Aberystwyth University Exemplary Course Award 2024-25

## Submission Instructions and Form

**Please complete the sections of this form in white boxes.**

The Exemplary Course Award uses numerical values for the criteria. Note that to achieve Exemplary Status, you do not need to meet all the criteria.

You will be asked to frame your application by listing three stand out practices on your module. You will then be asked to confirm which criteria are evidenced on your module by ticking the relevant box. Points are awarded for each criterion and the points range in value from 1-5.

Once you have completed your self-assessment, email the form to the Digital Education Group: [elearning@aber.ac.uk](mailto:elearning@aber.ac.uk).

**The deadline is 12 noon on 31 January 2025.** Do not hesitate to contact us if you have any queries about the process.

To support you in writing your application you are welcome to request reports on your course from the Digital Education Group.

The reports can be grouped into Student Engagement and Course Summary and help you to understand how your course is being used. Please request these reports from the Digital Education Group (elearning@aber.ac.uk).

# Information about you and your course submission

|  |  |
| --- | --- |
| **Your Name** |  |
| **Title Role** |  |
| **Department** |  |
| **Email Address** |  |
| **Names and email addresses of others who significantly contributed to the development of this course** |  |
| **Course Information** | |
| **Course Title Academic Year** |  |
| **Course ID Code** |  |
| **The environment for this course can best be described as blended or totally online (choose one)** | **Blended** (a combination of face-to-face and online)  **Totally online** (a fully online course with no face-to-face component) |
| **Type of student (e.g. foundation, UG part 1, UG part 2, PGT, PGR, Lifelong Learner, Distance Learner)** |  |

# Identify Exemplary Practices

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| **What are the three stand-out practices in your course and why are they exemplary (maximum of 1000 words OR an 8 minute Panopto recording with narration, highlighting the exemplary practices of the course)?**  **These are the top three items you wish to highlight for reviewers to consider as exemplary practices to share with the broader University community.** |
| [Put your three stand-out practices here OR paste a link to your Panopto recording |

# Area 1: Course Design (out of 57)

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| **Standard and Categories and Subcategories** | **Exemplary Standard** | **Evidenced**  **ü** | **Points** |
| **Goals and Objectives** | 1.1 Goals and objectives are clearly written and appropriate for the course. |  | **5** |
| 1.2 Goals and objectives are easily located within the course and visible in a variety of areas (e.g., within the Module Information folder and each individual learning unit). |  | **4** |
| 1.3 Goals and learning outcomes are measurable (for example, learners know what they are expected to do). |  | **4** |
| **Content composition and structure** | 1.4 Content is made available and organised in manageable segments (i.e., presented in distinct learning units or folders). |  | **5** |
| 1.5 Content is enhanced with multimedia (e.g., video, audio, images). |  | **4** |
| 1.6 Navigation is user friendly. Students know what steps to take next and where to navigate. |  | **3** |
| **Learner Engagement** | 1.7 It is clear how the course activities will enable learners to reach course goals and objectives. |  | **5** |
| 1.8 Course design includes guidance for learners to work with content in meaningful ways (e.g., clear instructions, content outline, course orientation) and how to proceed. |  | **5** |
| **Technology Use** | 1.9 Technology available in the course is used to facilitate learning by engaging learners with course content (e.g., integrating publisher resources that are tailored to the course materials, and providing streamlined access to supplementary materials). |  | **4** |
| 1.10 Technologies are used in ways that transcend traditional, teacher-centred instruction (e.g., peer-led instruction, technology-supported learner choice, flipped classroom). |  | **3** |
| **Accessibility of Learning Content** | 1.11 Course files and documents are fully accessible. |  | **5** |
| 1.12 Design factors such as colour, text size manipulations, audio and video controls, and alt text use consistent and standard formatting to reflect universal accessibility considerations. |  | **5** |
| 1.13 Blackboard Ally score of 85% or higher. See [Blackboard Help](https://help.blackboard.com/Ally/Ally_for_LMS/Instructor/Accessibility_Scores) for further information on using Blackboard Ally. |  | **5** |
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# Area 2: Interaction & Collaboration (Out of 33)

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| **Standard and Categories and Subcategories** | **Exemplary Standard** | **Evidenced**  **ü** | **Points** |
| **Communication Strategies** | 2.1 There are a variety of collaborative opportunities for learners to communicate (e.g., live sessions, discussions). |  | **4** |
| 2.2 Communication strategies promote critical reflection or other higher order thinking aligned with learning objectives. |  | **5** |
| 2.3 Collaboration activities reinforce course content and learning outcomes, while building workplace-useful skills (e.g., teamwork, cooperation, negotiation, consensus building). |  | **5** |
| **Development of a Learning Community** | 2.4 Learner-to-learner as well as learner-to-instructor interactions are required as part of the course. |  | **4** |
| 2.5 Activities are designed to help build a sense of community, rather than each learner working independently. |  | **4** |
| 2.6 Learners are provided a rubric or scoring guidelines to evaluate participation and interaction. |  | **3** |
| **Interaction Logistics** | 2.7 Instructions are written clearly (e.g., quantity of interactions, levels of participation). |  | **5** |
| 2.8 Expectations for interaction are clearly outlined (e.g., what constitutes a “good” response in discussion forums). |  | **3** |
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# Area 3: Assessment (Out of 39)

