This checklist is to be completed by a person <u>not</u> teaching in the course to provide an independent review – before, during or after delivery. The checklist may be completed by the independent reviewer (a) in collaboration with the course coordinator or teaching team as part of a collegial and constructive review process, or (b) part of an audit process. The checklist can be used to review a single focus area, or all five focus areas across a course.

This checklist is to be completed in fdlGrades for ease of access, ongoing quality assurance and reporting.

- CLICK HERE to access *fdlGrades*. Checklist found under 'Peer Review'
- CLICK HERE to access *Staff Sharepoint | BOLD Learning & Teaching Practices* for instructions, context, examples, resources and supports

Review criteria

Each practice is to be reviewed against the following criteria to capture current practices and future needs:

- Unable to determine or not applicable for course, and why
- NO | Not present
- NO | Present, but incomplete, not visible, not used in full, or not enacted/followed as stated
- YES | Present/complete/utilised (meets minimum practice)
- YES | Present/complete/utilised (exceeds minimum practice)

Focus Area 01 | Course Organisation

Structure, navigation and accessibility | Good organisation and presentation of course information and learner support resources help to orient students to the delivery/study mode and their course of study. It creates the environment to support ongoing quality teaching and social presence. Consistent organisation helps to achieve a cohesive student experience allowing both students and teachers to locate items within the Moodle shell quickly and efficiently.

Recommended reviewer expertise: Learning/Instructional/Knowledge Designer, Resource Developer, Learning & Teaching Support Officer.

Standard – evidence based	Practice – best practice
1.1 Template	Moodle course uses the latest version of Program and/or Discipline template, with sections/tools adapted for specific course use	*Does the Moodle shell have the latest version of the Discipline/Program template as a framework for development?*
	Are all sections/tools of the template 'open' and adapted for specific course use?
1.2 Navigation | Moodle section design is logically organised in a consistent layout to facilitate ease of navigation by learners	*Does the Moodle course structure facilitate ease of navigation for the learner through consistently ordered sections?*
	Do the Moodle course naming conventions, labels and icons provide context for students accessing resources, activities and support services?
1.3 Progress | Opportunities are provided for learners to monitor their progress through course content, learning activities and assessment	*Are the appropriate settings in place for monitoring learner progress by teachers and learners?*
1.4 Course Description | Moodle course has the current reviewed, approved and published course description from fdlGrades, and is titled appropriately	*Is the current approved and published course description uploaded to the appropriate section of Moodle and named according to year and semester (e.g. EDGCT5007_SEM1_2023_coursedescription.pdf)*
1.5 Accessibility | Moodle course complies with visual, audio and text accessibility standards to accommodate universal student access	*Does course text comply with the Moodle accessibility checker?*
	Do course video and audio resources include written transcripts?
1.6 Groups | If applicable, Moodle groups and/or groupings are set up and applied appropriately	*If applicable, are any Moodle groups and/or groupings configured and applied as intended to reflect the cohort management needs of the course?*
1.7 Release | Moodle course is open, with all essential information, two weeks before teaching commencement	*Is the Moodle shell ready for release to learners two weeks before the commencement of the semester, with the course description, orientation materials, assessment information, and teaching team block visible?*

Focus Area 02 | Course Communication

Teacher and social presence and engagement | Clear protocols and expectations around communication within a course should be structured and established. While the level of teacher and/or student online presence will vary depending on the delivery/study mode, provision should be made to facilitate a range of active and ongoing communication to foster both a teaching and social presence. Frequent and active participation in the online learning community, facilitates the ongoing interactions and connectedness critical to student retention and success.

Recommended reviewer expertise: Learning/Instructional/Knowledge Designer, Learning Skills Advisor, Resource Developer and Learning & Teaching Support Officer

