FREQUENTLY ASKED QUESTIONS ABOUT ALISON PUBLISHING TOOL

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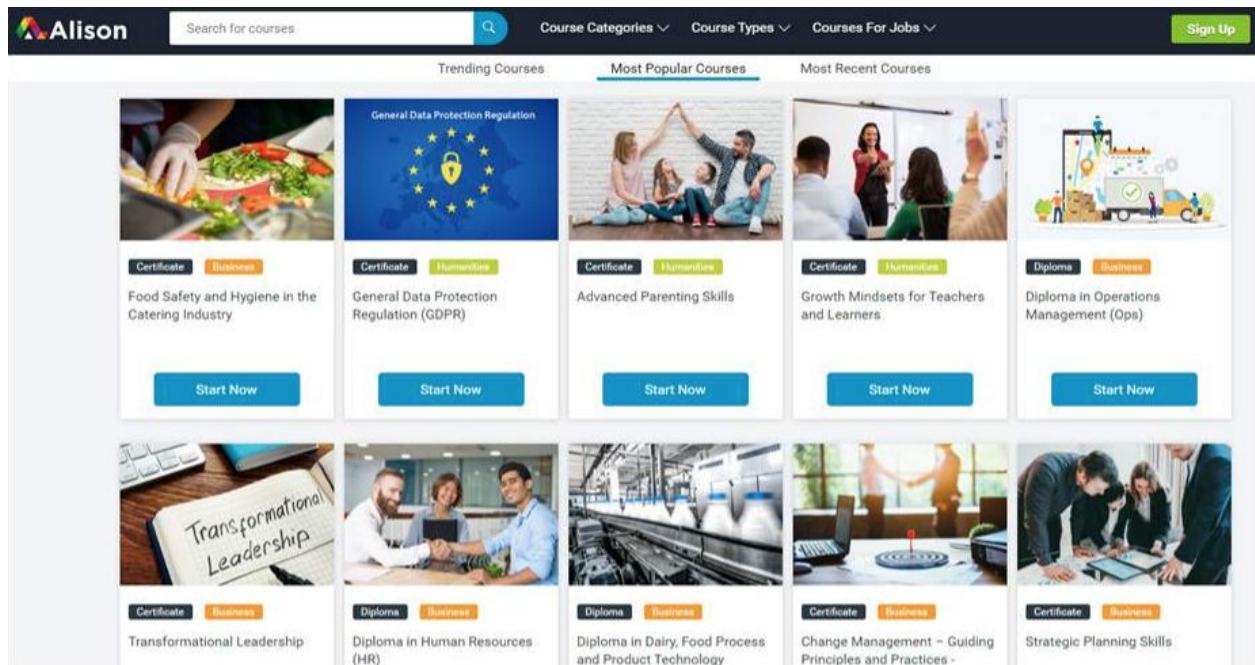
COURSE LEVEL

How to Write Your Course Title

You will need to create an effective course title that communicates the subject matter well.
It is important to note that you will need to choose the course title carefully, as it cannot be changed once the course is published.

- Search Engine - If you type a similar course name or subject into a search engine, review the search results and if you want your course to rank amongst these
- Keep the Audience in Mind - Specify your audience. Think about who you are writing for. Who will study this course? Writing for a certain learner group may require a particular choice of words, tone, or style.
- Keep it short and be succinct. Make sure the title is easy to remember and gets to the heart of what the course is about.
- Make it accurate. Set expectations by naming your course appropriately.
- Write with the context in mind. Is your course for beginners or experts? Make sure the course title is relevant to the subject-matter.

Effective example: Guide to Zoom Video Conferencing
Ineffective example: Use Zoom to Lead and Manage the People in your Organisation

How to Write Learning Outcomes

Learning outcomes are an important part of any course. They indicate to the learner, in advance, what they can expect to learn from a course. A course can be evaluated by how it achieves the intended learning outcomes.

Learning outcomes are presented in a bullet list format at three separate locations.

1. Course description page. Please note that in this section only the learning outcomes do NOT end with a full stop/period.

2. The first topic in each module.

- Module title in page heading (regular H4 size font).
- Subheading in bold "After completing this module, you will be able to:"
- List of learning outcomes.

The Legalities of Cryptocurrency - Learning Outcomes

After completing this module, you will be able to:

- List information about current laws regarding currency in the UK.
- Describe the way the UK treats cryptocurrency for tax purposes.
- Explain the legal concerns involved with these types of transactions.
- Discuss proposed and suggested regulations regarding cryptocurrency in the UK.
- List information about foreign regulations and how they may impact UK treatment of cryptocurrency.

3. Course assessment settings.

⚙ Page 2 - Learning Outcomes   List of Action Verbs

Module 1:
- Discuss current laws regarding currency in the UK.
- Explain how the UK treats cryptocurrency for tax purposes.
- Explain the legal concerns involved with these types of transactions.
- Discuss proposed and suggested regulations regarding cryptocurrency in the UK.
- List information about foreign regulations and how they may impact UK treatment of cryptocurrency.

Information Guide
A guide has been added to the Edit Course section, advising how you should write your learning outcomes. In addition, the List of Action Verbs button displays 31 sample verbs that can be used.

Learning outcomes...

List of Action Verbs

ⓘ *Please write between 6 and 12 learning outcomes with a maximum of 120 characters in each*

B *I* X² X₂ ☰

By the end of this course, you will be able to:

- Discuss current laws regarding currency in the UK
- Explain how the UK treats cryptocurrency for tax purposes
- Discuss proposed and suggested regulations regarding cryptocurrency in the UK

Each learning outcome should begin with an action verb, explaining to the learner what they will be able to do after completing the module or course. You can use any verb from this list. Please note that this list features American spelling and you may need to change to British spelling depending on the style rules of your course. Either American or British spelling is acceptable, but you must make sure that your spelling style is consistently one or the other throughout your course.

Action verbs

analyze	define	identify	paraphrase	state
arrange	describe	indicate	recall	summarize
categorize	discuss	label	recognize	translate
classify	distinguish	list	relate	
compare	estimate	match	select	
compute	evaluate	order	separate	
contrast	explain	outline	solve	

<u>Writing Tips</u>

The following is a quick guide on how to generate suitable text for the learning outcomes in your course.

- ● Module - Use the text from the course topics or topic descriptions. Identify the main learning points - what is taught, what is learned? Make a list from these points.
- ● Course - Use the text from the module descriptions or lesson summaries. Alternatively, compile the learning outcomes from each module and condense them down to the main learning outcomes for the course.

How to Write the Course Summary

The course summary is your primary opportunity to present a clear overview of the content and value of your course and encourage people to study it.

The course summary has two main purposes:
1. To provide a comprehensive description of the course content.
2. To explain to the learner the value of taking the course.

For external users, the course summary or description, appears beneath the short summary on the main course page, next to the information on the course modules and learning outcomes.

| Description | Modules | Outcome | Certification | View course modules > |

In this course, you will learn definitions of 'craft', 'activism', 'craftivism' and 'Gentle Protest'. You will learn the theory and practice of this unique form of activism and see how craftivists around the world have used this approach to activism in different contexts and scales to help create real positive change personally, locally, nationally and globally. You will discover how craftivism can be a tool to help change hearts, minds, policies and laws as well as when it might not be the best tool to choose out of the activism toolbox of tactics. If there's time for the loud, there's also time for the quiet. If there's time for the fast, there's also a need for the slow. In everyone's heart is a desire to change things for the better – it is essential that there is an activist toolkit that is as diverse as humanity. This form of gentle craftivism is for everyone wherever you are in the world: from skilled crafters to burnt out activists, introverts, highly sensitive people, people struggling with anxiety and those people who want to challenge injustice in the world but don't know what to do, where to start or how to prioritise their energies and time.

The course looks at how to use the process of handicrafts for mindfulness, critical thinking about your activism strategy as well as a process for communal craftivism to find common ground and be in solidarity with others to help make our world a happier, healthier and more harmonious place for all. Secondly, you will see how to use the product as a bespoke gift to give to power-holders such as politicians, business leaders, religious leaders and other people in positions of power and influence to encourage them to use their power to contribute to society and to help you be seen as their critical friend holding them account whilst also showing you believe they can be part of the solution to injustices rather than being seen as aggressive enemies that shout, don't listen to each other or worse: ignore each other. Thirdly, you will learn how craftivism can be used in public spaces (offline and online) as small physical catalysts for thought, conversation and positive action. Finally you will learn about how to measure the impact of your craftivism objects impact and the strengths and weaknesses of craftivism.

By the end of the course you will have a strong understanding of Gentle Protest craftivism and when best to use craftivism as one of the many tools in the activism toolkit - not to replace other forms of activism, but see where it can be of use in the right context, with the right people at the right time. You will learn from real case studies of how craftivism has helped make positive change in the world in large, small and varied ways through different craftivism projects that people have taken part in alone or in groups all over the world in different situations and cultures. You will see how craftivism can help diverse people. And you will see how it is important to have a clear goal, strategy, power-analysis and think through how to attract decision-makers to be attracted to and empowered to be part of the solutions to injustices. The course will give you much more confidence to be a hopeful, kind and effective changemaker using craft as one of your tools to serve social justice. So get started today to begin your craftivism journey!

Within the Publishing Tool, it appears on the Edit Course section, under the short summary. We recommend writing three paragraphs with 180-270 words in each paragraph for maximum impact.

