Minimum Standards Guidelines

	Pedagogic principle	Required expectation	Recommended additional use
1	**Structure & Navigation** Ensure your module is clear and navigable. The sequence of Moodle sections are logically sequenced and appropriately labelled and self-explanatory to follow.	**1.1** Use **appropriate section headings** for Moodle sections that follow a logical sequence for your module, e.g. *Week One Introduction to Module* **1.2** Use **labels within sections** to clearly group common elements, e.g. *Important module documents*. **1.3 Housekeeping**: Remove all unused blocks and sections and ensure all links work.	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

2	**Orientation**:
	
	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.
		Within the **top section** provide:
		
		2.2 Module title and code
		
		2.3 Module description (include a link to the module handbook)
		
		2.4 Staff contact details
		
		2.5 Key module dates and timetable
		
		2.6 Statement of intent, eg.
		
		    Module as repository
		
		    Module for discussion/engagement
		
		    Module announcement/communication via forums or email (including an announcement/news forum
			Module team pictures
			
			Introduction video (welcome for distance learning)

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3	**Assessment:** 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.	**Assessment & feedback section** **3.1** Assessment and feedback statement and details **3.2** Electronic assessment links and instructions on use (where appropriate) **3.3** Links: Be Wise Don't Plagiarise & University Fit to Sit/ relevant assessment information.	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.
4	**Resources:** Ensure documents are appropriately labelled with descriptive titles allowing identification before access and ensure resources are in the appropriate section of Moodle.	**4.1** Electronic documents - such as presentation slides, notes or handouts. **4.2** Use the Moodle book tool where possible, supporting sequencing and	Use the appropriate space for links to external online resources.
5	**Cross platform compatibility:** Think access and usability, provide files in formats that enable students to view them all devices (tables & mobile)	**5.1** Be mindful of the purpose of the document. Use PDF where appropriate, this format being accessible across devices and platform	Where you have large file size, for example images etc, compress files to minimise
6	**Accessibility**: Be ethical and stay legal, make sure everyone can access and use your information and materials.	**6.1** Ensure fonts are large enough to read (minimum 12pt) **6.6** Use alternative text for images, graphics have alternative text **6.3** Quickly check you are familiar with the basics (link to checklist) **6.4** Consult and follow university guidance: http://staff.napier.ac.uk/services/sas/Student%20Wellbeing/disability/Pages/working_with_sn_students.aspx	

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| 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)

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