

 moodle

Framework 2018

v1.2

Education Development Service, 2018

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Introduction

This document sets out the requirements for staff using the BCU virtual learning environment (Moodle). You are expected to abide by the principles set out below in order to create a consistent, easy to use and accessible experience for students. The principles apply to both Moodle itself (i.e. the web interface that is accessed by students) and to any resources, documents or media uploaded and accessed by students through Moodle (e.g. MS Word docs, MS PowerPoint files, videos, images etc.)

In the past you have had significant freedom over the design and look of your Moodle pages. Whilst we still want you to feel that you have ownership of your Moodle pages, and the ability to adapt them to your style, this document sets limits in order to:

- Ensure that all materials provided in and through Moodle meet reasonable standards for accessibility
- Create a consistency of appearance and navigation of Moodle sites leading to better student experience
- Create clarity in the students' learning journey
- Ensure students working on shared modules across programmes will have a similar experience
- Encourage students' self-regulation and problem trouble shooting abilities
- Allow for creation of consistent training and documentation for staff and students

Accessibility

Moodle is tested against the [Web Content Accessibility Guidelines \(WCAG\) 2.0](#), the [Authoring Tool Accessibility Guidelines \(ATAG\) 2.0](#) and follows the [Accessible Rich Internet Applications \(WAI-ARIA\) 1.1 Guidelines](#).

However, although those guidelines have informed the creation of Moodle, it is equally important that they also inform our usage of Moodle. Many of the requirements set out below relate to accessibility and the importance of providing an accessible virtual learning environment for all our staff and students.

You are required to familiarise yourself with this document and the requirements described herein.

Requirements

There are 9 minimum requirements that all Moodle module sites must adhere to:

1. Every validated module must have at least one Moodle site.
2. Core module Moodle sites must be in Topics or Weekly format only. This should be decided at a course level and normally be consistent across a course.
3. The first sections on every site must be 'Welcome and Assessment' in that order. These sections must be complete before module launch.

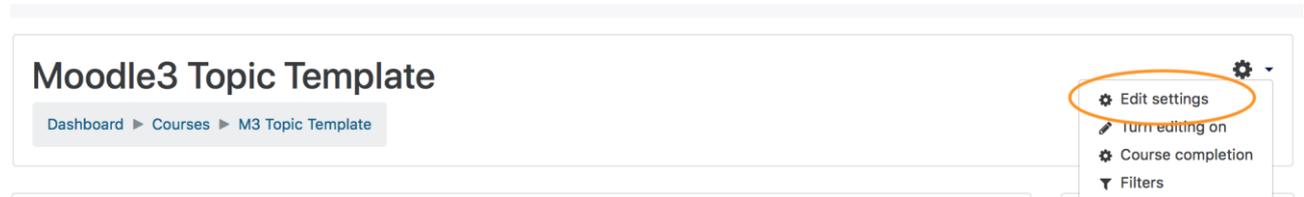
4. The Welcome section must contain the module learning outcomes, guidance on how Moodle will be used for the module, the schedule, tutor contact details and the module guide.
5. The Assessment section must contain all and only information about the module summative assessment including the submission template and the upload and feedback point(s).
6. Normally materials must be made available to students a minimum of 48 hours before they are needed.
7. All text on Moodle pages, and in documents provided via Moodle, must be properly formatted for accessibility and use by screen reading software.
8. All images on Moodle pages, and in documents provided via Moodle, must have Alt-Text descriptions for use by screen reading software.
9. All URL links must be descriptive.

Guidance on applying the Moodle Framework

Module Sites

Basic set-up

Generally, there will be a one to one correlation between modules and Moodle sites. Every validated module must have at least one Moodle site (known in Moodle as a course). All module sites within a validated course must use one of the Topics Format. This format is the flexible and allows course teams to define a structure to Moodle sites in a number of ways see more information below. To ensure a consistent design to sites, the decision on Topic layout should be taken at Course Level and all module sites within a course must adhere to the that same format.



In either case, hidden sections should not be required but if used should be invisible to students.

Hidden sections ?

Course layout ?

These settings are applied automatically in the template provided.

Format ?

