



# VLE BASELINE CHECKLIST

This baseline checklist contains a set of recommendations for good practice when designing and managing your VLE module. Where appropriate, links to relevant VLE guidelines are provided.

## 1. Module Essentials

*Create a unit or folder in your VLE module which provides the following key information:*

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| 1.1. | <b>Welcome message:</b> create a short welcome message (text, video, or audio). This could include a brief module overview, summary of expectations & key introductory information.  |  |
| 1.2. | <b>Staff information:</b> include names, photos and additional contact information as needed (e.g. telephone, email, location, drop-in hours).   |  |
| 1.3. | <b>Link to module descriptor and learning outcomes:</b> upload these into your VLE module or link directly to the relevant document(s) on the departmental website.  |  |
| 1.4. | <b>Provide a communication statement:</b> this should describe how you will communicate with your students and how you expect students to communicate with you. Include your availability, response time, “virtual office hours” (see 4.1.), contact information and netiquette i.e. acceptable standards for communication and participation. |  |
| 1.5. | <b>Assessment overview:</b> provide a clear assessment schedule which includes submission details (see also 5.1.).   |  |

## 2. Structure

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| 2.1. | <b>Make your module as easy to navigate as possible:</b> provide a clear structure, “chunk” your content and clearly label “Core Reading” and “Supplementary Reading”. Consider the time that it will take students to read/engage with each resource and plan student workloads and reading lists accordingly. |  |
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## 3. Preparing for live classes

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| 3.1. | <b>Class schedule:</b> prepare and share a schedule of classes in advance. Include dates, times and links to online classes. Ensure that lectures do not overrun their scheduled time and for classes longer than 2 hours, build in a short break. |  |
| 3.2. | <b>Link to recordings:</b> If recording your live classes, add links to the recordings within your module and notify students when they are available.   |  |

## 4. Communication

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| 4.1. | <b>Communicate regularly:</b> this is important particularly at the outset of a module. Use the Announcements tool to communicate updates weekly. Avoid overload however: communicating too often, and via multiple channels, can lead to student disengagement. Consider hosting a regular online “office hour” (E.g. via the virtual classroom). |  |
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## 5. Assessment and Feedback

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| 5.1. | <b>Consider timing and balance:</b> when planning your assessment schedule (see 1.5.) consider the timing of assessment submissions across the programme of which your module is a part. Avoid clashes and overload for students. |  |
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## 6. Resources

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| 6.1. | <b>Provide a clearly labelled reading/resources list:</b> include descriptive links to relevant online content where possible. |  |
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## 7. Accessibility

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| 7.1. | Adhere to <a href="#">TCD accessibility guidelines</a> issued by Disability Services. |  |
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