana motuhake by offering a range of task types that reflect different ways of learning and expressing knowledge. Variety should enhance inclusion rather than add unnecessary complexity.

Example

Modules include quizzes, discussion forums, and scenario-based activities that allow learners to engage with content in multiple ways.

Further Info

- [Ako Explored \(Ako Aotearoa\)](#)
- [A comprehensive guide to Universal Design for Learning \(UDL\) – Ako Aotearoa](#)

5.4.3. Opportunities for learners to engage independently and in collaboration with others (e.g. independent work, pairs, groups, with AI agents) are provided.

What to do

Skim the learning package to see if both independent and collaborative tasks are provided for students.

Where to focus

The tasks may be conducted during contact sessions, so slide decks should be the first place to look. You may also want to check the assessment tasks and weekly plans as they may also be independent or collaborative.

What to look out for, specifically

Examples may be group work, projects, presentations, task-based learning, etc.

Tips

Information on which tasks are independent or collaborative may not always be explicitly available; if so, you may want to leave a comment about what should be made clearer. If the student is given the opportunity to collaborate, then the response should be a Yes. Do not pass judgment on whether the task is a good collaborative task or not, and whether the student is likely to actually collaborate.

There are some examples of collaborative learning tasks available here: [Ideas for group and collaborative assignments \(Cornell University\)](#)

NZ Reviewer Tip

Balance rangatiratanga and whakawhanaungatanga by designing opportunities for both independent reflection and collaborative learning.

Example

Each module includes an individual reflective journal alongside a small-group case study activity.

Further Info

- [Ngā Hau e Whā o Tāwhirimātea: Culturally Responsive Teaching and Learning for the Tertiary Sector](#)
- [Tataiako](#)

5.4.4. Opportunities for learners to respond in a variety of formats (e.g. presentation, written, audio, video) are provided.

What to do

Skim the learning package for instructions on the format of students' submissions and see if they are of different types.

Where to focus

The Assessment section, learning task descriptions and slide decks should be the place to check.

What to look out for, specifically

Different submission formats should be found, including oral/recorded presentations, written essays, audio recordings, videos or images.

Tips

Students may be required to submit in a certain format e.g. written more often than others, but as long as they are expected to use a variety of formats for submission then it can be a Yes or Yes But.

NZ Reviewer Tip

Show manaakitanga by recognising diverse ways of expressing knowledge. Flexible submission formats support accessibility and learner preference.

Example

Learners may submit a written report, recorded presentation, or narrated slideshow, with consistent marking criteria across formats.

Further Info

- [A comprehensive guide to Universal Design for Learning \(UDL\) – Ako Aotearoa](#)
- [Tataiako](#)

5.4.5. Opportunities for learners to observe the work of others (e.g. peers, teachers, industry leaders) are provided.

What to do

Skim the learning package for information on opportunities for students to see how tasks are performed by others inside and outside the classroom, e.g. in industry.

Where to focus

These tasks may be described in the overall profile or learning schedule or weekly plan. Slide decks usually provide such information in more detail.

What to look out for, specifically

Examples may be activities/tasks/projects provided through class sessions, placements or apprenticeships with external industry partners.

Tips

Not all learning environments may provide opportunities for students to observe work performed in an industry environment, and it may not be explicitly stated that students will be able to observe teachers' and peers' work in contact sessions. In this case, make a professional judgement about whether this does occur and make a note in the review regarding the information required for these experiences to be clearly seen in the learning package.

NZ Reviewer Tip

Encourage ako by providing opportunities for learners to view and learn from others' work. Observing different approaches supports deeper understanding and reflection.

Example

A 'Showcase' discussion invites learners to share their work and provide brief, constructive feedback to peers.

Further Info

- [Ako Explored \(Ako Aotearoa\)](#)

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, AI agent) are communicated.

What to do

Skim the learning package to see if it includes information on all the different channels students can use to receive feedback from the teacher, classmates, and themselves, in both digital and manual forms.

Where to focus

The information may be provided in the Assessment folder and slide decks as students may receive feedback during synchronous sessions too.

What to look out for, specifically

Examples may include a marking rubric or written comments, or oral feedback or voting on a digital platform like Padlet or Turnitin.

Tips

Look not only for the channels and types of feedback but also for information on how feedback will be given to students.

