



PDIIE 029: DISTANCE CRITERIA, STANDARDS AND PROCEDURES

Student Success in Distance Learning: Admission Requirements

Principles for Distance Education

1 Comprehensive student support should commence upon registration and extend throughout the entirety of their academic journey, culminating at the point of graduation.

Distance Education Minimum Standards	Procedures related to the distance mode of offering at The IIE
1.1 Students should have adequate information about the distance mode of delivery before registration.	<ul style="list-style-type: none"> 1.1.1 Students should have access to information and assistance when making decisions around programme selection. Assistance can be in the form of career guidance and/or counselling. 1.1.2 A comprehensive information pack should be accessible to students up front and should inform students of how to apply. This may include information about specific technologies, Work Integrated Learning (WIL) and practical-related requirements. 1.1.3 Students must be informed about the expectations and requirements of engaging in a distance programme.
1.2 All provisions in The IIE's Admission Policy (IIE002) and The IIE's Student Records Policy (IIE011) apply to distance offerings.	<ul style="list-style-type: none"> 1.2.1 All admission criteria for all full qualifications are the same for both the contact and distance modes of offering. 1.2.2 Admission requirements must be clearly articulated and communicated to potential applicants, including any international applicants. 1.2.3 International students enrolled in an IIE distance programme, who are in South Africa while studying, must be in possession of the relevant visa documents. 1.2.4 International students, enrolled on The IIE distance learning programmes, who are not in South Africa, and not receiving regular tuition support on the sites do not require a study visa.
1.3 Admission requirements should take into consideration any social factors that may	<ul style="list-style-type: none"> 1.3.1 Appropriate orientation programmes must be in place for distance students.

Distance Education Minimum Standards	Procedures related to the distance mode of offering at The IIE
impede student success, and appropriate support should be provided where applicable.	<p>1.3.2 Any skills development courses and/or mentoring services offered by the sites of delivery must be communicated to prospective students who may need assistance in addressing any skills gap that may be present.</p> <p>1.3.3 These interventions should assist students in adjusting to higher education and the distance learning environment.</p>
1.4 The application and admissions process needs to inform students of the necessary resources and/or any technical competence required to complete the respective qualification.	<p>1.4.1 Students will need access to their student emails.</p> <p>1.4.2 The primary mode of delivery is through the LMS, known as <i>IIELearn</i>. Students will need to be able to access Learn as this platform is leveraged in curriculum design and student engagement.</p>
1.5 The registration process should be simple to complete and adequate support must be available for students to complete their registration.	<p>1.5.1 Registration is fully online, including document upload and payment.</p> <p>1.5.2 Specific processes are in place to ensure administrative efficiency and are communicated to students timeously.</p> <p>1.5.3 While the summative dates are standard, the rest of the academic cycle, such as registration dates, are more flexible. Where appropriate, this includes delivery of modules in sequence, and not in parallel, in a semester. This ensures attention can be given to cost, complexity and textbook changes.</p> <p>1.5.4 Regulatory rules are followed using modern verification methods and databases, such as those for accessing NSC results.</p> <p>1.5.5 Students must select an examination centre upon registration, which, with sufficient notice, can be changed if their circumstances change.</p>
1.6 All provisions of The IIE's Qualification Completion, Credit Accumulation and Transfer, Articulation and Recognition of Prior Learning (IIE010) and Graduation and Certification (IIE012) Policies apply to distance offerings.	<p>1.6.1 Students can register as full or part-time students. This decision needs to be mindful of maximum completion time and any pre- and co-requisite modules in a qualification, if applicable.</p> <p>1.6.2 Students must receive curriculum advice from a relevant academic based on their specific life circumstances and the structure of the qualification when making the decision about whether to register as a part-time or full-time student.</p>

Student success in distance learning: Teaching and Learning	
Principles for Distance Education	
2 The design of all curricula needs to be founded on best practice in distance learning. The teaching and learning approach and the delivery model should be based on sound pedagogical principles that leverage the potential of technologies. Distance students should have access to suitably qualified academics. The learning experience should be student-centred.	

