

Recommended minimum standards for Moodle

	Pedagogic principle	Required expectation	Recommended additional use
1	<p>Structure & Navigation</p> <p>Ensure your module is clear and navigable. The sequence of Moodle sections are logically sequenced and appropriately labelled and self-explanatory to follow.</p>	<p>1.1 Use appropriate section headings for Moodle sections that follow a logical sequence for your module, e.g. <i>Week One Introduction to Module</i></p> <p>1.2 Use labels within sections to clearly group common elements, e.g. <i>Important module documents</i>.</p> <p>1.3 Housekeeping: Remove all unused blocks and sections and ensure all links work.</p>	<p>Use a two column module screen layout keeping blocks on one side of the main resource area. A two column layout supports better usability for mobile and tablets</p>
2	<p>Orientation:</p> <p>Support your students to orientate themselves to the module. Begin with introducing the module & the module team. Make a statement about how you intend to use the Moodle site. This information helps students to understand the purpose of Moodle and how you will used.</p>	<p>Within the top section provide:</p> <p>2.2 Module title and code</p> <p>2.3 Module description (include a link to the module handbook)</p> <p>2.4 Staff contact details</p> <p>2.5 Key module dates and timetable</p> <p>2.6 Statement of intent, eg.</p> <p>Module as repository</p> <p>Module for discussion/engagement</p> <p>Module announcement/communication via forums or email (including an announcement/news forum</p>	<p>Module team pictures</p> <p>Introduction video (welcome for distance learning)</p>

3	<p>Assessment:</p> <p>We know assessment and feedback are an essential element of learning. Provide a clear outline of assessment requirements and deadlines along with links to resources.</p>	<p>Assessment & feedback section</p> <p>3.1 Assessment and feedback statement and details</p> <p>3.2 Electronic assessment links and instructions on use (where appropriate)</p> <p>3.3 Links: Be Wise Don't Plagiarise & University Fit to Sit/ relevant assessment information.</p>	<p>Provide a feedback link for students to provide feedback on the module. This can be useful, providing both an opportunity for dialogue with students and information on your module.</p>
4	<p>Resources:</p> <p>Ensure documents are appropriately labelled with descriptive titles allowing identification before access and ensure resources are in the appropriate section of Moodle.</p>	<p>4.1 Electronic documents - such as presentation slides, notes or handouts.</p> <p>4.2 Use the Moodle book tool where possible, supporting sequencing and</p>	<p>Use the appropriate space for links to external online resources.</p>
5	<p>Cross platform compatibility:</p> <p>Think access and usability, provide files in formats that enable students to view them all devices (tables & mobile)</p>	<p>5.1 Be mindful of the purpose of the document. Use PDF where appropriate, this format being accessible across devices and platform</p>	<p>Where you have large file size, for example images etc, compress files to minimise</p>
6	<p>Accessibility:</p> <p>Be ethical and stay legal, make sure everyone can access and use your information and materials.</p>	<p>6.1 Ensure fonts are large enough to read (minimum 12pt)</p> <p>6.6 Use alternative text for images, graphics have alternative text</p> <p>6.3 Quickly check you are familiar with the basics (link to checklist)</p>	

		6.4 Consult and follow university guidance: http://staff.napier.ac.uk/services/sas/Student%20Wellbeing/disability/Pages/working_with_sn_students.aspx	
7	Copyright: Stay legal. Data protection, and IPR apply within Moodle. Ensure you are familiar with the basics.	7.1 Consult and follow university guidance: http://staff.napier.ac.uk/services/library/teaching/Pages/copyright.aspx	