There are information and examples of different formative and summative feedback in the following link: [Types of Feedback \(Uni of Florida\)](#)

NZ Reviewer Tip

Reflect manaakitanga and ako by clearly outlining when and how feedback will occur. Learners should understand how feedback supports their ongoing development.

Example

The course explains: “You will receive automated quiz feedback, peer feedback on drafts, and tutor feedback after submission.”

Further Info

- [ePosts: Enhancing tertiary learning and teaching through technology](#)
- [Ako Explored \(Ako Aotearoa\)](#)

5.5.2. Information about feedback (e.g. timing, format, interpretation, use) is provided.

***Admin Reviewer** - This is an admin reviewer’s task so the first and second reviewers do not have to engage with it as you will see the evaluation result and comment by the admin review when you log in to the system.*

What to do

Skim the learning package to see if there is all relevant information regarding how feedback will be provided and used.

Where to focus

The Assessment folder should be the first place to check, but sometimes you may also want to have a look at the slide decks or recordings where oral feedback may be given or general feedback for an assignment is summarised.

What to look out for, specifically

Examples may include the waiting period for feedback, whether it will be recorded comments in a video, in-text annotations, or written general feedback for a particular assignment.

Tips

If not all of the above information is given, a Yes But accompanied by a comment on what is missing would be helpful for the learning package developers to know where to improve.

Comments

What to do

Record the reason or evidence why a Yes / Yes But / No But / No was given for each success indicator. Start with the number, e.g. 5.1.1. and put the comment for each indicator in a new paragraph.

Where to keep these comments

There is no separate box to provide comments for each success indicator, so all comments go in the same section under all the success indicators in a standard.

Why it is necessary to have these comments

Reviewers need to meet to discuss the Combined Review, and by that time they may have forgotten why they made that decision or where specific information was found for specific success indicators as some time may have passed. Having such explanations and evidence handy also helps reviewers reach a decision where there are differences in opinion.

Tips

When a *Yes* was given, you may want to note where you found that piece of information as the other reviewer may have not seen it. For a *Yes But*, *No But*, or a *No*, it is important to note what is missing and how the issue can be addressed. These comments will be made available to the developers and staff later and your comments will be helpful for them in improving their learning package.

Standard Six - 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 technology.

6.1.1. Learning and assessment tasks make effective use of technologies.

What to do

Check the technologies used to see if they can facilitate learning and assessment tasks effectively.

Where to focus

You may want to look at the Assessment folder or class slides to see what technologies are used and for which tasks.

What to look out for, specifically

Think about if you were the learning package developer, what technologies you would use for the learning and assessment tasks provided. For example, for students' group discussion during a tutorial, Microsoft Teams or Zoom breakout rooms may be a better option than a Blackboard discussion forum.

Tips

What is effective for one may not be that effective for others, so the aim should not be to look for the best tool possible. What matters should be the suitability of the chosen technologies for the tasks designed, but of course you can always propose alternative options in a comment.

NZ Reviewer Tip

Promote ako by selecting technologies that clearly enhance learning rather than adding unnecessary complexity. Look for tools that support understanding, collaboration, or expression in purposeful ways.

Example

Learners record short reflective podcasts summarising weekly topics, using a tool such as Panopto that supports both oral expression and accessibility through captions.

Further Info

- [Ako Explored \(Ako Aotearoa\)](#)
- [A comprehensive guide to Universal Design for Learning \(UDL\) – Ako Aotearoa](#)
- [Canvas Baseline Practices \(CBP\)](#)

6.1.2. Learners are provided with instructions on how to use the tools/technologies for learning and assessment tasks.

What to do

Skim the learning package to check if there are instructions or tutorials for students to learn how to use the technologies employed in the activities.

Where to focus

These guidelines may be found in a separate technical support section, incorporated into the task descriptions, or introduced where the technologies are introduced.

What to look out for, specifically

You may want to watch out for video tutorials, manuals or written how-to files/links which provide step-by-step instructions on how to do things using the given technologies.

Tips

The teaching team may not provide how-to instructions for technologies that are popular e.g. Blackboard or Zoom, or those that were available in a previous offering of the course or tools students have used before. If instructions are available for some but not all tools, a Yes But or No But would be the best option.

NZ Reviewer Tip

Show manaakitanga by providing just-in-time support that enables confident use of required technologies. Clear, accessible guidance helps ensure all learners can participate successfully.

