|  |  |
| --- | --- |
| COURSE DETAILS | |
| Course Name |  |
| Institution |  |
| Course Level | Undergraduate / Postgraduate / Universal |
| Faculty/Dept. |  |
| Course Study Area |  |
| Review type | Self-Assessment |
| Self-Assessor name |  |
| Assessment Start Date |  |
| Assessment Completion Date |  |
| Date Submitted to TELAS for Review[1] | Optional. |
| Submitted by (name) |  |
| Submitter email |  |

*Notes on the Self-Assessment Form for tertiary institutions*

1. The Framework structure shown on pages (p11 and 12) of this form contains the domain definitions used within the framework along with a summary of the performance criteria and success indicators for each domain. The success indicator columns/rows highlighted in grey in this form are usually assigned to a TELAS Admin Reviewer in formal reviews while for self-assessments there may be only one reviewer for the entire course.
2. The assessment criteria used in this Self-Assessment Form is identical to TELAS online but without the rigorous peer review features, the formal course accreditation process and back-end calculations

[1]*There is no obligation for an institution to submit this self-assessment to TELAS unless it is seeking a formal review and accreditation of a learning package in which case self-assessment is a pre-requisites. Refer to* <https://www.telas.edu.au/the-review-process/> *for further information on formal reviews and course accreditation.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **ONLINE LEARNING ENVIRONMENT** | | | | | | |
| ***STANDARD 1: The design of the online learning environment design supports a positive learner experience.*** | | | | | | |
| **PERFORMANCE CRITERIA** | **SUCCESS INDICATORS** | | **MEASURE OF PERFORMANCE** | | | |
| 1.1. The online learning environment is inclusive. | 1.1.1. Language used is consistently appropriate and inclusive (including consistent tone, voice, person). | | Yes | Yes But | No But | No |
| 1.1.2. The online learning environment contains evidence that diverse perspectives are respected. | | Yes | Yes But | No But | No |
| **OVERALL** | | **Yes** | **Yes But** | **No But** | **No** |
| 1.2. The online learning environment functions across devices and platforms. | 1.2.1. The online learning environment is responsive across different contemporary devices (e.g. screen size adjusting automatically). | | Yes | Yes But | No But | No |
| 1.2.2. The online learning environment and integrated technology are compatible across multiple platforms and operating systems. | | Yes | Yes But | No But | No |
| 1.2.3. The online learning environment and integrated technology are compatible with contemporary browsers. | | Yes | Yes But | No But | No |
| **OVERALL** | | **Yes** | **Yes But** | **No But** | **No** |
| 1.3. Online learning environment meets appropriate accessibility standards. | 1.3.1. Site, content and activities meet a contemporary set of accessibility standards/guidelines (e.g. accessible font, contrasting colour). | | Yes | Yes But | No But | No |
| 1.3.2. External tools and applications adhere to accessibility standards (e.g. Turnitin, VoiceThread, Echo360, SPSS, Padlet). | | Yes | Yes But | No But | No |
| 1.3.3. Files are appropriately optimised for screen readers, consistently named, then labelled by type and size. | | Yes | Yes But | No But | No |
| 1.3.4. Alternate formats are made available for multimedia (e.g. images and alternate texts, subtitling for video or audio, transcripts for video and audio). | | Yes | Yes But | No But | No |
| **OVERALL** | | **Yes** | **Yes But** | **No But** | **No** |
| 1.4. Learners have opportunities to provide feedback. | 1.4.1. Learners have opportunities to provide immediate feedback (e.g. thumbs up/down, stars, flagging). | | Yes | Yes But | No But | No |
| 1.4.2. Learners have opportunities to provide feedback at different points in time (e.g. surveys polls, signposting). | | Yes | Yes But | No But | No |
