

Moodle Everywhere Policy

Moodle, alongside Engage and Teams, is the primary platform for the delivery of module information, teaching resources, learning and assessment opportunities, and feedback to students. The University's Teaching and Learning Committee has agreed all module Moodle pages should reflect the contents of this policy. This policy applies to all standard residential taught programmes at UoN. Variations may apply to other programmes such as distance learning or degree apprenticeship programmes.

Essential

Course information

- A consistent, simple, and accessible structure, following any School/Faculty Moodle template.
- A link to the course catalogue with clear instruction that students can find all course information by following the link.
- Link to a connected Microsoft Team, if applicable.
- A link to the School Information Hub or where no such hub exists, to relevant support services (e.g., Disability Support, Student Academic Skills, digital skills and IT support, and language support).
- A link to student rep/LCF pages.
- Contact information for all module teachers and details of office hours (face-to-face and/or online).
- Information about how the module will be delivered, including online and face-to-face teaching modes and locations.
- A summary of, and response to, the most recent student feedback available, such as student evaluations of the module (SEMs). This may be in the form of a link to this information on another platform, rather than a report on Moodle, [as stated in the Quality Manual](#).

Lectures and pre-recorded teaching materials

- Link to a connected Engage (Echo360) course of lecture recordings as stated in [the Policy on Engage](#). In limited circumstances, materials may be stored on MediaSpace, but lecturers are responsible for ensuring adherence to university lecture capture and retention of teaching materials policies.
- Closed captions or transcripts should be enabled and edited for pre-recorded video materials.
- Caption editing is not required for synchronous teaching (face-to-face or online), but where Automated Speech Recognition (ASR) is unintelligible, another means of accessing essential audio content should be provided to students as stated in the [UoN policy on the production and use of video and audio recordings of synchronous and asynchronous teaching materials](#).
- Lecture recordings should be reviewed and be up-to-date in terms of subject matter content, pedagogical approaches, and administrative information as stated in [OfS Regulation B1 Conditions](#).

Accessibility requirements

- Teaching resources (i.e., videos, slides, notes, materials, tasks, and activities) that underpin synchronous teaching should be available on Moodle **at least 48 hours in advance** of a teaching session.
- Where teaching content produced *during* a synchronous session (e.g., handwritten notes using doc scan or digital whiteboard, fill the gap in presentations) is meant to be distributed to students, this should be made available on Moodle within 48 hours after the teaching session.
- [Nottingham Accessibility Practices](#) should be applied, with routine use of accessibility checkers in Moodle (including Brickfield toolkit¹), Word, PowerPoint, Adobe Acrobat Pro, and HTML accessibility checker plugin.
- Students should be alerted to known Moodle content accessibility barriers in advance to help them anticipate support needs.
- Students should be encouraged to approach the convenor to discuss any accessibility barriers to their learning.

Assessment

- Link to the course catalogue with clear instruction to students that all information is provided through the link about the components of assessments, their type(s), and weight (i.e., contribution to the overall module mark).
- For coursework assignments provide further detailed guidance on what is required to complete the assessment effectively.
- Provide the rubric or criteria against which assessments are marked.
- For coursework, ensure appropriate submission boxes are set up and make clear what to do where coursework has an extension or is late.

Good practice

In addition to the essential components of Moodle pages outlined above, staff are asked to consider the following **good practice** in creating their Moodle content to improve the student learning experience:

Course information

- Introduction and orientation for the module (e.g., a video or a paragraph of introduction)
- Weekly instructions and learning objectives to guide students through content (e.g., 'By the end of this week, you should be able to...').

Assessment

- Sample exam papers or other exercises.
- Feedback on general cohort performance in module assessments.
- Past student assessments to demonstrate good practice, where available and appropriate.

¹ Staff will be notified when Brickfield is available, along with training to support its use, in due course.