**Module audit – checklist (“Below/Meets/Exceeds”) – July 2020**

* Refer to the original checklist for further details of each item
* Record current provision either B = Below checklist requirements, M = Meets, E = Exceeds
* Comment: Note issues or elements requiring development

|  | **Points to Consider** | **B** | **M** | **E** | **Guidance** |
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| **VLE** | **VLE Level Compliance** |  |  |  |  |
|  | VLE Level 1 compliance |  |  |  | [VLE Framework final Levels 1 2 3.pdf](VLE%20Framework%20final%20Levels%201%202%203.pdf) |
|  | VLE Level 2 compliance  (4 learning activity types). |  |  |  | [VLE Framework final Levels 1 2 3.pdf](VLE%20Framework%20final%20Levels%201%202%203.pdf) |
| **1.** | **Introduction** |  |  |  |  |
| 1.1 | A welcome page with some introductory information about the module and tutor. |  |  |  | Create video and update module information where needed. E-champs can help with the layout. See 1.4 and 2.4 relating to the welcome page. |
| 1.2 | A revised Module Handbook. |  |  |  | Use the agreed template word doc. [Module Handbook Template 20 21.docx](Module%20Handbook%20Template%2020%2021.docx) Sections highlighted in yellow need to be updated for each module. |
| 1.3 | A module map. |  |  |  | This should be linked be to the weekly content for each week. Check with your e-champ for template. |
| 1.4 | A demonstration of the learning platform and where students will find everything they need. |  |  |  | To be created once updates have been put in place to reflect the requirements of the checklist. To be included as a screencast on the welcome page. Check with e-champ for guidance. |
| 1.5 | At least one (group) induction activity e.g. ice-breaker |  |  |  | To be included either in the welcome page or at the start of week 1 materials |
| 1.6 | A student guide to learning online. |  |  |  | Provided by SG (Pending) |

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|  |  | **B** | **M** | **E** | **Guidance** |
| **2.** | **Organisation and Learning Activities** |  |  |  |  |
| 2.1 | Learning organised by week and numbered sequentially at both week and activity level. |  |  |  | To organize materials in 10 numbered weekly folders. Main activities to be numbered in each folder. Items within each lesson to be organised chronologically to allow students to work on tasks in correct order from top to bottom. |
| 2.2 | All learning activities incorporate a clear narrative explaining how they fit in.. |  |  |  | Narrative to be added under each title or activity name. Students should be guided through the material and shown how each activity/task is linked to what they have done in the previous activity/task. |
| 2.3 | Weekly (min) communication to students sets out the learning outcomes for the week ahead - VLE announcements? |  |  |  | WAP (Weekly Activity Plan). Depts. to produce version if not already using this. Check with your Head of Dept. if you’re not sure what to use here. |
| 2.4 | A tutor video each week introducing the topic |  |  |  | Module leaders and/or tutors should produce these for the module. Not ever tutor teaching the module needs to produce an individual video. HoD/e-champ to agree with their module developers and teams. See following for some tips on producing effective videos: [Video Tips.pptx](Video%20Tips.pptx) |
| 2.5 | Balance of student-centred learning activities broadly in line with Expectation 1 |  |  |  | The existing template is set up with a good balance of activities, but material should be reviewed, as normal at the start of the year, also considering the new online learning environment.  See Learning, Teaching and Assessment Framework in the ‘Principles and Expectations’ paper.  [CV259 Principles and Expectations for Learning Teaching and Assessment 2020 (003).docx](CV259%20Principles%20and%20Expectations%20for%20Learning%20Teaching%20and%20Assessment%202020%20(003).docx) |
| 2.6 | Engaging and varied **learning activities**; appropriate to learning outcomes and delivery mode; encourage student interact. |  |  |  | Consider varied delivery modes. Developers should consider the use of Padlet, Panapto, Quizlet, H5P, in addition to the agreed BS tools and Zoom. Consult with your e-champ. Follow this link for some ideas on asynchronous activity types: [A quick guide to asynchronous activity types TUTOR version 2.docx](A%20quick%20guide%20to%20asynchronous%20activity%20types%20TUTOR%20version%202.docx) |
| 2.7 | Assessment information, coursework briefing and where relevant, exemplar exam paper… |  |  |  | Template has an assessment folder. Any exam practice papers should be agreed with HoD. All coursework should have an appropriate coursework brief available to students on the VLE. |
| 2.8 | Whether synchronous or asynchronous, course content is delivered in small chunks rather than long Power Point slides. |  |  |  | Break up the delivery of large amounts of material on power points all at once. Existing power points do not have to be broken up into separate files, but tutors can insert slides to break up the material and clearly indicate where the lesson will move on to other types of activities. The unused material can be returned to in another lesson. |
| 2.9 | Time should be set aside from synchronous learning for individual support and feedback by appointment or via drop-in sessions. |  |  |  | As normal. |

