# Dundee Exemplary Module Framework Checklist

This is a quick checklist for the UoD Exemplary Module Framework. The expectation is that all taught modules at Dundee will include these EXEMPLARY items. You or a team member enrolled on your module as an instructor can use this checklist as you review the module in student preview mode.

## Module Name:

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| School, Discipline and Programme Information | Yes | Partial | No |
| Information relevant to all students in a School or Discipline is provided through a My Dundee Organisation, Learning Spaces site or other appropriate online space. |  |  |  |
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| All students taking modules from the school/discipline have access to it |  |  |  |
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| Includes links to relevant key institutional policies |  |  |  |
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| NOTES | | | |

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| Module design and structure | Yes | Partial | No |
| All sections of the Ultra Module template completed retaining the order and structure to provide a consistent layout for students |  |  |  |
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| Learning goals and objectives are presented and clearly written |  |  |  |
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| Learning activities and resources presented in a clearly structured and sequenced way with week by week or topic by topic study planner approach |  |  |  |
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| Topics structured consistently with description/overview of section to improve usability |  |  |  |
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| Students supported to move through the sequence of learning content and activities |  |  |  |
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| NOTES | | | |

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| Module orientation | Yes | Partial | No |
| Module welcome message supported by a video or podcast if there won’t be a synchronous session to welcome students to the module |  |  |  |
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| Outline of module engagement expectations with a module/learning engagement overview |  |  |  |
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| Details of key module contacts are provided including teaching staff and administrators with contact details and photographs. |  |  |  |
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| Clear details of software that will be used in the module together with any key equipment, digital devices that might be needed |  |  |  |
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| Information on student support services are provided |  |  |  |
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| NOTES | | | |

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| Communication and interaction | Yes | Partial | No |
| Communication statement – clear information on how students should contact lecturers, can raise issues and response times (may be in module guide or in engagement plan) |  |  |  |
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| Good use of announcements |  |  |  |
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| Purpose of discussion boards made clear together with expectations of student engagement and how often staff will check and reply |  |  |  |
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| Opportunities for synchronous communication provided for whole class, groups, peer interaction and drop-ins |  |  |  |
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| Recording policy made clear (i.e. what synchronous sessions will/won’t be recorded) |  |  |  |
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| Netiquette policy made clear |  |  |  |
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| Communication and collaborative tools provide a platform to build a sense of community amongst students |  |  |  |
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| NOTES | | | |

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| Assessment | Yes | Partial | No |
| Assessment section details assessment schedule for summative course work, including assessment criteria and submission details. Deadlines included in module calendar. |  |  |  |
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| Online assessment submission points are set up for course work |  |  |  |
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| Instructions provided for sue of assessment tools |  |  |  |
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| Links to tools, guides and information on referencing and academic integrity are included |  |  |  |
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| Students can see similarity reports for summative work prior to submission |  |  |  |
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| Opportunities for formative assessment and feedback in weekly activities, eg quizzes, classroom polling, peer marked assignments |  |  |  |
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| NOTES | | | |

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| Learning materials and resources | Yes | Partial | No |
| Descriptive titles provided for all learning resources together with short description and purpose |  |  |  |
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| Library resources list provided |  |  |  |
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| File names for presentation slides, notes, handouts etc have use consistent descriptive naming convention |  |  |  |
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| Good use of video and audio to introduce and support teaching |  |  |  |
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| External links current and functioning |  |  |  |
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| Avoid proprietary technologies and file formats and large file sizes |  |  |  |
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| NOTES | | | |

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| Active and Social Learning | Yes | Partial | No |
| Activities designed to engage students with active and social learning |  |  |  |
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| Appropriate measures in place for situations where sensitive issues are being taught and discussed e.g. no recording, signposting to support services |  |  |  |
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| NOTES | | | |

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| Accessibility | Yes | Partial | No |
| Accessible resources are provided. Uploaded files ‘green’ in Ally reports.  Where not issues highlighted to students. |  |  |  |
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| Navigation, labelling and key headings consistent with other modules on the programme and across the University. |  |  |  |
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| PowerPoints and other key resources provided in advance of live teaching sessions. |  |  |  |
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| Non UoD supported tools checked for accessibility and usability |  |  |  |
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| An accessibility statement is provided with details of who to contact if an alternative format is needed. |  |  |  |
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| NOTES | | | |

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| Legal | Yes | Partial | No |
| Learning resources are used legally observing Intellectual property and copyright legislation |  |  |  |
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| Non-UoD tools have been checked for any privacy data protection issues and clear statements provided to students to this effect |  |  |  |
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| Student generated work and artefacts are only published to public sites with the students consent, a clear statement is included to explain this to students. |  |  |  |
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| NOTES | | | |

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| Quality Assurance | Yes | Partial | No |
| Students can evaluate the module anonymously |  |  |  |
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| NOTES | | | |