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| Course Overview and Information | Sufficiently Present | Minor Revision | Moderate Revision | Major Revision | Not Applicable | Notes |
| 1 | Course includes welcome and getting started content. |  |  |  |  |  |  |
| 2 | An orientation or overview is provided for the whole course, as well as each week/topic/module. The general weekly requirements and rhythm of the course is clearly explained to learners. |  |  |  |  |  |  |
| 3 | All essential information is included in the Course Outline and there is parity between this and the Course Outline. |  |  |  |  |  |  |
| 4 | Course includes links to relevant policies such as plagiarism, computer use, grievance procedures, accommodating disabilities, etc. |  |  |  |  |  |  |
| 5 | Course provides access to learner resources (e.g. technical help, orientation, tutoring). |  |  |  |  |  |  |
| 6 | Learners are made aware of essential equipment and requirements for course completion (e.g. textbooks, microphone, webcam, etc.). |  |  |  |  |  |  |
| 7 | Course provides learners with contact information for teaching team and Unit, and preferred means of communication, as well as a single shared space (e.g. forum) for asking non-personal course-related questions.  |  |  |  |  |  |  |

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| 2. Course Technology and Tools | Sufficiently Present | Minor Revision | Moderate Revision | Major Revision | Not Applicable | Notes |
| 8 | Requisite skills for using technology tools (websites, software, and hardware) are clearly stated and supported with resources. |  |  |  |  |  |  |
| 9 | Technology tools/software used in the course are available to students (refer to table below for list of supported tools/software) |  |  |  |  |  |  |
| 10 | Technology tools display and perform across browsers on different desktop operating systems, and across a range of popular mobile devices. |  |  |  |  |  |  |
| 11 | All technology tools meet accessibility standards. |  |  |  |  |  |  |

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| 3. Design and Layout | Sufficiently Present | Minor Revision | Moderate Revision | Major Revision | Not Applicable | Notes |
| 13 | A logical, consistent and uncluttered layout exists. The course is easy to navigate (e.g. related content organised together, self-evident titles). |  |  |  |  |  |  |
| 14 | Large blocks of information are divided into manageable chunks. |  |  |  |  |  |  |
| 15 | Instructions are explicit, well written and the course is free of grammatical and spelling errors. |  |  |  |  |  |  |

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| 4. Content and Formative Activities | Sufficiently Present | Minor Revision | Moderate Revision | Major Revision | Not Applicable | Notes |
| 16 | Course materials include copyright, permissions, and licensing status plus appropriate references and attributions. |  |  |  |  |  |  |
| 17 | Text book or similar resources are available and accessible to students either directly via text book websites, embedded activities or via the Library (including eReserve). |  |  |  |  |  |  |
| 18 | Multimedia content contains high quality audio and video. Visuals and/or slides maximise readability and minimise distractions (e.g. slide transitions), keeping in mind file size restrictions. |  |  |  |  |  |  |
| 19 | Key synchronous content (e.g. virtual classroom) is recorded and/or summarised for learners to review at a later time, ideally both in audio and video formats. |  |  |  |  |  |  |

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| 5. Social Interaction | Sufficiently Present | Minor Revision | Moderate Revision | Major Revision | Not Applicable | Notes |
| 20 | Course offers opportunities for learner to learner interaction and constructive collaboration. |  |  |  |  |  |  |
| 21 | Learners are encouraged to contribute based on resources and knowledge from their own experiences.  |  |  |  |  |  |  |

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| 6. Summative Assessment  | Sufficiently Present | Minor Revision | Moderate Revision | Major Revision | Not Applicable | Notes |
| 22 | Course assessment requirements are clearly stated in the Course Outline and on the course site (e.g. consequences of late submissions, extension policy, academic integrity, grading, timing for returning assessments etc.). |  |  |  |  |  |  |
| 23 | Assessments due dates are sufficiently spaced to allow learners to receive and action feedback from previous assessments. |  |  |  |  |  |  |
| 24 | Instructions for completing assessments are explicit, well-written and include all necessary information. |  |  |  |  |  |  |
| 25 | Criteria for assessments are clearly articulated (rubrics, marking guide, and modelled in exemplary work). |  |  |  |  |  |  |
| 26 | Learners are informed when an exam or timed response is required. Proper lead time is provided to ensure there is an opportunity to prepare. |  |  |  |  |  |  |