Distance Education Minimum Standards	Procedures related to the distance mode of offering at The IIE
2.1 Programme design should make provisions for the distance mode of offering which includes appropriate learning resources and the promotion of independent learning.	<p>2.1.1 Programme approval and design must be robust.</p> <p>2.1.2 The curriculum should be designed to support self-learning and ensure that learning can take place without students and academics being in the same place at the same time.</p> <p>2.1.3 The programme design needs to consider the profile of the distance student. Distance education programmes need to be carefully scaffolded to ensure the demand for independent study is appropriate for the NQF level.</p> <p>2.1.4 The development of learning material and assessments should be done by a suitable full-time person or a part-time staff member for additional payment. This decision should be based on the expertise of the individual.</p> <p>2.1.5 All learning material and assessments should be moderated by a suitably qualified and responsible academic.</p>
2.2 The teaching and learning approach promoted in the distance learning space needs to address the spatial distance between academics and students.	<p>2.2.1 The teaching and learning approach needs to ensure that effective learning can take place at a distance, this may include pre-recorded academic support sessions, synchronous sessions and presentations.</p> <p>2.2.2 Online Lecturers (OLs) need to reflect enthusiasm for their modules and be willing to adapt or modify strategies to the needs of students.</p> <p>2.2.3 The approach to teaching and learning needs to be stimulating and considerate. The sources of distraction in the online space are many, OLs need to ensure sessions are punchy and not content-packed.</p> <p>2.2.4 Effective online teaching and learning requires intentional strategies to promote communication among students and OLs.</p>

Distance Education Minimum Standards		Procedures related to the distance mode of offering at The IIE
		2.2.5 Where appropriate the use of discussion forums, well-designed group work and dialogue should be promoted to create meaningful connections and involvement.
2.3	Synchronous sessions must be centrally managed and scheduled.	2.3.1 Synchronous sessions are “live”, carefully structured sessions between students and OLs, which are recorded and made available to students who have chosen not to participate in the synchronous session. 2.3.2 The amount of synchronous and asynchronous sessions required to achieve the learning outcomes needs to be part of the schedule planning. 2.3.3 These schedules need to be shared with distance students at the start of the semester.
2.4	A minimum of six synchronous sessions must be scheduled for each module.	2.4.1 A semester plan outlining all synchronous sessions must be developed per qualification and must include all modules.
2.5	Synchronous sessions must be carefully structured to provide suitable learning opportunities for distance students.	2.5.1 The structure of the session must be in the context of the semester plan. 2.5.2 These synchronous sessions should be structured to optimise the learning experience of students. 2.5.3 The structure of the synchronous sessions must promote online engagement and recognise that for some students, this learning space may be new or unfamiliar. 2.5.4 Early communication to students around the structure of synchronous sessions, including expectations, important resources or orientation materials, is required to provide clarity for students and increase the opportunity for synchronous engagement.
2.6	Synchronous sessions must be recorded and made available to students.	2.6.1 Synchronous sessions must be accessible by distance students after they have taken place. 2.6.2 The recordings for all modules being offered should be available to students. 2.6.3 Distance students must know where these recordings can be accessed.
2.7	Asynchronous and synchronous sessions must be viewed in relation to one another.	2.7.1 Asynchronous and synchronous sessions should be designed to promote the benefits of both approaches, which may include real-time feedback, promote engagement and allow students to reinforce self-directed learning by conveniently reviewing material. 2.7.2 Both asynchronous and synchronous techniques can be effective in meeting the needs of distance students and can impact student performance. Careful consideration therefore, must be given to how these sessions can complement each other and how they are scheduled.
2.8	The Online Lecturers (OLs) should be qualified and adequately trained to	2.8.1 The OLs must meet the same qualification and experience requirements as lecturers in the contact mode. 2.8.2 There needs to be a subject matter (specific discipline) expert who participates in the interviews and selection of OLs.

