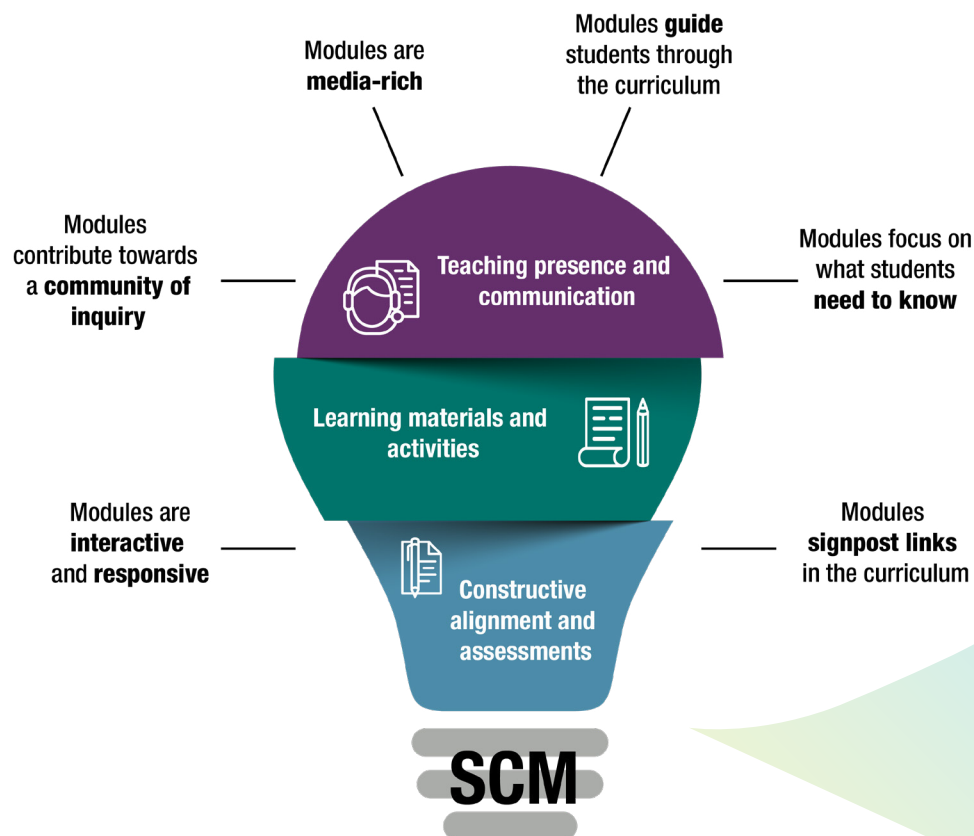


The Southern Cross Model (SCM) Unit Site Checklist is based on the SCM Unit Site Standards which set clear expectations for self-access content within the Blackboard unit sites. It draws on three domains of teaching and learning: Teaching presence and communication, Learning materials and activities, Constructive alignment and assessments.

The checklist can be used:

- as a reference or guide when designing and developing a unit
- by Educational Designers at Centre for Teaching and Learning (CTL) to evaluate units and/or for collaborative discussions with academic staff to address identified needs or potential enhancements
- by academic staff as a self or peer-assessment tool to reflect on their unit sites.



Key

Every standard within a domain is classified by the following:

(E) Established – is expected within the unit

(D) Developing – is a priority for next offering

(I) Innovative – is a future unit enhancement

Teaching presence and communication

Standard	Ref.	Key	Yes	No	Partial	Comments
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A clear orientation and introduction are provided

The goals, objectives and structure of the unit are clearly explained in plain English.	1.1.1	E				
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An introduction from the unit assessor and information about the unit are provided.	1.1.2	E				
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All necessary contact details for the teaching team are provided with anticipated response times.	1.1.3	E				
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Learners are provided with an opportunity to introduce themselves to the class through multiple means of communication.	1.1.4	E				
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Learners are provided with expectations and advice on appropriate learner-to-learner interactions.	1.1.5	E				
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Answers to common questions and/or a support-focused discussion forum are provided.	1.1.6	E				
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The purpose and rationale of assessments and learning activities are clearly explained to learners.	1.1.7	E				
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The unit assessor explicitly states that diverse perspectives are encouraged and respected.	1.1.8	E				
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The unit assessor communicates to the learners how they will utilise the Blackboard Announcements tool.	1.1.9	E				
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Teaching presence and communication

Standard	Ref.	Key	Yes	No	Partial	Comments
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In the self-access orientation module, learners are directed to appropriate support sites.	1.1.10	E				
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Expectations for engagement with the learning and assessment tasks are provided and modelled by the unit assessor

A unit schedule outlining the self-access modules, workshops, tutorials, and assessments tasks, is provided.	1.2.1	E				
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Expectations for the extent of learner engagement in learning and assessment tasks are clearly communicated and aligned with Unit and Course Management System (UCMS) information.	1.2.2	E				
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Information about assessment feedback is provided.	1.2.3	E				
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Learners are encouraged to seek and understand feedback from others to enable them to take actionable steps before submitting assessments.	1.2.4	D				
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Clear and consistent instructions for using technology are provided

Expected digital skills are clearly articulated to learners, including guidance on how and where to look for support.	1.3.1	E				
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Details of how and when other collaborative technologies will be used is communicated to learners.	1.3.2	E				
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Learning materials and activities

Standard	Ref.	Key	Yes	No	Partial	Comments
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Navigation and layout of the unit is functional, consistent and intuitive

