

Name:	Date:
College:	
Programme Name:	
Programme Code:	

In the column provided underneath each criteria, enter a score of 0-4 based on the following guidelines.

Link: [Digital Practice Handbook](#)

Score Guidelines:

- 4 = Consistently, Intentionally, Advanced (*Requires Evidence Statement*)
- 3 = Most of the time, Purposefully, Proficient (*Requires Evidence Statement*)
- 2 = Inconsistent, Planned, Basic
- 1 = Introductory, Spontaneous, Limited
- 0 = Not at this time, need staff development and/or to investigate further

1. Digital Course Material: Tutors create an online presence for all modules on Course Resources (Blackboard) prior to the start of teaching, with signposting to an alternative platform in exceptional cases. Multi-modal or <i>blended</i> digital technologies are used to support asynchronous and synchronous learning interactions.	
	There is a logical and consistent structure to organise online learning and teaching materials. Where appropriate, 'adaptive release' rules are used to personalise the online student experience
	There is evidence of a range of up to date and relevant resources in a digital format (e.g. e-books on the module reading list, notes and handouts, and e-journals)
	Media content, such as module introductions or revision aids are self-created, or sourced from services such as Box of Broadcasts (BoB), or other licensed sources
	Students are given the opportunity to find, curate, share and present their own digital resources, whilst demonstrating an ability to act within the rules of digital copyright
Total:	Evidence Statement/Next Steps:
2. Inclusivity and Accessibility: Course material is stored online and organised to aid navigation, facilitate independent study and prevent digital exclusion. The University is legally obliged to produce accessible course content.	
	Digital recording technology is used to record all appropriate teaching sessions, making sessions more accessible for all students. Where sessions are not suitable for lecture recording, alternative digital recordings are provided to students as pre/post-sessional resources, e.g. a 2-5 minute introduction to concepts covered, or a summary of key points
	The design and delivery of content is created to reflect universal accessibility considerations and be accessible on a range of digital devices and platforms
	The VLE is used to provide timely access to learning and teaching resources. There is a consistent approach to reviewing the accessibility of course materials by using tools such as Blackboard Ally. Transcripts are provided for any media based resources
Total:	Evidence Statement/Next Steps:



3. Assessment and Feedback: All coursework must be submitted electronically unless the file format or the design of the assessment task does not permit e-Submission. All feedback should, where possible, be provided electronically.	
	Digital technologies are used as a means of supporting in-classroom assessment to gather instant feedback on students' understanding of theories and concepts (e.g. polling tools, or live curation/sharing tools such as Office 365)
	Students are given assessments (formative or summative), that develop their digital creation skills (e.g. creating a video, poster, online resource in a wiki, infographic, or reflective blog) and are supported to use academic, professional and commercial technologies as relevant to their discipline
	A consistent approach to providing timely feedback is utilised, making sure that the most appropriate technology has been adopted (e.g. rubrics, general comments, in-text comments, audio or video feedback)
	Where appropriate, digital capabilities are embedded (signposted) within learning outcomes and then assessed
	Students are treated as partners within the assessment process and are given opportunities to shape their learning by selecting digital tools which they feel best meet their needs and the requirements of the assessment
Total:	Evidence Statement/Next Steps:
4. Communication and Key Information: Guidance must be available to help students orientate themselves with the online areas of their module or programme. There should be a particular focus on making sure students receive regular announcements and are familiar with their 'Course Materials' and 'Assessment' content areas.	
	Regular, well-signposted communication methods are utilised (e.g. within the module handbook, face-to-face presentations, the VLE, or social media). An introductory announcement is provided on Blackboard, welcoming students on arrival to their modules and programmes, followed up by regular communication using the 'Announcements' tool
	Contact information is provided for all tutors on the module or programme, including information regarding office hours and response expectations
	There is a consistent approach to making students aware of the digital capabilities they will be developing within the programme, the digital tools they will be using and where they can access relevant support
	Module information, such as assessment marking criteria/rubrics and statements on plagiarism, are presented in a clear and consistent manner and in accordance with guidance from colleagues in CELT and Quality Assurance
Total:	Evidence Statement/Next Steps:
5. Industry-Readiness: Opportunities are provided for students to engage with the relevant academic or professional technologies of their subject/discipline.	
	Students have access to digital tools, such as an e-portfolio, to reflect, showcase and apply their learning achievements. Thus ensuring that the curriculum presents opportunities for students to build, showcase and maximise the skills they need for life-long learning and the future demands of Industry 4.0
	Opportunities are provided for students to engage with professional online (social) networks, with support in how to engage appropriately with these communities. For example, students utilising online tools to curate a professional digital presence and identity
	Digital technologies are used to support experiences of the professional workplace or academic practice (e.g. supporting placements, working on applied and authentic 'open-ended/messy' problems, live-briefs and research projects)

Assessment and feedback

TEF

Assessment and feedback

TEF

Learning opportunities



Total:	Evidence Statement/Next Steps:	
6. Student Voice: Technology is used to empower students to be active and collaborative participants in their learning journey.		
	Digital tools are used to empower students and forge their academic and professional identity. There are clear and plentiful opportunities for students to debate/discuss concepts and theories on digital platforms (e.g. virtual walls (Padlet), forums, blogs, instant chat and timelines)	
	Student projects necessitate the development of digital work, providing the opportunity for students to express themselves creatively whilst developing their digital skills	
	Where appropriate, students are encouraged to bring their own digital devices into the classroom and are supported in understanding how these can be used to support their learning (e.g. Poll Everywhere)	
	Students are made aware of policies on safe and respectful behaviour when using digital tools and understand the implications of online safety and any arising ethical issues	
	Existing students help 'induct' new students by sharing experiences with the digital practice they have found useful during their studies (e.g. via the Peer-Assisted Learning Scheme)	
	Digital technologies are utilised to support student co-creation and collaborative research within discipline areas	
Total:	Evidence Statement/Next Steps:	
Sum-total:	Select Rating Based on the Sum-total:	
Proposed Short-term Action:		
Proposed Medium-term Action:		

Prior to saving and emailing the form, please score each criteria, select a rating based on the sum total and add short/medium-term actions.