

Module design checklist	Present in module?		
	Yes	No	N/A
Essential Components			
Learning outcomes are clearly stated and mapped to the module's assessments and topics.			
Where the development of professional competencies is present, this is clearly flagged.			
Assessment criteria is clearly articulated (tbc).			
The narrative for the module and all activity instructions are complete and written concisely.			
How tasks support learning outcomes and develop learning and skills to be demonstrated in the assessment is clear.			
The module includes orientation content that tells students how the module will work (i.e. module map, intro video/presentation, etc.).			
Module includes a module toolkit with content and links to relevant tools and resources.			
Contact information and introductions are provided for the module team, along with details on best methods of communication and best contact times (including online seminars, drop-in surgeries etc.).			
Pedagogy			
Authentic tasks: Learning activities, discussion topics, and points of reflection involve tasks, contexts, and strategies that require students to apply knowledge and skills to address real life problems.			
Active acquisition: All acquisition activities (e.g. read, watch, listen) encourage active engagement through providing thought-provoking questions, collaborative consolidation, or inquiry-based learning.			
Collaboration: The module encourages varying levels of collaboration to generate peer learning, foster subject analysis, and build transferable critical thinking and problem-solving skills.			
Learner-centred: The module offers multiple ways for students to interact and demonstrate knowledge, with tasks designed to be flexible to meet the varied needs of learners.			
Engagement: Learning activities require active participation, challenge learners and provide experiences for practising skills, testing ideas, and building scaffolding learning.			
Social learning: Students are encouraged to bring in knowledge from diverse perspectives and sources of information in their module interactions.			
Flipped classroom: Online seminars include activities and discussion, rather than transmitting information that can be provided prior to the session (e.g. lectures or presentations).			

Reflection: Provides students with opportunities for active reflection throughout the module, using discussion, group work, reflective writing, etc..			
Assessment: Meaningful, authentic evaluations of student's achievements and understanding relative to objectives. Multiple methods are integrated to broaden knowledge demonstration opportunities.			
Module Architecture			
STRUCTURE			
The module is arranged into topics with weekly indicators.			
Each topic includes an introduction with links to learning outcomes.			
Each week includes tasks (two are recommended) containing a series of steps representing learning activities and practice exercises.			
Each task is made up of a mixture and balance of resource and activity types (e.g. read, listen, inquire, produce, practise, check, discuss, share, reflect, etc.).			
2-3 online seminars are scheduled, with preparation tasks built into the module activities.			
An indication of the time needed to undertake the task and steps is provided.			
Each topic provides a summary.			
Extension tasks are provided.			
Tasks that relate to professional competencies are flagged and explained to students.			
CONSISTENCY			
The module uses a UCEM Transform blueprint.			
The sequencing and internal structure (i.e. task numbers, step numbers) is the same throughout the module.			
Tasks are presented as either a Moodle tabbed page, a Moodle lesson, or a Moodle page with indented items.			
A consistent naming convention is used for tasks, steps, documents etc. so that the student understands exactly where they are and what they must do.			
The formatting of items/documents (i.e. type size, heading styles, and other page elements) is consistent.			
Content is error free with no grammatical or spelling errors.			
LEARNING RESOURCES			
Modules offers access to a variety of internal and external resources that support the learning objectives.			
Module materials are represented in multiple ways (i.e. text, video, audio, graphics etc.), to meet the diverse needs of learners.			
Video recordings and presentations follow time-limit guidelines.			
Resources are appropriately cited and referenced.			
Vary resources so that they are culturally and socially responsive, and represent different cultural, ethnic and gender groups as well as geographical spread.			
ACCESSIBILITY			
All required accessibility standards have been met and the accessibility checklist has been provided.			
COMMUNICATION AND COLLABORATION			

Tutor-based			
A space is provided for the module leader to post a personal welcome in their own voice to help establish a friendly, informal tone for the learning environment.			
The module facilitates humanizing the module team by providing opportunities to associate their digital selves with a face and voice, for example video introduction, personal perceptions on module content and concepts, opportunities for video and audio discussion and feedback.			
The tone of the narrative is approachable and friendly. Students are addressed directly (i.e. 'you'). The tutor can 'talk' to students as an individual (i.e. use 'I') or be as part of the learning community (i.e. 'we').			
Class-based			
An opportunity is provided for students at the start of the module to introduce themselves to one-another.			
The module provides opportunities and support for peer-to-peer feedback and review.			
Discussion tools are used as a way for students to exchange knowledge, experience and resources.			
Peer-based			
Incorporates group projects, analysis, and/or problem-based learning activities that require collaboration.			
Students are provided with guidelines for groupwork.			

Online Education Department, UCEM: April 2019



This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).