

# eLearning Quality Review Checklist

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A practical review tool for checking whether an online learning module is clear, usable, engaging and ready for learners.

**Use this resource to:**

**review an existing eLearning module before launch, reuse or redevelopment.**

It helps identify issues with structure, readability, learner engagement, accessibility, knowledge checks, visual design and LMS readiness.

Prepared for	
Organisation / project	
Prepared by	
Date / version	

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# Introduction

Online learning can look finished without being genuinely ready for learners.

A module may have attractive slides, branded colours, images, a quiz and a completion screen, but still be difficult to follow, too text-heavy, poorly structured or frustrating to use. It might also work well in preview but fail to track properly in the LMS.

This checklist is designed to help organisations review an existing eLearning module before launching it, reusing it or deciding whether it needs improvement. It can be used for Storyline modules, Rise courses, SCORM packages, induction modules, compliance training, refresher courses and other online learning materials.

The purpose is not to create a perfect score. The purpose is to identify what is working, what needs attention and whether the module is ready for learners.

### Important note

This resource is a practical development checklist, not legal, WHS, HR or compliance advice. Your organisation remains responsible for confirming the content, obligations, approval process and final sign-off for any induction module.

## How to use this checklist

Use the checklist while reviewing the module from the learner’s point of view. Ideally, complete the review in the same way a learner would: open the module, work through it screen by screen, complete any interactions or quiz questions, exit and relaunch if resume behaviour needs to be tested.

For each section, rate the module using the scale below. You can then use the section ratings to identify the areas that need attention before launch, reuse or redevelopment.

Rating	Meaning
0	Not yet considered
1	Needs work
2	Mostly in place
3	Ready or low-risk

### Useful review approach

If several sections are rated 0 or 1, the module may need targeted improvement or professional review before launch. A high score is helpful, but it does not replace judgement. A single issue with completion tracking, assessment logic or safety content may still be significant.

# Module review worksheet

Use this page to capture the basic context before completing the detailed checklist.

Planning question	Response / notes
Module title	
Reviewer name and role	
Date reviewed	
Authoring tool or format	
LMS or platform	
Target learner group	
Purpose of the module	
Expected completion rule	
Known issues or concerns	
Decision needed after review	

# 1. Purpose and audience

A quality eLearning module should have a clear purpose. Learners should quickly understand why they are completing it and what they are expected to take away from it. If the module tries to cover too many unrelated topics, or if the audience is unclear, the content can feel generic and unfocused. A strong module is built around a defined learner group and a specific learning need.

Review item	Rating	Notes / action required
The purpose of the module is clear.		
The target audience is clearly identified.		
The module content suits the learner's role, experience and likely prior knowledge.		
The module explains why the topic matters.		
The module avoids unnecessary background information.		
The module focuses on what learners need to know or do.		
The module does not try to cover too many topics at once.		

### Common issue to watch for

The module explains everything the organisation knows about the topic, rather than what the learner actually needs.

### Good practice prompt

Can a learner tell, within the first few screens, what the module is about and why it matters?

**Section rating (circle one):**       0 Not yet considered    1 Needs work    2 Mostly in place    3 Ready / low-risk

## 2. Structure and learning flow

Good eLearning has a clear path. Learners should be able to follow the module without wondering where they are, why a topic appears, or what they are expected to do next. A module with poor structure may feel like a slide deck, document or policy dump. A quality module groups content into manageable sections and moves logically from introduction to explanation, practice, review and completion.

Review item	Rating	Notes / action required
The module has a clear beginning, middle and end.		
Topics are presented in a logical order.		
Sections are clearly labelled.		
Learners can understand how one section connects to the next.		
Content is broken into manageable chunks.		
The module avoids long, uninterrupted sequences of information.		
Key points are summarised or reinforced where needed.		
The ending clearly tells learners what happens next.		

### Common issue to watch for

The module follows the order of the source document rather than the order that makes sense for learning.

### Good practice prompt

If you removed the design and branding, would the learning flow still make sense?

**Section rating (circle one):**

0 Not yet considered  1 Needs work  2 Mostly in place  3 Ready / low-risk

### 3. Readability and plain English

Learners should not have to fight their way through the wording. Clear writing is especially important in online learning because the learner may not have a trainer beside them to explain confusing content. A module does not need to dumb content down. It needs to make the content usable. Technical terms, policy language and compliance wording may still be needed, but they should be explained in a way learners can apply.

Review item	Rating	Notes / action required
Sentences are clear and easy to follow.		
Paragraphs are short enough for online reading.		
Technical terms are explained where needed.		
Policy or procedure content has been rewritten into learner-friendly language.		
The module avoids unnecessary jargon.		
Important points are not buried in dense text.		
Instructions tell learners what to do clearly.		
The tone is professional, practical and appropriate for the audience.		