Distance Education Minimum Standards	Procedures related to the distance mode of offering at The IIE
facilitate the learning of a group of distance students in a module.	<p>2.8.3 OLs should be trained and supervised by a relevant academic who has expertise in distance learning.</p> <p>2.8.4 OLs are required to complete the Short Learning Programme (SLP) on teaching distance students.</p>
2.9 The roles and responsibilities of the OLs should be clearly defined.	<p>2.9.1 The OL facilitates student engagement with the learning material and process and guides learning accordingly including through the provision of feedback and support, the marking of assessments and the development of the students' intellectual integrity skills.</p>
2.10 The OL is responsible for mediating the learning of students.	<p>2.10.1 The OL must provide online support for student learning, which includes focusing on threshold concepts as per the module outcomes.</p> <p>2.10.2 The OL must adopt a student-centred approach to the online environment where learning should be self-directed, authentic and relevant. The goal is to provide students with ownership of what is being learnt.</p> <p>2.10.3 The OL needs to modify pedagogical techniques to fit the virtual environment, where a significant part of the role is to facilitate discussion, promote interest in learning and understanding concepts.</p> <p>2.10.4 The OL must monitor student engagement on the LMS, discussion forums, and activity feedback to gauge student understanding and the need for any intervention.</p> <p>2.10.5 The OL needs to provide clear expectations and feedback around assessments. This includes providing feedback to student submissions on the correct platform and upholding marking deadlines.</p> <p>2.10.6 The OL needs to work towards developing the students' intellectual integrity skills.</p>
2.11 The OL is responsible for leveraging the LMS in support of student learning.	<p>2.11.1 A Programme Assessment Schedule that contains all details for the student's programmes, including when submission via an Intellectual Integrity tool is needed.</p> <p>2.11.2 The OL must offer synchronous and asynchronous sessions with the students as required by the outcomes of each module.</p> <p>2.11.3 These sessions must be recorded and loaded onto the system for students who cannot participate.</p> <p>2.11.4 The OL needs to access and verify that all academic material for the semester has been loaded for the module, (Module Outline, Pacer, Assignments, etc.) and that it is relevant to the current academic year.</p> <p>2.11.5 The OL is to use the academic material to create weekly/monthly planners for the semester and ensure that these are made available to students by uploading them timeously to the IIELearn platform.</p> <p>2.11.6 The OL may use IIELearn tools for mediation, modelling the learning process, and providing support for peer collaboration, in a manner that is fit for purpose and maximises students' learning experience.</p>

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2.12 Distance students should have multiple opportunities to interact with OLs.	<p>2.12.1 All students are allocated to an online group with an OL.</p> <p>2.12.2 The student-to-OL ratio needs to consider the following CHE guidelines: The OL needs to be able to support students. The level of mediation needs to be considered. The nature of assessment and access to learning resources must be taken into account.</p> <p>OL: student ratio 1: 50 (the OL cannot have more than three groups) 1:100 (the OL cannot have more than two groups)</p> <p>2.12.3 No more than three groups are allocated per OL.</p> <p>2.12.4 There is a cap on the number of hours a person can facilitate in a year, depending on the nature of their contract. This aligns with the maximum hours for Direct Academic Engagement (DASE) activities articulated in IIE026. It is the responsibility of the online centres to ensure that this cap does not impede student success.</p> <p>2.12.5 Some OLs are contracted to run additional support sessions. Students need to be made aware of these support sessions in a timely manner.</p>
2.13 Constructivist principles promoted in the IIE Teaching and Learning Strategy should be upheld in the distance learning space.	<p>2.13.1 Individualised student attention needs to be promoted and should be taken into consideration when deciding on class size and ratios.</p> <p>2.13.2 OLs should tailor content in such a way as to make it relevant and accessible to distance students.</p> <p>2.13.3 IIELearn activities in the distance space should be self-directed, authentic and accessible to distance students regardless of when they would like to engage in these activities.</p> <p>2.13.4 OLs should leverage technologies to enable collaboration and social interaction in the online environment.</p> <p>2.13.5 Online interaction between the OLs and distance students should not be premised on direct instruction, but on active engagement, modelling the learning process and peer collaboration.</p> <p>2.13.6 Students should be provided with resources and activities that allow for independent exploration and self-directed learning</p>