Although

Topic Layouts

The Topic layout you to choose the clearest and most logical structure for your Moodle site. Here are four examples – all using the Topic format – showing how you might structure your site:

Session 1	w/c 1 October	1 November
Session 2	w/c 8 October	5 November
Session 3	w/c 15 October	15 November
Session 4	w/c 28 October	28 November

The first image shows the standard session layout that is the default in the template. You can alter the Topic text to reflect the week that your sessions are running as shown in the second image or the date of the session (third image) if that's more appropriate. Remember that you will have to adjust these each year to reflect the

changing dates of delivery. You can also choose topic descriptions as show below and all of these will display in the navigation bar on the left-hand side of the screen.

Introduction to core concepts

Analysis of critical themes from the literature

The impact of contextual analysis, Research and Practice

Independent study tasks



End Date

A course (validated module) start and end date **MUST** be set by the module leader as appropriate. These settings are under 'General'. These dates dictate where the module site appears on your Moodle Dashboard and they are a useful way of organising your Moodle sites.

Course start date		17 ▾	February ▾	2018 ▾	
Course end date		20 ▾	May ▾	2018 ▾	 <input checked="" type="checkbox"/> Enable

Sections

All module sites should begin with an introductory topic section called 'Welcome and Assessment'. In this section you must include:

- Welcome
- Assessment

Welcome Section

The Welcome section should include concise information from the validated module document. Each section below could be a single Moodle page or .pdf document:

- Brief overview of the module
- Learning Outcomes
- Guidance on how Moodle will be used for the module
- Schedule (including reminder to check online timetable for rooms)
- Tutor Contact Details
- Module guide
- Announcements Forum
- General Discussion Forum (optional)
- Staff only folder (invisible to students, optional)

Assessment Section

This section must contain all information about the summative assessment(s) for the module. Documents should be in Moodle page or .pdf format. This will include:

- Assignment brief/scope
- A guide to the marking process including assessment criteria/marketing guide
- A link to the University's policies and procedures on extenuating circumstances and academic misconduct
- A schedule of assessment dates/times and feedback return dates
- A statement as to whether or not Turnitin is being used
- Additional guidance (if needed)
- Submission coversheet template (if needed)
- Assessment point (for coursework assessments this will be the upload point, however, ALL modules should have this set up, as this is where marks are recorded and feedback provided even if the assessment is offline)

It is essential that this section is uncluttered, well organised and easy to navigate (using headings, indents etc.)

Only summative assessment points should be added in the assessment section. The number of summative points should be as per the validated module document. Formative tasks should be added in the appropriate topic/week. If a summative assessment is made up of a series of patches, all patches for one assessment should be uploaded to the single assessment point. If formative assessment is available for patches, formative submission points should be added in the appropriate topic/weekly section.

The assessment point(s) should be labelled clearly as follows:

Assignment Brief or
Assignment Brief 1
Assignment Brief 2

Resubmission points should also be added here, but these **must** be hidden until needed.

Module leaders should take note of the section below titled, ['E-Submission of Coursework and Return of Feedback and Grades'](#), which provides guidance on a range of issues when using Moodle for assessing coursework including:

- Setting deadlines
- Downloading work for marking and uploading feedback
- Using Turnitin for originality checking
- Using the marking workflow to ensure feedback is released on time
- Setting the late flag outcome and transferring marks to SITS

Other Sections

Other sections must be added AFTER these ones as required. You may define these sections by topic, date, session etc. as appropriate to the way the module works. The content of these sections is a matter for the module leader and teaching team.

Guiding, explanatory text should always accompany supplementary resources/activities. You can do this in the description box when the resource or activity. Moodle must not be used as a dumping ground for 'stuff'. Every resource must have an associated explanation about its purpose and value – for example:

Please review this framework and complete the quiz. You can have multiple attempts - try to score 10 out of 10.

Come to the seminar 26th February prepared to discuss your views on the 3 most important issues raised in relation to mobile technologies

 Jisc Digital Capabilities Framework

 Digital Capabilities Quiz

Timeliness

All materials should be made available to students a minimum of 48 hours before they are needed with the following exceptions:

- The welcome and assessment section must be complete BEFORE the module site is launched to students (the latest launch time for the module site should be day of the first taught session although earlier is generally advisable).
- The summative assessment submission point(s) must be visible from launch, though these do not need to be opened to accept submissions until two weeks before the deadline.
- Materials used in taught sessions (e.g. presentations, handouts) must be made available in advance but may be 'cut down' versions with appropriate gaps for pedagogic reasons rather than the actual copies to be used in teaching. They should be replaced by 'full' versions after face to face teaching if this would obviously be useful to students.