Example

An assessment page includes a short “How to record and upload your reflection” video with captions, alongside screenshots and a downloadable checklist.

Further Info

- [Ako Explored \(Ako Aotearoa\)](#)
- [Huakina mai: Doorways toward culturally responsive education](#)

6.1.3. Where specific technologies are required, relevant access or directions to access the technologies (e.g. podcasting, blogs, graphics software, GenAI) are provided.

What to do

Skim the learning package to check if students are provided with access to the digital tools used in the learning package or given instructions on how to access these technologies.

Where to focus

Links to log in to online platforms or websites may be provided in various places - after the introduction to the tool, in the slide decks, or in the content areas, e.g. the Learning Resources section.

What to look out for, specifically

Access to online platforms may be provided via a web link, while instructions for accessing software installed in a lab or on students' devices may be provided in written form or via video tutorials.

Tips

It is important to check that access links or instructions are given for each and every technology used in the learning package and these should be easy to find.

NZ Reviewer Tip

Demonstrate manaakitanga by ensuring equitable access to required technologies. Learners should know how to access tools and be offered alternatives where barriers may exist.

Example

A course provides access to Adobe Creative Cloud via institutional licensing, alongside guidance on free alternatives such as Canva or GIMP.

Further Info

- [A comprehensive guide to Universal Design for Learning \(UDL\) – Ako Aotearoa](#)
- [Ako Explored \(Ako Aotearoa\)](#)

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.

What to do

Check the learning and assessment tasks available in the learning package to see what degree of digital literacy students should have and if students have accessibility issues due to their technological competence.

Where to focus

Check the requirements for students' digital literacy (if any) in the overall profile/introduction, and the tasks provided in the class slides or learning schedules to see if students of different digital skill levels can complete them without difficulties.

What to look out for, specifically

The task descriptions and expectations regarding students' technological competence, to see if they are compatible.

Tips

Where tasks require quite high levels of digital literacy, it may be recommended that support is provided for "low-tech" students so they can participate equitably in learning and assessment activities.

You may refer to the Digital Literacy Skills Framework by Australian Government for description of different levels of performance here: [Digital Literacy Skills Framework \(DLSF\) – Australian Government](#)

NZ Reviewer Tip

Support mana motuhake by ensuring tasks are accessible to learners with different levels of digital confidence. Look for low-barrier entry points that allow participation before increasing complexity.

Example

An early activity allows learners to contribute using text or audio, with later modules gradually introducing more advanced tools.

Further Info

- [Ngā Hau e Whā o Tāwhirimātea: Culturally Responsive Teaching and Learning for the Tertiary Sector](#)
- [Tataiako](#)

6.2.2. Opportunities to develop and demonstrate digital literacies are appropriately scaffolded.

What to do

Skim the learning package to see if the technologies used as well as learning and assessment tasks provided range from easy to difficult and are scaffolded appropriately so students are not overwhelmed and can learn one or only a few tools at a time.

Where to focus

A quick look through the learning package, assessment summary and learning schedule may give you the overall opinion for this success indicator.

What to look out for, specifically

The frequency of new technology introduction, whether learning and assessment activities are built upon what was presented previously, and the expectations on where students should showcase their digital literacies in learning and assessment tasks.

Tips

By now, you should have a clear idea of the site and be familiar with the content provided, so it should be easy to see the intended skill development and arrive at the answer for this success indicator.

NZ Reviewer Tip

Reflect ako by designing learning that progressively builds digital capability. Look for tasks that move from guided practice to more independent and creative use of technology.

Example

Learners begin with a guided H5P activity, then co-create an interactive resource, and finally reflect on how the tool supports learning.

Further Info

- [A comprehensive guide to Universal Design for Learning \(UDL\) – Ako Aotearoa](#)
- [Ako Explored \(Ako Aotearoa\)](#)
- [Canvas Baseline Practices \(CBP\)](#)

Comments

What to do

Record the reason or evidence why a *Yes / Yes But / No But / No* was given for each success indicator. Start with the number, e.g. 6.1.1. and put the comment for each indicator in a new paragraph.

Where to keep these comments

There is no separate box to provide comments for each success indicator, so all comments go in the same section under all the success indicators in a standard.