Student success in distance learning: Student Participation	
Principles for Distance Education	
3 Student participation is crucial in the distance learning environment. Student feedback on assessment and the effectiveness of delivery is integral for quality assurance in the distance mode of delivery.	
Distance Education Minimum Standards	Procedures related to the distance mode of offering at The IIE
3.1 A variety of appropriate tools and/or platforms should be utilised to enhance the learning experience of students.	<p>3.1.1 OIs are encouraged to use various tools and/or platforms to interact with students, including but not limited to recordings, online learning material on <i>IIELearn</i>, chat forums and timely student feedback on assessments.</p> <p>3.1.2 Different representations of content knowledge (verbal and non-verbal) should be used to promote student participation and create a more interactive learning environment.</p> <p>3.1.3 OLs must be prepared to engage with online pedagogical methods to promote student participation.</p> <p>3.1.4 OLs need to ensure that the student's participation is not only premised on them interacting with static content. Students should be provided adequate opportunities to engage with the OL and each other.</p>
3.2 All provisions of the Student Representation Policy (IIE016) must be upheld.	<p>3.2.1 Distance students are required to participate in governance and in discussions about issues that impact them.</p> <p>3.2.2 Each distance centre is required to offer a series of meetings (minimum of two per semester) called "Town Halls" where all students are invited to attend and engage with the online centre. This replaces the need for elected representatives on sites.</p> <p>3.2.3 Students must have the opportunity to post items for discussion at the Town Hall meetings.</p> <p>3.2.4 The Distance team in each brand is responsible for chairing the meeting, including posting the agenda and minutes/recordings.</p> <p>3.2.5 Each distance centre requires a mechanism for including students on student disciplinary and appeals committees, Senate and the Institutional Student Council (ISC).</p> <p>3.2.6 A distance student representative for inclusion in the brand pool of candidates for Senate and ISC representation must be nominated and elected in the LMS organisation.</p>

Distance Education Minimum Standards	Procedures related to the distance mode of offering at The IIE
3.3 All distance students must be provided with adequate channels to provide feedback, and the process must be clearly communicated.	<ul style="list-style-type: none"> 3.3.1 All distance students must have the opportunity to complete Student Evaluation of Teaching (SET) surveys, and this feedback must be analysed and responded to by the online team. 3.3.2 Student feedback must be anonymous and kept confidential. 3.3.3 Evidence from data analytic platforms should be used to inform teaching and learning practice, assessment strategy decisions and any necessary intervention. 3.3.4 The responsible academics and those responsible for the academic management of programmes should have access to relevant KITSO dashboards. 3.3.5 Qualification Communities of Practice (QCOP) meetings must be used to review distance programmes, provide feedback on various modules and to discuss any changes or interventions required in the module.

Student success in distance learning: Assessments
Principles for Distance Education
<p>4 Assessments should be designed in accordance with the principles outlined in the IIE Assessment Strategy and Policy (IIE009), taking into account the requirements of the distance learning environment.</p> <p>Assessment strategies should be appropriate for the distance environment, which includes formative and summative assessments that enable student learning and success.</p> <p>Any assessment platform and/or system should be user-centric and intuitive for both students and academics.</p>

Distance Education Minimum Standards	Procedures related to the distance mode of offering at The IIE
4.1 All provisions of the Assessment Strategy and Policy (IIE009) must be upheld.	<ul style="list-style-type: none"> 4.1.1 OLs must support the development of assessment completion skills that are required by distance students to complete an assessment successfully.