| 1.4.3. Learners are informed about how their feedback is going to be collected and used. | | Yes | Yes But | No But | No |
| **OVERALL** | | **Yes** | **Yes But** | **No But** | **No** |
| **Standard 1 Comments** |  | | | | | |
| **ONLINE LEARNING ENVIRONMENT** | | | | | | |
| ***STANDARD 2: The online environment design supports learning.*** | | | | | | |
| **PERFORMANCE CRITERIA** | | **SUCCESS INDICATORS** | **MEASURE OF PERFORMANCE** | | | |
| 2.1. The navigation and layout of the online learning environment is functional, consistent and intuitive. | | 2.1.1. The navigation is useable and functional. | Yes | Yes But | No But | No |
| 2.1.2. Instructions on how to navigate the site and where to find learning activities are provided. | Yes | Yes But | No But | No |
| 2.1.3. There is a consistent style guide (e.g. heading hierarchies, bulleted or numbered lists are consistent and tables only used for data). | Yes | Yes But | No But | No |
| 2.1.4. All links and embedded resources are functional (i.e. not dead). | Yes | Yes But | No But | No |
| 2.1.5 Learners are informed if they need to leave the online learning environment to access learning resources. | Yes | Yes But | No But | No |
| 2.1.6. When learners are directed to external resources it opens in a new window/tab | Yes | Yes But | No But | No |
| 2.1.7. The channel(s) of communication for learners is articulated (e.g. dates, notices, updates and reminders). | Yes | Yes But | No But | No |
| **OVERALL** | **Yes** | **Yes But** | **No But** | **No** |
| 2.2. The online learning environment is logically sequenced and organised. | | 2.2.1. A summary is provided that gives an overview of the learning sequence/design. | Yes | Yes But | No But | No |
| 2.2.2. The sequence of learning (i.e. order/flow) is logical. | Yes | Yes But | No But | No |
| 2.2.3. The content is divided into manageable segments that are appropriately labelled. | Yes | Yes But | No But | No |
| 2.2.4. The content is organised to enhance ease of navigation. | Yes | Yes But | No But | No |
| **OVERALL** | **Yes** | **Yes But** | **No But** | **No** |
| **Standard 2 Comments** | |  | | | | |

| **LEARNER SUPPORT** | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***STANDARD 3: The online learning environment includes administrative, technical and learning information and support.*** | | | | | | | | | | |
| **PERFORMANCE CRITERIA** | | **SUCCESS INDICATORS** | **MEASURE OF PERFORMANCE** | | | | | | | |
| 3.1. Links to relevant services, information and policies are provided. | | 3.1.1. Links to academic support services and resources are provided. | Yes | | Yes But | | No But | | No | |
| 3.1.2. Links to up-to-date, relevant policies (e.g. academic integrity, copyright, assessment procedures) are provided. | Yes | | Yes But | | No But | | No | |
| 3.1.3. Links to up-to-date, relevant institutional services (e.g. library, learner support) are provided. | Yes | | Yes But | | No But | | No | |
| **OVERALL** | **Yes** | | **Yes But** | | **No But** | | **No** | |
| 3.2. Clear instructions for accessing technical support resources are provided. | | 3.2.1. Clear instructions for accessing technical support contacts are provided. | Yes | | Yes But | | No But | | No | |
| 3.2.2. Instructions for accessing technical support services and resources are easy to find. | Yes | | Yes But | | No But | | No | |
| **OVERALL** | **Yes** | | **Yes But** | | **No But** | | **No** | |
| 3.3. Clear and consistent instructions/guides for using the technology are provided. | | 3.3.1. The minimum technologies required to be successful are specified. | Yes | | Yes But | | No But | | No | |
| 3.3.2. Learners are provided with instructions/guides for the technologies they will be using. | Yes | | Yes But | | No But | | No | |
| **OVERALL** | **Yes** | | **Yes But** | | **No But** | | **No** | |
| 3.4. Learners are provided with instructions/guides for the technologies they will be using. | | 3.4.1. Answers to common questions (e.g. Q&A, FAQ) and/or a support-focused discussion forum are provided. | Yes | | Yes But | | No But | | No | |