Blocks

If you have been using Moodle for a while, you'll already be familiar with Moodle Blocks, which appear at the side of every Moodle site. The reliance on blocks has been reduced in this version of Moodle as blocks are not visible on the Mobile App. There is, however, one very important block which operates as a shortcut for students to access various Library resources including:

- Online reading lists
- Link to Libguides for subject specific information
- Links to finding other library resources

- Links to general library help

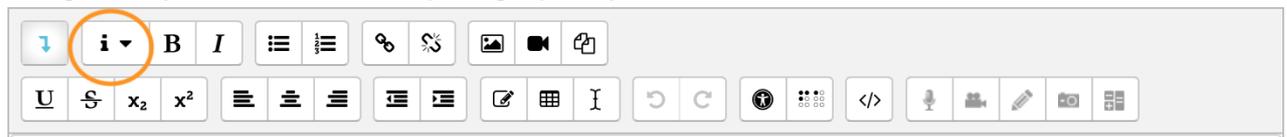
Using the text editor on Moodle pages

The text editor is the standard editor across pages, labels and activities.



Fonts and font sizes

From this version onwards, Moodle provides a single, clear, standard font. Font sizing is only available via the paragraph styles.



Paragraph Styles

Heading (Large)

Heading (Medium)

Heading (Small)

Pre-formatted

Paragraph

The editor has 5 pre-set styles. The default is paragraph. When using the editor to design labels, pages, forum posts and other text in Moodle, you should use the heading styles consistently. Using the styles drop down rather than bold, italic or underline buttons enables screen readers to differentiate between headings and paragraphs. The pre-set text style is best set after the text has been edited and sized appropriately.

Copying and pasting text into Moodle

If text is copied and pasted from other documents, the 'remove formatting' button should be used to clean it up before applying the Moodle style(s) required.



Text colour

The Moodle text editor does not give you the ability to create coloured text or coloured highlighting. This is a change from previous versions of Moodle; for some students – with visual impairment for example – adding colour can make the content harder to read. Using colour add meaning to a page can be problematic for screen readers or students who are colour blind.

Images

When adding an image to a label, page, forum post or other part of Moodle you will be invited to, 'Describe this image for someone who cannot see it'. You must give the image a description. This is otherwise known as 'alt text' (alternative text is used

by screen readers to describe the image to visually impaired users).



If images are used, an image description must be applied to every image. It is essential that the alt text is descriptive of what the image is. Often this will be as simple as, 'Image of an elephant', however, when using images of complex diagrams, more substantial information may be required and so the alt text can be used to give a reference to other sources (e.g. 'Jisc digital capability diagram – see



Jisc website')

Video and Audio

Video and audio files can be uploaded to Moodle and held in the Moodle file store or links to externally hosted videos (e.g. YouTube, Vimeo, SoundCloud) or internally hosted videos (e.g. MS Streams, Kaltura) can be provided.



When audio files or videos are provided via Moodle, you must fully check the video and take responsibility for its content (including subtitles if used – this is not a requirement for videos accessed via Moodle).

URL Links

URL links to other websites and resources can be added either directly to a Moodle page or via the text editor. In either case there should be consistent link behaviour. Link behaviour means whether the link will open in the same window or a new window. Links should be set to be opened consistently. The following link behaviour should be adopted:

- Links within the course should open in the same window
- Links to external sites should open in a new window

Links must also be descriptive. A descriptive link is a link which describes where the link will lead to in the link text. For example, the sentence "[Find out more about Moodle accessibility feature in the Moodle Docs](#)" includes a descriptive link; "[Click here](#) to find out about accessibility." does not.

URL links are added by highlighting text and using the link button on the text editor.



Plain URLs such as <https://moodle.org> must be avoided, as screen reader technology will simply read out the URL text.

Documents added to Moodle

Moodle gives you the ability to add any type of file to a Moodle site. Much of the material you make available to students will be supplied in this way so it is essential that accessibility rules are followed.

File types for documents

All students have access to Office 365, therefore any uploaded documents must be in MS Office format or .pdf format.

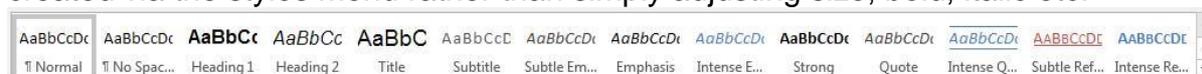
Original file formats must be used when the intention is that students will edit the file (e.g. the assignment coversheet in MSWord, a PowerPoint template for a presentation, an Excel sheet for analysis etc.).