Distance Education Minimum Standards	Procedures related to the distance mode of offering at The IIE
4.2 Examination Centres must be appropriate for distance students to complete summative assessments; these centres must have adequate capacity and resources to maintain the integrity of the assessment.	<p>4.2.1 These examination centres are typically, but not necessarily, sites. IIE sites are preferred as we can be sure of infrastructure and security. If students are not able to access one of our sites or approved examination centres, then it is their responsibility to find an alternative examination venue. An approval process is in place for alternative examination centres.</p> <p>4.2.2 Students elect examination centres upon registration, if applicable.</p> <p>4.2.3 Students register for their examination centre and can change these up to eight weeks prior to the summative assessment.</p> <p>4.2.4 If the examination centre is an existing IIE site, then the additional support offered normally includes device wellness/compatibility checks, debtor management and access to the Information Centre (although all resources required for the qualification are available digitally).</p> <p>4.2.5 Leveraging existing capacity at site level is only done when there is no risk to existing offerings by doing so and when student services and ratios are not compromised for either cohort.</p>
4.3 These assessment strategies must be suitable for assessing students' achievement of the module outcomes in the distance environment.	<p>4.3.1 The responsible academic, after a recorded process of collaboration with the discipline's community of practice, must ensure that the assessment strategy is appropriate for the distance mode of offering.</p> <p>4.3.2 The responsible academic, in consultation with the Head of Faculty, must ensure that there is a range of, or diversity in assessment categories, assessment types used in the distance qualification.</p>
4.4 All provisions of the IIEs Work-Integrated Learning (WIL) Policy (IIE006) apply to distance offerings.	<p>4.4.1 Work-Integrated Learning (WIL) modules for distance students must be conceptualised to ensure that objectives can be met and assessed remotely.</p> <p>4.4.2 WIL modules for distance students are conceptualised to understand the challenges faced by students who have chosen to complete their studies in the distance mode of offering.</p> <p>4.4.3 The distance student is expected to engage with and meet the outcomes of the WIL, which includes carrying out all required activities, attending all scheduled sessions (remotely), meeting deadlines, and collecting and preparing evidence aligned with expectations as set out in the relevant WIL Module Manual.</p> <p>4.4.4 The requirements for WIL for distance and contact students who will be awarded the same qualification must be equitable. It is the responsibility of the faculty and responsible academics to explicitly design WIL that can be carried out fairly and equitably by distance students.</p> <p>4.4.5 For employed students, whether registered in the contact or distance mode, the onus is on them to identify a placement that can enable them to meet the requirements of the WIL module.</p>

Distance Education Minimum Standards	Procedures related to the distance mode of offering at The IIE
	4.4.6 Where group work or collaboration is required, it is the responsibility of the WIL Coordinator to ensure that students are given access to collaboration tools on The IIELearn platforms and/or access to video, teleconference, or equivalent. It is however, the student's responsibility to engage and participate accordingly.
4.5 Mechanisms should be in place to ensure a student's work can be authenticated as their own.	4.5.1 Students are to submit their assessments through the LMS to check for authenticity using high-similarity detection software. 4.5.2 Students are to use personal logins when submitting their assessments.
4.6 The assessment platform and/or system utilised must meet the assessment requirements for the distance learning environment.	4.6.1 The assessment platform should promote academic quality and integrity in the distance learning environment. 4.6.2 The assessment platform needs to accommodate a range of assessment types. 4.6.3 The assessment platform must have proctoring capability. 4.6.4 The assessment platform must be able to integrate into existing systems. 4.6.5 The assessment platform must ensure reliability, rigour and security of the assessment system for distance students. 4.6.6 The assessment platform needs to address the reality of geographically distributed staff and students (including issues relating to contexts and time zones).