Summary

ⓘ *Please write 3 paragraphs, with 180-270 words in each*

B *I* x² x₂

In this course, you will learn definitions of 'craft', 'activism', 'craftivism' and 'Gentle Protest'. You will learn the theory and practice of this unique form of activism and see how craftivists around the world have used this approach to activism in different contexts and scales to help create real positive change personally, locally, nationally and globally. You will discover how craftivism can

4127 Characters left

Writing Tips

Here is a brief guide to formulating content for your course summary.
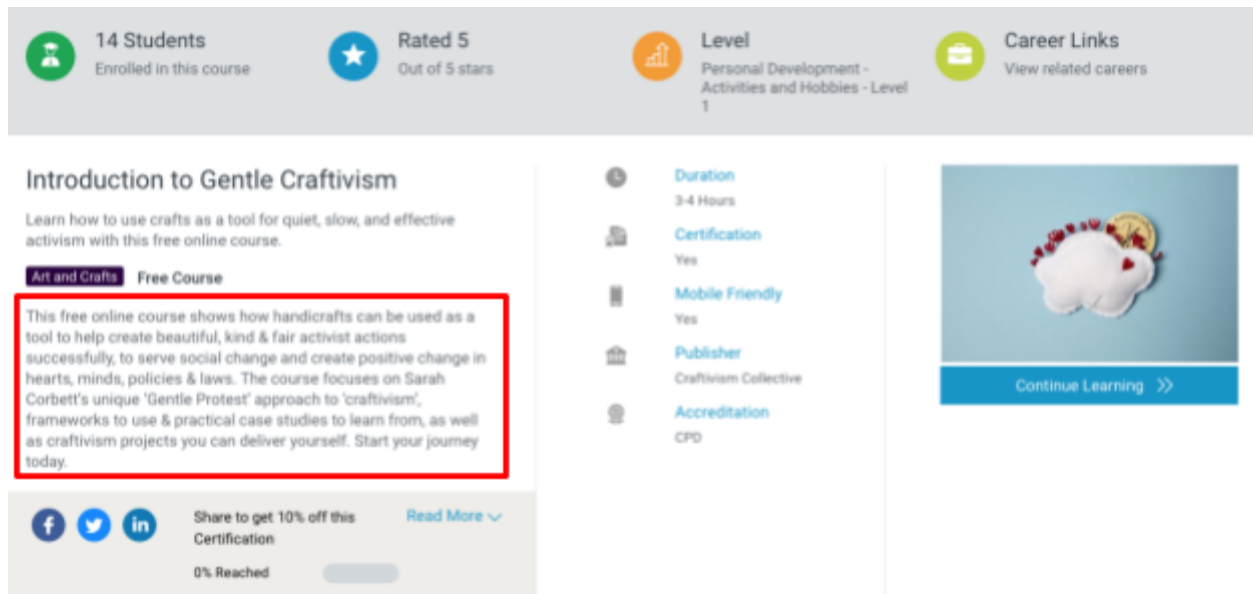
- Do not use the short summary as the first paragraph in the long summary.
- The first two paragraphs describe the content of the course in detail, telling the user what they will learn.
- You can use your module and topic descriptions to provide the narrative for the first two paragraphs of the course summary, which needs to include detailed information about the course content. Think about the reader: "Why should I take this course?" Also include additional information, such as whether the course is instructor-led or video-based. Mention if the course includes audio, examples, case studies etc.
- The third paragraph sells the course, showing what is interesting and valuable about it.
- For this section, indicate who the course would be best suited for - the target audience - blue collar workers, students, professionals? You can "sell" the course in this section, by presenting the benefits of taking this course. Would it enhance a person's career prospects? Would it help someone continue their studies in a higher education context?
- The final sentence of the third paragraph should encourage the user to start the course.
- A hyperlink to start the course will be added to this text by the Alison team.
- Do not list topics in descriptions, create descriptive sentences instead.
- A well written summary of this length will help your course appear at the top of a Google search.

How to Write the Course Short Summary

The short course summary has two main purposes:
- To provide a concise overview of the course content.
- To explain the benefits of taking the course.

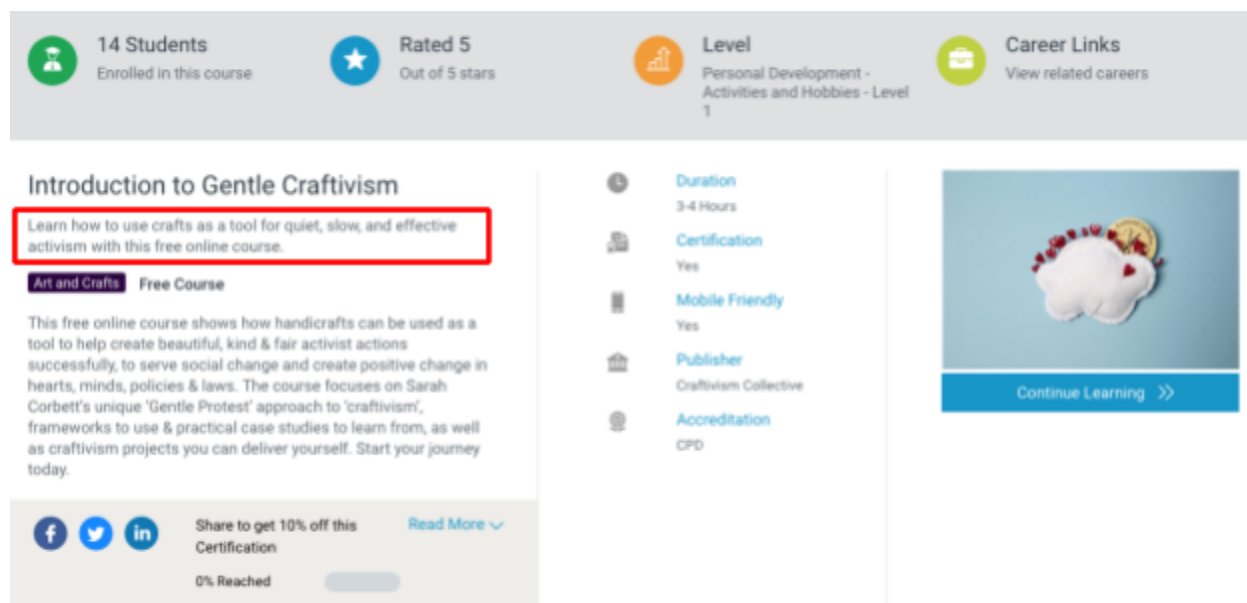The short course summary or description, appears below the course headline on the main course page:

Writing Tips

The short description quickly describes the course and sells its value to the user.
- In the first sentence of the short description, you must include the words "free online xxx course", for instance "....this free online psychology course". This is essential.
- The short description then shows how the general subject matter of the course is interesting/useful for personal or professional development.
- The short description also gives a preview of specific content/topics covered within the course.
- Do not list topics in descriptions, create descriptive sentences instead.

How to Write the Course Headline

The course headline is the first piece of text on the main course page. Its purpose is to briefly present to the learner what they will study in the course or the main subject-matter of the course. It appears below the course title and above the short summary on the main course page.

Writing Tips
- The headline is one sentence that quickly describes the core subject matter of the course in a general way.
- Try to include the words "free online xxx course". For instance "....this free online psychology course".
- Your headline should end with a full stop (period).
- The best way to write your course headline is to use the text from the short course summary and edit it down to one sentence.

Effective example: Learn about the theory and applications of Polymer technologies in industrial and manufacturing processes.

Ineffective example: Learn about the kinetics of reactions involving degradation and polymerisation of polymers.

How to Write Course Metadata

Search Engine Optimization (SEO) refers to writing meta titles, meta descriptions and meta keywords (known collectively as metadata), in a way that improves the value and ranking of a course or web page in search engine results. Your course needs to be discovered by search engines so that it can connect search queries to your course content.

Three meta data text fields need to be completed by publishers for Alison courses:
1. Meta title
2. Meta description
3. Meta keywords

Please enter Meta Title here...

Introduction to Gentle Craftivism | Free Online Course | Alison

7 Characters left

Enter course Meta Description here...

Learn how to use craftivism to make effective change on social justice issues you care about with this free online course, Introduction to Gentle Craftivism.

3 Characters left

Please specify course keywords here...

craft, craftivism, social justice, Gentle Protest, free online course

1. Meta title
This should be styled as above. If you can't fit this, you can remove the word "Online". If you still can't fit this, you can shorten your course name by using ampersands (&) instead of "and".
Your Course Name | Free Online Course | Alison

2. Meta description

This is a short summary of your course and will appear on search engine results. This must be different from the course short summary and long summary.

3. Meta keywords

The keywords at course level should be directly related to your course content. You need 3-5 keywords. This will directly affect the placement of your course on search engines results. Search engine algorithms can "penalise" web pages for "spamming", i.e. inserting extraneous or too much content, in an effort to draw more attention than is deserved.

