Core requirements: Moodle pages

In order to deal with the likelihood of continued disruption to our programmes during 2020/21, due to CV19 linked social distancing or other restrictions, we want all current 2020/21 modules to have a basic Moodle page containing the following:

Module timetable and programme
Contact details, office hours, other forms of contact
Personal profile [can be in video format]

Learning objectives/outcomes of module
Assessment brief/description
Assessment submission dates
Rubrics for assessment and/or marking criteria
FAQs

Tasks and engagement activities (including weekly resource or reading lists, all with e-alternatives)*
Additional pre-post class/lecture resources or readings (all with e-alternatives)*
Links to other relevant library resources (e.g. databases and so on provided via current study guides)

Lecture recordings (or alternatives)
Other classes and details

Online submission and instructions (link to online submission box/es) [will be provided as central school material]

Material on useful contacts: e.g. DDS etc. [will be provided as template text].

Notes
Individuals have approached reading and resource lists in different ways, and some have used embedded links, which can be transferred into the new Moodle pages. New reading lists should be entered in Talis Aspire – and there is training available to help with this process.

All reading and resource lists should include e-alternatives so that students can access material in the case of contingency.

There will be further training to support the development of new Moodle pages and some examples of good practice available in June and July (details will be on the Flexible Education hub).

In the interim, there are some design principles that are helpful to bear in mind:

1. **Clarity**: Providing a single, authoritative and persistent source of course information, content and contact details reduces the administrative overhead for students and staff alike.
2. **Usability**: Remote learners will be dependent on Moodle courses. They should not be required to learn how to navigate and engage with each of their modules, or dedicate time to overcoming poorly designed content.
3. **Presence**: Remote teaching requires sustainable and strategic academic presence. This can be achieved through the use of introductory videos (such as a profile), micro-content,
personalised feedback, and online discussions. This is underpinned by links to completed profile pages (in Moodle, Pure, LinkedIn etc).

4. **Accessibility**: Content and how it is presented must aim to provide learners with what they need, when they need it and in form they can understand and use.