Standard – evidence based	Practice – best practice
2.1 Communication | Course design provides opportunities for both synchronous and asynchronous communication with teaching staff and student peers	*Are the students provided with discussion forums and other asynchronous communication opportunities?*
	Are there synchronous communication opportunities between teacher and students?
	Are communication tools visible to students, correctly setup and include clear instructions for use?
2.2 News Forum | A News/Announcements forum is in the top section with "one way" settings applied, and stated strategy for how it will be used in teaching	*Is a description available to students on how the Moodle News Forum/Announcements tool is going to be used?*
2.3 General Forum | A General Discussion forum is in the top section with full access for all students and staff, and stated expectations for how it will be used	*Is a description available to students on how the Moodle discussion forum for general course discussions/questions is going to be used?*
	Are the teaching staff subscribed to the Moodle Forums?
2.4 Teaching team | Contact details and availability of all course teaching team members are clearly visible	*Are all teaching staff profiles up-to-date and allocated to the correct roles within the Moodle teaching shells?*
2.5 Co-op integration | If applicable, information pertaining to any industry/government/community learning opportunities are clearly stated	*Is the information about integrated learning opportunities clearly stated?*
	Is the alignment of the integrated learning opportunities with assessment and course learning outcomes clearly communicated?
2.6 Welcome | Moodle course includes a course welcome message	*Does the Moodle course have an updated welcome message from the Course Coordinator that includes relevant information?*
2.7 Study schedule | Study schedule of synchronous and/or asynchronous sessions is stated	*Is where to find the study schedule visible, and access points for engagement listed?*
2.8 Expectations | Communication expectations for both staff and students clearly stated, including online communication etiquette (netiquette)	*Are the teacher response times to student queries clearly outlined?*
	Are the online communication etiquette (netiquette) expectations clearly stated?

Focus Area 03 | Learning Resources

Cognitive presence and engagement | Presenting a diverse range of high-quality learning resources that are carefully planned and curated allows students to maximise their engagement in ways appropriate to their learning level and needs. Learning resources should support knowledge building activities and practical application and must be informed by learning outcomes with a focus on enabling students to achieve them. Learning resources need to be current, relevant, comply with copyright legislation and license agreements, and be accessible to all students.

Recommended Reviewer Expertise: Learning/Instructional/Knowledge Designer, Learning Skills Advisor, Library Liaison, and Resource Developer

Standards – evidence based	Practices – best practice
3.1 Alignment | Alignment of learning resources to course learning outcomes is clearly stated with consideration of cohort level, and any industry standards/competencies	*Are the learning outcomes (and industry standards, if applicable) clearly stated for each learning resource?*
3.2 Variation | Learning resources are varied and sequenced to accommodate diverse student learning needs	*Are learning resources provided in a range of different formats to support diverse student learning needs?*
	Are the learning resources logically sequenced to support a structured student learning journey?

3.3 Currency | Learning resources are updated for currency, relevance and reflect current practices/theories	*Are the learning resources updated for currency, relevance and reflect current practices/theories?*
3.4 Engagement | Learning resources provide active opportunities for cognitive engagement of learners with content	*Do the learning resources provide active opportunities for cognitive engagement of learners with content?*
3.5 Feedback | Opportunities for peer, teacher and industry feedback for learning are embedded within learning resources	*Are there opportunities for peer, teacher and industry feedback for and of learning embedded within learning resources?*
3.6 Cultural inclusion | Learning resources include embedded Indigenous and international knowledge and practices	*Is an Acknowledgement of (or Welcome to) Country present in Moodle?*
	Have Indigenous and international knowledge and practices been appropriately and respectfully included?
3.7 Instructions | Instructions for engagement with each resource are clearly stated	*Are the instructions for interaction with, or intention of, each resource clearly stated?*
3.8 Copyright | Copyright compliance maintained for all learning resources	*Do the use of icons and images match the content/topic, comply with copyright law and state correct attribution?*
3.9 Course Readings | All course readings and third-party vendor materials are made available via Course Readings widget to comply with publisher and copyright laws	*Have the readings been made available through Course Readings only?*
	Has third vendor, including access through licenced third-party vendors, stored via Course Readings with active links in Moodle course?

Focus Area 04 | Learning Activities

Cognitive and social presence and engagement | Learning activities encourage students to construct, connect and confirm meaning through practice, reflection and discussion. They allow for an intersect between content delivery and active communication between teachers and students whilst providing an opportunity for feedback. A range of different activities facilitates student comprehension and development of critical thinking and analysis and allows students to socially connect to learning through challenging and affirming ideas whilst developing practical skills.

Recommended reviewer expertise: Learning/Instructional/Knowledge Designer, Learning Skills Advisor, Library Liaison, and Resource Developer.

