

This Module Triage Checklist has been created by E-Learning Unit with the intention that Module Conveners use it to self-check against the 2019/20 iteration of the module(s) that they will be leading in Semester A (September 2020).

- Working through the module, tick off the elements that exist already within the last module iteration. These will need uploading into the 2020/21 module template on QMplus.
- Elements listed on the Triage Checklist below that are not identified as existing, need to be created and uploaded into QMplus.

Key Area	QMplus Tools, Resources and Notes
<b>1. MODULE DESIGN AND CORE INFORMATION</b>	
<p>QMplus module areas should have a consistent look and feel. They should be intuitive, well organised and designed, as well as clearly labelled for students to easily locate relevant information and material while progressing through the online module.</p> <p>Does the QMplus module include:</p> <p>1.1 <input type="checkbox"/> the School template (is format consistent with QMplus modules within school)</p> <p>1.2 <input type="checkbox"/> Sections/topics with meaningful names (and sub-headings as appropriate)</p> <p>1.3 <input type="checkbox"/> Clear signposting of content and material</p> <p>1.4 <input type="checkbox"/> the QMplus Module Information Block with</p> <p><b>Core module information</b> including:</p> <p>1.5 <input type="checkbox"/> Module name</p> <p>1.6 <input type="checkbox"/> Number of credits</p> <p>1.7 <input type="checkbox"/> Syllabus / handbook (this should be agreed and implemented at School level)</p> <p>1.8 <input type="checkbox"/> Name(s) and contact information for teaching staff</p> <p>1.9 <input type="checkbox"/> Profile photos for teaching staff</p> <p><b>Module description</b></p> <p>1.10 <input type="checkbox"/> Module Aims and Learning Outcomes</p> <p>1.11 <input type="checkbox"/> An introduction to the module and teaching team</p> <p>1.12 <input type="checkbox"/> A Teaching schedule for the module (including extras such as seminars)</p> <p>1.13 <input type="checkbox"/> Timings and expectations about studying online for the module (in addition to general university expectations)</p>	<p>See guidance on:</p> <ul style="list-style-type: none"> <li>• The <a href="#">QMplus Module Information Block</a></li> <li>• <a href="#">Using logical topic names</a></li> <li>• <a href="#">Personalising QMplus profile</a></li> </ul> <p>More information:</p> <p><a href="https://elearning.qmul.ac.uk/enhancing-your-teaching/baseline-standards/course-design/">https://elearning.qmul.ac.uk/enhancing-your-teaching/baseline-standards/course-design/</a></p>

2. MODULE CONTENT	
<p>QMplus module areas should have content that is up to date, of high quality, accessible to all students, carefully selected to support learning, optimised for online delivery, and free of copyright infringement. Content should be well presented on the homepage to avoid excessively long module homepages – the module homepage should be used to point students to resources.</p> <p>Does the QMplus module include:</p> <p>2.1 <input type="checkbox"/> Accessible content (including appropriate labels and captions)</p> <p>2.2 <input type="checkbox"/> Copyright free material (e.g. where external resources are used)</p> <p>2.3 <input type="checkbox"/> Up to date content (checked on an annual basis as a minimum)</p> <p>2.4 <input type="checkbox"/> <u>Active</u> links to external resources, as needed (checked regularly)</p> <p>2.5 <input type="checkbox"/> Content organised with links to additional resources (to avoid long homepages)</p> <p>2.5 <input type="checkbox"/> Images, optimised for online use, to enhance the module area</p> <p>2.6 <input type="checkbox"/> Audio and video, which have been <b>added to QMplus Media</b>, to enhance the online experience</p> <p>2.7 <input type="checkbox"/> Transcripts and captions for multimedia (available if requested)</p> <p>2.8 <input type="checkbox"/> A variety of learning activities at different stages to assist with student engagement (e.g. a short video, a quick test or recap, forum discussions, peer work)</p> <p>More information: <a href="https://elearning.qmul.ac.uk/enhancing-your-teaching/baseline-standards/accessible-content/">https://elearning.qmul.ac.uk/enhancing-your-teaching/baseline-standards/accessible-content/</a></p>	<p>See guidance on:</p> <ul style="list-style-type: none"> <li>the Disability and Dyslexia Service's Inclusive Practice webpages on accessible text</li> <li>Copyright guidance is available at: <a href="https://elearning.qmul.ac.uk/help-and-support/copyright-guidance/">https://elearning.qmul.ac.uk/help-and-support/copyright-guidance/</a></li> </ul>

### 3. COMMUNICATIONS

QMplus modules should include a communication strategy that is clearly articulated to students outlining (at a minimum):

1. How they will receive important information such as last minute changes to scheduled teaching sessions
2. How they should communicate and the necessary contacts for different types of issue and what response time they might expect

Does the QMplus module include:

