SUBJECT OUTLINE QUALITY ASSURANCE CHECKLIST

GENERAL CONSIDERATIONS FOR ALL SECTIONS	Yes
Is the tone of the communication with students in the Subject Outline appropriate? That is, not too formal, no excessive use of jargon and written in plain English. *(QA Declaration 1)*	☐
Are spelling and grammar correct?	☐
Do all hyperlinks work?	☐
Have copyright requirements been met? http://libguides.csu.edu.au/copyright_for_teaching	☐
Do the references throughout the Subject Outline model the referencing system students are required to use?	☐

SUBJECT COORDINATOR	
Have subject coordinator contact details (email and phone) been provided and are they accurate?	☐
CONSULTATION PROCEDURES	
Is the subject coordinator's availability for consultation and preferred mode of consultation clearly explained or details provided about when/where students will be informed of this information?	☐
SUBJECT OVERVIEW	
SUBJECT CONTENT – *this section is optional* N/A ☐	☐
SUBJECT SCHEDULE & DELIVERY	
PRESCRIBED TEXT	
Do the textbook details match those on the Coop database? Is it consistent across cohorts and is it a current text?	☐
SCHEDULE	
Has a study schedule has been included (or details as to its location) showing learning activities for all weeks of the session?	☐
Do the assessment due dates on the Study Schedule match the due dates in the detailed assessment information? (**QA Declaration 2**)	☐
LEARNING MATERIALS	
LEARNING, TEACHING AND SUPPORT STRATEGIES	
Are there statements regarding expectations of student conduct and standards for labs, clinics etc (where relevant)?	☐
Are Faculty expectations for online engagement explicit, supported and applied for all learning modes?	☐
RESIDENTIAL SCHOOL	
Are residential school required and required resources clearly identified with current information (where relevant)? N/A	
WORKPLACE LEARNING	
Are the mandatory pre-workplace learning compliance requirements explicitly stated including timeframes by which compliance is required and consequences for non-compliance? N/A	
CLINICAL REQUIREMENTS	
Are the mandatory clinical requirements explicitly states (where relevant)? N/A	☐

SUBJECT OUTLINE ASSESSMENT CHECK SUMMARY	Yes
Are all subject learning outcomes are covered by the assessments in the subject outline?	☐
Are all assessment tasks are clearly linked to at least one subject learning outcome in rationale, criteria and standards? *# Only check **Yes** if the three Elements marked # in the table below are also checked as Yes*	☐
ESSENTIAL REQUIREMENTS TO PASS THIS SUBJECT	
Are the Essential Requirements to Pass this Subject are reasonable and in line with CSU Assessment Policies? (QA Declaration 3)	☐
All mandated policy items are met in every assessment task *** Only check **Yes** if ALL assessment items in the Subject Outline meet the **Bold** elements in the table below*	☐

Bold = mandated policy items   *Italics = items that enhance student learning*

A1 = Assessment Item 2, A2 = Assessment Item 2 etc

	A1	A2	A3	A4
ESSENTIAL INFORMATION	Yes	Yes	Yes	Yes
Value	☐	☐	☐	☐
Due date/TBA allowed for exams ONLY	☐	☐	☐	☐
Size, type, weighting are appropriate for the subject level	☐	☐	☐	☐
Submission method	☐	☐	☐	☐
Title: Clearly describes task, specifies text type or mode to be produced	☐	☐	☐	☐
TASK				
All necessary information for the student to successfully complete the assessment item is in the task description (*QA Declaration Assessment 1 and Exam 2*)	☐	☐	☐	☐
Presented clearly in plain English	☐	☐	☐	☐
Opening statement clearly & unambiguously tells the student what they have to produce	☐	☐	☐	☐
Written in student-facing language	☐	☐	☐	☐
States how this assessment task fits into the learning sequence of the subject	☐	☐	☐	
Scaffolded: includes what the student should do and how they could think about it	☐	☐	☐	☐
Early low stakes task (where applicable)	☐	☐	☐	☐
Free of typographical and grammatical errors	☐	☐	☐	☐
If there is an open book exam and e-books are used, is there a statement that e-books cannot be taken into the examination room?	☐	☐	☐	☐
RATIONALE				
# The assessment task is aligned with the selected learning outcomes and clearly explains the purpose of the task to the student.	☐	☐	☐	☐
Explains purpose for the task	☐	☐	☐	☐
Builds on existing knowledge	☐	☐	☐	☐
Links to professional/industry accreditation (where applicable)	☐	☐	☐	☐
CRITERIA				
# Aligned to Learning Outcome/s (*QA Declaration Assessment 1 and Exam 2*)	☐	☐	☐	☐
Criteria are specific to the individual task	☐	☐	☐	☐
Presented clearly in plain English	☐	☐	☐	☐
Referencing requirements (where applicable) are reflected in the criteria & standards	☐	☐	☐	☐
STANDARDS				
# Pass level grade should meet the requirements of the Learning Outcome (*QA Declaration Assessment 1 and Exam 2*)			☐	☐
Includes HD to PS or SY/US			☐	☐
Tell students the standard of performance required to achieve a certain grade			☐	☐
Marking criteria and standards are explicit, measurable and are able to be applied consistently by all students and markers.			☐	☐
No new information			☐	☐
Value has been assigned to criterion			☐	☐
Progression is logical, non-quantitative, and self-contained (not building on lower grades, e.g. NOT Credit = pass + a bit more)			☐	☐
Unambiguous and non-subjective language is used that differentiates between student work at each level			☐	☐
Articulates taxonomy skill level (e.g. Bloom's or SOLO taxonomies) using consistent and identifiable language			☐	☐
PRESENTATION				
Are the referencing expectations clearly conveyed to students and included with each task description? See the CSU Referencing policy for more information.			☐	☐
Are specific instructions/description/specifications for presenting and submitting the task (where applicable)			☐	☐
Format and structure are clearly articulated (where applicable)			☐	☐

ASSESSMENT INFORMATION	
HOW TO SUBMIT YOUR ASSESSMENT ITEMS Are the assessment submission details correct and clearly defined for each cohort (internal or DE), e.g. EASTS or Interact2?	☐
Does the subject utilise CSU supported online submission (EASTS, i2, PebblePad) for electronic assignment return? EASTS is the CSU supported means of feedback on assessment tasks and should be used wherever possible to minimise assessment return times to students.	N/A ☐
EXTENSIONS	
Are the procedures for obtaining an extension clear and is the penalty for late submission in line with School/Faculty guidelines (if appropriate)?	☐
ADDITIONAL ASSESSMENT AND EXAMINATIONS	
Is the information about 'Additional Assessment' in line with CSU and Faculty policy?	☐
FEEDBACK PROCESSES	
Is the assessment feedback process described in the subject outline consistent with CSU policy?	☐