# Course design
# Quality Framework

| | Self-directed learning | Student support | Deep engagement and learning | Interaction and feedback | Scholarly Community | Connection with real world impact |
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| *Easier to implement / less impactful* | Content navigation is intuitive to help students structure their learning | Student support materials are provided at appropriate times | Assessments are clearly aligned with teaching and learning outcomes | Authentic feedback is integrated | Academic standards are exemplified | Learning outcomes are defined and measurable |
| | Page layouts provide an intuitive way to orientate and understand expectations | Study commitments are reasonable and well-defined | Teaching builds on existing knowledge | Teacher's presence facilitates interaction | Intellectual property of contributors is respected and remunerated | Assessment outputs are authentic to practice |
| | Instructional steps are clear and guide students in their learning | Teaching material is universally inclusive and accessible to encourage diverse participation | Curricula challenge understanding | Teaching makes authentic use of synchronous and asynchronous delivery | Expectations for participation are explicitly defined to foster communities | Teaching materials are relevant to practice |
| | Written language enhances the readability of the subject matter | Teaching materials speak to the motivations of students | Assessment includes opportunities for formative practice | Students engage as peers | Communities of practice and inquiry are supported | Courses are designed in consultation with industry |
| | Units of teaching are structured to help relate concepts | Teaching support is responsive to address specific students | | | | |
| *Harder to implement / more impactful* | Units of teaching support personalised learner journeys | | Teaching activities make authentic use of rich media and education technology | | | |