| 3.4.2. All necessary contact details for the teaching team (e.g. name, email, telephone, office location) are provided. | Yes | | Yes But | | No But | | No | |
| 3.4.3. Information on availability of the teaching team is provided. | Yes | | Yes But | | No But | | No | |
| 3.4.4. Information on ways to communicate with the teaching team is provided. | Yes | | Yes But | | No But | | No | |
| 3.4.5. information about response timeframe~~s~~ expectations are provided. | Yes | | Yes But | | No But | | No | |
| **OVERALL** | **Yes** | | **Yes But** | | **No But** | | **No** | |
| 3.5. Learning analytics are available to learners. | | 3.5.1. Learners are able to access analytics (e.g. via a dashboard). | Yes | | Yes But | | No But | | No | |
| 3.5.2. Learners are able to track their own learning progress using analytics. | Yes | | Yes But | | No But | | No | |
| 3.5.3. Information on how to interpret learning analytics is provided. | Yes | | Yes But | | No But | | No | |
| **OVERALL** | **Yes** | | **Yes But** | | **No But** | | **No** | |
| **Standard 3 Comments** | |  | | | | | | | | |
|  | | | | | | | | | | |
| ***STANDARD 4: The online environment includes learner and teacher interactions that are designed to support and progress learning.*** | | | | | | | | | | |
| **PERFORMANCE CRITERIA** | **SUCCESS INDICATORS** | | | **MEASURE OF PERFORMANCE** | | | | | | |
| 4.1. Opportunities for learner-to-learner interactions are provided. | 4.1.1. Opportunities and tools for both synchronous and asynchronous communication between learners are provided. | | | Yes | | Yes But | | No But | | No |
| 4.1.2. Opportunities and tools for learners to collaborate with each other are provided. | | | Yes | | Yes But | | No But | | No |
| 4.1.3. The intention of the learner-to-learner interaction (e.g. discussion forum - general or specific) is specified. | | | Yes | | Yes But | | No But | | No |
| 4.1.4. Learner-to-learner interaction expectations (e.g. scope and frequency and/or Netiquette) are provided. | | | Yes | | Yes But | | No But | | No |
| **OVERALL** | | | **Yes** | | **Yes But** | | **No But** | | **No** |
| 4.2. Opportunities for learner-to-teacher interactions are provided. | 4.2.1. Opportunities and tools for both synchronous and asynchronous communication between learners(s) and teacher(s) are provided. | | | Yes | | Yes But | | No But | | No |
| 4.2.2. Opportunities for both public and private/direct communication between learners and teachers are provided. | | | Yes | | Yes But | | No But | | No |
| 4.2.3. The intention of the learner-to-teacher interaction is specified. | | | Yes | | Yes But | | No But | | No |
| 4.2.4. Learner-to-teacher interaction expectations (e.g. scope and frequency and/or Netiquette) are provided. | | | Yes | | Yes But | | No But | | No |
| **OVERALL** | | | **Yes** | | **Yes But** | | **No But** | | **No** |
| 4.3. There are explicit activities to develop and foster the learning community as well as establish relationships and connections are provided. | 4.3.1. Requirements for learner participation in the online environment are provided. | | | Yes | | Yes But | | No But | | No |
| 4.3.2. An activity requiring learners to introduce themselves to the learning community (can be synchronous or asynchronous) is provided. | | | Yes | | Yes But | | No But | | No |
| 4.3.3. A welcome message (e.g. text or video) is provided. | | | Yes | | Yes But | | No But | | No |
| 4.3.4. The teaching team is introduced (e.g. bios, video, Q&A). | | | Yes | | Yes But | | No But | | No |
| **OVERALL** | | | **Yes** | | **Yes But** | | **No But** | | **No** |
| **Standard 4 Comments** |  | | | | | | | | | |

| **LEARNING AND ASSESSMENT TASKS** | | | | | |
| --- | --- | --- | --- | --- | --- |
| ***STANDARD 5: Learning and assessment tasks engage learners through planned learning experiences and feedback.*** | | | | | |
| **PERFORMANCE CRITERIA** | **SUCCESS INDICATORS** | **MEASURE OF PERFORMANCE** | | | |