Why it is necessary to have these comments

Reviewers need to meet to discuss the Combined Review, and by that time they may have forgotten why they made that decision or where specific information was found for specific success indicators as some time may have passed. Having such explanations and evidence handy also helps reviewers reach a decision where there are differences in opinion.

Tips

When a *Yes* was given, you may want to note where you found that piece of information as the other reviewer may have not seen it. For a *Yes But*, *No But*, or a *No*, it is important to note what is missing and how the issue can be addressed. These comments will be made available to the developers and staff later and your comments will be helpful for them in improving their learning package.

Standard Seven - Learning Resources are Available, Functional, Compliant with Copyright and Attribution Requirements.

7.1. Learning resources are available and functional.

7.1.1. Learning resources are available.

What to do

Check the learning package to see if learning resources are provided for all weeks / topics of the course.

Where to focus

Learning resources are usually one of the main content areas and hence should be easily identifiable as a stand-alone section with headings and subheadings.

What to look out for, specifically

Examples of learning resources may be readings materials like journal articles, textbooks, videos, class slides, etc.

Tips

You may want to see if learning resources are presented consistently e.g. a video followed by a few readings for each topic and there is not a big difference in the number of materials assigned per week.

NZ Reviewer Tip

Show manaakitanga by ensuring all required learning resources are easy to access, reliable, and available when needed. Consistent access supports equity and allows learners to engage without unnecessary barriers.

Example

Course resources are embedded directly within Canvas, with downloadable versions available. Links open reliably, and no additional logins are required for essential materials.

Further Info

- [A comprehensive guide to Universal Design for Learning \(UDL\) – Ako Aotearoa](#)

- [Canvas Baseline Practices \(CBP\)](#)

7.1.2. Learning resources to be downloaded or streamed are appropriately sized (e.g. large files/formats optimised/compressed where/when applicable).

***Admin Reviewer** - This is an admin reviewer's task so the first and second reviewers do not have to engage with it as you will see the evaluation result and comment by the admin review when you log in to the system.*

What to do

Check the size of the materials students need to download or view on their own devices to ensure they are not too large and do not cause storage or playback issues while loading.

Where to focus

Videos or audio files are usually much larger in size than reading materials in Word and PDF format, hence a closer look at them would be great.

What to look out for, specifically

Book chapters and journal articles are usually quite small in size so you may focus more on the textbook, audio recordings/videos uploaded or software/apps that students are expected to install on their devices.

Tips

Play videos/audio files to see if they load quickly and play smoothly. Download files that look big e.g. the whole book, not a chapter, or a long video, to see how large the file is. Students may have storage issue if they have to download files that are hundreds of Mbs to a mobile/portable device.

7.1.3. Learning resources are functional on contemporary devices.

***Admin Reviewer** - This is an admin reviewer's task so the first and second reviewers do not have to engage with it as you will see the evaluation result and comment by the admin review when you log in to the system.*

What to do

Open reading materials, play audio-visual files and check other resources e.g. learning objects, software and apps to see if they work properly on a range of different devices.

Where to focus

All the learning resources that are available in the learning package, however you do not need to engage with each of them for too long, just a quick check is sufficient.

What to look out for, specifically

Check if the materials can be viewed/watched online, downloaded and saved to a local hard drive for student engagement at their convenience.

Tips

You may want to use a desktop computer, a laptop, tablet and mobile phone to check if all the learning resources are functional. It would be best if the devices are not the latest models since students may use old devices that are not the most powerful.

7.1.4. Learning resources enable learner control.

What to do

Find out whether students can control how they view learning resources, e.g. expand/collapse/annotate readings, or fast-forward/rewind audio/video files.

Where to focus

All the different formats of learning resources in the learning package to check for learner control in multi-modal forms, e.g. written texts and/or videos.

What to look out for, specifically

How students can control their learning process and engagement with learning resources.

Tips

Students may be given different levels of learner control dependent on the type of learning resources so you may want to pay attention to whether students can have the same kind of learner control over materials of the same type.

Some information and examples for learner control of learning resources are available here: [E-Learning Essentials 2020 – Chapter 24 Instructional Design Principles](#)

NZ Reviewer Tip

Support rangatiratanga by providing resources that allow learners to engage in ways that suit their needs. Look for features that enable flexibility, such as playback control, downloading, or annotation.

Example

Videos include playback controls and downloadable transcripts, while readings are provided as text-selectable PDFs for annotation.

