# Module Delivery Template for Student Centred Active Learning

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| **Guidance Note:**  The module delivery template is designed to support module and programme leaders in developing and documenting the delivery of their modules and programmes in line with the University’s Student Education Principles around Student Centred Active Learning for the academic session 2020/21. It is not a requirement for every module to complete this template, but it is recommended that teams utilise this framework to produce a clear and detailed summary of how the module will be delivered and form an important communication channel to enrolled students through the Information Area in the Module’s Minerva page when it becomes available. |

**This template is designed to facilitate the module’s development and provide a framework for module and programme teams to use in delivering their content in a student-centred active learning approach** for the academic session 2020/21. To support the completion of this template and the development of modules, the university will continue to provide, update and produce a range of professional development opportunities and guidance resources to support colleagues in transitioning their modules and programmes to hybrid delivery. This package of support will provide colleagues with a number of opportunities to engage with, utilise and become informed on appropriate and relevant pedagogical approaches that are aligned to student-centred active learning:

These include:

1. [Guidance resources that provide tangible recommendations](https://digitalpractice.leeds.ac.uk/teaching-and-learning/transitioning-to-hybrid-delivery/) to ensure all students are clear of their learning journey throughout the course; that content is delivered through engaging and diverse media; assessment and feedback mechanisms remain agile, flexible and inclusive; and appropriate mechanisms are in place for student support.
2. [Adapt Your Teaching for Online Delivery](https://minerva.leeds.ac.uk/webapps/blackboard/content/listContentEditable.jsp?content_id=_7241843_1&course_id=_513984_1&mode=reset) course on Minerva is an exciting opportunity for staff to explore new ways of designing and delivering learning materials for hybrid delivery and connecting with students;
3. [Redesigning your module for hybrid learning using ABC Method](https://sway.office.com/cmZWWFb4ewbc0sPh?ref=Link) is an online tool delivered through ODPL to support staff in effectively redesigning their module for hybrid student-centred active learning as part of a team-based approach.

## Intended Utility of the Module Delivery Template

Module leaders should use this form to document the approach to delivering their module in hybrid mode and use it as a framework to help populate the Information Area of the module’s Minerva page. This will provide students with a single location to obtain a detailed summary of how the module is going to be delivered.

Programme Leaders may wish to utilise this tool to obtain a holistic and detailed view of their programme’s delivery ensuring gaps and areas of overlap are identified.

## Module Delivery Template

Student-Centred Active Learning Approach has been organised across four areas for transitioning to hybrid education:

* **Learning Journey**
* **Content Delivery**
* **Assessment and Feedback**
* **Student Support**

These four areas provide a framework for considering how an individual module will deliver its learning objectives and provide considered assessment and feedback mechanisms. In addition, it provides opportunities for student support to be considered along with how students will be provided with information around expectations on engagement and their learning journey for the duration of the module.

The four areas described above have been aligned to the Minerva module layout to support transition into specific module areas (the latest Minerva Module Template is available [here](https://www.leeds.ac.uk/vle/staff/build/template/#/page/5d317bf86153a40e746eb974)). A detailed summary of this template should be shared with the relevant programme leader and used as a basis for updating both the Module’s Information Area in Minerva and the module and programme level handbooks, where appropriate.

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| **Module Information** | |
| **School of:** |  |
| **Module Leader:** |  |
| **Faculty of:** |  |
| **Module Team Members:** |  |
| **Module Title and Code:** |  |
| **Programmes where this module is taught:** |  |

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| **Learning Journey** |
| Describe what approaches the module will take to ensure all students are clear on their learning pathway through the module and how this will be reaffirmed throughout its delivery: |
| Describe the mapping process that been performed to confirm that the learning objectives are aligned to online/hybrid delivery: |
| Describe the mechanisms you have established to ensure all students are aware of their expectations around engagement with content and participation with online discussions: |
| Detail the arrangements that have been made to inform students on the technology required to successfully engage with the module: |

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| **Content Delivery** |
| Describe how the learning objectives will be delivered in hybrid mode and whether this will be delivered in a synchronous/asynchronous/or both approach: |
| Describe the opportunities students will have for in-module discussion and collaboration, and how will students be able to evidence their understanding: |
| Detail the software applications and digital education resources that will be required to deliver the module’s content and support engagement: |
| Describe what approaches are in place to ensure teaching activities that rely on face-to-face interaction (i.e, practical work / laboratory / performance / theatre / creative activities) are still delivered: |

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| **Assessment and Feedback** |
| Describe the changes you have made to summative assessments and how these are mapped to the learning objectives of the module: |
| Detail the additional opportunities for formative tasks and/or assessments developed to support student engagement and maintain motivation throughout the module: |
| Describe how students will be able to provide in-module and end-of-module feedback and how this will be acted upon in a suitable timeframe: |

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| **Student Support** |
| Detail the approaches to provide students with opportunities to engage in informal discussion and develop a sense of social belonging: |
| Describe the mechanisms to ensure students are able to utilise the technology that is required to engage with the module: |
| Describe how all delivered content is aligned to the University’s Inclusive Learning and Teaching Principles: |