Microsoft Word Documents

The most common tool for creating your own documents will likely be MSWord. The following rules should be applied to both MSWord documents kept in their original file format and those converted to .pdf documents.

Headings

The styles section of the Home ribbon in MSWord provides the best way to format documents. In particular, all documents created in MSWord should have headings created via the styles menu rather than simply adjusting size, bold, italic etc.



When screen reading software attempts to read MSWord documents (and .pdf documents converted from MSWord documents), it is only able to differentiate headings from paragraphs if styles are used.

Using styles also enable the automatic creation of tables of contents. All tables of contents should be created in this way.

Fonts, sizes and colours

Although many documents are read online rather than printed, some students with disabilities will need to print out materials.

A sans-serif font (e.g. Arial, Calibri) is generally the easiest to read so these fonts should be used predominantly. The minimum font size should usually be 10, although 12 should be used if possible. Colour should be used sparingly or not at all. Where coloured fonts, highlights or backgrounds are used, there should always be a high contrast between text and background.

Images

When adding images to MSWord documents there are three main considerations.

- You must have permission to use the image from the copyright holder or the image needs to be copyright free.
- Images should be compressed (format ribbon > compress pictures > print 220ppi) to reduce file size and make the document accessible via mobile networks.
- All images must have an 'alt text' description (right click on image > Edit Alt Text) for screen readers to be able to identify it. The latest version of MSWord can automatically generate alt text if turned on.

Page Numbers

Page numbers (usually in the footer) should always be included in documents.

Microsoft PowerPoint

MS PowerPoint presentations are generally created to be used live in classrooms or lecture theatres. As such, the general rules about presentation will normally apply:

- Clear images
- Sans-serif fonts
- Large font sizes
- High contrast between text and background
- Minimal text per screen

However, if PowerPoint presentations are to be added to Moodle there are additional considerations similar to MSWord documents:

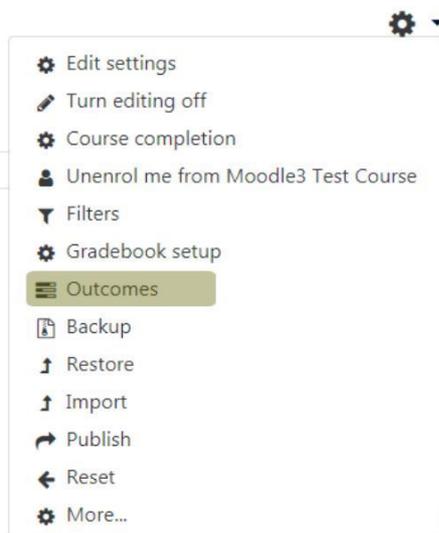
- You must have permission to use any images from the copyright holder or the image needs to be copyright free.
- Images should be compressed (format ribbon > compress pictures > print 220ppi) to reduce file size and make the document accessible via mobile networks.
- All images must have an 'alt text' description (right click on image > Edit Alt Text) for screen readers to be able to identify it. The latest version of PowerPoint can automatically generate alt text if turned on.

E-Submission of Coursework and Return of Feedback and Grades

University policy maintains that all items of assessment that can be electronically submitted should be submitted through the University's Virtual Learning Environment. Further, the Turnitin usage policy states that, "All relevant student work that is submitted electronically for summative assessment will be done so via Moodle

and submitted to Turnitin to obtain an originality report for consideration by the assessor(s)".

Before setting up the assignment(s) - set the Late Flag



This is an important first step in setting up the assignment. You must check to see if the late submitted work outcome has been applied to your module.

From the 'Actions cog' on the top right of the Moodle site, choose 'Outcomes'. If the flag has been set then the words '**Late Submitted Work (Mar 18 Regulations)**' will be visible in the left-hand column titled, 'Outcomes used in course'.

If these words do not appear, from the right-hand column, select '**Late Submitted Work (Mar 18 Regulations)**' and click on 'Add' so that it moves to the left-hand column. Now return to the module main page to set up the assignment.

Setting up the Assignment

Assignments are set up by turning editing on, selecting 'Add an activity or resource' and then choosing 'Assignment'.

General

The assignment name should be in the format -**Assignment Brief 1**

The description should be as per the validated module.

Availability

The 'Allow submissions from' date should be set at least two weeks before the due date.

The 'Due date' and time is the assignment deadline.