Utilisation of emerging technologies	
Principles for Distance Education	
<p>5 Emerging technologies need to provide both students and academics with an effective and progressive online experience.</p> <p>The use of emerging technologies should support a constructivist environment that will meet the needs of a 21st century learner.</p>	
Distance Education Minimum Standards	Procedures related to the distance mode of offering at the IIE
5.1 These emerging technologies should be accessible to students and staff.	<p>5.1.1 The use of emerging technologies in the distance space needs to promote inclusivity and access, and not impede it.</p> <p>5.1.2 The distance students' comfort level, user experience, resource requirements and monetary implications need to be considered when exploring the use of emerging technologies.</p>
5.2 A dedicated community of practice is needed to keep abreast of technological advances to ensure the distance offerings remain competitive and future orientated.	<p>5.2.1 The decision to incorporate any emerging technologies should be evidence-based and done through a recorded process of collaboration in a community of practice.</p> <p>5.2.2 The integration of emerging technologies is not appropriate in every situation; the use of technology should lead the student towards achieving the desired learning outcome.</p> <p>5.2.3 The technology should respect ways of learning and advance reciprocity.</p>

Student Support	
Principles for Distance Education	
<p>6 Student support should be ongoing, proactive and specifically tailored to the needs of a distance student.</p> <p>Access should be complemented by adequate administrative support, institutional planning, programme design and deliberate support systems.</p> <p>Student performance is to be monitored regularly to provide adequate support to at-risk students and to allow for intervention where necessary.</p> <p>Provisions should be made to provide human support to students that reduces feelings of isolation.</p> <p>Students require effective orientation.</p>	

Distance Education Minimum Standards	Procedures related to the distance mode of offering at the IIE
<p>6.1 All distance students should have access to online student support.</p>	<p>6.1.1 All sites of delivery must establish an online student support centre for distance students across interrelated areas which include academic support, administrative support, technical support and student wellness.</p> <p>6.1.2 Distance students must be provided with IT support when technical difficulties arise in the distance learning environment. This must be carried out by an appropriate IT person and/or team that reports to the Operations Manager.</p> <p>6.1.3 An educational technologist must be part of the student support centre to provide technological support to both students and the academic team. This support can include the professional development of academics in the distance space and assisting students in navigating appropriate technologies, tools, and platforms.</p> <p>6.1.4 The Online Student Support Centre should also include an Information Specialist who is responsible for providing suitable and sufficient support for scholarly activities of students and staff. This includes providing access to electronic resources and supporting the development of academic literacy skills.</p> <p>6.1.5 Student wellness is an integral aspect of online student support. Each site of delivery requires an appropriate person to lead student wellness in the distance space. This support includes providing emotional and motivational support, providing adequate information to students and ensuring that there are additional mechanisms of communication with students.</p>

