Learning: *Processes that directly impact on pedagogical aspects of e-learning*	
L1.	Learning objectives are apparent in the design and implementation of courses
L2.	Students are provided with mechanisms for interaction with teaching staff and other students
L3.	Student skill development for e-learning is provided
L4.	Information provided on the type and timeliness of staff responses to communications students can expect
L5.	Students receive feedback on their performance within courses
L6.	Research and information literacy skills development by students is explicitly supported
L7.	Learning designs and activities result in active engagement by students
L8.	Assessment of students is designed to progressively build their competence
L9.	Student work is subject to specified timetables and deadlines
L10.	Courses are designed to support diverse learning styles and learner capabilities
Development: *Processes surrounding the creation and maintenance of e-learning resources*	
D1.	Teaching staff are provided with design and development support when engaging in e-learning
D2.	Course development, design and delivery are guided and informed by formally developed e-learning procedures and standards
D3.	Explict linkages are made in the design rationale regarding the pedagogies, content and technologies chosen
D4.	Courses are designed to support disabled students
D5.	All elements of the physical e-learning infrastructure are reliable, robust and sufficient
D6.	All elements of the physical e-learning infrastructure are integrated using defined standards
D7.	Resources created are designed and managed to maximise reuse
Support: *Processes surrounding the support and operational management of e-learning*	
S1.	Students are provided with technical assistance when engaging in e-learning
S2.	Students have access to a range of library resources and services when engaging in e-learning
S3.	Student enquiries, questions and complaints are collected formally and managed
S4.	Students have access to support services for personal and learning issues when engaging in e-learning
S5.	Teaching staff are provided with pedagogical support and professional development in using e-learning
S6.	Teaching staff are provided with technical support in the handling of electronic materials created by students
Evaluation: *Processes surrounding the evaluation and quality control of e-learning through its entire lifecycle*	
E1.	Students are able to provide regular formal and informal feedback on the quality and effectiveness of their e-learning experience
E2.	Teaching staff are able to provide regular formal and informal feedback on quality and effectiveness of their e-learning experience
E3.	Regular formal independent reviews of e-learning aspects of courses are conducted
Organisation: *Processes associated with institutional planning and management*	
O1.	Formal criteria used to allocate resources for e-learning design, development and delivery
O2.	Institutional learning and teaching policy and strategy explicitly address e-learning
O3.	A documented specification and plan guides technology decisions when designing and developing courses
O4.	A documented specification and plan ensures the reliability, integrity and validity of information collection, storage and retrieval
O5.	The rationale for e-learning is placed within an explicit plan
O6.	E-learning procedures and which technologies are used are communicated to students prior to starting courses
O7.	Pedagogical rationale for e-learning approaches and technologies communicated to students prior to starting courses
O8.	Course administration information communicated to students prior to starting courses
O9.	The provision of e-learning is guided by formal business management and strategy

Table 3: eMM Version Two Processes