- 3.1  A module announcements area or news forum (with up to date notices)
- 3.2  Information about how students should contact staff and who to contact
- 3.3  Student communities and/or discussion forums for students to interact
- 3.4  Moderation - someone assigned to check forums and stimulate discussions

More information: <https://elearning.qmul.ac.uk/enhancing-your-teaching/baseline-standards/communication-processes/>

See guidance on:

- the [QMplus News Forum](#)
- [Module announcement and module image](#)

4. ASSESSMENT AND FEEDBACK INFORMATION	
<p>QMplus modules should include details about coursework assessments, whether these are activities built into QMplus or web pages or documents embedded in it.</p> <p>Does the QMplus module include:</p> <p>4.1 <input type="checkbox"/> the QMplus Assessment Information Block (as a Tab) with.. Details about:</p> <p>4.2 <input type="checkbox"/> When students will be assessed</p> <p>4.3 <input type="checkbox"/> What students need to do for their assessment</p> <p>4.4 <input type="checkbox"/> How student should submit their work - including what they need to include, any file naming conventions and details of what format submitted files should be in</p> <p>4.5 <input type="checkbox"/> What the deadlines are</p> <p>4.6 <input type="checkbox"/> Penalties and details of how to apply for extenuating circumstances</p> <p>4.7 <input type="checkbox"/> Whether Turnitin will be used to check assignments</p> <p>4.8 <input type="checkbox"/> What the marking criteria are</p> <p>4.9 <input type="checkbox"/> What the weighting of the assessment is and what it contributes to the module total (for summative assessment)</p> <p>4.10 <input type="checkbox"/> How students can expect to receive their grades and feedback</p> <p>4.11 <input type="checkbox"/> When students can expect to receive their grades and feedback</p> <p>4.12 <input type="checkbox"/> Cover Note provided by the DDS to students with specific learning difficulties</p> <p>4.13 <input type="checkbox"/> A Grades and Feedback section</p> <p>More information: <a href="https://elearning.gmul.ac.uk/enhancing-your-teaching/baseline-standards/assessment-and-feedback/">https://elearning.gmul.ac.uk/enhancing-your-teaching/baseline-standards/assessment-and-feedback/</a></p>	<p>See guidance on:</p> <ul style="list-style-type: none"> <li>• <a href="#">QMplus Assessment Information block</a></li> </ul>

### 5. MODULE REVIEW

QMplus modules should include resources that allow students to review each lesson/topic throughout the module journey. Students should also be encouraged to leave feedback about how they felt the online module went and suggestions for improvement. This can be done via the Module Evaluation.

Does the QMplus module include:

- 5.1  Module notes and/or slides that accompany the lectures/online sessions
- 5.2  A Reading List (preferably generated in Talis)
- 5.3  Lecture recordings (Q-Review or BB Collaborate recordings)
- 5.4  Check points - regular recap information to motivate and guide student progress
- 5.5  A way for students to give module feedback (via a link to the EvaSys module evaluation)

See guidance on:

- QMplus [Talis Reading Lists](#)
- Q-Review lecture capture - <https://elearning.qmul.ac.uk/learning-applications/q-review/q-review-policy-1-overview/>

The QMplus Baseline Standards have been designed to:

1. Ensure consistent provision of core information and resources in QMplus for all students across Queen Mary University of London.
2. Help us to achieve our strategic objectives around teaching, learning and the student experience.
3. Support schools in delivering a quality online learning experience for their students.
4. Update and build-upon the existing School and Faculty policies around e-learning

For Support with QMplus Baseline Standards, and to see working examples, please visit:

1. QMplus Baseline Standards webpage - <https://elearning.qmul.ac.uk/enhancing-your-teaching/baseline-standards/>
2. QMplus Baseline Standards Module area with User Tour - <https://qplus.qmul.ac.uk/course/view.php?id=10279>
3. View Sample course - <https://qplus.qmul.ac.uk/course/view.php?id=13540>

**Module code- BUILDING THE AMERICAN NATION: 1776-1896 - 2019/20**

**3.1 Module Announcements**

**1.4 - 1.9 Module Information Block**

**1.2 Meaningful Topics / Sections**

**4.1 Assessment Information Tab**

**HELP & SUPPORT** | **QPLUS MEDIA** | **QPLUS HUB** | **QPLUS ARCHIVE**

**STUDENT LIFE**

- Student email
- My QMUL
- Queen Mary Students' Union
- Student Enquiry Centre
- Careers
- Skills Review

**HELP & SUPPORT**

- Raise a support ticket
- QMplus for students
- Browse our help guides
- Convert your file format
- Book a learning technologist
- Book a recording booth

**LIBRARY**

- Library Landing Page
- Library Website
- Find it! Use it! Reference it!
- Search Library Discovery
- Subject guides
- Cite Them Right

**QPLUS ARCHIVE**

- Archive
- 2018-19
- 2017-18
- 2016-17
- 2015-16
- 2014-15

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