Further Info

- [A comprehensive guide to Universal Design for Learning \(UDL\) – Ako Aotearoa](#)
- [Canvas Baseline Practices \(CBP\)](#)
- [Ngā Hau e Whā o Tāwhirimātea: Culturally Responsive Teaching and Learning for the Tertiary Sector](#)

7.1.5. Learning resources are fit for purpose.

What to do

Check if learning resources serve the purpose they are supposed to.

Where to focus

The content area for learning resources, learning goals and schedules.

What to look out for, specifically

The content, use and intended purposes of the learning resources.

Tips

You may put on both the hat of a learning designer and student to see if the materials provided are fit for their intended purpose as described in the learning package. You may wish to consider the discipline in which the learning package is situated and whether the choice of learning resources are fit for the purpose of this discipline. An example might be in relation to the use of AI.

NZ Reviewer Tip

Demonstrate manaakitanga by ensuring resources are usable, accessible, and function as intended. Look for materials that meet accessibility standards and avoid common barriers such as poor formatting or broken links.

Example

Resources include captioned videos, accessible PowerPoint slides with strong colour contrast, and editable documents rather than scanned PDFs.

Further Info

- [NZ Government Web Accessibility Standards](#)
- [A comprehensive guide to Universal Design for Learning \(UDL\) – Ako Aotearoa](#)
- [Canvas Baseline Practices \(CBP\)](#)

7.2. Learning resources are copyright compliant and appropriately attributed.

7.2.1. Evidence is provided that copyright regulations have been observed.

***Admin Reviewer** - This is an admin reviewer's task so the first and second reviewers do not have to engage with it as you will see the evaluation result and comment by the admin review when you log in to the system.*

What to do

Skim the learning package quickly to check that copyright regulations are followed, e.g. whether the developers have permission from copyright holders or are entitled to use external resources such as images, videos, and readings.

Where to focus

The learning resources that are not created by the teaching team, including images, audio-visual materials, graphs and readings.

What to look out for, specifically

Whether the materials included in the learning package are copyright-free, or copyright holders have provided permission for the materials to be used.

Tips

Pay attention not only to copyright issues but also to consistent compliance with relevant regulations. For example, if most resources are copyright-free but a few images are not, then a *Yes But* is a good option.

Further information regarding copyright can be found here: [Copyright guidance \(University of Wollongong\)](#)

7.2.2. Relevant levels of attribution (e.g. scholarly citations, Creative Commons, GenAI) are provided.

What to do

Skim the learning package to ensure learning sources are properly attributed and referenced.

Where to focus

The learning resources not created by the teaching team themselves, a list of references or the copyright statement provided by the developers. These include an appropriate acknowledgement of the use of AI.

What to look out for, specifically

Examples may be Creative Common licenses, links to original sources or signals that permission to use has been granted by copyright holders.

Tips

You should make sure all learning resources from external sources are properly referenced and attributed. For example, at the end of the slide decks there may be a list of references and a table of attribution provided.

NZ Reviewer Tip

Reflect kotahitanga by modelling ethical and respectful use of resources. Look for clear attribution of all materials, including acknowledgement of cultural origins where relevant.

Example

Images include Creative Commons licences and source attribution, and cultural artefacts are accompanied by acknowledgement of iwi or community origins where appropriate.

Further Info

- [A comprehensive guide to Universal Design for Learning \(UDL\) – Ako Aotearoa](#)
- [Ako Explored \(Ako Aotearoa\)](#)
- [Canvas Baseline Practices \(CBP\)](#)

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).

What to do

Check whether learning resources are inclusive of diverse author/student cohorts and culturally appropriate, without being offensive to any parties involved.

Where to focus

Check the readings, images and audio-visual materials in the topics and content sections.

What to look out for, specifically

Whether learning resources include content that is specifically about Indigenous culture or sensitive topics like religion, and whether there are inappropriate materials or language that display biased opinions or stereotypes.

Tips

Have a quick look through the learning package and identify potential issues regarding cultural considerations rather than read all the information provided. An overview evaluation may be quicker and more useful than a thorough appreciation of each individual learning resource.

