**Programme Team DE module validation sign-off form**

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| --- | --- | --- |
|  | Yes/No | Comments |
| Subject specific: |
| Is the content accurate, up to date and valid? |  |  |
| Pedagogy:Please contact CAPE for guidance and resources. |
| Are the learning outcomes clearly stated? Will the learning materials allow the students to achieve the learning outcomes? (See [Guidance 3Xiii; 11.3](https://www.mdx.ac.uk/about-us/policies/academic-quality/learning-and-quality-enhancement-handbook-lqeh/)) |  |  |
| Is the content appropriate for the number of hours of study required? |  |  |
| Are there sufficient activities/review questions to consolidate the material? If you need support, please contact CAPE or LET. |  |  |
| Where books, journals, articles have been listed as supplementary texts, are they referred to in the material and is guidance given on when and why to read them? Are the resources available electronically/online via the library e.g. online reading list, LinkedIn Learning pathways, [BoB](https://libguides.mdx.ac.uk/c.php?g=322166&p=2154543))? Contact your subject librarian for support. |  |  |
| Do the materials make use of SCATE or another instructional design model? Contact the CAPE Distance Education team for support. |  |  |
| Does the content follow a clear strategy to achieve learning? (It need not be linear in design to achieve this). |  |  |
| Does the content help learners reflect on, review and digest new learning by adopting a deep rather than surface approach to learning? |  |  |
| Does the material provide useful and supportive feedback to learners’ responses to questions, activities and discussions? For more support check CAPE webinars, resources and guidance. |  |  |
| Is the material written at a suitable level and are the activities appropriate to the target audience? |  |  |
| Are the materials and activities stimulating and sufficient for keeping the learner involved and do they accommodate individual learners and diverse learning communities? |  |  |
| Equal opportunities: |
| Do examples and case studies reflect a diverse student population in terms of race, gender and ethnicity including the use of names and the choice of location? (See [the UDL methodology](http://www.kaltura.com/tiny/lioh0) and Inclusive Curriculum resources via CAPE) |  |  |
| Is the material culturally and socially sensitive to a wide audience? (There should not be references to the home university, campus facilities). Does the content promote participation and equality of opportunity for all learners? Check the [Decolonising Education: From Theory to Practice](https://www.futurelearn.com/courses/decolonising-education-from-theory-to-practice?utm_campaign=fl_bau&utm_medium=email&utm_source=marketing&utm_term=210224_GNL___UK&utm_content=copy) course (via Future Learn). |  |  |
| Do the activities provide for students of different abilities to be able to achieve the learning outcomes? |  |  |
| Editorial issues: (Fill in [the accessibility checklist](https://www.intra.mdx.ac.uk/about-us/services/centre-for-academic-practice-enhancement/learning-teaching-and-assessments/Creating-accessible-documents.docx) for further support) |
| Does the material meet [digital accessibility](https://www.intra.mdx.ac.uk/tools-policies/digital-accessibility-hub) criteria? |  |  |
| Do the units have meaningful titles? |  |  |
| Are all illustrations numbered and captioned appropriately, using the unit number and the sequence number? |  |  |
| Has everything been checked for typos, grammatical errors and paragraph structure? |  |  |
| Are the web links correct? Are all the recommended books available and in print? |  |  |
| Where necessary, have all copyrights been respected and attributed? |  |  |

I acknowledge that the material I have reviewed for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ satisfies the attached criteria to the best of my knowledge and is ready to be delivered in its current state for student use.

Signed …………………………………………………………… Date…………………………