How to Add Course Resources

Additional information can be added to a course, by uploading documents to the Course Resources section. Course resources appear above the list of modules on the course page.
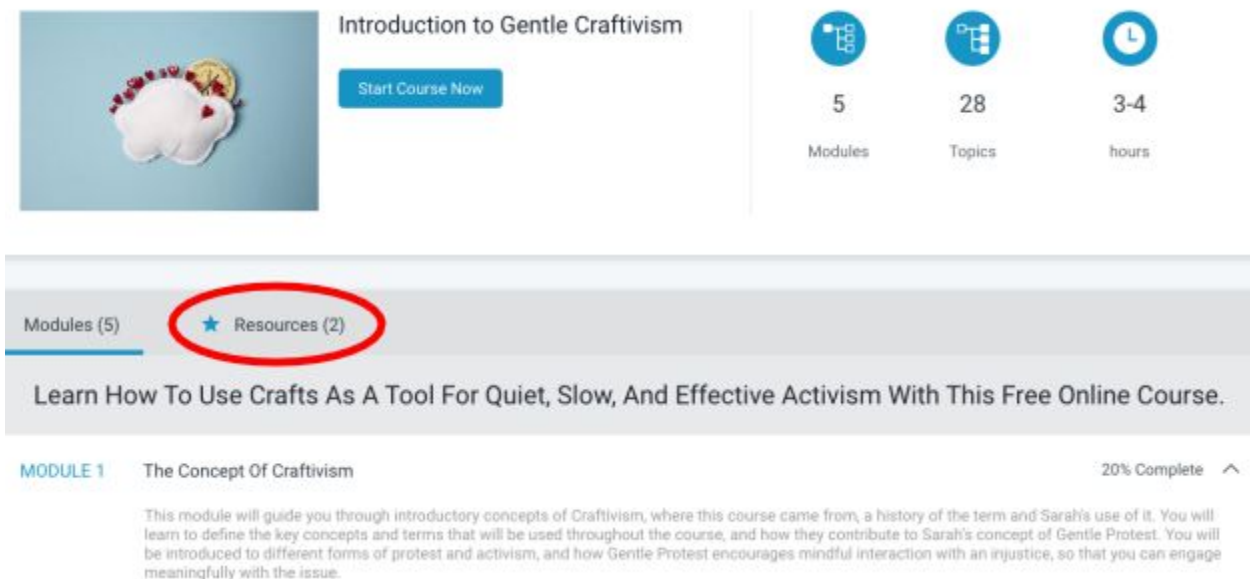
- Examples of course resources include: documents, references, glossaries, case studies, posters, images and presentations.
- Files can be added in the following formats: PDF, png, excel, word, powerpoint.
- The maximum upload size for resource documents is 3MB.

To add a course resource in the Publishing Tool hover over the Add Elements button and select Create Resource.
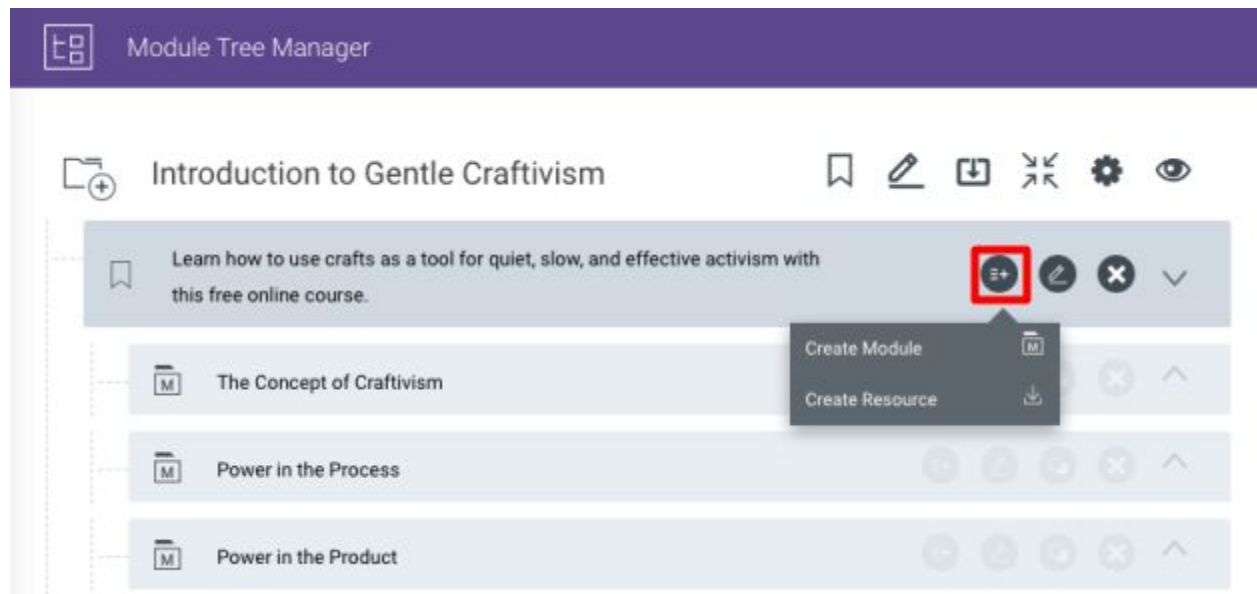
The resource will then appear at the bottom of your module tree manager. You can drag and drop this to reorder if needed.

Select edit resource to title the resource and write a description.

Edit Resource

Resource Information

Resource title

Resource Title

286 Characters left

Resource description

Please enter description here...

500 Characters left

Done

About this Step

Enter the basic information about your resource. If you are not sure about the name you want to give to your resource, no problem, You can come back and edit whenever you want.

Resource Example

Resource Title

Make the Switch to Excel 2010

Resource Description

In this resource you will be introduced to Excel, how to navigate the menu and the different tasks that can be done with it.

Resource Information

Resource title

A Craftivist's Manifesto

276 Characters left

Resource description

This resource summarises the basic values of Gentle Protest and Craftivism as they are described throughout the course.

381 Characters left

Next, select Upload Resource.

Upload/drag your files into place, making sure to name your files clearly for users.

How to Move Elements

To move or reorder elements such as topics or pages, simply left click the element and drag and drop it to the required location. If you are moving modules or chapters, ensure that it is collapsed before moving it.
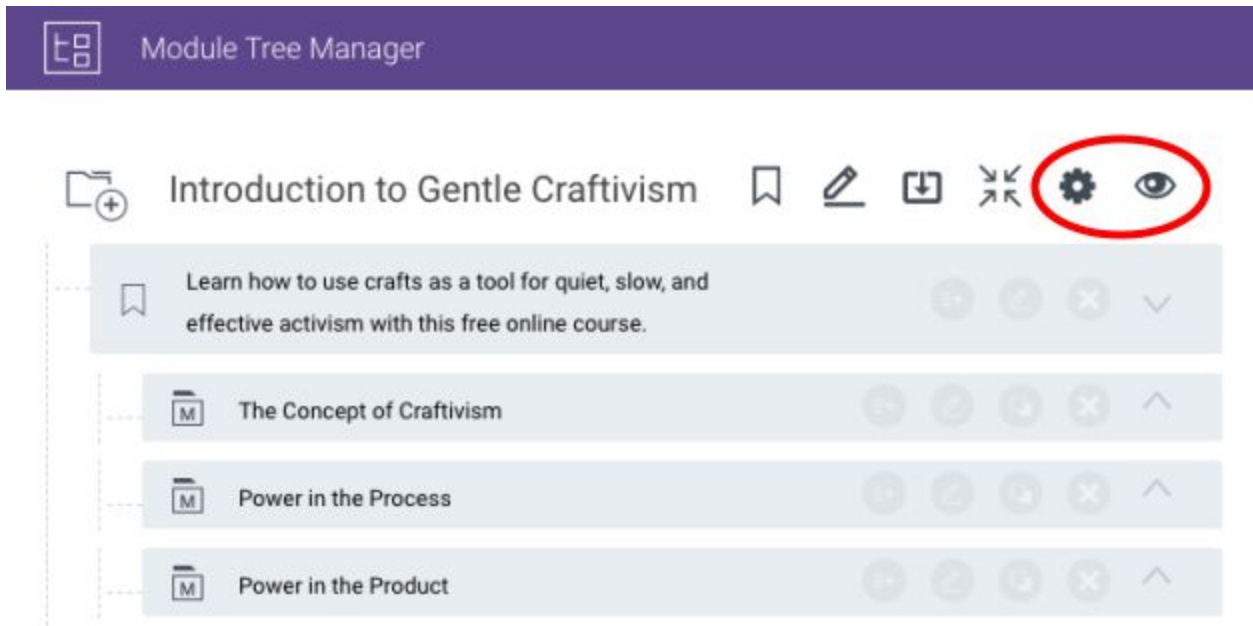
Chapters can be moved to create new course sections.