#### Common issue to watch for

Large parts of a policy, manual or learner guide are pasted into the module without being rewritten for online delivery.

#### Good practice prompt

Would a learner understand what this means in practice, not just what the document says?

**Section rating (circle one):**

0 Not yet considered  1 Needs work  2 Mostly in place  3 Ready / low-risk

## 4. Visual design and consistency

Visual design should support learning. It should help learners understand the content, move through the module and recognise important information. Good design does not mean adding decoration to every screen. It means using layout, spacing, hierarchy, images and emphasis deliberately. A visually inconsistent module can feel unprofessional and may make the content harder to follow.

Review item	Rating	Notes / action required
Screens use a consistent visual style.		
Headings, body text and buttons are styled consistently.		
Important information is visually emphasised.		
Screens are not overcrowded.		
Images support the learning rather than acting as decoration only.		
Icons are used consistently.		
Colours are used purposefully and with enough contrast.		
The module feels professional and aligned with the organisation's brand.		

### Common issue to watch for

The module uses too many layouts, colours, fonts or image styles, making it feel patched together.

### Good practice prompt

Does the design make the learning clearer, or does it simply make the screen busier?

**Section rating (circle one):**

0 Not yet considered  1 Needs work  2 Mostly in place  3 Ready / low-risk

## 5. Learner interaction and engagement

Interaction should make learners think, decide, apply or check their understanding. It should not simply add extra clicks. A quality module gives learners meaningful opportunities to engage with the content. This might include questions, scenarios, decision points, examples, reflection prompts or practice activities. The level of interaction should match the topic and the audience.

Review item	Rating	Notes / action required
Interactions have a clear learning purpose.		
Learners are asked to think, choose, apply or reflect.		
Click-to-reveal activities are used to manage information, not hide ordinary text.		
Scenarios or examples feel realistic.		
Interactions are not overused.		
Activities are relevant to the learner's role or context.		
Learners receive useful feedback after key interactions.		
The module avoids long sequences of passive "click next" screens.		

### Common issue to watch for

The module looks interactive because learners click things, but the clicks do not require meaningful thinking.

### Good practice prompt

What does the learner do with the content besides read it?

**Section rating (circle one):**

0 Not yet considered  1 Needs work  2 Mostly in place  3 Ready / low-risk

## 6. Knowledge checks and feedback

Knowledge checks should support learning, not just produce a score. Good questions help learners check their understanding and practise applying the content. Weak questions often test memory only, use obvious wrong answers, or provide feedback that does not explain anything. Stronger questions use plausible options, realistic situations and feedback that helps the learner understand why an answer is correct or incorrect.

Review item	Rating	Notes / action required
Knowledge checks focus on important content.		
Questions are clear and unambiguous.		
Answer options are plausible.		
Questions avoid trick wording.		
Feedback explains the reason for the correct answer.		
Incorrect feedback helps learners understand the issue.		
The difficulty level suits the audience.		
Quiz settings match the purpose of the module.		

### Common issue to watch for

The correct answer is obvious because the other options are unrealistic or silly.

### Good practice prompt

Would the question help a learner prepare for real use, or does it only check whether they remember a phrase?

**Section rating (circle one):**

0 Not yet considered  1 Needs work  2 Mostly in place  3 Ready / low-risk

## 7. Navigation and learner control

Learners should know how to move through the module and what is expected of them. Navigation should be clear, predictable and appropriate for the level of control learners are allowed. Some modules need locked navigation. Others work better when learners can move freely. Either approach can be valid, but the design should be deliberate.

Review item	Rating	Notes / action required
Learners can easily understand how to move through the module.		
Navigation buttons are clearly labelled.		
Menu or progress indicators are used where helpful.		
Locked navigation is used only where there is a clear reason.		
Learners know when an activity must be completed before moving on.		
Back, next and retry behaviours work as expected.		
The module avoids trapping learners without explanation.		
Exit or completion instructions are clear.		

### Common issue to watch for

Navigation is locked to force completion, but learners are not told why they cannot move forward.

### Good practice prompt

Could a learner complete the module without needing help from an administrator?

**Section rating (circle one):**

0 Not yet considered  1 Needs work  2 Mostly in place  3 Ready / low-risk

## 8. Accessibility and usability

A quality eLearning module should be usable by as many learners as practical. Accessibility is not only about compliance. It is also about clear layout, readable content, predictable navigation and avoiding unnecessary barriers. Not every module will meet every advanced accessibility requirement, but basic accessibility and usability should be considered before launch.