| 5.1. The aims, learning outcomes, schedule of learning and assessment tasks, and participation expectations are provided. | 5.1.1. The aims, learning outcomes, participation expectations and assessment tasks are provided. | Yes | Yes But | No But | No |
| 5.1.2. A schedule of the learning and assessment tasks is provided. | Yes | Yes But | No But | No |
| **OVERALL** | **Yes** | **Yes But** | **No But** | **No** |
| 5.2. Details of assessment tasks, their requirements, assessment criteria and feedback are provided. | 5.2.1 Assessment task details (e.g. type, weighting, size, nature of task/submission, requirements, approach) are provided. | Yes | Yes But | No But | No |
| 5.2.2. Processes for assessment submission (method, mode, dates and times, linked to a specific time zone; as well as technical guidelines such as file upload format and size restrictions), handling, marking and feedback (including response times) are provided. | Yes | Yes But | No But | No |
| 5.2.3. Assessment criteria (e.g. rubrics) for all tasks are provided. | Yes | Yes But | No But | No |
| 5.2.4. Instructions on how and when originality checking software will be used are provided. | Yes | Yes But | No But | No |
| 5.2.5. Assessment task examples (e.g. submissions by previous learners) are provided. | Yes | Yes But | No But | No |
| **OVERALL** | **Yes** | **Yes But** | **No But** | **No** |
| 5.3. Expectations and outcomes for the learning and assessment tasks are provided. | 5.3.1. Requirement for engagement with learning and assessment tasks is specified (e.g. essential or optional). | Yes | Yes But | No But | No |
| 5.3.2. Expectations for extent of learner engagement in learning and assessment tasks are clearly stated (e.g. number of hours, length/depth of discussion). | Yes | Yes But | No But | No |
| **OVERALL** | **Yes** | **Yes But** | **No But** | **No** |
| 5.4. Opportunities for learners to actively engage in a variety of learning and assessment tasks are provided. | 5.4.1. Information is provided to learners to explain the connection between the learning and assessment tasks and their learning. | Yes | Yes But | No But | No |
| 5.4.2. Opportunities for learners to engage in a variety of tasks (e.g. co-creation, quizzes) are provided. | Yes | Yes But | No But | No |
| 5.4.3. Opportunities for learners to engage independently and in collaboration with others (e.g. independent work, pairs, groups) are provided. | Yes | Yes But | No But | No |
| 5.4.4. Opportunities for learners to respond in a variety of formats (e.g. presentation, written, audio, video) are provided. | Yes | Yes But | No But | No |
| 5.4.5. Opportunities for learners to observe the work of others (e.g. peers, teachers, industry leaders) are provided. | Yes | Yes But | No But | No |
| **OVERALL** | **Yes** | **Yes But** | **No But** | **No** |
| 5.5. Opportunities for learners to receive both formative and summative feedback are provided. | 5.5.1. All opportunities for learners to receive feedback (e.g. automated, self, peer, teacher) are communicated. | Yes | Yes But | No But | No |
| 5.5.2. Information about feedback (e.g. timing, format, interpretation, use) is provided. | Yes | Yes But | No But | No |
| **OVERALL** | **Yes** | **Yes But** | **No But** | **No** |
| **Standard 5 Comments** |  | | | | |

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| --- | --- | --- | --- | --- | --- |
| **LEARNING & ASSESSMENT TASKS** | | | | | |
| ***STANDARD 6: Learning and assessment tasks leverage the affordances of digital technologies and support the development of digital literacies.*** | | | | | |
| **PERFORMANCE CRITERIA** | **SUCCESS INDICATORS** | **MEASURE OF PERFORMANCE** | | | |
| 6.1. Learning and assessment tasks are supported by relevant digital technology. | 6.1.1. Learning and assessment tasks make effective use of technologies. | Yes | Yes But | No But | No |