Modules, topics and pages can be moved to restructure lessons or create a new learner experience.
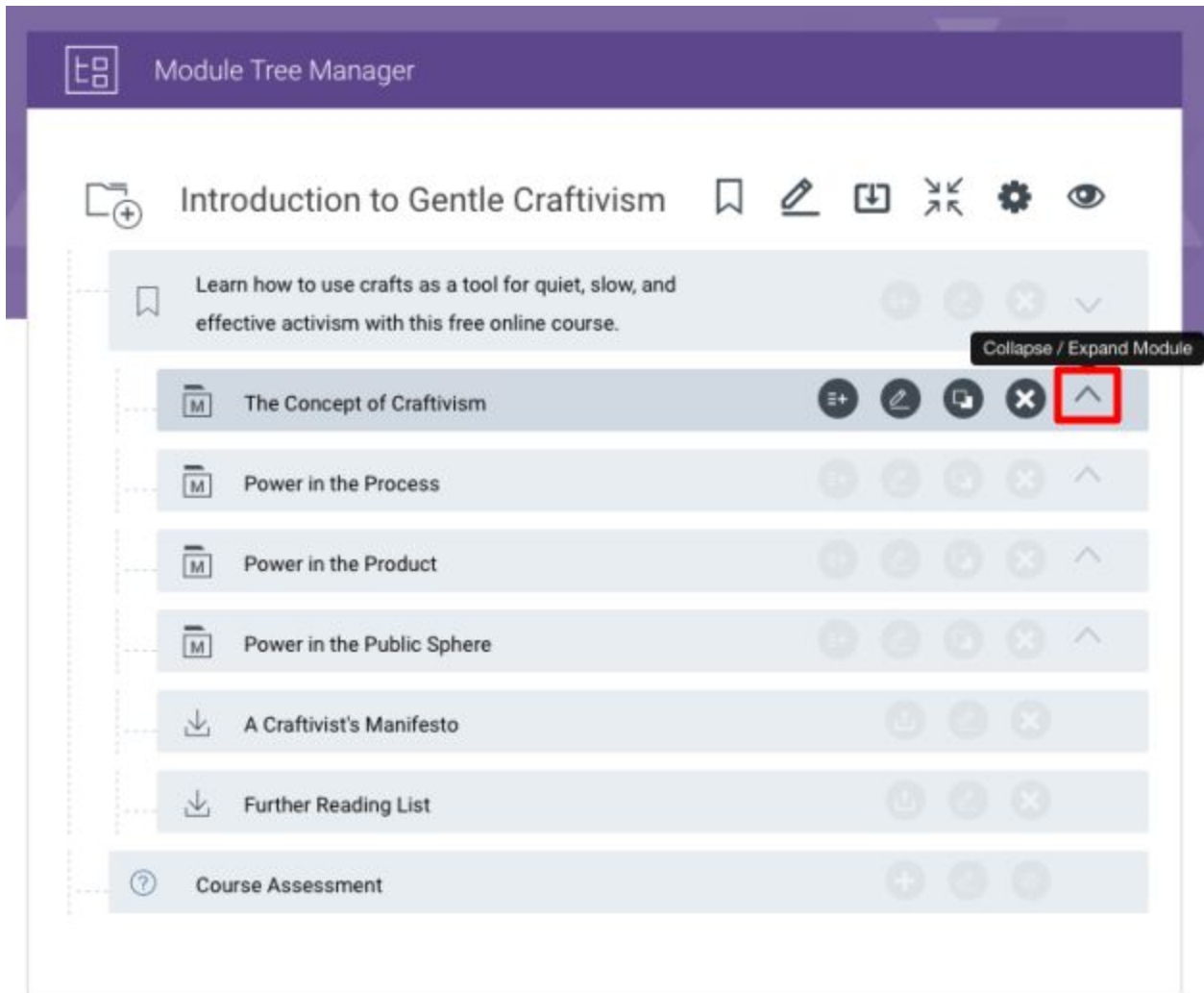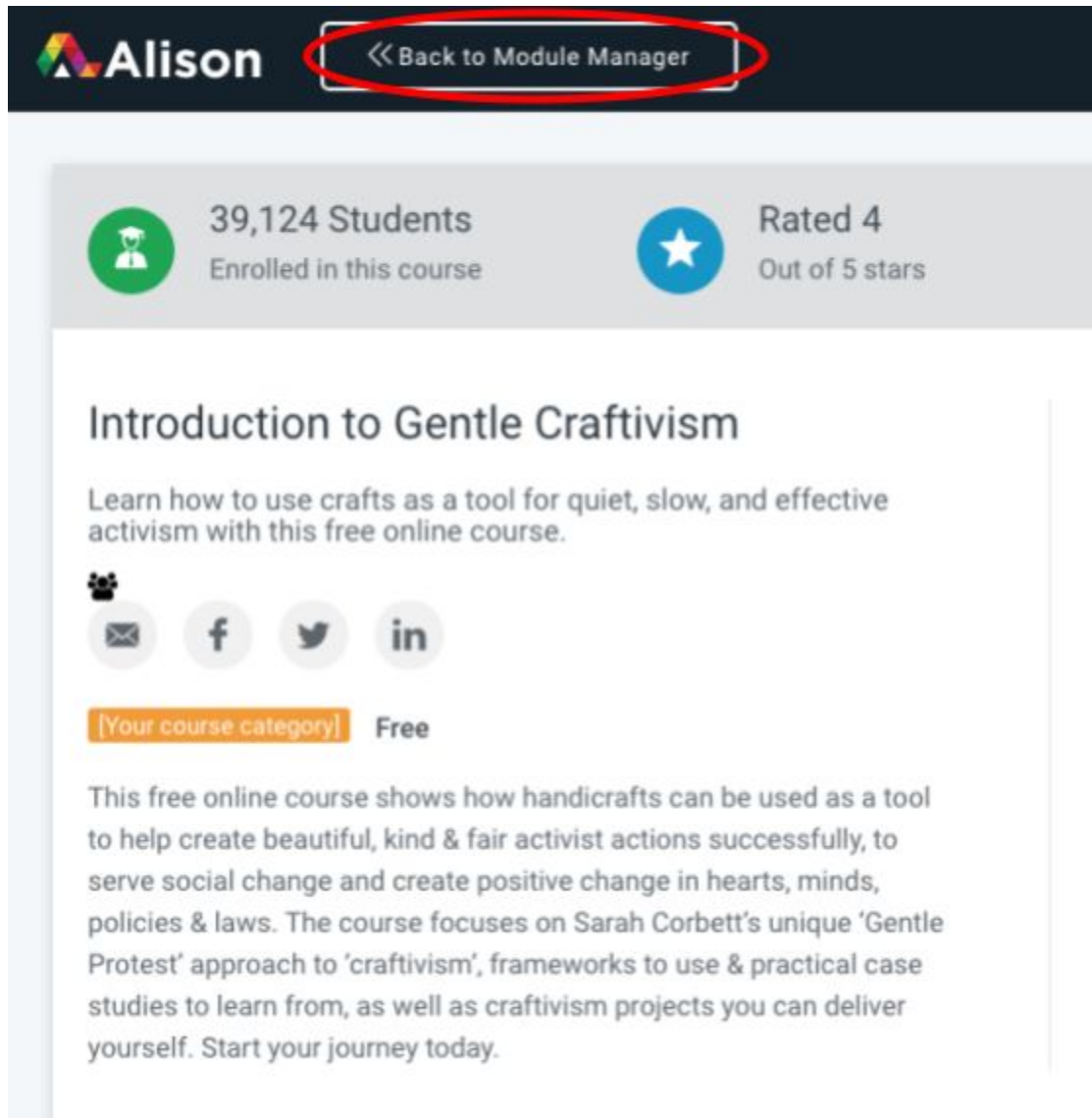
How Can I Preview and Check My Course?

You can preview and check your course by selecting the Course Preview Generator and Course Preview options at the top of the module tree manager.

After generating your course preview, you can access a simulation of the course as it will appear on the Alison website.

Check your course by going through the descriptions, modules, topics, pages and questions. This will give you insight into how your course will appear to your audience. If you need to make changes, select the Back to Module Manager option.

How Do I Submit My Course For Review?

Before submitting your course for review, make sure you have previewed and checked it thoroughly.

Use the following checklist:
● All course descriptions are complete.
● Correct grammar and punctuation is used throughout the course.

- The course content is clearly explained and well structured.
- All modules, topics and assessment questions are complete.
- The course content does not infringe copyright or intellectual property.
- Page layout conforms to the Alison production and style guides.
- The course has been previewed and its quality verified.

To submit your course for a review you must access the course preview and select View course modules.

Select the option to Submit for Review on the top of the page.
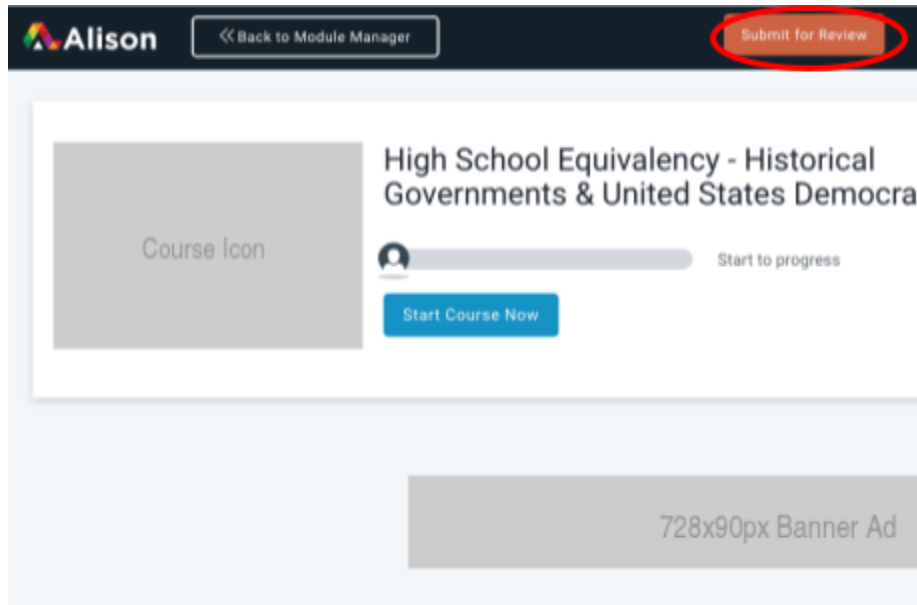
How Do I Protect Against Copyright Infringement?

In your agreement with Alison to become a Publisher, you agree to obtain the necessary permission to include material in your course that is held in copyright by a third party. This includes: proprietary text, images, illustrations, data, multimedia and any other material produced or owned by a third party.

