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| 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 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 score 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.*

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| **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** |
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| ***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. Support and information to answer learner questions is available | 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 is 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** |  |
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| ***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** |
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| ***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** |
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| ***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** |  |