Non-Credit Bearing Taught Provision

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| **Section heading** | **Information to be provided** |
| Course title |  |
| Responsibilities and contacts |  |
| External organisations associated with delivery of the course |  |
| Reason(s) for introduction of the course |  |
| Planned start date |  |
| When delivered |  |
| Subject area |  |
| Aims |  |
| Intended learning outcomes |  |
| Indicative content |  |
| Teaching, learning and assessment |  |
| Inclusiveness |  |
| Resource requirements for delivery |  |
| Teaching accommodation |  |
| Staff and staff development |  |
| Date of approval |  |

Appendix 2

### Template for the annual review of non-credit bearing short courses that offer certificates of performance (including Open Badges)

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| **Annual review of certificated non-credit bearing short courses** |
| **1. Title of course**  Title |
| **2. Academic Year**  E.g. 2015/16 |
| **3. School**  The School with chief responsibility for the course. Note Directorates and other Schools involved, if applicable. |
| **4. Course Leader/Organiser**  E. g. Dr John Smith (lecturer) |
| **5. Participant numbers and achievements**  How many participants were there and how many successfully completed the course? Comment on whether the completion rate was in line with expectations. If there was a high level of failure or non-completion, provide a commentary on the reasons and any actions that might be taken to support student success. |
| **6. Evaluation of the effectiveness of the course including the approach to learning, teaching and assessment**  Provide an evaluation of the operation of the course (including resources such as staffing, equipment, accommodation and budget, as appropriate). Provide an overview of feedback from participants. Describe any changes to be made as a result of the feedback or reflection on approaches to the course delivery. |
| **7. Inclusive nature of the course**  Note any examples of good practice in the area of equality and diversity. See <http://www.dundee.ac.uk/qf/equalitydiversity/> and <http://blog.dundee.ac.uk/inclusivepractice/>  Confirm whether all staff who deliver the course have undertaken the online training on equality and diversity (<http://www.dundee.ac.uk/hr/equality/training/>). If not, outline plans for ensuring that all staff have undertaken the relevant training. |
| **8. Other comments**  Comment on any other issues considered significant this year, including aspects of good practice. This section should cover, for example, approaches, developments or innovations that have proved successful or challenging and may be of interest to other staff. |
| **9.** Name of person completing the form, with date of completion. |

Appendix 3

### Template for the approval of MOOCs.

Headings are shown in the left hand column and guidance on the content is provided in the right hand column. All elements should be completed. Where the required information is not applicable to the proposal, this should be stated. The guidance text should be removed in the final approval document. General advice should be sought from the Head of the Centre for Technology and Innovation in Learning (Natalie Lafferty, [n.t.lafferty@dundee.ac.uk](mailto:n.t.lafferty@dundee.ac.uk)). Contacts for specialist advice for individual elements of the template are indicated in the guidance.