Third party copyright material includes content that is not your own work, or material that is not in the public domain. It may also include material which is your own work or partly your own work and for which you do not have permission to use in certain contexts.

If you have permission to use content that is copyright free, you may be required to credit or reference the author or producer of this material.

Alison does not take responsibility for copyright infringement by Alison publishers, including "Self-Publishers and "Course Builders". Alison Publishers assume personal responsibility and liability for any copyright material or intellectual property infringement included in their courses.

To use content produced solely by, or in collaboration with, third parties in your courses, without infringing copyright or intellectual property, Alison Publishers are advised to agree to the terms

and conditions laid out by the producers/owners/collaborators of this content, in order to avoid any legal liability.

How Do I Create a Bibliography?

A bibliography is a list of sources used in your course, for example, articles, books, website etc, even if these sources are not directly cited or referenced in the course content.

A bibliography should include:
1. Author's name.
2. Title of the work.
3. Name/location of Publisher.

Bibliography formats include Harvard, APA, Chicago or MLA.

If you are using a bibliography, all sources should be listed numerically and should be listed in the order that they appear in the course.

You can include a numbered bibliography on a page at the end of each topic or module. You can also upload your bibliography in document format as a course resource.

A citation (in other words when you paraphrase) is when you provide a direct reference to one of the sources listed in your bibliography. Citations may take the form of footnotes, endnotes or bracketed references.

It is important for you to cite and reference any external sources used in your course in a bibliography. Failure to do so will result in the removal of your course and you may be liable for copyright infringement.

MODULE LEVEL

How to Create and Structure a Module

To add your own title and description to a module, select the Edit Module option.

The title and description of your module should clearly describe the type of content in the module. It should represent a summary of the topics in the module.

There are 300 characters (including spaces) allowed in the module title text field and 500 characters in the module description field.

Edit Module

Module Information

Module title

The Concept of Craftivism

275 Characters left

Module description

This module will guide you through introductory concepts of Craftivism, where this course came from, a history of the term and Sarah's use of it. You will learn to define the key concepts and terms that will be used throughout the course, and how they contribute to Sarah's concept of Gentle Protest. You will be introduced to different forms of protest and activism, and how Gentle Protest encourages mindful interaction with an injustice, so that you can engage meaningfully with the issue.

8 Characters left

Done

A good way to generate the text for your module description, is to select three topics from the learning outcomes and present it as a brief summary.

Module descriptions appear in the modules page of the course player.

How to Use Chapters

Structure:

Alison courses are structured hierarchically into Chapters, Modules, Topics and Pages. The highest division of course content is a Chapter.

Chapters serve three purposes:
1. To create new modules and resources.
2. To provide label information about a course or modules.
3. To divide long courses into different sections.

Select the Add Elements option in the Chapter menu to create a new module or course resource.
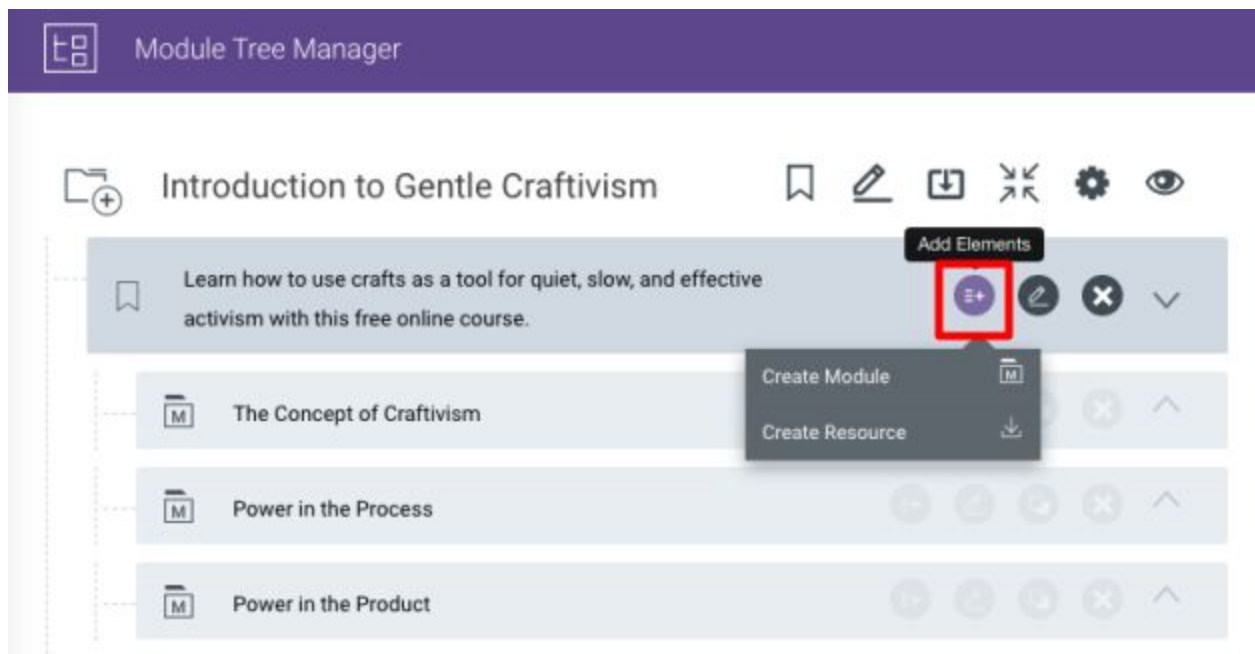
Select the Edit Label option to write a text label for a course or module.
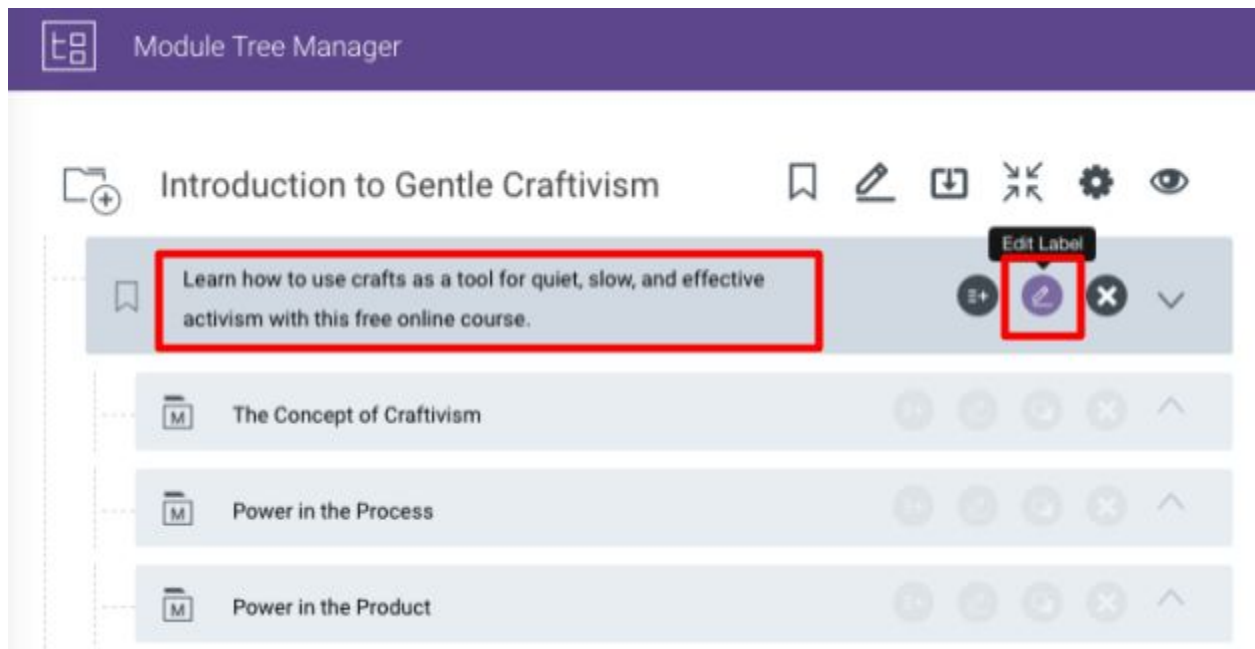
Alison's Diploma in Garden Design and Maintenance course, contains 32 modules and 269 topics. The course was divided into 5 chapters, dealing with separate areas of the course.

