**Course name**:

**Course** **URL**:

**Reviewers**:

**Hypothesis** **URL**:

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| --- | --- | --- | --- | --- | --- |
|  | **Criteria** | **Standard** | **Feedback** | **Resolved?** | **Notes** |
| Learning Design | The finished course is aligned with the agreed storyboard and the course parameters (e.g., AQF level, audience, program/industry alignment, as relevant) | Choose an item. |  | Choose an item. |  |
| The course learning objectives are explicitly articulated, achievable, appropriately challenging, and measurable. Course content and assessments are explicitly aligned with the learning objectives. | Choose an item. |  | Choose an item. |  |
| Components of the course (modules/weeks) have learning objectives that are aligned with the CLOs | Choose an item. |  | Choose an item. |  |
| The volume of content in the course and each week is achievable within the allocated hours of study. Adequate time is provided for completing assessments and for self-directed study. Where content is not compulsory it is clearly labelled as optional. | Choose an item. |  | Choose an item. |  |
| A welcome and overview are provided for the course with the structure clearly explained and the curriculum concisely deconstructed for learners, including any pre-requisite skills/knowledge/ competencies needed for participation in the course. | Choose an item. |  | Choose an item. |  |
| Content is logically sequenced, presented in a variety of appropriate learner-centred ways, is up-to-date, engaging, accurate, relevant, and exhibits a range of perspectives. | Choose an item. |  | Choose an item. |  |
| Case studies and examples are globally focused. The course has an appropriate approach for learners from around the world. | Choose an item. |  | Choose an item. |  |
| A concise written narrative is used throughout the course to create a cohesive sequence of content and activities - explaining their purpose, the benefits of engaging with tasks, and describing how they link together. | Choose an item. |  | Choose an item. |  |
| A course conclusion is provided which summarises key course learnings and encourages learner reflection. Learners are informed about potential next steps they could take after completing the course. | Choose an item. |  | Choose an item. |  |
| Multimedia content is engaging, succinct, and contains high-quality audio and video, with visuals that maximise readability and minimise distractions. Where visuals are used, representations of genders and cultures are balanced. | Choose an item. |  | Choose an item. |  |
| Explicit, well-written instructions are provided for all content, including requirements, expectations, and time-on-task where appropriate. | Choose an item. |  | Choose an item. |  |
| Learners are encouraged to personalise content and activities to suit their own learning preferences and goals. There are learning opportunities and activities which allow for individual needs and preferences | Choose an item. |  | Choose an item. |  |
| Assessment and Feedback | Formative and summative assessments are used appropriately for the course level and type. | Choose an item. |  | Choose an item. |  |
| Assessments are authentic, varied, sequenced in relation to course content, and reliably and validly test against the course learning objectives | Choose an item. |  | Choose an item. |  |
| Instructions for completing assessments are explicit, well-written and include all necessary information and resources. A summative assessment summary is provided to learners at the beginning of the course to allow learners to prepare and plan out their studies. | Choose an item. |  | Choose an item. |  |
| The course provides assessments for learners that emulate real-world applications of the discipline | Choose an item. |  | Choose an item. |  |
| Learners are provided with a variety of low-stakes formative assessments as part of each learning sequence that provide opportunities to receive regular, constructive, detailed, personalised and timely feedback. | Choose an item. |  | Choose an item. |  |
| The course contains a sufficient number of summative assessments. No single summative assessment is high-stakes (i.e., over 50% of the total grade for the course), and due dates are sufficiently spaced to allow learners to receive and action feedback from previous assessments. | Choose an item. |  | Choose an item. |  |
| Summative assessment success criteria are clearly articulated and modelled in learner work. Rubrics are used where possible to provide clearly stated marking criteria for assessments that are available to learners. | Choose an item. |  | Choose an item. |  |
| The development of soft skills necessary for summative assessments are scaffolded in a timely manner with appropriate and high-quality resources | Choose an item. |  | Choose an item. |  |
| Social Interaction | Learners are introduced to the course team who have appropriate bios, photographs, and complete profiles. The course team are introduced in the context of the expertise in relation to the course content. | Choose an item. |  | Choose an item. |  |
| Learners are encouraged and invited to introduce themselves to each other online. | Choose an item. |  | Choose an item. |  |
| Expectations and requirements for learner engagement and participation are clearly stated. With specific reference to any compulsory synchronous sessions. | Choose an item. |  | Choose an item. |  |
| The course offers opportunities for learner-to-learner interaction and constructive collaboration. Learning activities encourage learners to actively engage with each other about the course content. | Choose an item. |  | Choose an item. |  |
| Learners are encouraged to share resources and inject knowledge from diverse sources of information in their course interactions | Choose an item. |  | Choose an item. |  |
| If the course is facilitated, it is clear how learners can communicate with teaching staff (e.g., availability days/times, the turnaround time for discussion board posts, email, etc.). | Choose an item. |  | Choose an item. |  |