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| 3. | **Asynchronous Activities** |  |  |  | Module developers should consider which tasks/activities will be asynchronous – students will be self-guided so information on what/how to undertake tasks has to be clear and uncomplicated. |
| 3.1 | Specify approximately how much time students should expect to spend on the task |  |  |  | Could be included with 3.3, 3.5, 3.7 |
| 3.2 | Involve students in a specific task with an assessable output. |  |  |  | Make it clear how students can self-assess any tasks set, or how they will get feedback. |
| 3.3 | Link specifically to learning outcomes. |  |  |  | Highlight the LOs targeted in the task(s) |
| 3.4 | Are engaging, student friendly and varied in format and use of learning technology. |  |  |  | See 2.6 above. Also, see Appendix 1 of the ‘Principles and Expectations’ paper.  [CV259 Principles and Expectations for Learning Teaching and Assessment 2020 (003).docx](CV259%20Principles%20and%20Expectations%20for%20Learning%20Teaching%20and%20Assessment%202020%20(003).docx) |
| 3.5 | Incorporate clear instructions for completion and signposts to further information. |  |  |  | Make tasks accessible to students. Clear instructions that are not overcomplicated. Again, think about it from the students’ perspective. |
| 3.6 | Include group work and student to student interactivity, including through discussion forums |  |  |  | Group forums/chats can be set up on Brightspace where students can post comments and communicate with classmates and teachers. Teachers should outline clear guidelines with students before starting to use these features. See tips for online learning and check with your e-champ: [..\..\..\20 21\e-Champs\APPENDIX 4 Tips for successful online learning.pdf](../../../20%2021/e-Champs/APPENDIX%204%20Tips%20for%20successful%20online%20learning.pdf) |
| 3.7 | For each activity students are asked to complete, a clear indication of how students will receive feedback |  |  |  | Will student feedback be automated, self-assessed, peer or from the tutor. |
| 3.8 | Safeguarding advice is provided for use of back channel. |  |  |  | Staff should not suggest students create groups or use particular public platforms such as Whatsapp. Staff should never be part of any such group students create on their own. Staff must never share personal contact details with students. Please check with the DSL (Leanne) if you have any questions or are unsure. |
| 3.9 | Include opportunities for students to develop their assessment literacy in respect of the module’s summative assessments. |  |  |  | Include mock assessments and other formative assessment based on summative assessment. Design tasks, exercises and homework in the format/style of actual assessments.  Tutors should aim to provide students with timely formative feedback on at least one summative style assessment per topic. |
| 3.10 | When embedded video is used a transcript is available for students located in regions where content might be blocked |  |  |  | Panapto can be used for this, please check with your e-champ. Try to include transcripts where possible. YouTube videos should not be used as they are not accessible in all parts of the world. |

Additional Notes:

Staff should not upload videos to Brightspace directly, but should add them to Panopto and then embed the links onto Brightspace. Before doing this, staff should ensure that the sharing settings allow 'anyone with the link' to view the video, otherwise only the tutor can see it. Please speak to your e-champ about this.

YouTube videos should not be used as they are not accessible in some countries and therefore limiting for these students.