The 'Cut-off date' should normally be 5 working days after the submission

Allow submissions from	<input type="text" value="15"/>	<input type="text" value="March"/>	<input type="text" value="2018"/>	<input type="text" value="00"/>	<input type="text" value="00"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Enable
Due date	<input type="text" value="22"/>	<input type="text" value="March"/>	<input type="text" value="2018"/>	<input type="text" value="00"/>	<input type="text" value="00"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Enable
Cut-off date	<input type="text" value="15"/>	<input type="text" value="March"/>	<input type="text" value="2018"/>	<input type="text" value="10"/>	<input type="text" value="25"/>	<input type="checkbox"/>	<input type="checkbox"/> Enable
Remind me to grade by	<input type="text" value="29"/>	<input type="text" value="March"/>	<input type="text" value="2018"/>	<input type="text" value="01"/>	<input type="text" value="00"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Enable

Always show description

Submission types

If the submission point is only being used to return grades from an offline assessment, no file type should be set. Otherwise, 'File submissions' should be set (or 'Mahara portfolio' if being used for summative assessment). Online text is not

used for summative assessments.

Submission types

Mahara portfolio File submissions Online text

To restrict the submission to only allow certain file types add the appropriate file extension.

Accepted file types



For example, if only MSWord files are to be accepted, choose it from the drop down list.

Feedback types

You must set the feedback types to 'Offline grading worksheet' and 'Feedback files'. Feedback comments may be useful for moderation. Audio feedback is also available.

Feedback types

Feedback comments Offline grading worksheet Feedback files Audio Feedback

Submission Settings

Submission settings should be set so that students do not need to click the submit button but do have to accept the submission statement.

Require students click submit button



No

Require that students accept the submission statement



Yes

Attempts reopened



Never

Maximum attempts



Unlimited

Turnitin plagiarism plugin settings

Turnitin should be enabled, originality reports not made available to students (they have already had a formative opportunity *Turnitin at BCU*) and papers should be stored in the standard repository.

Enable Turnitin

Yes

Display Originality Reports to Students



No

When should the file be submitted to Turnitin?

Submit file when first uploaded

Allow submission of any file type?



Yes

Store Student Papers

Standard Repository

Papers should be checked against stored student papers, the Internet, journals, periodicals and publications. Reports should be set to generate immediately.

Check against stored student papers	Yes ▾
Check against internet	Yes ▾
Check against journals, periodicals and publications	Yes ▾
Report Generation Speed	Generate reports immediately (resubmissions are not allowed) ▾

Grade

The grade should be set to 'Point' with a maximum grade of 100. Use simple direct grading. The grade category can be ignored unless the gradebook is being used for complex calculations (this is best avoided – ask TELT Support Team in EDS if needed). The grade to pass should be set at 40 for UG or 50 for PG modules. Blind marking should be selected unless the module is exempt. Marking workflow should always be turned on. Marker allocation should be used if there are multiple markers on the module.

Grade	<input type="text" value="Point"/> ▾
	<input type="text" value="Pass/Fail"/> ▾
	<input type="text" value="100"/>
Grading method	<input type="text" value="Simple direct grading"/> ▾
Grade category	<input type="text" value="Uncategorised"/> ▾
Grade to pass	<input type="text" value="40"/>
Blind marking	<input type="text" value="Yes"/> ▾
Use marking workflow	<input type="text" value="Yes"/> ▾
Use marking allocation	<input type="text" value="Yes"/> ▾

Outcomes

Select the 'Late Submitted Work (Mar 18 Regulations)' outcome.

Late Submitted Work (Mar 18 Regulations)

Activity completion

Activity completion must be set so that the student dashboard is accurate. Show the activity as complete when conditions are met and make the condition that the student must submit to complete.

All settings should be saved by scrolling to the bottom of the page and choosing 'Save and return to course'.

