Moodle Everywhere Policy

The University's Teaching and Learning Committee has agreed a minimum threshold for engagement with Moodle which all modules must meet. In addition to the use of Microsoft Teams and Engage (Echo 360) across the institution for teaching, the expectation is that all modules will use continue to use Moodle as the primary repository for teaching materials, activities, and resources.

The **essential components** for all module Moodle pages are outlined below:

- Contact details for all module teachers, with office hours (face-to-face and/or online) Teacher introductions to support students studying entirely online (text, audio or video)

- Information about the teaching timetable for the module, including online and face-to-face teaching modes

- Copy of or link to the Module outline/handbook (or electronic equivalent)

- Link to a connected Microsoft Team and/or Engage course, if applicable

- Details of coursework assignments including submission dates, with appropriate electronic submission boxes (these can be set up by Student Services)

- Details of open book/ take-home exams, with relevant assessment periods

- The rubric or criteria with which assessments are marked

- Reading/resource list taking advantage of Talis Aspire software and linking to e-resources, identifying core, recommended or supplementary resources

- Videos/slides/notes/materials/tasks and activities, to be made available on Moodle at least two days in advance of any connected synchronous activities, with clear details of any connected synchronous activities

- Summary of student feedback (SEM) on the previous iteration of the module, a link to a feedback summary page and any action taken to review module, a summary of student feedback on current module and planned action, when available

- When available, feedback on previous module assessments.

In addition to the mandatory components of Moodle pages outlined above, staff are asked to consider the following **principles/ models of good practice** in creating their Moodle content:

- Introduction and orientation for the module (for example, a video or a paragraph of introduction)

- Weekly instructions to guide students through content and learning objectives

- Sample exam papers or other exercises, where available

- A consistent, simple, and accessible structure, following guidance from Learning Technology

- Appropriate accessibility adjustments in line with regulatory requirements and recommendations from Learning Technology (for example. video and audio content including closed captions or transcript, and text alternative added to images). A standard approach will be mandatory for all teaching materials from September 2021.

It is recognised that in many cases much of the material in this list may be subsumed in the electronic copy of the module outline/handbook (for example, class timetable) or will be made available in a generic Moodle page for the relevant School (for example, marking criteria). Module conveners should ensure that students are aware of such alternative locations and can access the links easily via the module's Moodle Page. Moodle pages should also direct students to relevant School, Faculty, or University pages for supporting students, particularly with the challenges of online learning.