**Reviewing a Learning Design**

This sequence of questions is intended to assist in the review (or self-review) of a learning design produced using the [unit concept and assessment details template](https://elibrary.utas.edu.au/lor/items/5170ded9-a8ee-4708-9226-27eb37b90ddb/1/) in parallel with the [unit sequence template](https://elibrary.utas.edu.au/lor/items/1f5c4a3d-74cc-4625-8c8d-96f99e0607eb/1/).

Potential uses of this review tool may include:

* A unit coordinator or teaching team reviewing a learning design they have recently prepared and/or in the process of updating
* Members of a faculty learning and teaching committee providing feedback on a new unit proposal which is accompanied by a learning design.

*Please note: some of the questions contained in this template are also featured in the* [*unit outline review template*](https://elibrary.utas.edu.au/lor/items/373f370e-d76a-4846-bdfb-22480ce31aaa/1/)*.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit Description** | Yes | Partially | No | N/A |
| Does the Unit Description succinctly describe the key knowledge and skills that students will be expected to acquire? |  |  |  |  |
| Does the Unit Description contain a statement briefly articulating the evolution of topics contained in the unit delivery schedule? |  |  |  |  |
| Does the Unit Description outline the main types of learning experiences that have been incorporated into the unit design? |  |  |  |  |
| Does the Unit Description describe how the unit prepares students for subsequent study and/or a vocational outcome? |  |  |  |  |
| *If Breadth Unit* - Does the Unit Description state the disciplinary lenses that inform the delivery and assessment of this unit? |  |  |  |  |
| **Learning Outcomes** | Yes | Partially | No | N/A |
| Is there a logical relationship between the intended learning outcomes and the course learning outcome(s), where it possible to see how attainment of the intended learning outcomes is preparing students to achieve the relevant course learning outcome(s)? |  |  |  |  |
| Do the Intended Learning Outcomes assess the knowledge and skills outlined in the unit description? |  |  |  |  |
| If there is a dependency between two or more intended learning outcomes, does the sequence reflect this hierarchy? |  |  |  |  |
| Is there a manageable number of intended learning outcomes, given that each intended learning outcome needs to be assessed twice?  *(i.e. 3-5 ILOs)* |  |  |  |  |
| Is there a stem preceding the sequence of intended learning outcomes? *Stem example - On completion of this unit, you will need to be able to:* |  |  |  |  |
| Does each ILO commence with an active verb that states the action which students will be assessed against? *Active verb examples – 'apply', 'synthesise', 'present' Note: Refer to a Blooms and/or SOLO taxonomy of active verbs for a comprehensive list of action verbs* |  |  |  |  |
| Does each ILO contain a focus, whereby a process, product and or outcome of the action is stated? *Process example – 'methods of passage planning' Outcome example – 'limitations of electronic systems' Product example – 'a passage plan'* |  |  |  |  |
| Does each ILO outline a condition which provides scope to the process, product or outcomes already stated within the learning outcome? *Examples: “appropriate for search and rescue operations”, “to ensure navigation safety”, “to implement Bridge Resource Management”* |  |  |  |  |
| Have the intended learning outcomes been written using the following structure:  *Learning Outcome = stem + active verb + focus + condition* |  |  |  |  |
| **Formal Assessment** | Yes | Partially | No | N/A |
| Do each of the assessment criteria (on the cover page of the learning design) describe a discrete characteristic of the work to be assessed? |  |  |  |  |
| Is there an assortment of formal assessment tasks which are scheduled throughout the delivery period? |  |  |  |  |
| Are there at least two different methods of assessment being used? |  |  |  |  |
| For each assessment task, does the method of assessment enable the assessment of the relevant intended learning outcome(s)? |  |  |  |  |
| Is there at least one opportunity for students to achieve each of the intended learning outcomes? *Note: multiple intended learning outcomes can be assessed with a single assessment task* |  |  |  |  |
| Does the assessment task method used to classify each assessment task, reflect a 'common' definition?  *See: page 99 of* [*https://www.itl.usyd.edu.au/projects/aaglo/pdf/SP10-1879\_FINAL%20sydney%20barrie%20final%20report%20part%201.pdf*](https://www.itl.usyd.edu.au/projects/aaglo/pdf/SP10-1879_FINAL%20sydney%20barrie%20final%20report%20part%201.pdf) *for a detailed glossary of assessment task methods* |  |  |  |  |
| Are there any professional accreditation requirements which specify required assessment methods? |  |  |  |  |
| Does the weighting of each assessment task reflect the volume of work a student will (or is likely to be required to) perform? |  |  |  |  |
| Is the difficulty of the assessment tasks comparable to other units in the course at the same year level? |  |  |  |  |
| Does the task description (on the cover page of the learning design) provide the following:   * The context and conditions of assessment - *(i.e. material requirements, time restrictions)* * An overview of the actual task to be performed by the student * Specifications for the evidence that a student will submit * Detail on where and how the student needs to submit evidence * The grading scale which will be used to assess the evidence * Detail on where students can access a rubric for each assessment task |  |  |  |  |
| **Learning Activities** | Yes | Partially | No | N/A |
| Are the learning activities sequenced prior to the relevant assessment task, so that they prepare students to undertake the assessment? |  |  |  |  |
| Is there any tangible relationship between the assessment criteria (on the cover page of the learning design) and the learning activities? |  |  |  |  |
| **Feedback** | Yes | Partially | No | N/A |
| Is there a diagnostic assessment task (or learning activity) which will enable a student to receive feedback on their level of preparedness and/or performance by week three? |  |  |  |  |
| Will students receive feedback on their performance in formal assessment tasks so that it can be used to inform their practice in subsequent assessment tasks? |  |  |  |  |
| Is there at least one summative assessment task that is submitted, marked and returned to students by the midpoint of the unit? |  |  |  |  |
| Do students receive feedback on their performance during or after undertaking learning activities? Note: Students may receive this feedback from peers, teacher (individually, group, whole of class) or automated (e.g. quiz) or through self-review. |  |  |  |  |
| Are the methods and frequency of feedback to students sustainable in relation to the stated student cohort capacity? |  |  |  |  |
| **Instruction and Topics** | Yes | Partially | No | N/A |
| Are students required to engage with contemporary and emerging scholarship in the relevant field(s) of study? |  |  |  |  |
| Are the methods of instruction appropriate in respect to the related learning activities and the stated student cohort capacity? |  |  |  |  |
| Is there a sufficient component of the unit instruction accessible for students to access outside designated instruction periods? |  |  |  |  |
| Are each of the topics scheduled in a logical sequence which is reflected in the sequence of assessment tasks? |  |  |  |  |
| **Blended Learning** | Yes | Partially | No | N/A |
| Does the documented blend of on campus and online components enable the target student cohort(s) to effectively participate in the unit? |  |  |  |  |
| For units accepting distance enrolments - Does the assessment and learning design enable students enrolled as ‘distance’ to successfully complete all requirements of the unit? |  |  |  |  |
| Are the selection of online tools appropriate in respect to the stated student cohort capacity? |  |  |  |  |
| **Volume of Learning** |  |  |  |  |
| Does the current learning design enable a typical student to successfully complete the requirements of the unit through 120-150 hours of learning?  *Note: you can use the ‘Calculating Student Volume Template’ in conjunction with the ‘Unit sequence template’ to make this assessment* |  |  |  |  |
| **Comments** | | | | |