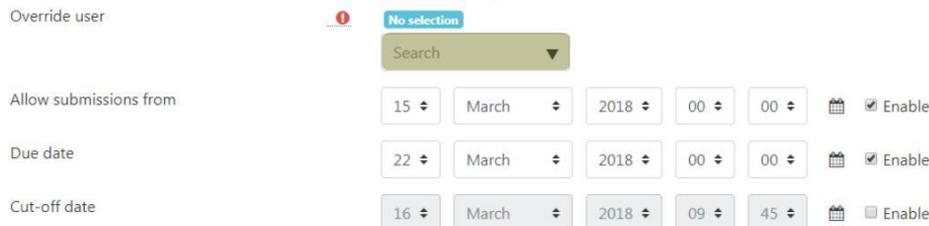
Completion tracking	<input checked="" type="checkbox"/> Show activity as complete when conditions are met ▾
Require view	<input type="checkbox"/> Student must view this activity to complete it
Require grade	<input type="checkbox"/> Student must receive a grade to complete this activity ?
	<input checked="" type="checkbox"/> Student must submit to this activity to complete it

Reasonable adjustments

Where an individual student has a reasonable adjustment meaning that they can have extra time, you should set this in Moodle.

Click to enter the assignment. From within the assignment activity, click on the 'action cog' to reveal the assignment actions.

Choose 'User overrides' followed by 'Add user override'.

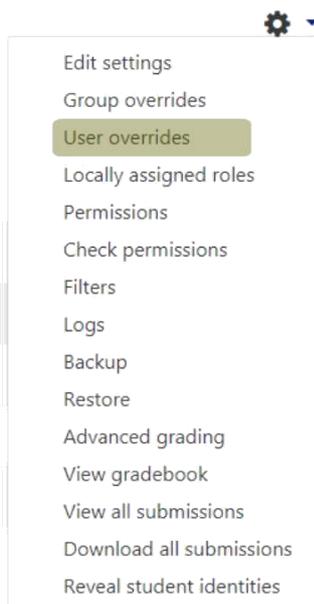


The screenshot shows the 'Override user' section in Moodle. At the top, there is a search bar with a 'No selection' button and a search input field. Below this are three rows of settings:

Setting	Value	Enable
Allow submissions from	15 March 2018 00:00	<input checked="" type="checkbox"/>
Due date	22 March 2018 00:00	<input checked="" type="checkbox"/>
Cut-off date	16 March 2018 09:45	<input type="checkbox"/>

Search for the student that you wish to add the adjustment for and set the due date and cut-off date as appropriate. Repeat the above procedure for each student as necessary.

Remember to inform the student(s) that this has been set so that they know that Moodle is reporting their personal submission date.



If this is a large module and you have a group of students with support summaries, consider using a 'group' for these students and setting a 'group override'. Please ask the TELT team in EDS for support.

Grading Work

To download student submissions, grade work and provide feedback, select the assignment submission point and choose 'View all submissions'.

Setting the late flag

Before grading submissions, you must set the late flag for any student that has submitted late without a reasonable adjustment. The submission date and time is shown for each submission. Late work is shown in red. The late flag is found on the far right hand side. You should apply the flag as follows:

Up to 1 hour late: **No outcome**

Over 1 hour late, but less than 24 hours: **1 – 24 hours late**

Over 24 hours, but less than 5 working days: **Under 5 days late**

Any work that has been submitted more than 5 working days late without a reasonable adjustment should be flagged **Over 5 days late** and not be marked.

Setting the allocated marker

If there are multiple markers, you can assign markers to particular submissions. Highlight the 'select' box next to the required number of submissions, scroll to the

bottom of the grading page and choose 'With Selected...' > Set allocated marker > Go. You can now choose any teacher to assign to those submissions. Repeat until all submissions are allocated.

Setting the workflow

Select all participants by checking the select box. Scroll to the bottom and choose 'With selected...' > set marking workflow state > Go and choose 'In marking'. Later on, you can use this to change the workflow to 'marking completed' (when all first marking is complete), 'In review' (when moderation is happening), 'Ready for release' (when moderation is complete) and 'Released' (when you want to send the grades and feedback to the students).

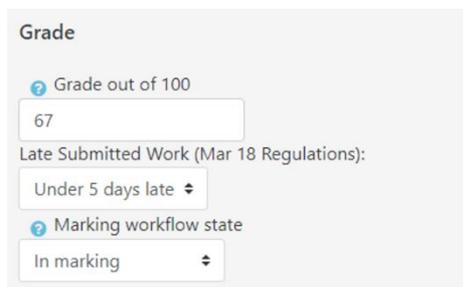
Downloading assignments and uploading feedback

There are three ways to download submissions. From the grading action dropdown at the top left of the page, you can download all submissions. Selecting the check box next to multiple identifiers (participants) then scrolling to the bottom and choosing 'With selected...'

Download selected submissions allows you to choose some of the submissions. Alternatively, each individual submission can be downloaded by clicking on the submitted file itself.