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| **Section heading** | **Information to be provided** |
| MOOC title | Proposed title |
| Responsibilities and contacts | School(s) involved  Details of the team, including the academic lead, the learning technologist, other academic staff, discussion monitors. |
| External organisations[[1]](#footnote-2) associated with delivery of the MOOC | Any external organisations associated with the MOOC, with a description of their role(s)—for example, joint provision involving another university or organisation. Provide a brief description of proposed approaches to joint management of the course where relevant. |
| Reason(s) for introduction of the MOOC | A brief description of the rationale and the benefits to the University. State whether it is linked to an existing University programme, and if so, provide details of the programme and relevant module(s). How does the course align with the University vision and strategy? |
| Resourcing | How is the MOOC being funded? Give an indication of the total staff resource required to provide the course. |
| Planned start date | For example Autumn 2016. |
| Duration and frequency | Number of weeks, hours of study per week and how often the MOOC will run. |
| MOOC category or subject area. | E.g. Health Care. For MOOCs delivered through FutureLearn, choose from their categories. |
| Aims | Concise statement of the broad purpose of the MOOC. What will students achieve by completing the course? |
| Intended learning outcomes | Provide concise statements of what students should know, understand and be able to carry out as a result of their learning from the course. |
| Indicative content | Brief listing of topics covered by the MOOC. |
| Prerequisites | Are there any prerequisites for taking the MOOC? |
| Teaching and learning | Concise statement of approach to learning, including an indication of how students will be provided with academic support. Describe any proposed use of social media (e.g. Google Hangouts). Will you offer a test which can be completed to earn a Statement of Attainment? |
| Inclusiveness | What is the approach to equality and diversity, and inclusive learning?  Contact for advice: Head of Equality and Diversity ([a.trivedi@dundee.ac.uk](mailto:a.trivedi@dundee.ac.uk)) and Head of Disability Services ([s.hill@dundee.ac.uk](mailto:s.hill@dundee.ac.uk)). |
| Technical dependencies | Describe any additional technology required beyond the standard provision.  Contact for advice: Head of the Centre for Technology and Innovation in Learning ([n.t.lafferty@dundee.ac.uk](mailto:n.t.lafferty@dundee.ac.uk)). |
| Staff and staff development | Describe who will be contributing to the MOOC development and delivery.  Provide a brief overview of the qualifications, experience and capability of the staff group who will be providing the MOOC, whether there are any staff development requirements, and how these will be addressed.  Contact for advice on staff development: Head of Academic Skills Centre ([l.l.anderson@dundee.ac.uk](mailto:l.l.anderson@dundee.ac.uk)). |
| Market for the MOOC | Why would students be attracted to the course? What is the unique selling point? Are there any similar competitor programmes? How might the course have global appeal? What is the expected number of joiners? What is the target learner demographic? |
| Marketing | How will the MOOC be marketed? Describe whether there are any specific channels for marketing outwith the University. E.g. could it link to a national or international event or conference? |
| Commercial objectives | Describe the commercial objectives where relevant. |
| Opportunities and risks | Consider any significant opportunities, risks or threats related to the start-up and development of this MOOC, and how they could be managed. For example—is the course dependent on one key member of staff, what would happen if she/he left? |
| Research | What are your plans (if any) to undertake educational research on this MOOC? For example looking at learner engagement, more extensive evaluation of learners’ experience on the MOOC and their approaches to learning. |
| Future plans | Do you plan to use the content in the course to develop credit bearing provision on our own platform? Do you plan to develop paid-for CPD on the FutureLearn platform? Do you plan to make the course available as supplementary teaching material for University of Dundee students? Describe any future plans. |
| Date of approval | Date of School approval. |

Appendix 4

### Template for the annual review of MOOCs

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| **Annual review of open online learning provision** |
| **1. Title of course** Title |
| **2. Academic Year** E.g. 2015/16 |
| **3. School**  The School with chief responsibility for the course. Note Directorates and other Schools involved, if applicable. |
| **4. Course Leader/Organiser**  E.g. Dr John Smith (lecturer). |
| **5. Review of course statistics and student feedback**  How many students signed-up to the course? How many participated after signing-up? How many students successfully completed the course? Were there any specific assignments or questions that appeared to be particularly challenging to participants? How many Statements of Participation were issued? How many participants were awarded a Statement of Attainment? What parts of the course did students find most and least interesting? How well did the students engage with forums and discussion boards (where relevant)? Describe any other relevant aspects. |
| **6. Evaluation of the learning experience provided by the course**  Based on the course statistics and student feedback, provide an evaluation of the effectiveness of the course in terms of the learning experience provided. Describe any changes to be made in the future as a result of your evaluation. |
| **7. Evaluation of the operation of the course**  Where possible, provide a commentary on the effectiveness of marketing and the accuracy of the information provided to students. I.e. did the course meet their expectations and is there anything that needs to be done to address and issues? Describe how effective the platform was for supporting teaching and learning, and any enhancements that you would suggest. Comment on how straightforward it was to evaluate the course through the course statistics and student feedback, and whether there are areas for improvement. |
| **8. Inclusive nature of the course**  Note any examples of good practice in the area of equality and diversity. See <http://www.dundee.ac.uk/qf/equalitydiversity/> and <http://blog.dundee.ac.uk/inclusivepractice/>  Confirm whether all staff who deliver the course have undertaken the online training on equality and diversity (<http://www.dundee.ac.uk/hr/equality/training/>). If not, outline plans for ensuring that all staff have undertaken the relevant training. |
| **9. Other comments**  Comment on any other issues considered significant this year, including aspects of good practice. This section should cover, for example, approaches, developments or innovations that have proved successful or challenging and may be of interest to other staff. Comment on whether there has been any enrolment from MOOC learners onto credit bearing programmes. What are the future plans for the course? Will it run next year, and if so, how often? |
| **10.** Name of person completing the form, with date of completion. |

1. Other than FutureLearn. [↑](#footnote-ref-2)