

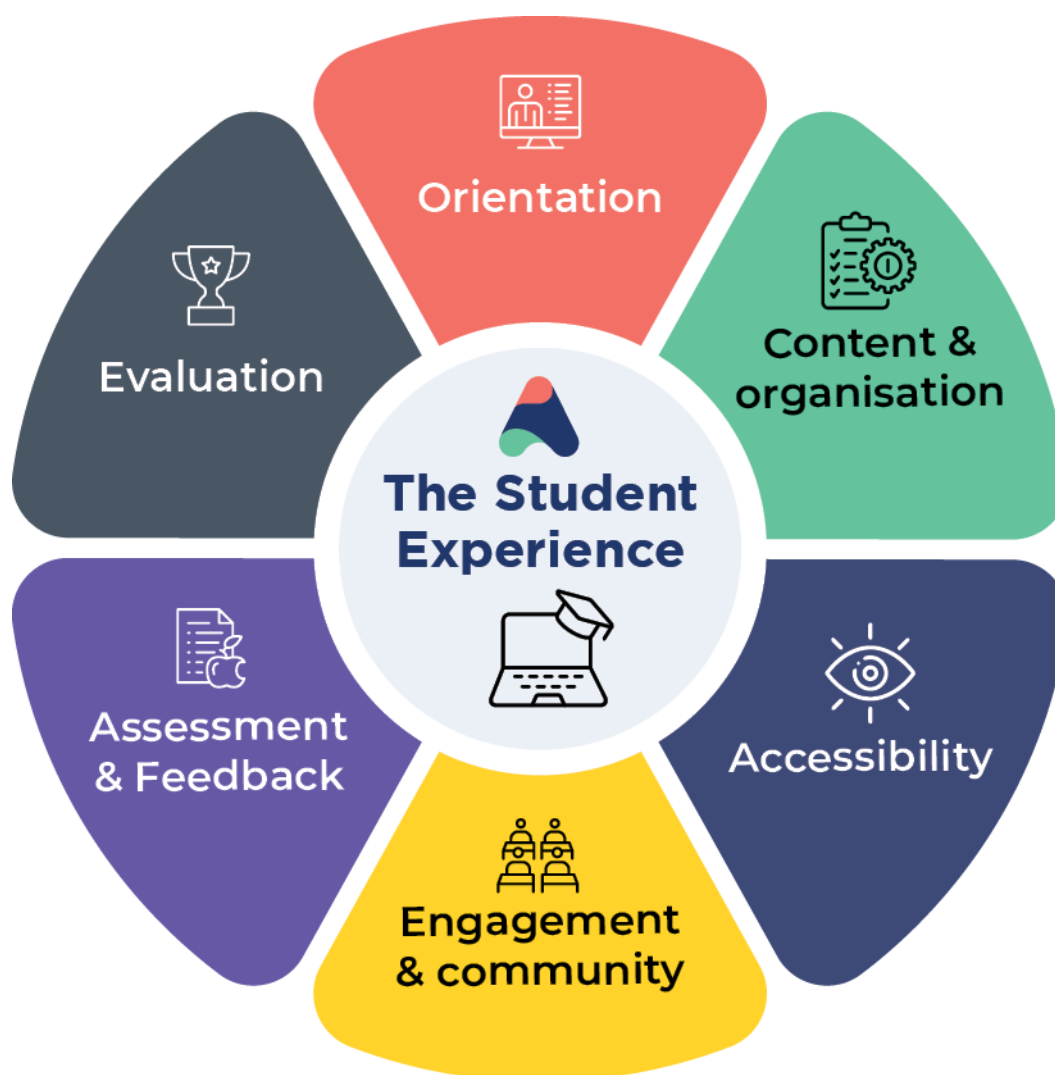
Course design quality checklist

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Note: The checklist is currently a work in progress. Please send any feedback to tasneem.jaffer@uct.ac.za

In order to support staff designing blended courses, we have been developing guidelines to enhance the student and staff experience. We have created these guidelines with considerations for UCT teaching and learning frameworks and policies, [Universal Design for Learning \(UDL\)](#), constructive alignment, among others. UDL is a curriculum design framework that seeks to include the maximum number of students by designing for choice and flexibility.