Do not change the names of the files. After marking, create a zip file of the feedback files (marked work) and choose 'Grading action' > 'Upload multiple feedback files in a zip'. Alternatively, each individual feedback file can be uploaded by selecting 'Grade' for each participant.

Grading



Grade

Grade out of 100

67

Late Submitted Work (Mar 18 Regulations):

Under 5 days late

Marking workflow state

In marking

As part of the marking process the grade awarded for the work should be entered into the grade box for each submission. Note that this should be the uncapped mark awarded for the work. Do not apply any late penalties at this point. If you enter the marks directly into the box, scroll down and select 'Save all quick grading changes'.

If you mark and grade individual assignments using the 'grade' button, you may be taken to the pdf annotation tool. Unless the work was a pdf, this will be blank and can be ignored. To avoid seeing the annotation tool, click on the left icon of the three in the bottom right hand corner.



Once all marking and grading is complete and ready to be seen by the students, remember to select all the submissions, scroll down to 'With selected...' and choose 'Set marking workflow' > Go and choose 'released'.

Downloading the grading worksheet.

Before you download the grading worksheet the module leader must ensure that they have set the late flag (see above). From the grading action drop down choose 'Download grading worksheet'. You may wish to annotate the sheet with any comments (for example if you are unsure about a late flag/reasonable adjustment) before providing this to the programme administrator.

Notes on Use of Turnitin

Please see the University Turnitin policy for more details. In brief:

- Submitting student assessments to Turnitin will create a report identifying matches to other text-based items including electronic books and journals, papers, websites and other student papers submitted to Turnitin. The report is called an 'Originality Report'.
- Turnitin, through the 'Originality Report', neither detects plagiarism nor ensures that the work is plagiarism free. The report simply shows where portions of text used in the submitted piece are identical to text held in the database. The proportion of original material to be expected in the student submission is directly related to the assignment brief so it is not possible to give a definitive view on what percentage is 'acceptable'. Module tutors are in the best position to support students in understanding the implications of the originality report in that module's context.
- Students have direct, independent, access to Turnitin on demand through a self-enrol Moodle site called Turnitin at BCU. Regular use of the site will help with academic writing and referencing throughout their course of study at the University and students should be directed to this site by academic staff.
- Faculties may determine that Turnitin submission is not relevant for some assignment formats (e.g. pieces of art, programming, audio) that are still submitted through Moodle and that they may be excluded from Turnitin submission accordingly. Formats to be excluded on the basis of relevance should be clearly identified and approval and acknowledgement of their occurrence incorporated in Faculty QA procedures. Where Turnitin is used students should be clearly informed before the start of the module that this will happen.
- Originality Reports may be used to assist in the identification of suspected plagiarism or/and collusion and form part of any academic investigation into possible misconduct.
- Should student work be suspected of plagiarism and/or collusion, University staff reserve the right to submit a student's assessment through Turnitin as part of the investigative process irrespective of whether Turnitin has been used as part of the whole module assessment process.

Responsibility

Other than the choice of course format (sessions, topics, week dates) which is decided by the programme leader, responsibility for the design, content (including student data) and accessibility of a module site and all the materials accessed in or through it rests with the Module Leader. Module leaders have a responsibility to:

- Adhere to the programme decision regarding course format

- Familiarise themselves with the rules as set out in this framework document.
- Ensure that the teaching team for the module is similarly familiar.
- Check the content of their Moodle site and remove any materials not conforming to these standards.
- Ensure all marking is completed to timescales and release feedback to students on time.
- Only allow access to student data to appropriate teaching colleagues and external examiners.
- Advise course leads or department heads of any training needs within the teaching team.
- Add users – other than students added to Moodle from SITS – to the Moodle site. This might be for additional module leaders, where the role is shared, editing tutors who also teach on the module and any other non-editing user such as a course leader, external examiner or similar.

Additional Support

The following materials are useful:

[Web Content Accessibility Guidelines \(WCAG\) 2.0](#)

[Authoring Tool Accessibility Guidelines \(ATAG\) 2.0](#)

[Accessible Rich Internet Applications \(WAI-ARIA\) 1.1 Guidelines](#)

[A very clear explanation of using heading styles in MSWord can be found here](#)

[Additional information on accessible course design is available here.](#)

[Guidance on accessibility and student support is available from Student Affairs](#)

[General support on using Moodle and other Learning Technologies is available from the TELT support team in EDS.](#)

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