Standards – evidence based	Practices – best practice
4.1 Alignment | Alignment of learning activities to course learning outcomes is clearly stated with consideration of cohort level, and any industry standards/competencies	*Is the alignment between learning activities and course learning outcomes (and industry standards, if applicable) clearly stated?*
	Do the activities suit the learner cohort needs?
4.2 Organised | Learning activities are purposefully selected for diverse student cohorts and sequenced for engagement	*Are the learning activities purposefully selected and sequenced for engagement?*
4.3 Currency | Learning activities updated for currency, relevance and reflect current practices/theories	*Are the learning activities updated for currency, relevance and reflect current practices/theories?*
4.4 Technology | Any technologies used are appropriate for the activity and aligned with the intended learning outcomes	*Are appropriate technologies chosen for each activity to enhance learning?*
4.5 Engagement | Learning activities provide synchronous and/or asynchronous opportunities for active engagement with other learners	*Do the learning activities provide synchronous and/or asynchronous opportunities for active engagement with other learners?*
4.6 Feedback | Opportunities for peer and/or teacher feedback (and industry, if applicable) for learning are included in learning activities	*Are there opportunities for peer and/or teacher (and industry, if applicable) feedback for learning included in learning activities?*
4.7 Consolidation | Learners are provided with activities to consolidate their learning	*Are there regular opportunities for learners to consolidate their learning?*
4.8 Instructions | Instructions for completing activities are provided	*Are instructions for completing activities provided?*

Focus Area 05 | Course Assessment

Demonstration of learning | Assessments must be aligned to learning outcomes, be supported by learning activities, and allow students to showcase their development and learning throughout the course with consideration to the modes, timing and individual needs of the student cohort. Assessment should be ongoing and provide opportunities for students to receive feedback on their progress so that they can reflect on their development. Provision of formative

assessments allow students to receive feedback on their performance during the course and provide opportunity for intervention, prior to summative assessments that measure overall learning.

Recommended reviewer expertise: Learning/Instructional/Knowledge Designer and Learning Skills Advisor

Standards – evidence based	Practices – best practice
5.1 Alignment | Assessments are aligned to course learning outcomes and applicable industry standards	*Is the alignment between assessment and course learning outcomes (and industry standards, if applicable) clearly stated?*
5.2 Authenticity | Assessments are authentic and based on best-practice principles	*Are the assessments authentic and based on best practice principles?*
5.3 Inclusive | Assessments are inclusive in accounting for varying levels of knowledge, skill, access and diverse learning needs	*Are the assessments inclusive in accounting for current levels of knowledge, academic/digital literacy needs, student equity and diversity, different campuses, and delivery modes?*
5.4 Achievable | Assessments are achievable under student workload guidelines for course credit points	*Are the assessments achievable under student workload guidelines for the credit points allocated to this course?*
5.5 Feedback | Opportunities are provided for formative and summative feedback from peers and/or teachers	*Are there opportunities for formative feedback from peers and teachers?*
	Are there opportunities for summative feedback from peers and teachers?
5.6 Criteria | Marking criteria clearly articulates evaluation components and performance levels appropriate to weighting, learning outcomes and/or industry standards	*Does the marking guide or rubric clearly articulate evaluation components and performance levels appropriate to weighting, learning outcomes and/or industry standards?*
5.7 Submission | All assessment tasks are submitted electronically through Moodle with appropriate portal configurations	*Are appropriate submission portals present in Moodle and configured with required settings for all assessment tasks?*
5.8 Instructions | Downloadable instructions provided for each assessment task	*Are downloadable instructions provided for each assessment task?*
5.9 Support | Support materials are provided for completing and submitting assessments	*Are appropriate digital and academic support materials provided in Moodle for learners to successfully complete and submit assessment tasks?*
5.10 Integrity | Learners are provided with information and resources about maintaining academic integrity	*Are learners provided with information and resources about maintaining academic integrity?*
5.11 Gradebook | Moodle gradebook has been configured to equal 100% and to accommodate group settings where applicable	*Is Moodle gradebook configured to total 100 and accommodate any group settings where applicable?*
5.12 Accessibility | Full assessment instructions with associated marking criteria released simultaneously on the date as specified in the course description	*Are instructions provided on when the assessment information with the associated marking criteria be released as specified in the course description?*
5.13 Mark/Grade | Learners are provided with marks/grades and written/verbal feedback in Moodle as per university procedure	*Is information provided to learners about how marks/grades and feedback for assessment tasks will be given through Moodle?*

End document