# Appendix 7

## Module evaluation checklist

This checklist should be completed prior to the first time a module is implemented in blended or fully online format, as part of the quality assurance procedures for blended and online delivery that are described in the Quality Framework (for the definition of a blended module see section A9). The criteria within this checklist correspond to the main tenets of good practice described in this guide, which are expanded upon more fully in the Edinburgh Napier publication *Pedagogy and learning technology: a practical guide*.

This checklist should be used in an independent review of a blended or online module to be conducted by an Academic Development Adviser (ADA) Online Learning who has not been involved in the development of the module, or by an appropriately experienced tutor or reviewer from outwith the module team. In addition, the checklist can serve as a reference to module developers during the online module design and development stage.

It is not expected that all criteria are met for all modules. Fully online modules should meet the majority of the criteria. It is left to the discretion of the knowledgeable reviewer which criteria to fulfil.

**Instructions to reviewer**: please tick the appropriate box against each of the criteria provided, and write any additional comments or recommendations you have in the space provided. If N/A has been selected please explain why. Return checklist to module leader who can seek additional support and guidance from the faculty's Academic Development Adviser (ADA) Online Learning. Please remember to sign and date this form.

**Module title:**  _____

**Reviewed by:**  _____

**1) Module material**

| Criteria | YES | NO | N/A |
|---|---|---|---|
| Learning outcomes are stated wherever appropriate | ☐ | ☐ | ☐ |
| Subject material (in introductions, units) is clearly written | ☐ | ☐ | ☐ |
| Subject material is written inclusively (eg culturally biased terms and examples are avoided wherever possible) | ☐ | ☐ | ☐ |
| The structure and organisation of the module (eg dates and deadlines, the sequence of events) is explicitly stated | ☐ | ☐ | ☐ |
| Full details of all core texts and resources are provided | ☐ | ☐ | ☐ |
| External links lead to relevant and reputable resources | ☐ | ☐ | ☐ |
| Third party material is copyright cleared | ☐ | ☐ | ☐ |
| **Additional notes and recommendations:** | | | |

**2) Coursework and assessment**

| Criteria | YES | NO | N/A |
|---|---|---|---|
| Assessment specifications and criteria are clear and explicit | ☐ | ☐ | ☐ |
| Periodic deadlines are in place to help ensure engagement | ☐ | ☐ | ☐ |
| There is an appropriate mix of individual and collaborative pieces of coursework | ☐ | ☐ | ☐ |
| There are opportunities for periodic self-testing and/or suggested self-reflective tasks and activities | ☐ | ☐ | ☐ |
| The assessed work is likely to be well-supported by the range of tools and resources provided online | ☐ | ☐ | ☐ |
| The work to be undertaken is likely to be engaging without overloading students | ☐ | ☐ | ☐ |
| **Additional notes and recommendations:** | | | |

## 3) Communication and collaboration

| Criteria | YES | NO | N/A |
|---|---|---|---|
| Students are required to collaborate on key tasks | ☐ | ☐ | ☐ |
| There is a means for students to ask general questions of the tutor and each other (eg a problems forum) | ☐ | ☐ | ☐ |
| There are opportunities to communicate synchronously (eg using a chat tool) where this would be beneficial | ☐ | ☐ | ☐ |
| Requirements for communicating and collaborating online are clearly stated (eg where optional and not, guidelines) | ☐ | ☐ | ☐ |
| Students are provided with appropriate online spaces to support group work (eg private discussion areas, wikis) | ☐ | ☐ | ☐ |
| There are online social spaces provided for non-assessed, informal discussion and communication | ☐ | ☐ | ☐ |
| **Additional notes and recommendations:** | | | |

## 4) Student support

| Criteria | YES | NO | N/A |
|---|---|---|---|
| Students are provided with clear information about how to study effectively in the context of this module, including how to make good use of the online tools and resources | ☐ | ☐ | ☐ |
| Introductory icebreaking/bonding activities are in place | ☐ | ☐ | ☐ |
| Just-in-time guidance (eg that reinforce task requirements or provide useful study tips) is embedded at appropriate points in subject materials and activity descriptors | ☐ | ☐ | ☐ |
| What the student can expect from the tutor (eg in terms of response rate, when they will be online) is clearly stated | ☐ | ☐ | ☐ |
| VLE/other technical specifications are provided or linked to | ☐ | ☐ | ☐ |
| Additional support features (eg glossary, calendar, announcements, world clock) are provided where useful | ☐ | ☐ | ☐ |
| **Additional notes and recommendations:** | | | |

**5) Use of multimedia** (visual and/or audio, static and/or interactive)

| Criteria | YES | NO | N/A |
|---|---|---|---|
| Multimedia is used appropriately to present subject material and/or to complement text-based explanations | ☐ | ☐ | ☐ |
| Multimedia elements are easy to use and interact with | ☐ | ☐ | ☐ |
| **Additional notes and recommendations:** | | | |

**6) Usability and accessibility**

| Criteria | YES | NO | N/A |
|---|---|---|---|
| The online module environment is easy to navigate | ☐ | ☐ | ☐ |
| Information-equivalent alternatives to static and interactive multimedia content are provided | ☐ | ☐ | ☐ |
| Links to any browser plug-ins required are provided | ☐ | ☐ | ☐ |
| Appropriate alternative means for navigating content (eg search, site index, activities-view) are in place | ☐ | ☐ | ☐ |
| Visual design is clear and non-distracting | ☐ | ☐ | ☐ |
| Text is readable and presented in non-serif fonts | ☐ | ☐ | ☐ |
| Links to external websites or content files open up in a new browser window | ☐ | ☐ | ☐ |
| **Additional notes and recommendations:** | | | |

**A note on programme level online provision**
It is noted that guidance and materials might be more appropriately placed on the programme home rather than on the module site. Material there could include, but is not restricted to:
- Teaching team.
- Module descriptors.
- Programme level online problems forum.
- Programme level online induction activities and documentation.
- Links to Edinburgh Napier library, C&IT, Student Affairs, SSCC (Student staff consultative committee), class representatives, plagiarism website.
- General study skills advice.

- Technical guides.

## 7) Final comments and recommendations

Please use the space below to make any final comments you have and include any changes you would recommend be made to the module prior to its implementation.

**Signed:** _____

**Date reviewed:** _____