		Gardening Concerns
MODULE 9	Pest Control	
MODULE 10	Solutions To Difficult Gardens	
MODULE 11	Vegetable And Herb Gardens	
		Garden Design
MODULE 12	Garden Design Process	
MODULE 13	Garden Design Styles	
MODULE 14	Survey, Site Appraisal And Measuring Techniques	
MODULE 15	Planning Your Projects	
MODULE 16	Proportion Illusions And Effective Use Of Space	
MODULE 17	Drawing A Plan And Graphics Skills	
MODULE 18	Surfaces, Materials And Hard Landscaping	
MODULE 19	Diploma In Garden Design And Maintenance - First Assessment	
		Garden Features
MODULE 20	How To Build Raised Flower Beds	
MODULE 21	How To Lay A Patio	

TOPIC LEVEL

Creating Topics and Descriptions

Titles and descriptions are added to topics by using the Edit Topic menu.
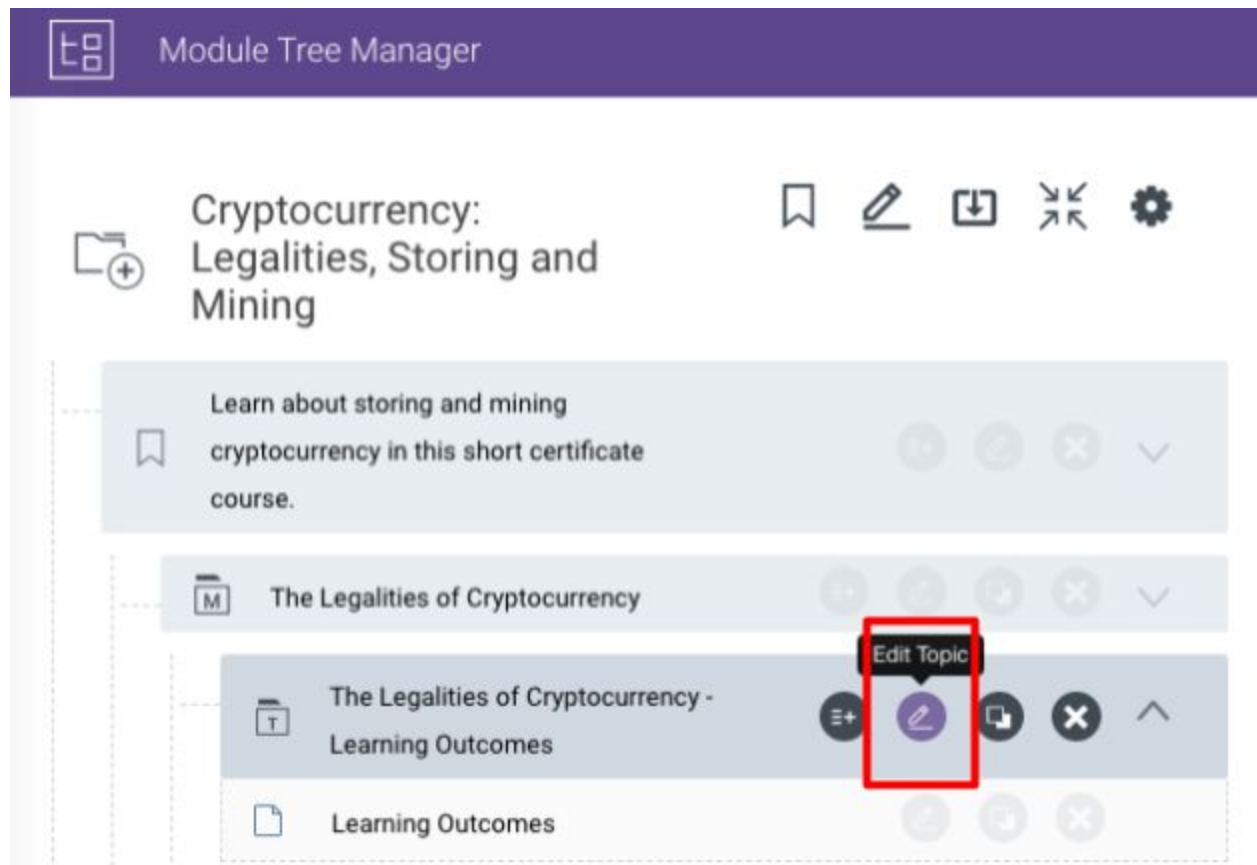
Learning Outcomes and Lesson Summaries should be styled as below:
- Name of Module - Learning Outcomes
- Name of Module - Lesson Summary
- All other topic titles should be informative and concise, indicating the content contained within the topic.

Topic descriptions for Learning Outcomes should be styled as follows:

This topic presents a list of intended Learning Outcomes for the module _____ from the course _____ on Alison.com.

Edit Topic

Topic Information

Topic title

The Legalities of Cryptocurrency - Learning Outcomes

248 Characters left

Topic description

This topic presents a list of intended Learning Outcomes for the module The Legalities of Cryptocurrency from the course Cryptocurrency: Legalities, Storing and Mining on Alison.com.

318 Characters left

Topic descriptions for Lesson Summaries should be styled as follows:

This topic presents a summary of the key content covered in the module _____ from the course _____ on Alison.com.

All other topic descriptions should include specific information about the content of the topic. Avoid listing a series of points, instead create a few informative sentences. You can use words and phrases to link these sentences from this list:
- First, next, then, finally...
- In addition to this...
- This will include...
- Following on from this...
- You will be taught...

- You will discover...
- Alongside this...

Topic Information

Topic title

Cryptocurrency Laws & Taxes

273 Characters left

Topic description

In this topic you will learn the basics of how cryptocurrency is treated in law, with particular reference to the UK. You will also learn which countries are taking a more cautious approach to digital currencies and explore how both cryptocurrency investments and 'mined' coins are treated for tax purposes.

193 Characters left

Topic transcript

Please enter topic transcript here...

30000 Characters left

Topic meta title

Cryptocurrency Laws & Taxes | Free Online Course | Alison

13 Characters left

Topic meta description

What goes in a Topic?

- Facts: This is specific information including definitions, key terms, data, information and statistics.
- Procedures: These are a set of clearly defined steps that demonstrate how to perform a task.
- Concepts: These are ideas, objects or entities that can be defined by a single word or phrase.
- Principles: These describe relationships between concepts, for example: Price increases as supply decreases.
- Interpersonal: These are verbal and non-verbal skills that are useful for communication and interaction.
- Attitudes: These are a predisposition for certain behaviours.

PAGE LEVEL

Introduction to Publishing Tool Assets

Below is an overview of the different assets in the Publisher Tool and their functions.
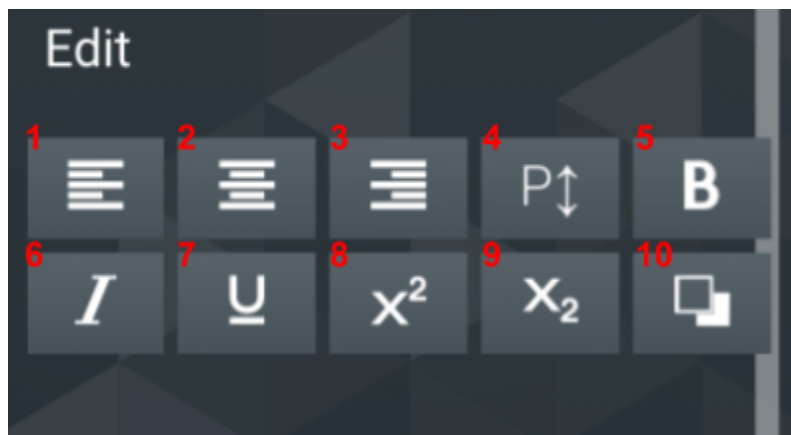
1. Heading
2. Text block
3. Image
4. List
5. Divider
6. Video
7. Audio
8. Language
9. Vertical tabs
10. Modal
11. Accordion
12. Horizontal tabs
13. Table

Edit menu

You can alter the assets in various ways through the Edit menu. Selecting each asset will display different Edit options.

1. Align left
2. Align centre
3. Align right
4. Font size
5. Bold
6. Italic

7. Underline
8. Superscript
9. Subscript
10. Convert to code snippet/Reverse colours

Additional edit options include:
11. Adding/removing tabs
12. Adding/removing columns and rows
13. Increasing/decreasing column width
14. Adding image/text or combination to tabs
15. Adding captions
16. Math

Heading
- This is used to add headings (titles) to the top of the page.
- Page headings help inform the learner about how the content is structured.
- You can alter the size and style of your heading but it is important to choose one style and be consistent throughout your course.
- Headings can be coloured or transparent (you can select this through the Edit menu).
- You should not have a two-deck heading (this means a heading that is split across two lines). Size H4 regular font is recommended.
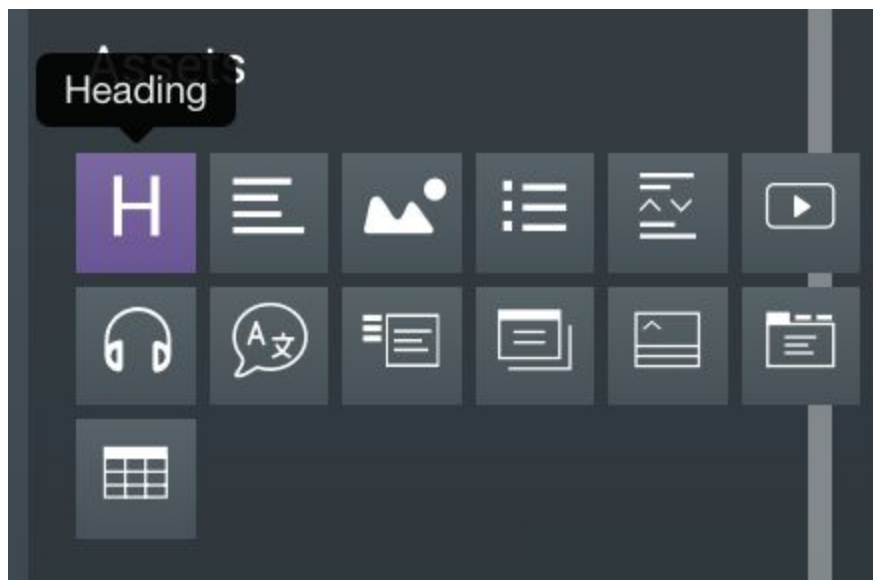
Text Block
- This asset adds placeholder text to the page.
- Replace it with your own text and reposition it to your desired location.
- Don't forget to "paste in plain text" when adding text otherwise you paste the original formatting and this will affect your overall course formatting.
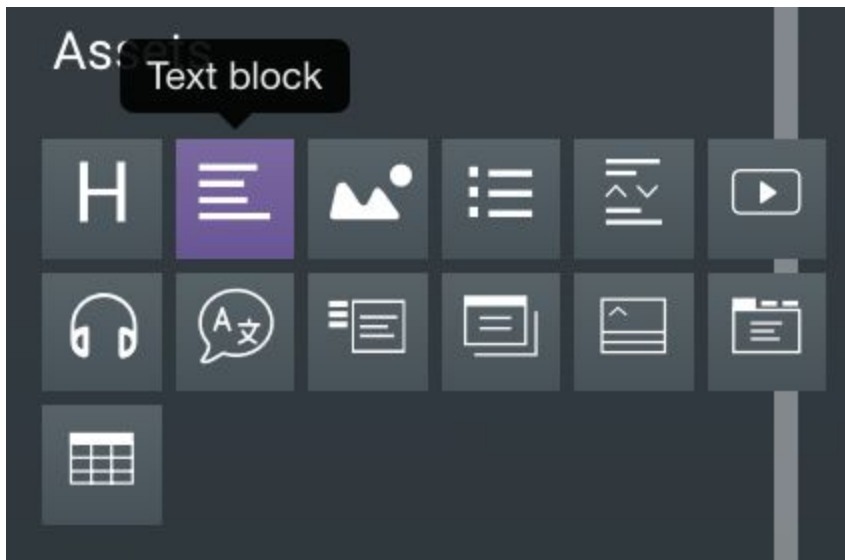

