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Information technology — Learning, education and training — Quality management, assurance and metrics —

Part 1: General approach

*Technologies de l'information — Apprentissage, éducation et
formation — Management, assurance et métrologie de la qualité —*

Partie 1: Approche générale

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Foreword

ISO (the International Organization for Standardization) and IEC (the International Electrotechnical Commission) form the specialized system for worldwide standardization. National bodies that are members of ISO or IEC participate in the development of International Standards through technical committees established by the respective organization to deal with particular fields of technical activity. ISO and IEC technical committees collaborate in fields of mutual interest. Other international organizations, governmental and non-governmental, in liaison with ISO and IEC, also take part in the work. In the field of information technology, ISO and IEC have established a joint technical committee, ISO/IEC JTC 1.

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The main task of the joint technical committee is to prepare International Standards. Draft International Standards adopted by the joint technical committee are circulated to national bodies for voting. Publication as an International Standard requires approval by at least 75 % of the national bodies casting a vote.

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ISO/IEC 19796-1 was prepared by Joint Technical Committee ISO/IEC JTC 1, *Information technology*, Subcommittee SC 36, *Information technology for learning, education and training*.

ISO/IEC 19796 consists of the following parts, under the general title *Information technology — Learning, education and training — Quality management, assurance and metrics*:

— *Part 1: General approach*

Three further parts will be developed:

— *Part 2: Harmonized quality model*

— *Part 3: Reference methods and metrics (RMM)*

— *Part 4: Best practice and implementation guide*

Introduction

The Reference Framework for the Description of Quality Approaches (RFDQ) is a framework to describe, compare, and analyze quality management and quality assurance approaches. These approaches can be mapped to RFDQ. Therefore, the framework is not a quality management or quality assurance model – it is a framework for the description of quality approaches. It will serve to compare different existing standards and to harmonize these towards a common quality model. For a better understanding of the standard, several annexes show samples of the usage of the standard – the annexes are based on the French “Code of Practice” and German DIN PAS 1032-1. Additionally, an annex on Reference Quality Criteria (RQC) is included. These criteria shall serve as reference criteria for the analysis and evaluation of learning resources and scenarios. These criteria are also not a quality assessment approach itself, but a framework to compare different quality assurance and quality assessment approaches.

The following figure shows the levels of quality approaches and the relation of the RFDQ and RQC to existing approaches.

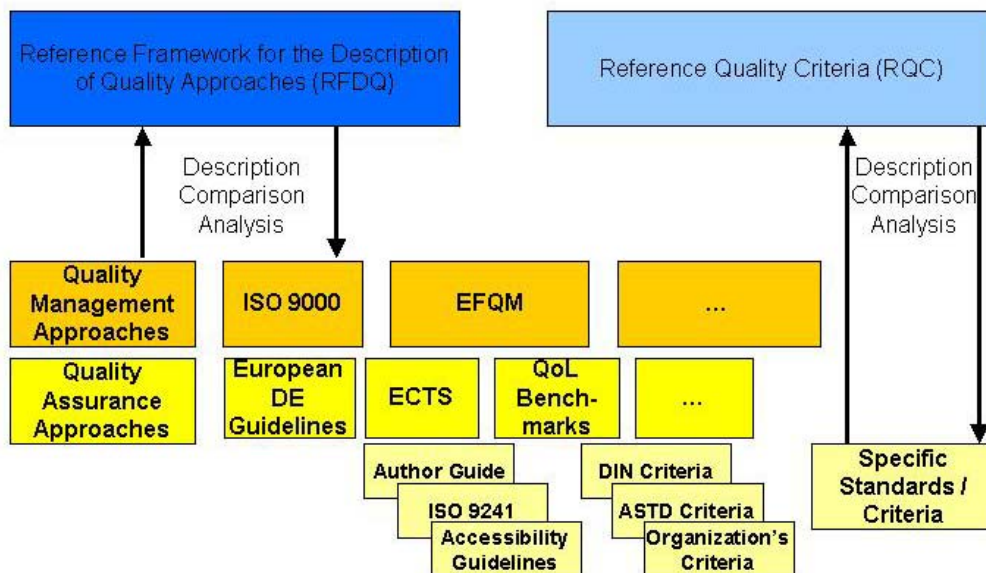


Figure 1: Levels of Quality Approaches

The following figure shows the role of the models within the standardization process.

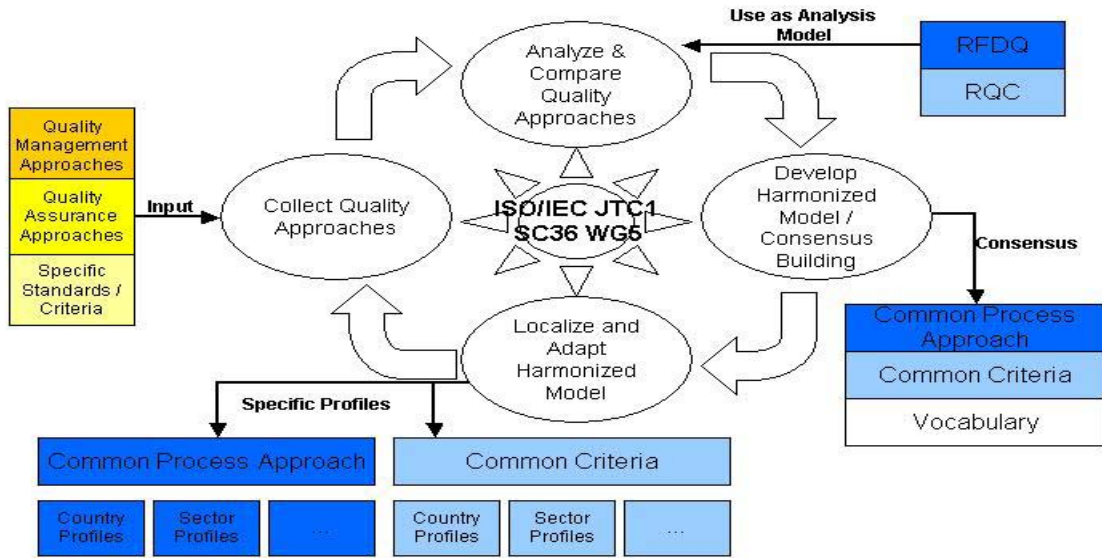


Figure 2: Standardization Process

Chapter 3 describes the process-oriented framework for the description of quality approaches (RFDQ).

Annex A (informative) describes the use of RFDQ and the use of classifications to extend the process model introducing sub-processes.

Annex B (informative) shows the full German process model (DIN PAS 1032-1) as an example how the basic model can be extended.

Annex C (informative) describes the use of the model describing the “French Code of Practice in e-Learning” (AFNOR Z 76-001) as a second sample of the use of the standard.

Annex D (informative) provides a reference list of quality criteria which can be included in RFDQ for assessment and evaluation.

Annex E (informative) describes how other quality approaches can be mapped to RFDQ. Specifically, the Chinese Model CELTSC is used as an example of the mapping procedure.

Annex F (informative) describes the use of the model for specific quality objectives such as metadata quality.

Annex G (informative) lists references to papers used for explanatory purposes.

Information technology — Learning, education and training — Quality management, assurance and metrics —

Part 1: General approach

1 Scope

This part of ISO/IEC 19796 provides a common framework to describe, specify, and understand critical properties, characteristics, and metrics of quality. The Reference Framework for the Description of Quality Approaches (RFDQ) is an elaborated and extensive process model. This standardization work harmonizes existing concepts, specifications, terms, and definitions for learning, education, and training.