Universal Design for Learning (UDL) principles form the foundation of the unit design.	2.1.1	E				
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The unit uses the standard Blackboard template and consistent styles are applied.	2.1.2	E				
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Sequence of learning (order/flow) is logical and enhances ease of navigation.	2.1.3	E				
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Content is engaging, appropriate to the unit level and divided into manageable segments that are labelled.	2.1.4	E				
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Volume of learning in the unit site is consistent with UCMS details and aligned with the Southern Cross Model.	2.1.5	E				
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A conversational tone and inclusive language are used to establish a teaching voice.	2.1.6	E				
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The reference list is complete, uses the appropriate style and included at the end of each module.	2.1.7	E				
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Learning materials and activities

Standard	Ref.	Key	Yes	No	Partial	Comments
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Learning materials are relevant and support learner engagement

Signposting is used throughout modules.	2.2.1	E				
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Context, time commitment and instructions are provided for the learning activities.	2.2.2	E				
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Learning resources and materials are current and accurate and contribute to the achievement of the ULOs.	2.2.3	E				
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Textbooks are prescribed only when alternative scholarly information resources are not adequate substitutes.	2.2.4	E				
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Learning materials provide opportunities for learners to develop digital fluency skills relevant to their discipline/industry.	2.2.5	I				
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Learners are provided with a variety of meaningful learning materials to allow for different learning experiences and to form mental representations.	2.2.6	I				
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Opportunities for learners to actively engage in a variety of meaningful learning activities

Learners have opportunities to engage in active learning.	2.3.1	E				
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Learners have opportunities to receive feedback from online active learning activities.	2.3.2	E				
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Learning materials and activities

Standard	Ref.	Key	Yes	No	Partial	Comments
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Learners have opportunities to consolidate their learning.	2.3.3	E				
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Learners have opportunities to engage in a variety of activities and formats.	2.3.4	D				
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Learning activities enable learners to actively participate, think critically and/or focus on real-world, industry-relevant issues.	2.3.5	D				
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Opportunities are provided for learners to choose relevant topics of interest as their focus	2.3.6	D				
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Opportunities are provided for learners to observe the work of others	2.3.7	I				
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Learning activities are underpinned by scholarly evidence-based approaches.	2.3.8	I				
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Learner interactions with each other and their teachers are supported by the learning materials and activities, enhance collaboration, and develop a learning community and sense of belonging						
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The activities foster a learning community by actively encouraging engagement between students, their peers, and the teaching staff.	2.4.1	D				
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Learners have opportunities to engage in collaborative learning and peer review/feedback.	2.4.2	D				
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Learning materials and activities

Standard	Ref.	Key	Yes	No	Partial	Comments
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Learners have opportunities and resources to provide feedback during unit delivery and after unit completion.

2.4.3 D

Learning materials are functional, inclusive and compliant with copyright, attribution and Web Content Accessibility Guidelines (WCAG2.2)

Learning materials are appropriately sized, fit for purpose, responsive, functional and appropriately optimised.

2.5.1 E

Links provide accurate descriptions and are functional.

2.5.2 E

Visual elements convey content-related information and minimal decorative images are included.

2.5.3 E

All learning materials are appropriately referenced, including attribution for public domain or Creative Commons.

2.5.4 E

Learning materials are culturally inclusive and reflect diversity.

2.5.5 E

Learning materials adhere to accessibility guidelines (WCAG2.2) in all respects.

2.5.6 E

Alternative formats are made available for multimedia.

2.5.7 E

If relevant, learning materials are contextualised to more than one global region.

2.5.8 I

Constructive alignment and assessments

Standard	Ref.	Key	Yes	No	Partial	Comments
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The learning outcomes allow learners to build a clear understanding of what they will be able to do upon complete of the module and unit

The ULOs are clearly defined, measurable and describe what learners will be able to do upon completion of the unit.	3.1.1	E				
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The intended learning outcomes show an explicit connection to the unit learning outcomes.	3.1.2	E				
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The learning activities and assessments are aligned with the unit learning outcomes.	3.1.3	E				
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The assessments accurately measure learner attainment of the ULOs and provide explicit feedback on performance

The assessment tasks clearly measure the achievement of the ULOs, appropriate to the relevant unit level.	3.2.1	E				
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Each assessment is valid, reliable, authentic and has undergone peer review, internal and/or external review.	3.2.2	E				
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The assessment brief is complete and uses plain English to provide learners with the description of the assessment.	3.2.3	E				
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The accessible PDF version of the assessment brief is in the relevant assessment folder in the unit navigation.	3.2.4	E				
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Exemplars or samples of work for each level of performance are supplied.	3.2.5	D				
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Constructive alignment and assessments

Standard	Ref.	Key	Yes	No	Partial	Comments
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Where applicable, industry standard technology is used in assessment tasks.	3.2.6	D				
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Assessments are designed to maximise academic standards, integrity, and security.	3.2.7	I				
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Assessments are designed with a UDL focus and the three tenets of inclusion, equity and access are evident as central pillars at the assessment design stage.	3.2.8	I				
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Rubrics provide clear criteria and transparency to ensure consistency in grading and guide learners toward specific learning outcomes in assessments

Rubric criteria are aligned with the ULOs, task description/instructions, and do not reference quality.	3.3.1	E				
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The rubric contains four to six independent criteria that do not reassess the same attribute.	3.3.2	E				
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The rubric criteria are weighted out of 100%.	3.3.3	E				
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Criteria for academic writing conventions, such as spelling, punctuation, grammar, tone and referencing, should in total not constitute more than 10% of the overall assessment, unless related explicitly to the ULOs.	3.3.4	E				
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The rubric descriptors are measurable, use action verbs, add value at each level of performance, and are framed positively.	3.3.5	E				
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