| 6.1.2. Learners are provided with instructions on how to use the tools/technology for learning and assessment tasks. | Yes | Yes But | No But | No |
| 6.1.3. Where specific technologies are required, relevant access or directions to access the technologies (e.g. podcasting, blogs, graphics software) are provided. | Yes | Yes But | No But | No |
| **OVERALL** | **Yes** | **Yes But** | **No But** | **No** |
| 6.2 Opportunities to develop and demonstrate digital literacies are provided. | 6.2.1. Learning and assessment tasks are designed so that learners with varying degrees of digital literacy can participate equitably. | Yes | Yes But | No But | No |
| 6.2.2. Opportunities to develop and demonstrate digital literacies are appropriately scaffolded. | Yes | Yes But | No But | No |
| **OVERALL** | **Yes** | **Yes But** | **No But** | **No** |
| **Standard 6 Comments** |  | | | | |

| **LEARNING RESOURCES** | | | | | |
| --- | --- | --- | --- | --- | --- |
| ***STANDARD 7: Learning resources are available, functional, inclusive and are compliant with copyright and attribution requirements.*** | | | | | |
| **PERFORMANCE CRITERIA** | **SUCCESS INDICATORS** | **MEASURE OF PERFORMANCE** | | | |
| 7.1. Learning resources are available and functional. | 7.1.1. Learning resources are available. | Yes | Yes But | No But | No |
| 7.1.2. Learning resources to be downloaded or streamed are appropriately sized (e.g. large files/formats optimized/compressed where/when applicable). | Yes | Yes But | No But | No |
| 7.1.3. Learning resources are functional on contemporary devices. | Yes | Yes But | No But | No |
| 7.1.4. Learning resources enable learner control. | Yes | Yes But | No But | No |
| 7.1.5. Learning resources are fit for purpose (e.g. any PDF form that learners are required to fill out online is editable). | Yes | Yes But | No But | No |
| **OVERALL** | **Yes** | **Yes But** | **No But** | **No** |
| 7.2. Learning resources are copyright compliant and appropriately attributed. | 7.2.1. Evidence is provided that copyright regulations have been observed. | Yes | Yes But | No But | No |
| 7.2.2. Relevant levels of attribution (e.g. scholarly citations, Creative Commons) are provided. | Yes | Yes But | No But | No |
| **OVERALL** | **Yes** | **Yes But** | **No But** | **No** |
| 7.3. Learning resources reflect diversity. | 7.3.1. Learning resources are culturally considerate (e.g. Indigenous/sensitive topic warning, inappropriate images/language not evident). | Yes | Yes But | No But | No |
| 7.3.2. Learning resources reflect diversity including but not limited to gender, culture, demographic groups. | Yes | Yes But | No But | No |
| 7.3.3. Learning resources are contextualized to more than one global region. | Yes | Yes But | No But | No |
| **OVERALL** | **Yes** | **Yes But** | **No But** | **No** |
| **Standard 7 Comments** |  | | | | |

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| --- | --- | --- | --- | --- | --- |
| **LEARNING RESOURCES** | | | | | |
| ***STANDARD 8: Learning resources are relevant and support learner engagement.*** | | | | | |
| **PERFORMANCE CRITERIA** | **SUCCESS INDICATORS** | **MEASURE OF PERFORMANCE** | | | |
| 8.1. Learning resources are relevant. | 8.1.1 Context is provided for the learning resource (i.e. what it actually is, why it is relevant and essential or recommended). | Yes | Yes But | No But | No |
| **OVERALL** | **Yes** | **Yes But** | **No But** | **No** |
| 8.2. Learning resources are provided in a range of modalities. | 8.2.1. Learning resources utilise digital technologies and media (e.g. PDF, Video). in purposeful ways. | Yes | Yes But | No But | No |
| 8.2.2. Learning resources are presented using a variety of technologies. | Yes | Yes But | No But | No |
| **OVERALL** | **Yes** | **Yes But** | **No But** | **No** |
| **Standard 8 Comments** |  | | | | |

## FRAMEWORK STRUCTURE

| **DOMAIN** | **ONLINE ENVIRONMENT** | **LEARNER SUPPORT** | **LEARNING & ASSESSMENT TASKS** | **LEARNING RESOURCES** |
| --- | --- | --- | --- | --- |
