## Introduction

The JCU Subject Review Tool (SRT) has been adapted for the Australian and JCU context from the [Quality Matters Rubric](https://www.qualitymatters.org/qa-resources/rubric-standards/higher-ed-rubric). Designed using an evidence base, the Quality Matters rubric has been developed for use with subjects that are delivered wholly online or have a significant online component (blended).

The Subject Review Tool is designed to enable a review of a subject. Its use provides feedback about what areas of a subject are meeting the standards, for example a score of 3 for **Subject overview and introduction** component 1.1, and highlights areas for improvement.

## How to use the Subject Review Tool

Numbers (3 – 1) allocated to each of the components are related to their importance to the learner experience of the subject. For example, in focus area 1, Subject overview and introduction, a score of 3 allocated to component 1.1 means that it has greater importance than 1.4 (2) and correspondingly, 1.6 is less important than 1.4.

Review your LearnJCU site by working through each component on the SRT. The Points available column on the rubric indicates the maximum points allocated for each component. Review the component description and allocate a score. For example, component 1.1 Instructions make clear how to get started and where to find various subject components has a maximum score of 3. Allocate a score between 3 – 0 depending on the degree to which the LearnJCU site achieves the standard. If the subject that you are reviewing is taught as a blended subject (mix of face-to-face and online) and wholly online, review both sites to identify where the student experience may be different.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Focus area | Review components | Points  available | Blended\* | Online\* |
| Subject overview and introduction | 1. Instructions make clear how to get started and where to find various subject components. 2. Learners are introduced to the purpose and structure of the subject.   1.3 Communication expectations for online discussions, email and other forms of interaction are clearly stated.  1.4 Minimum technology requirements for the subject are clearly stated and information on how to obtain these technologies is provided.  1.5 Computer skills and digital information literacies skills of the learner are clearly stated.  1.6 A professionally produced introductory video is available.  1.7 For wholly online subjects, students are asked to introduce themselves. | 3  3  2  2  2  1  1 (n/a) |  |  |
|  | Score | 14 (13) |  |  |
| Learning outcomes | 2.1 The subject learning outcomes are measurable and consistent with the course-level outcomes.  2.2 Learning outcomes are stated clearly and written from the learners’ perspective.  2.3 The relationship between learning outcomes and assessment is clearly stated.  2.4 The learning outcomes are suited to the level of the subject. | 3  3  3  3 |  |  |
|  | Score | 12 |  |  |
| Assessment | 3.1 The subject assessment measures learner’s achievement of the stated learning outcomes.  3.2 Specific and descriptive criteria are provided for the assessment of learners’ submissions, and their connection to the grading policy is clearly explained.  3.3 The assessment is sequenced, varied and suited to the level of the subject.  3.4 The subject provides learners with multiple opportunities to track their learning progress with timely feedback. | 3  3  2  2 |  |  |
|  | Score | 10 |  |  |
| Focus area | Review components | Points  available | Blended\* | Online\* |
| Learning materials | 4.1 The learning materials contribute to the achievement of the stated learning outcomes.  4.2 The relationship between the use of learning materials in the subject and completion of the learning activities is clearly explained.  4.3 The subject models the academic integrity expected of learners by providing both source references and permissions for the use of learning materials, including open educational resources (OER).  4.4 The learning materials represent up-to-date theory and practice in the discipline and present a strong connection between the teaching-research nexus.  4.5 A variety of learning materials are used in the subject.  4.6 The subject provides opportunities for learners to connect with JCU’s Strategic Intent. | 3  3  2  2  2  2 |  |  |
|  | Score | 14 |  |  |
| Learning activities and learner interaction | 5.1 Learning activities promote the achievement of the stated learning outcomes.  5.2 Learning activities provide opportunities for interaction that support active learning.  5.3 The teacher’s plan for interacting with learners during the subject is clearly stated.  5.4 The requirements for learner interaction are clearly stated. | 3  3  3  2 |  |  |
|  | Score | 11 |  |  |
| Use of technologies | 6.1 The technology tools deployed across the subject support the achievement of learning outcomes.  6.2 Technology tools promote learner engagement and active learning.  6.3 A variety of appropriate technologies are used across the subject.  6.4 The subject provides learners with information on protecting their data and privacy. | 3  3  3  1 |  |  |
|  | Score | 10 |  |  |
| Learner support | 7.1 The subject instructions articulate or link to a clear description of the technical support offered and how to obtain it.  7.2 Subject instructions articulate or link to the institution’s accessibility policies and services.  7.3 Subject instructions articulate or link to the institution’s academic support services and resources that can help learners succeed in the subject.  7.4 Subject instructions articulate or link to the institution’s student services and resources that can help learners succeed. | 3  3  3  1 |  |  |
|  | Score | 10 |  |  |
| Accessibility and usability | 8.1 Subject navigation facilitates ease of use and represents a consistent learner experience.  8.2 The subject design facilitates readability.  8.3 The subject provides accessible text and images in files, documents, LMS pages and web pages to meet the needs of diverse learners.  8.4 The subject provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.  8.5 Subject multimedia facilitates ease of use. | 3  3  2  2  2 |  |  |
|  | Score | 12 |  |  |
|  | Total |  |  |  |