Distance Education Minimum Standards	Procedures related to the distance mode of offering at the IIE
6.2 Online centres should be present in all sites of delivery to ensure the day-to-day management of distance programme operations and administration.	<p>6.2.1 The Online Manager is the person who oversees the Online Centre.</p> <p>6.2.2 The Online Teaching and Learning Manager provides the teaching and learning leadership in the Online Centre, and is responsible for all student support, including ensuring that the development of intellectual integrity occurs, and OLs development.</p> <p>6.2.3 The Online Operations Manager ensures the effective running of academic operations for distance education qualifications.</p> <p>6.2.4 There is an explicit workload allocation model for academic and operations staff supporting distance/online offerings.</p>
6.3 The management of distance mode programmes must be in accordance with The IIE's Student Support and Professional Development Policy (IIE026)	<p>6.3.1 Students have the right to study in an online environment conducive to teaching and learning.</p> <p>6.3.2 The Programme Manager and/or the Senior Academic on the online team are responsible for all tracking and monitoring of student performance and the promotion of evidence-based decision making.</p> <p>6.3.3 Academic development is the responsibility of a teaching and learning specialist.</p> <p>6.3.4 Online Operations Managers are responsible for ensuring that all academic operations and additional student services are efficiently provided according to this Policy.</p>
6.4 All provisions of The IIE's Information Centre Policy (IIE008) apply to distance offerings.	<p>6.4.1 The Information Centre website includes tutorials and guides to support academic literacies and assignment writing.</p> <p>6.4.2 A designated information specialist is available online and plays a collaborative role in transferring the required competencies and skills for good academic writing, plagiarism avoidance and research ethics.</p>
6.5 There must be a comprehensive at-risk monitoring system in place that demonstrates that students receive support.	<p>6.5.1 The Programme Managers and OLs need to monitor and track student progress to provide the necessary support and interventions where required.</p> <p>6.5.2 The Programme Managers and/or the Senior Academic in the distance team are also required to track student engagement on the <i>IIELearn</i> platform. This must be done using the <i>IIELearn</i> reports. Tracking student engagement will be the dual responsibility of the Programme Manager and the OL leading the mediation for the module.</p> <p>6.5.3 The Programme Managers are to work closely with the OLs to monitor, support and implement academic interventions as required by at-risk students, using KITSO data and tracking learn engagement and absenteeism. OLs are required to monitor their students' engagement and identify any student/s considered to be at risk.</p>

Distance Education Minimum Standards	Procedures related to the distance mode of offering at the IIE
	<p>6.5.4 Where possible, the OL should provide the student/s with the necessary support and interventions required. If necessary, however, the matter can be escalated to the Programme Manager and Teaching and Learning team so that interventions and support can take place.</p> <p>6.5.5 Where a student has been referred to them via an escalation from an OL or the T&L team, the Programme Managers can then work in collaboration with that OL to provide the student with any support they might need. These sessions are to be recorded on the student information system.</p>
6.6 Distance students should have access to all IIE support services.	<p>6.6.1 Online Operations Managers are responsible for ensuring that all academic operations and additional student services are efficiently provided.</p> <p>6.6.2 Distance students must have access to non-academic student support services, which include primary counselling, referral to community resources and/or life skills development plans.</p>
6.7 Distance students are to be provided with information regarding expectations in the distance mode of delivery, access to minimum technology requirements and IIE policies.	<p>6.7.1 A complete list of any technical requirements needs to be communicated to students prior to registration being completed. This should be in the form of a fact sheet and students need to acknowledge having read these requirements.</p> <p>6.7.2 The Online Student Support Centre in collaboration with the Operational team is responsible for facilitating online orientation. This will take place after the general onboarding and before the commencement of the semester.</p> <p>6.7.3 Students are encouraged to complete all online initiatives that promote student success.</p> <p>6.7.4 Additional supporting resources should be made available to students on the IIELearn platform or through Collaborate sessions to prepare students for the demands of online learning.</p> <p>6.7.5 The Online Student Support Centre must ensure that distance students are made aware of all forms of student assistance and support available.</p>

Staff Development	
Principles for Distance Education	
7 Ongoing staff support and development is paramount for the promotion of best practice and effective online delivery.	

