

# Consistent UniLearn menus

## Announcements

This cannot be empty or renamed and will be the default entry point for all UniLearn sites.

Button must contain: A banner and/or a permanent announcement welcoming students. These should clearly identify the UniLearn site and the module.

## Module Information

This cannot be empty or renamed.

Button must contain:

Module specification document or handbook (if it contains the module specification document within it).

Any specific attendance requirements in excess of the University's usual Attendance Monitoring Policy (e.g. involvement in group work)

## Staff Information

This cannot be empty or renamed.

Button must contain:

- Name, photograph and contact details (including phone number and email address) of the Module Leader, as well as office hours and office location.
- Where appropriate, name, photograph and contact details of other staff (teaching and/or technical) involved in the delivery of the module.

## Assessment

This cannot be empty or renamed.

Button must contain:

- The assessment strategy which should be reproduced exactly as it appears in the validated module specification and in the handbook. This includes the weighting attached to each element of assessment (e.g. 3,000 word essay: 60%, and 3 hour unseen examination: 40%). This should state which elements of the assessment strategy are available for Tutor Reassessment
- The assessment brief: this should be the same as that supplied in the handbook or a date given as to when it will be available during the course of the year. The assessment criteria as they apply to that specific assessment should be included as part of the brief – with a clear breakdown of how marks will be allocated to each criterion
- Assessment deadlines: listing when their assessments are due for submission and how the submission should be made (e.g. location of the drop box/pigeonhole or arrangements for submission by Turnitin). It should be clear that the student must keep a copy of the work and whether or not any receipt is issued for the submission.
- Information on the penalties for late submission.
- Formative assessment: opportunities for students to benefit from formative assessment should be stated
- Feedback arrangements: students should be clear on when and how they can expect to access feedback on their summative assessments

NB care must be taken to not contradict information provided elsewhere (such as in the module handbook)

## Learning Resources

This can be renamed but cannot be empty.

Should contain (as appropriate):

- Delivery schedule that gives students a clear understanding about how the module will be delivered across the course of the year, particularly in terms of contact with tutors. For example (where appropriate): a lecture/seminar breakdown with an indication of topics covered each week; scheduling of tutorials in support of the completion of a dissertation or contact during a work placement. Total contact hours should match the validated module specification taking account of any reading (or other) weeks when there is no formal class contact
- Directed study guidelines: where the module specification indicates that a portion of the student's overall effort is allocated to 'Supervised or Directed Activity' (in addition to the specified class contact), an indication of the nature of this activity should be included and the extent to which supervision or direction is provided or can be expected. For example (where appropriate) this may take the form of a directed reading schedule, a reflective journal exercise, a self-evaluation exercise.
- Class preparation: wherever appropriate a list of topics (for example seminar discussion topics) and required reading/preparation should be provided.
- Each module should show some 'enriched' use of UniLearn, that are appropriate to the learning outcomes of the module. These could include:
  - an asynchronous or synchronous group discussion space (a group blog, discussion board, scheduled revision webinars, a twitter or Facebook feed)
  - a space for reflection (a personal learning journal blog or private wiki)
  - self-paced resources (such as screencasts, podcasts, films, documentaries)
  - self-evaluation or self-test opportunities (automatically marked quizzes, short answer tests)
  - peer evaluation opportunities (PeerMark exercises).

## Reading List

This cannot be empty or renamed

Must include:

- All readings students require for the module as well as additional readings which the student would be expected to access in excess of the usual seminar/assessment preparation. This reading list should be compiled via the library My Reading List software and should be checked and updated regularly.

If you need any further information about what is required for your UniLearn module, please contact your School's Learning Technology Advisor. A copy of this document can be found on this page: <http://ipark.hud.ac.uk/content/unilearn> and further how-to guides and support materials can be found on the ipark website: <http://ipark.hud.ac.uk>.