Image
- This step adds a placeholder image to the page.
- Click on it and add your own image by uploading it from the Edit menu.
- For more information on images, click here.
- Images help the learning process.
- Adding visual aids will enhance your audience's experience.
- Images should be relevant to the content and complement the other assets used on the page.
- Images can be photos, icons or illustrations. Images should be in .PNG or .JPG format with a maximum size of 1080 x 2160 pixels.
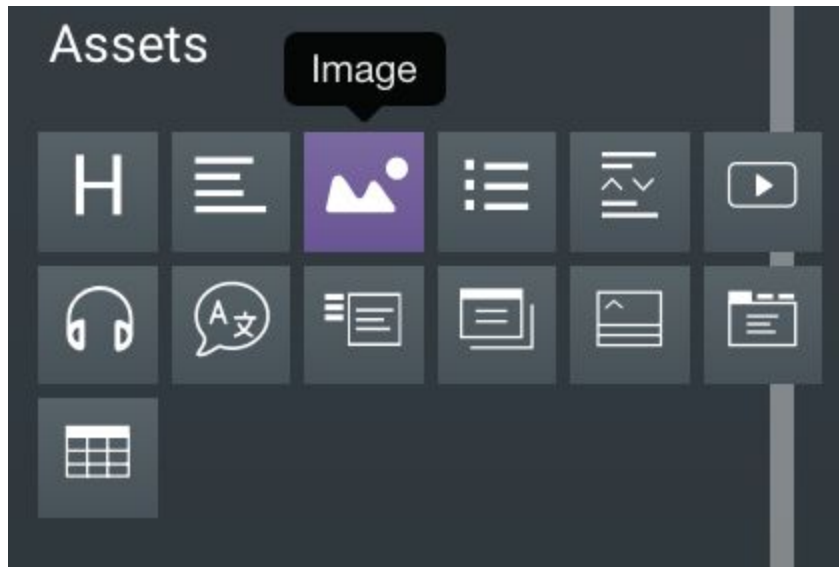
List

- This adds a bullet list to the page.
- Paste in your text and use the backspace and return keys to arrange your list.
- You can also change your bullet list to a numbered list through the Edit menu.
- A bullet list must be used on your Learning Outcomes and Lesson Summary pages but can also be used elsewhere in your course to present information.
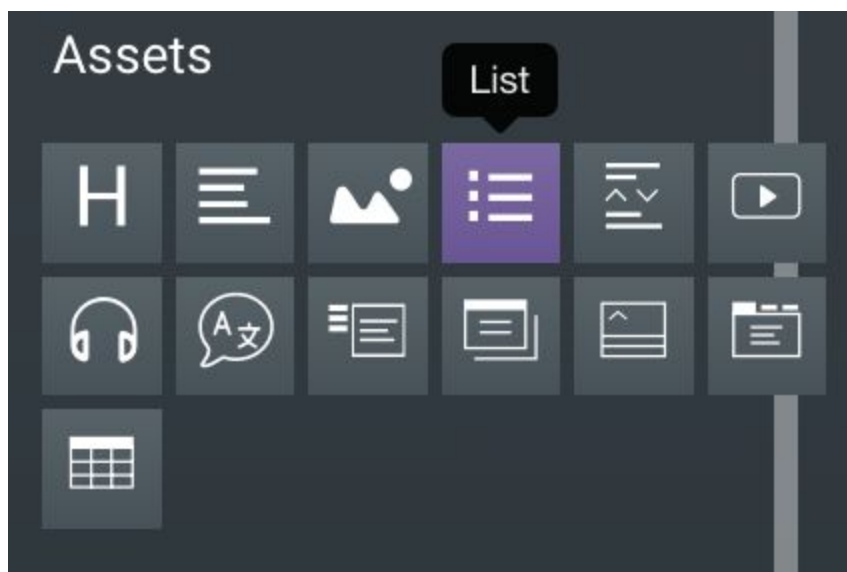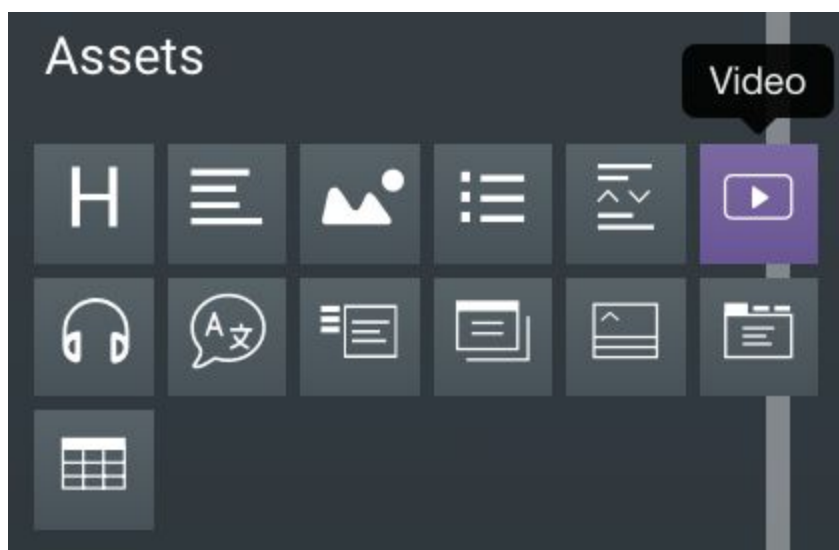
Divider

This is used to add a space between assets. It can be resized and repositioned as required.
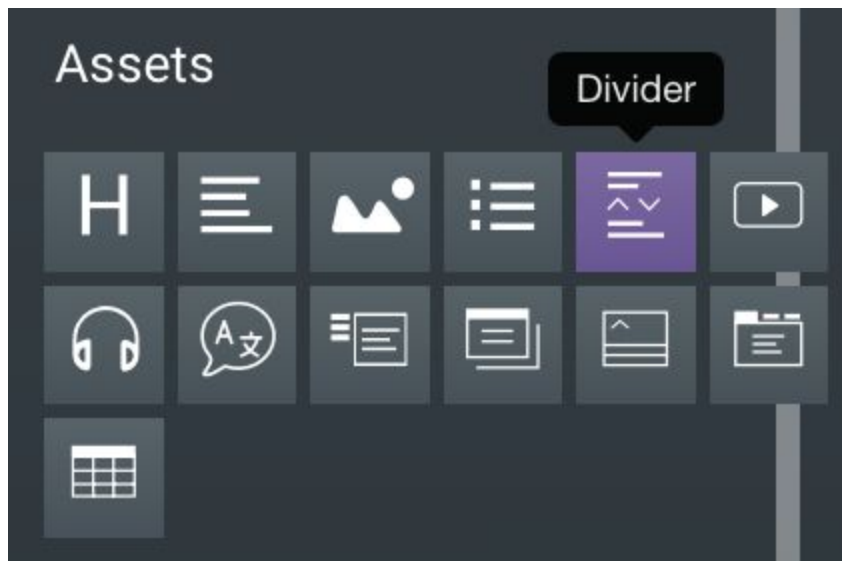

Video

- Adds a placeholder video to the page.
- Click on it and add a video by pasting the urls in the Edit menu.
- All videos must be Vimeo files. Video dimensions should be 640 x 840.
- You can resize the video and add a caption through the Edit menu.

