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| **Module Level Requirements Checklist** | **Summer Timeline stage(s)** | **Relevant "How To" Guides** | **Completion confirmed** |
|  | (stage nrs) | (Guide nrs) |  |
| **Module Level Requirements** |  |  |  |
| **Coherence** |  |  |  |
| Any synchronous components relevant to the achievement of learning outcomes and assessment will always be accompanied by equivalent asynchronous learning materials e.g. a recording, for accessibility purposes. |  |  |  |
| A Student Study Plan for each module lays out learning and teaching activities, indicating time students are expected to take for each. |  |  |  |
| **Consistency** |  |  |  |
| All modules have synchronous and asynchronous components |  |  |  |
| There should be opportunities for Q&A via some asynchronous and some synchronous modes within every module aligned to the units of study, e.g at least every two weeks and ideally weekly. |  |  |  |
| There is a list of 'essential' activities, in a suggested order of completion. |  |  |  |
| There is at least one 'enrichment' activity. Enrichment activities are optional but they are recommended for all students who wish to explore the topic further. |  |  |  |
| All lectures should be broken into bite size chunks of 7-8 minutes with associated learning tasks and be available asynchronously. |  |  |  |
| There is a mechanism for students to post questions anonymously, e.g. via QUAC in Moodle. |  |  |  |
| All materials (core reading, articles, etc.) should be available electronically. |  |  |  |
| **Choice** |  |  |  |
| The Student Study Plan includes an estimate of how long each activity may take to complete, recognising that individual learners may work through activities in different ways |  |  |  |
| All of the learning material and associated links for these activities are in the relevant units of study of each individual module site on Moodle. |  |  |  |
| **Community** |  |  |  |
| Teaching teams provide a brief informal introductory video (with a social, community-building focus) on Moodle |  |  |  |
| Enable  peer-to-peer support and engagement for example  through ‘student cafes’ in Moodle |  |  |  |
| Touchpoints for students to check-in and feedback on progress, and there must be check-in within the first 2-3 weeks. |  |  |  |