| **DEFINITION** | **This domain refers to the online environment within which learning transpires. The important elements in this domain are the user interface, the navigation strategies, the layout, functionality, accessibility and user experience** | **Learner support refers to how the online environment has been designed to support the online learner. The important elements in this domain are the quality of the instructions and directions, the teacher and learner interactions and the assistance provided to learners beyond the delivery of the formal curriculum** | **Learning and assessment tasks refers to the online activities that are designed to authentically engage learners and assist them to develop new capabilities. The important elements in this domain are the scope and quality of the learning and assessment tasks and learner-centred nature of the learning** | **Learning resources are the tools that learners have access to which promote their learning and engagement. The important elements in this domain are the quality and purpose of the provided learning resources** |
| **STANDARD** | ***1. The design of the online learning environment supports a positive learner experience*** | ***3. The online environment includes administrative, technical and learning support details and information*** | ***5. Learning and assessment tasks engage learners through planned experiences and opportunities for feedback are provided*** | ***7. Learning resources are inclusive, quality assured, available and functional*** |
| **PERFORMANCE CRITERIA** | 1.1. The online learning environment is inclusive | 3.1. Links to relevant services, information and policies are provided | 5.1. The aims, learning outcomes, assessment task details, schedule of learning and participation expectations are provided | 7.1. Learning resources are available and functional |
| 1.2. The online environment is responsive across devices and platforms | 3.2. There are clear instructions for how technical support resources can be accessed | 5.2. Details about assessment tasks, their requirements, assessment criteria and feedback are provided | 7.2. Learning resources are appropriately attributed and copyright compliant |
| 1.3. Online learning elements meet appropriate accessibility standards | 3.3. Instructions/guides for using the technology are available, consistent and clear | 5.3. Expectations and outcomes for the learning and assessment tasks are provided | 7.3. Learning resources reflect diversity |
| 1.4. Learners have opportunities to provide feedback | 3.4. Support and information to answer learner questions is available | 5.4. There are opportunities for learners to actively engage in a variety of learning and assessment tasks |  |
|  | 3.5. Learner analytics are available to learners | 5.5. There are opportunities for learners to receive feedback |  |
| **STANDARD** | ***2. The online environment is designed to support learning*** | ***4. The online environment includes learner and teacher interactions that are designed to support and progress learning*** | ***6. Learning and assessment tasks leverage the affordances of digital technologies and support the development of digital literacies*** | ***8. Learning resources are relevant and promote learner engagement*** |
| **PERFORMANCE CRITERIA** | 2.1. The design, layout and navigation of the online learning environment is consistent and intuitive | 4.1. Opportunities for learner-to-learner interaction are evident | 6.1. Learning tasks are supported by relevant digital technology | 8.1. Learning resources are relevant |
| 2.2. The online learning environment is logically sequenced and organised | 4.2. Opportunities for learner-to-teacher interaction are evident | 6.2 Opportunities to develop and demonstrate digital literacies are provided | 8.2. Learning resources are provided in a range of modalities |
|  | 4.3. There are explicit activities to foster the learning community as well as establish relationships and connections |  |  |