Distance Education Minimum Standards	Procedures related to the distance mode of offering at The IIE
7.1 There must be a directed and sustainable development plan in place both for the online team and for individual team members.	<p>7.1.1 Capacity development workshops should be conducted regularly to ensure shared meaning around synchronous and asynchronous engagement and to promote best practice.</p> <p>7.1.2 Training for OLs must be ongoing and all training should be logged on to the Academic Training Tracker.</p> <p>7.1.3 Each OL must have a development tracker.</p>
7.2 All OLs should respond to the Module Feedback forms.	<p>7.2.1 Module feedback forms need to be completed for all respective modules.</p> <p>7.2.2 Feedback provided needs to be detailed and actionable by responsible academics.</p> <p>7.2.3 A relevant academic needs to participate and provide feedback at (QCOP) meetings; any action items need to be addressed by the responsible academic.</p>
7.3 All OLs are required to participate in a peer review process annually.	<p>7.3.1 OLs will be allocated a due date for the submission of their Peer-Review documents and related artefacts. The peer-review process is the responsibility of the Online Teaching and Learning Manager.</p> <p>7.3.2 If the OLs come from the contact site they will be peer-reviewed again, with a focus on their role as OL in the distance mode.</p> <p>7.3.3 OLs may serve as peer reviewers, provided they have the necessary qualifications and teaching experience. The Online Teaching and Learning Manager is responsible for the training of these OLs and for managing the consistency of the peer reviews.</p> <p>7.3.4 The quality of the marking of OLs is regularly monitored. All OLs who have not previously taught distance students, even if they have taught in the contact mode of offering, must be placed in the internal moderation pool in their first year of distance teaching. There must be ongoing marking training for all OLs.</p> <p>7.3.5 There is one person overseeing the tutors on each module. OLs who are also responsible for the module, or programme coordination, or the coordination of student support, or tutor development must have reduced teaching hours.</p>

Distance Education Minimum Standards	Procedures related to the distance mode of offering at The IIE
	<p>7.3.6 The Programme Managers provide support for the OL peer-review process. Although the Programme Managers will not conduct the Peer Reviews for the OLs, they do play a crucial role in driving and supporting the process.</p> <p>7.3.7 The Programme Managers will create an opportunity for discussion (individually or in a group setting) to work through the requirements of the peer review process and offer the necessary support/guidance to ensure that the submissions meet the necessary requirements.</p>
7.4 Payment structures need to be simple, equitable and fair. Payment cannot relate to student performance, but to student engagement.	<p>7.4.1 There is a base rate for a module.</p> <p>7.4.2 There is a payment per formative assessment that is submitted and marked, and payment per summative assessment submitted and marked.</p>

Technological Support	
Principles for Distance Education	
8 The online platform for delivery needs to be reliable and meet the standards required to provide a quality distance offering.	
Distance Education Minimum Standards	Procedures related to the distance mode of offering at The IIE
8.1 Distance students and staff need to be adequately supported to effectively utilise the online platform for delivery.	<p>8.1.1 Distance students and staff should be provided with adequate technical support by the Educational Technologist.</p> <p>8.1.2 Distance students and staff need to know where they can obtain support regarding access, storage or any other technical concerns.</p> <p>8.1.3 A contingency plan needs to be in place should distance students not be able to access the LMS.</p> <p>8.1.4 The LMS should have sufficient capacity to store, retrieve, generate, and share all necessary data.</p> <p>8.1.5 Distance students should be trained on how to use the LMS to retrieve teaching and learning material, communicate with peers and conduct assessments.</p>

<h2 style="text-align: center;">Online conduct in the distance mode of offering</h2>	
Principles for Distance Education	
Distance Education Minimum Standards	Procedures related to the distance mode of offering at The IIE
9.1 All provisions of The IIE's Student Conduct and Discipline Policy (IIE015) apply to distance offerings.	9.1.1 All interactions in the online environment should be respectful. 9.1.2 Students and staff in the distance learning environment must adhere to the guidelines and principles outlined in IIE015. 9.1.3 There are specific disciplinary structures that apply to the distance mode of delivery that must be adhered to in IIE015. 9.1.4 Distance students and staff are to refrain from any content that defames or threatens others, that is hurtful or offensive. 9.1.5 Students are not to obstruct or disrupt any teaching, study, research, examination, or test or any official meeting, proceeding, or ceremony, or any other activity of The IIE.
9.2 All provisions of The IIE's Intellectual Integrity Policy (IIE023) apply to distance offerings.	9.2.1 The IIE expects academic honesty from both students and staff. 9.2.2 Each online centre is responsible for the coordination and implementation of the policy. 9.2.3 Each online centre should provide training and support for OLs. 9.2.4 Information sessions and continuous support should be provided to distance students, addressing intellectual integrity.