We have centered this around the student experience and have come up with six dimensions: orientation, content and organisation, accessibility, engagement and community, assessment and feedback and evaluation.



Use the checklist below to self-reflect on your course with the criteria **yes (Y)**, **partially (P)** or **no (N)** and a space to comment.



1. Course orientation

This section covers the essential information that courses need to cover before students get started with their learning. The pre-course week and first week of learning are considered 'high opportunity' zones to build a connection with students.

Course orientation	Y/P/N	Comment
Is your course outline readily available in a dedicated place?		
Are institutional policies (plagiarism, harassment, copyright etc.) readily available for students to access?		
Has the course team or convenor introduced themselves on the course site?		
Are students asked to introduce themselves?		
Is prerequisite knowledge clearly stated and considered?		
Are communication policies (office hours, contact information) clearly outlined?		

2. Content, structure, and workload

This section covers how content is structured and presented to students with the goal of providing a supported, scaffolded, and seamless learning experience. This includes aspects such as instructional text, learning objectives, and learning time estimations.

Content, structure, and workload	Y/P/N	Comment
Have you chunked, organised, and labelled the course materials in a logical and consistent manner?		
Have you provided learning objectives for the various sections of the course?		
Have you provided instructional text, including learning time estimations, for the various components in the course?		
Have you considered alignment with other courses on the programme?		
Have you ensured that course materials are up-to-date, current, and reflect diversity in the field?		

3. Accessibility

This section includes prompts to proactively identify and mediate barriers in the course content. By following the suggestions in this section, you can create a more equitable learning experience for your students.

Accessibility	Y/P/N	Comment
Did you use the accessibility checker to review and repair any inaccessible items?		
Can PDFs be searched, copied, and read by assistive technology?		
Do the video and audio files have captions and transcripts? Or slides with detailed notes?		



4. Engagement, community and communication

This section covers building connections between students, humanising the course, and encouraging participation in the course.

Engagement, community and communication	Y/P/N	Comment
Are there variety of opportunities for students to meaningfully interact with the teaching team?		
Do the students have a variety of tools and methods available for peer interaction and collaboration?		
Does the course include resources and activities intended to foster care and connection?		
Is the student interaction designed and facilitated to be responsive to the variety of cultures and communication styles in the class?		

5. Assessment design and feedback

This section covers the essential aspects that courses are encouraged to include to speak to quality assessment design and assessment feedback. Assessment structure, wording and feedback contribute to quality input from students.

Assessment design and feedback	Y/P/N	Comment
Have you aligned your learning objectives to assessments?		
Have you provided opportunities for collaboration, group work, and peer assessment? (as and where appropriate)		
Do you have opportunities for continuous and formative assessment during the course? Is there variety in assessment types?		
Do your assessments have real world applications?		
Have you (or someone else) completed the assessment to check if it can be completed within the given timeframe?		
Have you provided clear guidance on the required layout for completed assessments? (eliminate assumptions and provide templates)		
Have you provided grading criteria or rubrics for self-assessment and transparency?		
Do you provide timeous and relevant feedback for assessments? (constructive, feedforward)		

6. Evaluation

This section covers the essential aspects for effective and useful evaluations of courses and individual course convenors. Evaluations create opportunities for continuous improvements.

Evaluation	Y/P/N	Comment
Does your course have early opportunities (e.g. micro evaluations) for anonymous student feedback?		
Is the course team or convenor planning on doing self-reflection during the course (e.g. reviewing student progress after an assessment)		
Do you have an end of course evaluation planned for improvements in the next course run?		