Review item	Rating	Notes / action required
Text is large enough to read comfortably.		
Colour contrast is sufficient.		
Important information is not communicated by colour alone.		
Images have meaningful alt text where needed.		
Decorative images do not create unnecessary screen reader clutter.		
Videos have captions or transcripts where practical.		
The module can be used on expected devices.		
Interactions are not unnecessarily difficult to use.		
The module avoids tiny buttons or hard-to-select hotspots.		

### Common issue to watch for

A module looks good on a large desktop screen but becomes difficult to read or use on a smaller device.

### Good practice prompt

Could a learner with limited time, small screen space or basic digital confidence still complete the module?

**Section rating (circle one):**

0 Not yet considered  1 Needs work  2 Mostly in place  3 Ready / low-risk

## 9. Audio, video and media

Media can improve online learning when it is purposeful and well prepared. Poor audio, overly long videos or decorative media can make a module harder to complete. If the module uses narration, video, animations or screen recordings, check whether they genuinely support the learning and whether they work well in the delivery environment.

Review item	Rating	Notes / action required
Audio quality is clear and consistent.		
Narration supports the content rather than simply reading dense slide text.		
Videos are short enough to hold attention.		
Media files load reliably.		
Captions or transcripts are available where practical.		
Animations are purposeful and not distracting.		
Screen recordings are readable and paced appropriately.		
Media does not make the module unnecessarily large or slow.		

### Common issue to watch for

Narration reads every word on screen, making the module slower without adding value.

### Good practice prompt

Does this media explain, demonstrate or clarify something the learner needs?

**Section rating (circle one):**

0 Not yet considered  1 Needs work  2 Mostly in place  3 Ready / low-risk

## 10. LMS readiness and tracking

A module may look good in preview but fail once uploaded to the LMS. Completion, score reporting, resume behaviour and launch settings should be tested before learners are enrolled. SCORM and LMS settings need to match the organisation's reporting needs. A quality review should include technical testing, not just content review.

Review item	Rating	Notes / action required
The module launches correctly from the LMS.		
The module is published in the required format, such as SCORM.		
Completion status records correctly.		
Quiz score reports correctly, if used.		
Pass/fail behaviour works as expected.		
Retry settings work correctly.		
Resume behaviour works as intended.		
Administrator reports show the information required.		
The module works on the devices and browsers learners are expected to use.		

### Common issue to watch for

The course works in preview, but the LMS does not record completion because the publish settings and LMS rules do not match.

### Good practice prompt

What does the organisation need the LMS to prove, and does the module report that correctly?

**Section rating (circle one):**

0 Not yet considered  1 Needs work  2 Mostly in place  3 Ready / low-risk

## 11. Review, approval and version control

Even a well-built module can become risky if review and version control are unclear. Before launch or reuse, confirm that the right people have reviewed the module and that updates are managed properly. This is especially important for compliance topics, RTO materials, policies, procedures and modules that may be reused over time.

Review item	Rating	Notes / action required
The content has been reviewed by the right subject matter experts.		
Policy, procedure or compliance references are current.		
The module has been checked for spelling, grammar and formatting.		
Reviewers understand what they are approving.		
Version number or release date is recorded.		
The source file has been stored securely.		
A future review date has been identified.		
There is a clear owner for future updates.		

### Common issue to watch for

A module is reused for years without anyone confirming whether the content is still current.

### Good practice prompt

If this module needs to be updated in six months, will someone know where the source files are and who owns the change?

Section rating (circle one):

0 Not yet considered  1 Needs work  2 Mostly in place  3 Ready / low-risk

## Readiness score summary

Use the section ratings to identify whether the module is ready for launch, needs targeted improvement or should be considered for redevelopment.

Total score	Readiness indication
0-12	Significant review required before launch
13-24	Several areas need attention
25-33	Good foundation, but some improvements recommended
34-40	Mostly ready, with minor refinements
41-44	Ready or low-risk

### Important

A high score does not replace professional judgement. Some issues, such as incorrect completion tracking, outdated safety information or poor assessment logic, may be significant even if the overall score appears strong.

## Quick review prompts

- Does the module have a clear purpose?
- Is the content easy for the intended learner to follow?
- Does the module ask learners to think or apply the content?
- Are knowledge checks useful and realistic?
- Does the LMS record completion or score correctly?
- Has the module been reviewed by the right people?
- Is there a clear owner for future updates?

## Action plan

Use this table to capture the main actions that need to be completed before the module is launched, reused or redeveloped.

Issue / improvement	Priority	Owner	Due date / notes