Threshold Standards: Moodle Pages for Higher Education Courses

Version I

December 2016

Next Review in December 2018

Threshold Standards: Moodle Pages for Higher Education Courses

As a provider of higher education, the college has a duty to ensure that all information published to students is full and accurate. The need for higher education providers to make clear and accurate information available to students has grown in importance following policy changes giving UK students increased responsibility for funding their own studies. Advice provided by the Competition and Markets Authority (CMA) has further clarified the legal obligations of higher education providers in respect of the information they make available.

The following threshold standards relate to information provided on the Moodle virtual learning environment that directly supports students in their learning.

COURSE HANDBOOK ON MOODLE

The Course Handbook is intended to provide students with the description, aims and objectives of their chosen course. It should clearly explain how the course is structured and organised and should provide a description of the course units, including the assessment requirements which students must satisfy in order to achieve their target award.

A Course Handbook should be provided to all students on all courses leading to a formal qualification, irrespective of the number of guided learning hours. For higher education courses the expectation is that course handbooks take the form of a Course Information page on the Moodle virtual learning environment. A Course Information page should be provided for each year group.

The following is a checklist of the expected content of a Higher Education Course Information page on Moodle:

Welcome Statement/Introduction

- Include a brief statement welcoming the student to Moulton College and provide a brief description of the college and the course, preferably from the Senior Lecturer.

Programme Specification

- A programme specification is a concise description of the intended learning outcomes from a higher education programme, and how these outcomes can be achieved and demonstrated.
- QAA has produced guidelines to offer help and guidance to those preparing programme specifications. They draw on the experience of others in a range of subjects and institutions who have already prepared programme specifications.

Staff Directory

- List the names and contacts details of key personnel for the course. You may wish to incorporate photographs to help students identify the members of staff involved in the running of the course. Please do not share private mobile numbers/e-mail addresses and similar with students. All details provided should be College telephone numbers and e-mail addresses.

Modules/Units

- List of units for the course (+ links)

HE Student Forum information

- Name of the course rep for the year group
- Information about the student rep system
- Link to the HE Student Forum (blog)

Assessment Regulations & Plagiarism Policy

- Link to the College or (validating HEI) assessment regulations
- Link to the College Academic Irregularities Policy
- Link to the College Plagiarism Policy
- Link to the Student Disciplinary Policy

Health & Safety

- Link to the college Health & Safety Policy

Appeals Procedure & Mitigating Circumstances

- Link to the Assessment Appeals Process
- Link to the Mitigating Circumstances Form

Course Calendar

- This needs to show the structure of the course and make clear what is being taught and when. It should also include the main course dates including holidays, reading weeks and planned visits.

Timetable

- Provide an up to date course timetable

External Examiner Information

- This content will be inputted automatically and gives information about the External Examiner and the External Examination process.

Course Evaluation

- Explain that all students are invited to provide feedback on all aspects of their learning experience. Provide details of how they can give feedback e.g. customer comment forms, involvement in college and national surveys, via course evaluations,

through the course representative, via course or campus focus groups. Explain that all feedback, positive and negative, will be used to inform the further development of the learning experience.

Assessment Schedule

- Provide details of the dates and types of assessment (e.g. peer, formative, summative, exams) that occur throughout the year

Work-Based Learning

- Provide information about any work-based learning arrangements and contacts as appropriate
- You may wish to provide information about volunteering opportunities in this section

Induction Information

- This section is an opportunity for you to engage your students in the use of Moodle functionality during the induction process.

Reading List

- It is good practice to indicate a limited number of publications that may be of benefit to students across the whole course (detailed reading lists should be provided on module pages)

Ethical Approval form

- Provide a link to the ethical approval form (Individual Projects)

MODULE/UNIT PAGE ON MOODLE

The Module Handbook is intended to provide students with essential information about the learning outcomes, content, delivery structure and assessment of a module.

A Module Handbook should be provided to all students studying on a given module and for higher education courses the expectation is that module handbooks take the form of a Module Information page on the Moodle virtual learning environment.

The following list details the required content for a Module Information page at Moulton College.

Learning Outcomes

- List the module or unit learning outcomes as specified in the awarding body validation documentation

Indicative Content

- Summarise the module content as specified in the awarding body documentation

Module Delivery Pattern

- Specify the number of weeks over which the module is delivered and the teaching and learning methods used e.g. lectures, seminars, labs.
- Provide details of the guided learning hours and required hours of independent study.

Assessment Programme

- Give details of the dates of all assessment deadlines, including formative, peer and summative assessment types.

Assessments

- Provide up to date, accurate, and moderated assignment briefs
- Give access to anonymized, exemplar work, ideally from the previous year (poor, average and very good)

Scheme of Work

- Give students an indication of what will be taught throughout the year on a week by week basis

Learning/Lecture Resources

- Use this section to locate whatever learning resources you wish to provide to students
- There is no set format for this page – although good practice would suggest an abundant and varied use of Moodle functionality

Reading List

- Indicate to students the key texts for the module or unit

Forms & Templates

Plagiarism Policy

Ethics Approval Form

Complaints Policy

Health and Safety Information

Mitigating Circumstances

Student Disciplinary Policy

UoN Specific Documents:

UoN Assessment Regulations

Appeals and Complaints at Validated Centres of UoN