

EDUCATION & LEARNING

Digital learning experience checklist

Access, learning activity, assessment and support

Review whether learners can enter a course, understand the work, use its materials, demonstrate progress and obtain help when the digital experience breaks down.

THE WORK

Follow a complete learning unit as a learner and as an educator, including an interrupted session and an unsuccessful assessment attempt.

THE RESULT

A practical improvement plan covering course structure, accessibility, assessment, feedback, progress records and operating ownership.

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01 / ORIENTATION

Entry and course structure

A learner should be able to understand the purpose, requirements and next step without first learning the organisation's internal structure.

State the learning outcome and commitment

Explain what the learner should be able to do after the unit and what evidence will demonstrate it. Make prerequisites, required tools, participation expectations and relevant deadlines visible before the work begins.

Distinguish required activity from optional enrichment. Where the course has live sessions, state the time zone, access route and what happens if the learner cannot attend. Keep these details consistent across the catalogue, enrolment message and course page.

Use a stable unit structure

Give units descriptive titles and a predictable sequence: purpose, preparation, learning material, activity, assessment and next step where appropriate. Show the current location and a reliable route back to the course overview.

Keep navigation labels consistent. A learner should not have to guess whether a file, forum, quiz or assignment contains the next required action. Check that released, locked and completed states are distinguishable.

Verify enrolment and access

Trace invitation, account creation, enrolment and first sign-in. Confirm that the learner reaches the correct course and permissions. Test password recovery, expired invitations and a person using an existing account.

Do not assume successful payment or registration automatically means learning access is available. Identify the authoritative enrolment state and the team responsible for resolving a mismatch.

Make the first task achievable

Provide a concise orientation that lets learners verify their access, device and required tools before a high-stakes task. Include how to obtain help and how to report an accessibility barrier.

Observe someone new to the course finding and starting the first activity. Record where they hesitate, take a wrong route or need an explanation from staff. These are findings to investigate, not learner deficiencies.

Learning materials and accessibility

The material needs to carry the same essential meaning across the ways learners access it.

Match the material to the activity

Connect each reading, video or exercise to the learning outcome. Explain what to notice or practise and how the material prepares the learner for the task. Remove duplication that adds effort without a clear purpose.

Break long material at meaningful points and give sections descriptive headings. Keep key instructions with the relevant activity so learners do not need to search several files to understand one task.

Check documents and interaction

Review heading structure, reading order, table headers, link names and alternative text in course documents. Essential instructions should not exist only as an image of text.

Test activities with keyboard navigation, magnification and a small screen. Avoid tasks that depend solely on drag, colour, sound or precise pointer movement. Provide an equivalent way to complete the intended learning action.

Provide usable media alternatives

Check captions for accuracy, timing, speaker identification and meaningful non-speech audio. Provide transcripts and descriptions of essential visual information where needed for an equivalent experience.

Test the media player with keyboard controls and assistive technology. Ensure the learner can pause, seek and adjust playback without losing access to the course navigation. Automatically produced captions need review when they carry important terminology or instructions.

Plan for constrained connections

Make file type and download size understandable before the learner opens a large asset. Offer a practical lower-bandwidth route where the learning objective allows it.

Test interruption and return. The learner should know what was saved, what remains incomplete and whether a submission reached the course system. A connection failure should not silently erase work or create a misleading completion state.

03 / DEMONSTRATING LEARNING

Assessment and feedback

The assessment should measure the intended capability and give learners a clear account of the result.

01

Explain the task and criteria

State the required submission, accepted format, due date and time zone, assessment criteria and permitted resources. Clarify attempt limits, collaboration rules and the route for approved adjustments.

Completion check

A learner can describe what to produce, how it will be judged and what happens after submission.

02

Test submission and recovery

Exercise draft saving, file upload, confirmation, late submission and an interrupted attempt. Verify how the platform handles repeated uploads and whether the learner can identify the version received.

Completion check

The educator and learner see a consistent submission state, with an owned route for technical disputes.

03

Make feedback actionable

Connect feedback to the published criteria and the learner's work. Distinguish the result from the next improvement action. State when feedback will be available and who can answer questions about it.

Completion check

The learner can locate the feedback, understand the reason for the outcome and identify the next step.

04

Align completion with learning

Do not equate opening a page or playing a video with demonstrating the intended capability. Define the combination of activity, assessment and educator judgement that establishes completion for this course.

Completion check

The progress record and any completion award reflect the approved criteria and handle incomplete or disputed work.

04 / COURSE OPERATION

Progress, communication and support

The course needs an operating owner for the moments when the learner cannot continue independently.

Make progress meaningful

Show completed, in-progress and outstanding work using the course's actual rules. Explain prerequisites and locked activities. Test how a revised submission or an approved extension affects the displayed state.

Verify the educator's view against the learner's view and the underlying record. Investigate discrepancies before using progress data to make consequential decisions about a learner.

Keep communication consistent

Use announcements for changes that affect the course and targeted messages for individual matters. Check deadline, timetable and access changes across every place the learner sees them.

Respect the organisation's privacy, safeguarding and communication policies. Keep personal assessment details out of public channels and apply appropriate access when educators or support staff change roles.

Separate teaching and technical help

Identify the route for a content question, assessment query, access problem and accessibility request. Show who receives the request and the expected response under the course's operating policy.

Give unanswered requests a current owner and an escalation route. Avoid making a learner repeat the same explanation across support and teaching teams when the context can be transferred appropriately.

Review the course with evidence

Combine task observation, support themes, assessment outcomes and participation records. Define the population and period before comparing completion or withdrawal measures.

Investigate why learners stop or repeat work. Low activity may reflect access barriers, unclear instructions, irrelevant content or circumstances outside the course. Use the evidence to choose an improvement rather than treating a dashboard pattern as an explanation.

05 / REVIEW

Learning experience verification checklist

Review a complete unit with a learner account and an educator account. Include access needs and failure paths in the checks.

01	A new learner can start the right task Follow enrolment, sign-in, course orientation and the first required activity without staff intervention.	Verified ☐ Evidence to retain Correct access, understandable requirements and a clear next step.
02	Essential material is accessible Use keyboard and assistive-technology checks on navigation, media, documents and the main activity.	Verified ☐ Evidence to retain Usable controls and alternatives carrying the essential learning information.
03	Work survives interruption and submission is clear Interrupt an activity or upload, return to it and complete submission through the supported route.	Verified ☐ Evidence to retain Known saved state, a confirmed received version and a technical recovery path.
04	Assessment and feedback match the criteria Compare task instructions, marking criteria, feedback and the learner's displayed result.	Verified ☐ Evidence to retain Consistent judgement, accessible feedback and an understandable next action.
05	Progress and support have operating owners Trace incomplete work, an approved adjustment and an unanswered learner request.	Verified ☐ Evidence to retain Accurate progress, appropriate access and a named person responsible for resolution.

06 / WORKING RECORD

Learning experience improvement record

Use one record for an evidenced learning or access barrier. Keep learner-identifiable information in the approved course systems.

Course, unit and review date

Course and technical owners

Learner task and observed barrier

Evidence and effect on learning or access

Agreed change and acceptance check

Required educator or specialist review

Delivery owner and review date

Retest the learner and educator views after the change, including progress, feedback and related instructions.