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| **Standard and Categories and Subcategories** | **Exemplary Standard** | **Evidenced**  **ü** | **Points** |
| **Learner Expectations** | 3.1 It is clear to learners how performance in assessments will be evaluated (e.g., rubric, scoring guidelines, section in syllabus). |  | **5** |
| 3.2 Assessments align to goals, objectives, and content, and are visible to the learner. |  | **4** |
| 3.3 Instructions are written clearly (e.g., grading, acceptable file formats, due dates, number of attempts, required posts). |  | **4** |
| 3.4 Template or examples of quality work are provided to the learner where appropriate (e.g., successful research papers from prior semesters, templates with guidelines, written discussion responses). |  | **4** |
| **Assessment Design** | 3.5 Formative and summative assessments occur regularly throughout the course to gauge student success and inform learner progress toward course objectives. |  | **5** |
| 3.6 Multiple types of assessments are used (e.g., research project, test, graded discussions, etc.) |  | **4** |
| 3.7 Assessments are designed to mimic authentic environments to facilitate knowledge transfer (e.g., role-playing, scenario-based questions, clinical experience, practice). |  | **4** |
| **Learner Self-Assessment** | 3.8 Opportunities for learner self-assessment are provided (e.g., practice test/quiz, journal, self-reflection, knowledge check, etc.). |  | **5** |
| 3.9 Self-assessments are purposeful and clearly marked as such |  | **4** |

# Area 4: Learner Support (Out of 66)

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| **Standard and Categories and Subcategories** | **Exemplary Standard** | **Evidenced**  **ü** | **Points** |
| **Orientation to Course and LMS** | 4.1 Orientation materials explain how to navigate both the LMS and the course. |  | **5** |
| 4.2 Orientation materials are readily identifiable within the context of the course. |  | **3** |
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| **Instructor Contact Information & Communication** | 4.3 Contact information for the instructor is easy to find. |  | **5** |
| 4.4 The instructor’s methods for collecting and returning work are clearly explained (e.g., submission details, accept early or late assignments). |  | **3** |
| 4.5 Acceptable communication methods for contacting the instructor are identified and included (e.g., email, phone, messages, social media). |  | **3** |
| 4.6 Expected response time for instructor replies is included. |  | **3** |
| 4.7 The instructors’ role within the course is explained (e.g., module co-ordinator, seminar tutors, guest lecturers etc.). |  | **3** |
| **Course / institutional policies and support** | 4.8 Course / institutional policies (e.g., decorum, behaviour, netiquette) are clear and easy to find. |  | **4** |
| 4.9 Links to institutional policies (e.g., regulation on unacceptable academic practice, LibGuides, accessibility statements), materials, and forms relevant for learner success are included and easy to find. |  | **4** |
| 4.10 Links to institutional services that support learners (e.g., tech support, help desk, library, writing centre) are included and easy to find. |  | **4** |
| 4.11 Links to institutional contacts and procedures for supporting learners (for example Student Services) are included and easy to find. |  | **4** |
| **Digital Accessibility and Technical Factors** | 4.12 Content is accessible and supports the needs and preferences of students with a wide range of abilities (e.g., transcripts for audio/visual content, file format options, platform neutrality). |  | **3** |
| 4.13 Lengthy/large files are broken into smaller segments for improved content consumption and usability (e.g., six 10-minute audio/video files versus a single 60-minute file, five 10-page documents versus a single 50-page document). |  | **3** |
| 4.14 Multimedia is optimized for web delivery (e.g., videos are streamed whenever possible, graphics are optimized for web delivery). |  | **5** |
| 4.15 Course materials use standard formats to ensure usability. |  | **5** |
| 4.16 If technology is required for a specific learning activity, the link to that technology is included along with the instructions. |  | **2** |
| **Feedback** | 4.17 Learners have opportunity to give formative feedback to the instructor regarding course design, content, and presentation of course delivery. |  | **3** |
| 4.18 Feedback mechanisms allow learners to participate anonymously in course  evaluation (e.g., course evaluation information is listed in syllabus, via course  announcement, link to institutional announcement, etc.). |  | 4 |

# Module Access and Permission Information

By submitting this form, you are giving permission for the Digital Education Group to make a copy of your module (without student enrolments), and for the AU ECA review panel to access that copy (not the live version of the module).

If student privacy is an issue, please let the team know, so that we can find alternatives. If you have any questions about the submission process, please email [elearning@aber.ac.uk.](mailto:elearning@aber.ac.uk) Thank you for participating in the AU Exemplary Course Programme.