

QUALITY ASSESSMENT

of Modules for Module Assessors (rapporteur of the Quality Assurance Body)



International experts in higher education were appointed to form the **Quality Assurance Body (QAB)** of DIGI-FACE. They are responsible for the quality assessment of Modules of General Interest offered online on Learn, the DIGI-FACE Moodle platform. The Quality Assurance Body has drawn up a catalogue of criteria on the basis of which the quality of Modules of General Interest will be assessed.

Modules of General Interest is a term used to refer to modules that are developed by a member or members of a University in the African Excellence programme. These modules concern specific methodologies and disciplines and are generally accessible to all the Centres of Excellence. Institutions wishing to offer their online Module of General Interest need to request a quality assessment from the Quality Assurance Body. For this to happen a 'General information about the module' form must be submitted to the QAB.

During the assessment, the structure of the module is examined rather than the content. The catalogue of criteria contains both mandatory and optional criteria. During quality assessment the QAB uses 22 mandatory criteria and, additionally, at least five out of 10 optional criteria must be met. **The mandatory criteria are marked in bold.** The criteria adopted by the QAB are based on the criteria generally used by national and international accreditation agencies.

The terms '**module**' and '**course**' often spark misunderstanding. At DIGI-FACE we use the definition of the Coggn Knowledge Base which states that "A module is a single component, it can be a document, a PDF, PowerPoint, SCORM presentation, Video, or Assessment you create and it can be distributed alone or as part of a course. A course is made up of one or more modules together." Our DIGI-FACE modules each constitute a full 'course' and, for consistency, we have chosen to use the term 'module' throughout our documentation. For a Module of General Interest to be offered under the auspices of the DIGI-FACE consortium, it needs to be facilitated by a person who has been trained by DIGI-FACE for this purpose.



QUALITY CRITERIA FOR GENERIC MODULES AND MODULES OF GENERAL INTEREST

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1. SUBMISSION REQUIREMENTS

NO.	CRITERIA	Fulfilled	Not Fulfilled
1	The completed form ‘General information about the Module of General Interest’ has been submitted. No module will be assessed until a completed form has been received.		

Comments:

2. MODULE DOCUMENTATION FOR PARTICIPANTS

A participants’ guide that includes the module description in which the following is provided:			
2.1	The format (fully online or blended/web-enhanced). This criterion serves to indicate whether the module is facilitated (for example via Zoom meetings) or whether it is a self-study module.		
2.2	The duration of the module in terms of hours (level of effort), i.e. the time the participants will need to complete the Moodle module including reading, doing exercises, following videos, preparing assignments, etc. This overarching time period is referred to as the required ‘notional hours’.		
2.3	The admission criteria and procedure. For example, the module description states whether a participant needs to be enrolled in a certain programme at a university in order to be enrolled in the module, the required pre-qualifications and whether the participants will have to pay for the module.		
2.4	The learning objectives of the module are clearly stated.		
2.5	The requirements for passing the module are clearly stated.		
2.6	An overview of the content is provided for each section of the module.		
2.7	The module organisation and administrative support for participants and teaching staff is clearly communicated (based on the format of the Module).		
2.8	The time needed to complete a section and/or activity is indicated clearly to the participant.		

Comments:

3. MODULE INFORMATION FOR FACILITATORS

A Facilitators’ Guide that mirrors the information in the participants’ guide.
(For self-paced modules, this criterion is not mandatory.)

NO.	CRITERIA	Fulfilled	Not Fulfilled
3	The Facilitators’ Guide contains at least some guidance for the facilitator on how to evaluate assignments handed in by participants, a schematic overview on how to host webinars and synchronous teaching sessions as well as exemplary solutions to assignments and exams.		

Comments:

4. SIGNIFICANCE AND STRUCTURE

4.1	The module is of overarching significance – a judgement based on the learning objectives.		
4.2	Mandatory pre-knowledge required of participants is defined and comprehensible.		
4.3	There is a consistency between learning objectives, teaching methods and assessment. This means that the assessment is designed specifically to show progress and that the learning goals have been achieved.		
4.4	The Moodle module is structured in sections that allow for short time units of no more than 1,5 hours each.		

Comments:

5. TECHNOLOGY AND TOOLS

5.1	All module elements and technology tools are both easily accessible and functional (e.g. PDFs can be opened; external links are working, etc.).		
5.2	Module usage for learners with low bandwidth is considered.		
5.3	It is possible to download module elements and to complete sections of the Moodle course offline.		
5.4	Technology tools meet accessibility standards for users with disabilities (in particular hearing and visually impaired users, etc.). E.g. Videos have subtitles for hearing impaired users, audio of videos relates all information needed, graphics have alternate descriptions, text parts are optimised for screen reader software.		

Comments:

6. DESIGN AND LAYOUT

NO.	CRITERIA	Fulfilled	Not Fulfilled
6.1	A logical, consistent and uncluttered layout. The module is easy to navigate (e.g. there is a consistent colour scheme and icon layout, related content is organised together, self-evident titles have been used, etc.).		
6.2	The quality of individual content elements is assured (e.g. readability of the documents, acoustic comprehensibility of the videos and texts, etc.).		
6.3	The module is free of grammatical and spelling errors.		
6.4	A standard font size of at least 12 points is used.		
6.5	For online materials, a sans-serif font is used.		

Comments:

7. ACADEMIC STANDARDS AND LEARNING ACTIVITIES

7.1	No obvious breach of academic standards is evident. For example, if essays are submitted as part of the assessment, proper citation is mandatory. No ‘copy and paste’ from a source like Wikipedia will be accepted.		
7.2	No breach of ethical standards (no evidence of racism, religious defamation, etc.).		
7.3	A variety of methods are used to encourage course engagement (text, quiz, feedback, video, forum, etc.).		
7.4	The module provides activities that allow learners to develop higher-thinking and problem-solving skills, such as critical reflection and analyses.		
7.5	The module offers opportunities for learner to learner interaction and constructive collaboration.		

Comments:

8. ASSESSMENT AND FEEDBACK

5

NO.	CRITERIA	Fulfilled	Not Fulfilled
8.1	The form that assessment takes is predefined and communicated.		
8.2	The form of assessment is consistent with the module format.		
8.3	The module includes frequent and appropriate methods for the learner to assess their development of content mastery. It gives them the opportunity to review their performance and assess their own learning throughout the module.		
8.4	The method of delivery is adapted to the format of the module (assignment, quiz, reflection, pre-tests, automated self-tests, etc.).		

Comments:

9. STUDENT EVALUATION

9	Student evaluation was provided.		
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10. QUALITY ASSESSMENT **PASSED/FAILED**