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Standards

Irish Standard  
I.S. EN ISO/IEC 19796-1:2009

Information technology - Learning,  
education and training - Quality  
management, assurance and metrics -  
Part 1: General approach (ISO/IEC  
19796-1:2005)

## I.S. EN ISO/IEC 19796-1:2009

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English Version

Information technology - Learning, education and training -  
Quality management, assurance and metrics - Part 1: General  
approach (ISO/IEC 19796-1:2005)

Technologies de l'information - Apprentissage, éducation et  
formation - Management, assurance et métrologie de la  
qualité - Partie 1: Approche générale (ISO/IEC 19796-  
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Informationstechnik - Lernen, Ausbilden und Weiterbilden -  
Qualitätsmanagement, -sicherung und -metriken - Teil 1:  
Allgemeiner Ansatz (ISO/IEC 19796-1:2005)

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## **Foreword**

The text of ISO/IEC 19796-1:2005 has been prepared by Technical Committee JTC 1 “Information technology for learning, education and training” of the International Organization for Standardization (ISO) and the International Electrotechnical Commission (IEC) and has been taken over as EN ISO/IEC 19796-1:2009 by Technical Committee CEN/TC 353 “Information and Communication Technologies for Learning, Education and Training” the secretariat of which is held by UNI.

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### **Endorsement notice**

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I.S. EN ISO 19796-1:2009

# INTERNATIONAL STANDARD

# ISO/IEC 19796-1

First edition  
2005-11-01

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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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Reference number  
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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.

International Standards are drafted in accordance with the rules given in the ISO/IEC Directives, Part 2.

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.

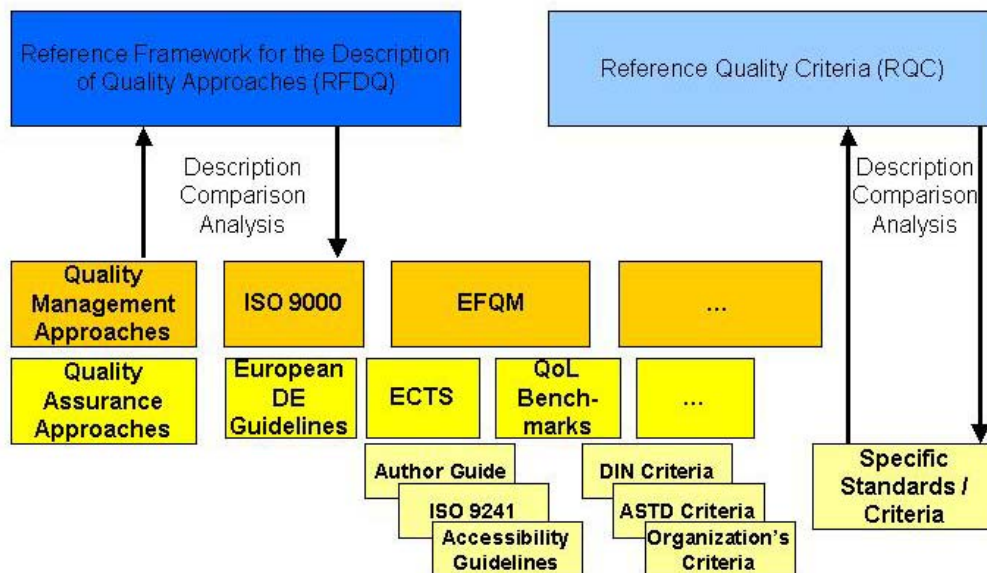
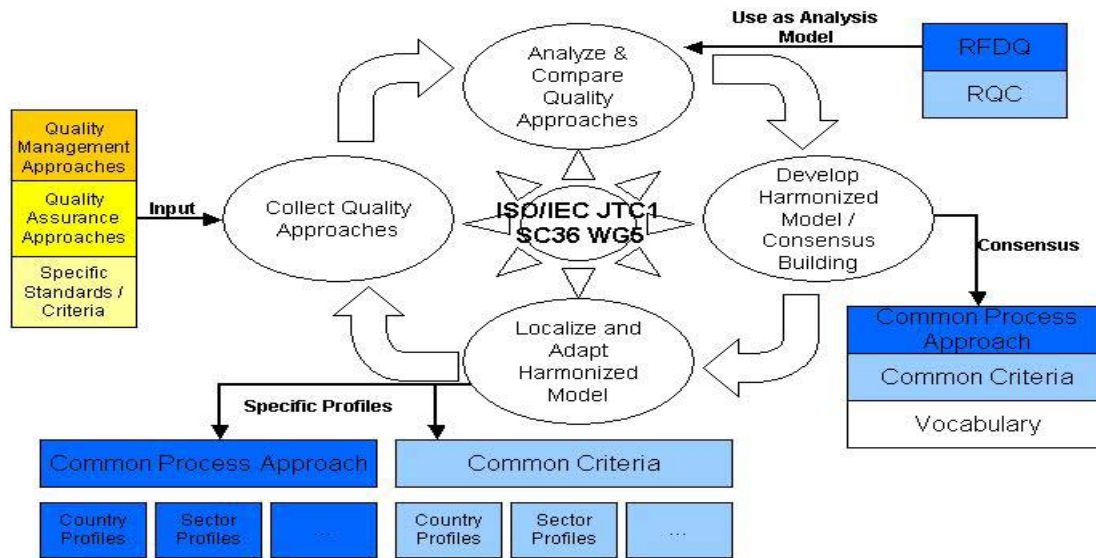


Figure 1: Levels of Quality Approaches

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.

### 2 Terms and definitions

For the purposes of this document, the following terms and definitions apply.

#### 2.1

##### **ASTD**

**American Society for Training and Development**

#### 2.2

##### **CELTSC**

**Chinese E-Learning Technology Standardization Committee**

#### 2.3

##### **CWA**

**CEN Workshop Agreement**

#### 2.4

##### **customer**

individual or organization, such as learner, learner's parents, education institutions and potential employer, who consumes the product (studying and training) directly or indirectly

#### 2.5

##### **data quality**

set of features such as relevance, accuracy, timeliness, punctuality, accessibility, clarity, comparability, coherence, that concern the collection, analysis, persistence, dissemination, and usage of data

#### 2.6

##### **DIN e.V.**

**Deutsches Institut für Normung e.V.**

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