Quality Assurance Checklist

This checklist has been designed to establish a minimum set of guidelines that can be employed to support the delivery of UniSA courses online via LearnOnline (LO).  It is not intended that LO course sites be re-written or redeveloped, rather an approach that will ensure common and core features are used which are easily located by our students to facilitate their learning. This checklist will be used by the TIU to identify areas of support across the University. Additional information regarding TIU support and help resources can be found on our [website](https://i.unisa.edu.au/staff/teaching-innovation-unit/TIU/divisional-support/covid-19-teaching-support/).

**Division: School: Course: Academic:**

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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 the information on the course site and in 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 coordinator, tutors, and school, 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 accessible in China? (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 | Any technology tools meet accessibility standards (review the following [YouTube video](https://youtu.be/voP_LD-AtPc)). |  |  |  |  |  |  |

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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. |  |  |  |  |  |  |
| 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. |  |  |  |  |  |  |

## Other Comments

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