For more information, you may refer to the Learning and Teaching Across Cultures Good Practice Principles and Quick Guides by the Australian Government available here: [Learning and Teaching Across Cultures \(IEAA\)](#)

NZ Reviewer Tip

Embed manaakitanga by ensuring learning resources are culturally safe and respectful. Look for accurate use of te reo Māori, appropriate framing of sensitive content, and guidance where material may impact learners.

Example

Before discussing colonisation, a note advises learners of potentially distressing content and offers support options. Māori terms are used correctly with macrons.

Further Info

- [Huakina mai: Doorways toward culturally responsive education](#)
- [Tataiako](#)
- [Ngā Hau e Whā o Tāwhirimātea: Culturally Responsive Teaching and Learning for the Tertiary Sector](#)
- Card, A., Merry, R., & Carroll-Lind, J. (Eds). (2022). Bicultural principles of teaching and learning online | Ngā mātāpono kākano rua o te mahi ako tuihono

7.3.2. Learning resources reflect diversity including but not limited to gender, culture, demographic groups.

What to do

Skim the learning resources provided to see if they are created by authors from various cultural, gender and demographic backgrounds and hence students from culturally and linguistically diverse origins can relate to them without feeling excluded.

Where to focus

The authors, content and audiences of learning materials.

What to look out for, specifically

A salient example of diversity in learning resources may be that they are written by various authors of different genders, cultural origins from different regions with diverse perspectives presented. Also be mindful of the ability of AI generated resources to have an inherent bias.

NZ Reviewer Tip

Promote kotahitanga by ensuring learning materials represent a range of perspectives and experiences relevant to Aotearoa. Representation should feel authentic rather than tokenistic.

Example

Case studies include Māori, Pasifika, Asian, and rural perspectives, reflecting a range of lived experiences and contexts.

Further Info

- [Ngā Hau e Whā o Tāwhirimātea: Culturally Responsive Teaching and Learning for the Tertiary Sector](#)
- Card, A., Merry, R., & Carroll-Lind, J. (Eds). (2022). Bicultural principles of teaching and learning online | Ngā mātāpono kākano rua o te mahi ako tuihono

7.3.3. Learning resources are contextualised to more than one global region.

What to do

Skim to see if learning resources do not focus only on a particular region e.g. Australasia.

Where to focus

The list of references, library reading catalogue or abstracts/summary of resources provided.

What to look out for, specifically

Check the context and intended audience of the learning resources to see where they apply to, a particular country or region or world-wide.

Tips

You may want to check the course profile or introduction to see whether the learning package is intended for students in a particular context, e.g. only domestic Australian students, or for a wider audience to evaluate the suitability of the contextualised materials.

NZ Reviewer Tip

Encourage ako by positioning Aotearoa perspectives alongside global contexts. Look for learning materials that connect local knowledge with international frameworks while maintaining Indigenous visibility.

Example

A sustainability course compares Māori kaitiakitanga with Indigenous and international environmental approaches.

Further Info

- [Tertiary Education Strategy – Summary](#)
- [Indigenous higher education Māori experience in New Zealand](#)

Comments

What to do

Record the reason or evidence why a *Yes* / *Yes But* / *No But* / *No* was given for each success indicator. Start with the number, e.g., 7.1.1. and put the comment for each indicator in a new paragraph.

Where to keep these comments

There is no separate box to provide comments for each success indicator, so all comments go in the same section under all the success indicators in a standard.

Why is it necessary to have these comments

Reviewers need to meet to discuss the Combined Review, and by that time they may have forgotten why they made that decision or where specific information was found for specific success indicators as some time may have passed. Having such explanations and evidence handy also helps reviewers reach a decision where there are differences in opinion.

Tips

When a *Yes* was given, you may want to note where you found that piece of information as the other reviewer may have not seen it. For a *Yes But*, *No But*, or a *No*, it is important to note what is missing and how the issue can be addressed. These comments will be made available to the developers and staff later and your comments will be helpful for them in improving their learning package.

Standard Eight - 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).

What to do

Skim the learning resources to see if their contexts are introduced with information on their purposes, relevance, and expectations for students' engagement with these materials.

Where to focus

The introduction section before each topic or learning resource will usually be the place to look for such information.

What to look out for, specifically

You may want to find a brief sentence or two presenting the main ideas of the resources, their intended purpose and uses.

Tips

The learning package may provide the context for only weekly topics or main sections without presenting each individual learning resource e.g. a video or reading. If this is the case, a *Yes But* or *No But* may be the best option dependent on the number and quality of the context introduction to the learning materials.