| Technology | Any prerequisites/essential tools are reflected on the course description page. Technical skills required for participation in course learning activities are scaffolded in a timely manner | Choose an item. |  | Choose an item. |  |
| Accessibility standards are met for all content including external resources and technologies | Choose an item. |  | Choose an item. |  |
| Technologies are used in a meaningful way to support learning objectives and enhance the learning process. | Choose an item. |  | Choose an item. |  |
| Technologies maximise equitable access while meeting institutional security and privacy policies. Links are provided to privacy policies for all external tools required in the course. | Choose an item. |  | Choose an item. |  |
| All components of the course are functional on mobile devices. | Choose an item. |  | Choose an item. |  |
| Technologies required in the course are readily available to learners globally. | Choose an item. |  | Choose an item. |  |
| Usability & Accessibility | Language in the course is inclusive of cultural, faith-based, knowledge, linguistic, gender, and socio-economic diversities, with appropriate warnings when content may be of a sensitive nature. Diversity is reflected in the course. | Choose an item. |  | Choose an item. |  |
| Written content is free from spelling, punctuation and grammatical errors with the Australian writing style used. | Choose an item. |  | Choose an item. |  |
| Course content passes WCAG 2.1 AA compliance, including, but not limited to:   * Links to web resources are descriptive * Images have alternative text and descriptions provided * Subtitles and transcripts are present for all videos, and transcripts for all audios. * The course provides consistency in structure and ease of navigation * Text is formatted to improve readability and uses headings, bullet points, numbered lists, indented text, quotes, and callouts appropriately. * Colour contrast is appropriate, and information is never conveyed through colour alone. * All elements that pose potential accessibility issues have accessible fallbacks, such as accessible PDFs. * Files uploaded to the course should be considered for accessibility (e.g., ensuring PDFs are screen-reader compatible, word docs that make use of proper headings). * Table cells on content pages are designated as row and/or column headers to allow screen readers to read table cells in the correct order. | Choose an item. |  | Choose an item. |  |
| The content is entirely made up of original material, or materials that have permission to use in a commercial setting. Course materials include copyright, permissions, and licensing status plus appropriate references and attributions. | Choose an item. |  | Choose an item. |  |
| All in-text hyperlinks are active | Choose an item. |  | Choose an item. |  |
| Metalanguage, discipline-specific vocabulary and terminology, jargon, and abbreviations are introduced to learners prior to them engaging with new content. | Choose an item. |  | Choose an item. |  |
| University of Adelaide Expectations | Visual styling is high-quality and cohesive throughout the course (e.g., images link together and visually link with other visual course content). | Choose an item. |  | Choose an item. |  |
| Branding is consistent with UoA products. Videos, images, and other UoA-developed resources contain the appropriate branding. | Choose an item. |  | Choose an item. |  |
| The UoA template is used for consistency between course offerings and an Acknowledgment of Country is included in the course. | Choose an item. |  | Choose an item. |  |
| FutureLearn Platform Specific | FutureLearn terminology, functionality, and structure are used consistently and appropriately. | Choose an item. |  | Choose an item. |  |
| Open (8-15) and Highlight (2-3) Steps have been identified. They are appropriate, are of the recommended length, and include an appropriate title, short description and keywords. | Choose an item. |  | Choose an item. |  |
| The Course Description Page is complete (including all required text, a course trailer, educator profiles, and Course Learning Objectives). | Choose an item. |  | Choose an item. |  |
| Suitable weekly emails have been written and submitted to FutureLearn for review. The emails meet FutureLearn requirements for accuracy and conform with current data regulations. | Choose an item. |  | Choose an item. |  |
| Written course content must be specific to the course, with generic information either linked to or automated (e.g., how to get a certificate). | Choose an item. |  | Choose an item. |  |
| The Course Completion Certificate has been completed and submitted to FutureLearn. | Choose an item. |  | Choose an item. |  |
| Educator profiles have been linked to the course and the Lead Educator role is assigned. | Choose an item. |  | Choose an item. |  |
| The number of social prompts is appropriate for the course duration and step types. The Social prompts are linked to the content and are likely to support learner engagement, discussion, application and/or reflection on the topic. | Choose an item. |  | Choose an item. |  |
| ~~Exercise steps have been submitted through FutureLearn’s additional QA process.~~ | Choose an item. |  | Choose an item. |  |
| Learners know if they’ll receive educator support at  the start of the course. If the course is being facilitated, dates have been inserted into the Course Creator and facilitator roles assigned. | Choose an item. |  | Choose an item. |  |
| External tools/links that are required for completion of the course do not require a login. | Choose an item. |  | Choose an item. |  |
| All quiz answers have feedback conducive to learning and  Test multiple-choice questions have at least 4 options. | Choose an item. |  | Choose an item. |  |
| Detailed images can be viewed adequately, with expandable image function used where necessary. | Choose an item. |  | Choose an item. |  |
| Embedded YouTube videos used for supplementary content only. | Choose an item. |  | Choose an item. |  |
|  | **Overall feedback:** | | | | |