NZ Reviewer Tip

Uphold manaakitanga by clearly explaining what each resource is, why it is included, and how it supports learning. Providing context helps learners prioritise their effort and understand relevance to outcomes.

Example

A weekly overview page labels each resource as "Essential" or "Recommended" and includes a short note such as: "Essential | 12 min – Video: Kaitiakitanga in urban planning. Prepares you for Assessment 2."

Further Info

- [Ngā Hau e Whā o Tāwhirimātea: Culturally Responsive Teaching and Learning for the Tertiary Sector](#)
- [Huakina mai: Doorways toward culturally responsive education](#)
- [A comprehensive guide to Universal Design for Learning \(UDL\) – Ako Aotearoa](#)
- [The Mana Model](#) – useful for precise framing (map resources to *mana reo*, *mana whenua*, *mana tangata*, *mana motuhake*)

8.2. Learning resources are provided in a range of modalities.

8.2.1. Learning resources utilise digital technologies and media (e.g. H5P, PDF, video) in purposeful ways.

What to do

Skim quickly through all learning resources to see if they utilise technologies and media effectively to facilitate students' learning.

Where to focus

The content areas where learning resources are presented and the support materials for them.

What to look out for, specifically

The suitability of technologies and media forms chosen to the learning goals and outcomes.

Tips

You may want to focus on whether the digital technologies and media employed are effective in facilitating students' learning and assessment tasks. In some cases, the choices of the course developers may not be optimal but as long as they serve the purposes they are supposed to then a Yes may be given.

NZ Reviewer Tip

Reflect ako by selecting media formats that best support the learning purpose. Different modalities should be used intentionally to enhance understanding, engagement, and accessibility.

Example

A short subtitled video introduces a concept, a one-page PDF summarises key ideas, and an interactive H5P activity allows learners to apply their understanding before moving to assessment.

Further Info

- [Inclusiveness](#)
- [Ngā Hau e Whā o Tāwhirimātea: Culturally Responsive Teaching and Learning for the Tertiary Sector](#)
- [Tataiako](#)
- [The Mana Model](#)

8.2.2. Learning resources are presented using a variety of technologies.

What to do

Skim the sections where learning resources are provided to see if they are employing a range of technologies e.g. videos, PDFs, embedded links, apps, and software, etc.

Where to focus

The weekly topics, class slides or content areas where learning resources are presented.

What to look out for, specifically

The types of technologies used for learning resources, e.g. videos, PDFs, learning objects, online platforms, etc.

Tips

Focus on the format of learning resources, not their content. You may also want to check if materials are presented consistently across the weekly topics or sections of the learning package.

NZ Reviewer Tip

Show manaakitanga by offering a balanced range of technologies that support different ways of engaging with learning. Variety should enhance access and choice without overwhelming learners.

Example

A module includes a short video with captions, a text-based reading, and an interactive discussion activity, each clearly labelled with format and purpose.

Further Info

- [Ngā Hau e Whā o Tāwhirimātea: Culturally Responsive Teaching and Learning for the Tertiary Sector](#)
- [Huakina mai: Doorways toward culturally responsive education](#)
- [The Mana Model](#)
- Card, A., Merry, R., & Carroll-Lind, J. (Eds). (2022). *Bicultural principles of teaching and learning online / Ngā mātāpono kākano rua o te mahi ako tuihono*

Comments

What to do

Record the reason or evidence why a *Yes / Yes But / No But / No* was given for each success indicator. Start with the number, e.g. 8.1.1. and put the comment for each indicator in a new paragraph.

Where to keep these comments

There is no separate box to provide comments for each success indicator, so all comments go in the same section under all the success indicators in a standard.

Why it is necessary to have these comments

Reviewers need to meet to discuss the Combined Review, and by that time they may have forgotten why they made that decision or where specific information was found for specific success indicators as some time may have passed. Having such explanations and evidence handy also helps reviewers reach a decision where there are differences in opinion.

Tips

When a *Yes* was given, you may want to note where you found that piece of information as the other reviewer may have not seen it. For a *Yes But*, *No But*, or a *No*, it is important to note what is missing and how the issue can be addressed. These comments will be made available to the developers and staff later and your comments will be helpful for them in improving their learning package.