Audio

- Adds audio to the page. Audio must be added in MP3 format.
- Preferred audio file quality is 64 kbps at 44Hz.
- Click on the audio asset and add an audio file by uploading it from the Edit menu.
- Use of audio can increase the effectiveness of a lesson, by providing a stimulus and an additional source of information.
- Audio should not be used to repeat information already on the page.
- Audio should be used to provide supplementary or complementary information that reinforces the content on the page.
- Examples are a scenario in which an activity or behaviour is demonstrated or an interview with an expert.
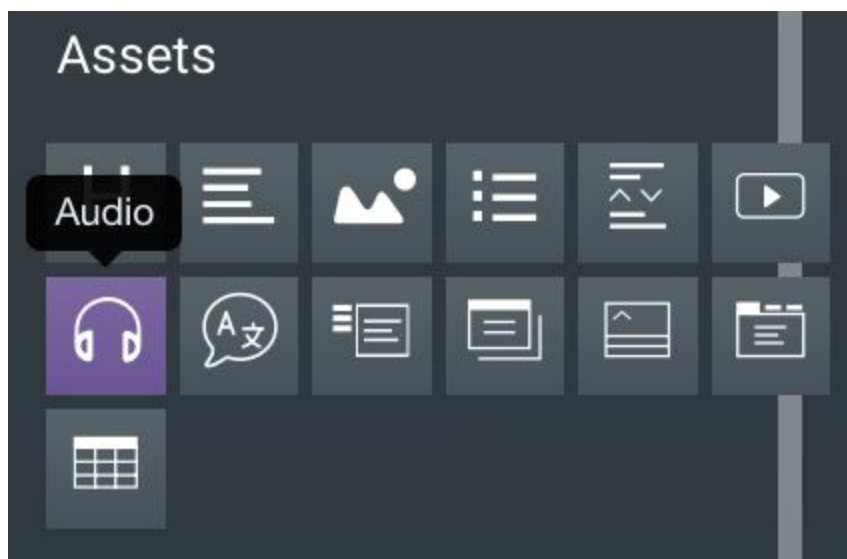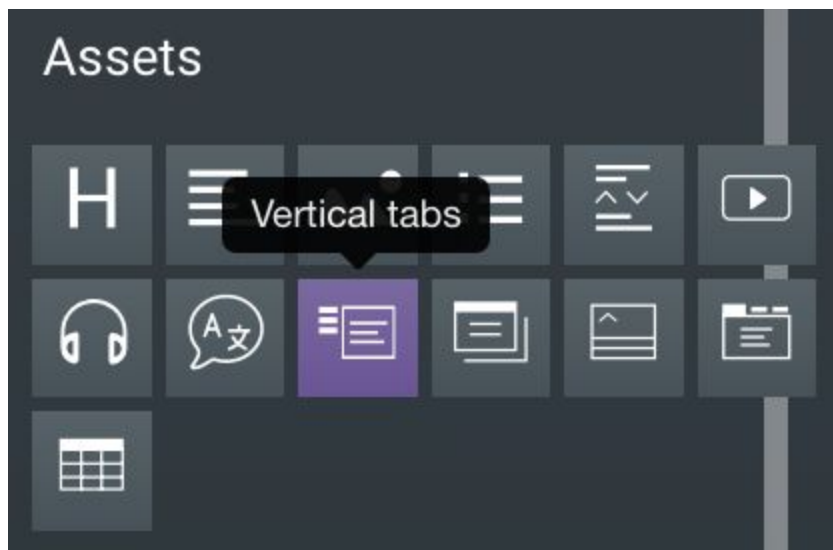

Language

- The Language asset allows the combined use of text and audio.
- Add an audio file by uploading it from the Edit menu and paste in the text.
- It is especially effective for lessons focusing on language learning and translations.
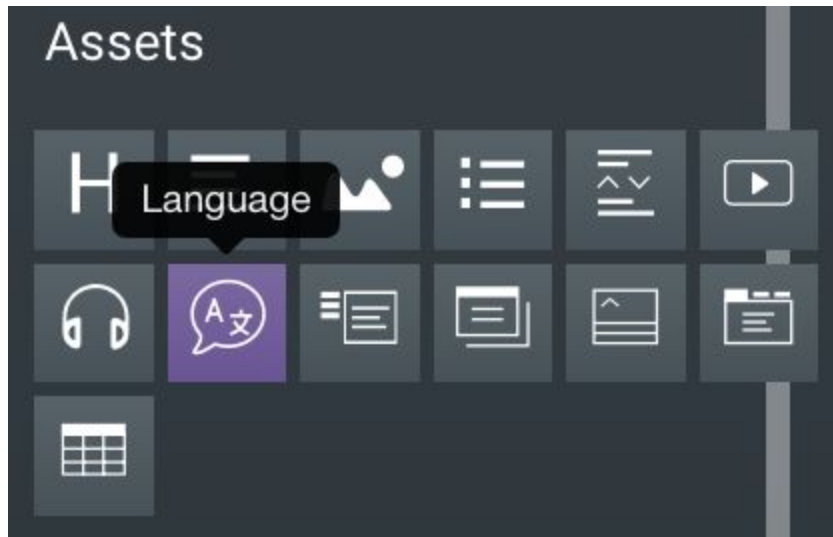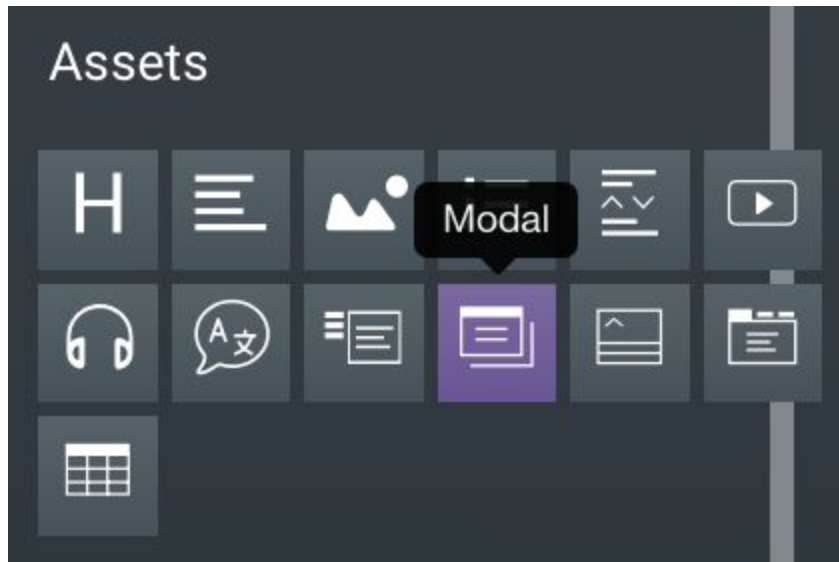
Vertical tabs

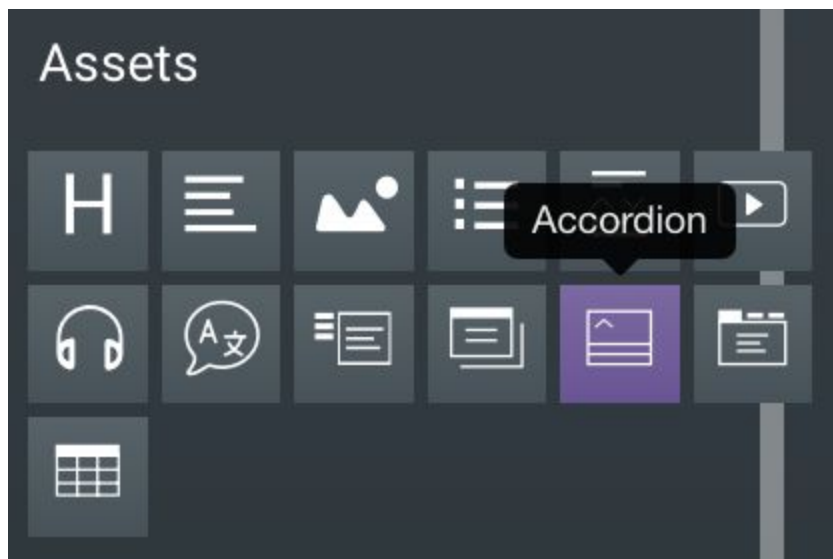Adds a tabbed presentation to the page which can be used for text, images or both.

Modal

This adds a pop-up window to the page, which is useful for adding extra information.
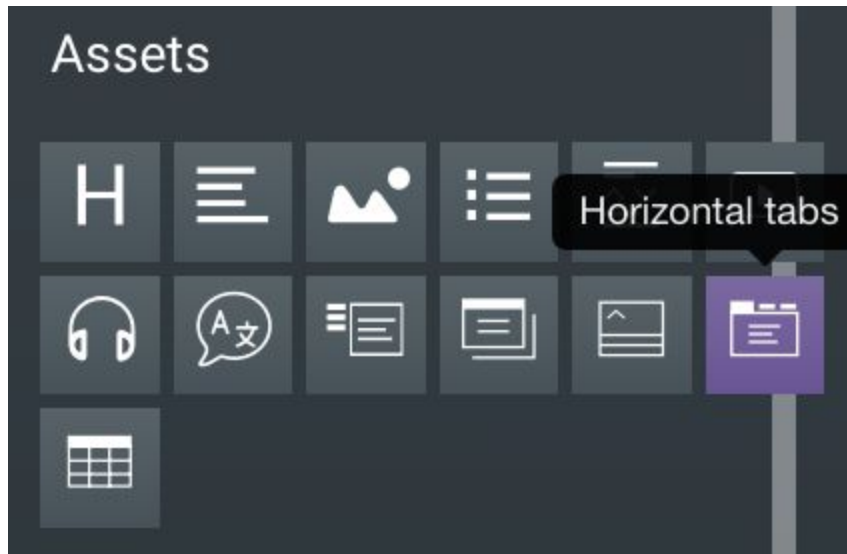
Accordion

Adds a tabbed presentation to the page which can be used for text, images or both.
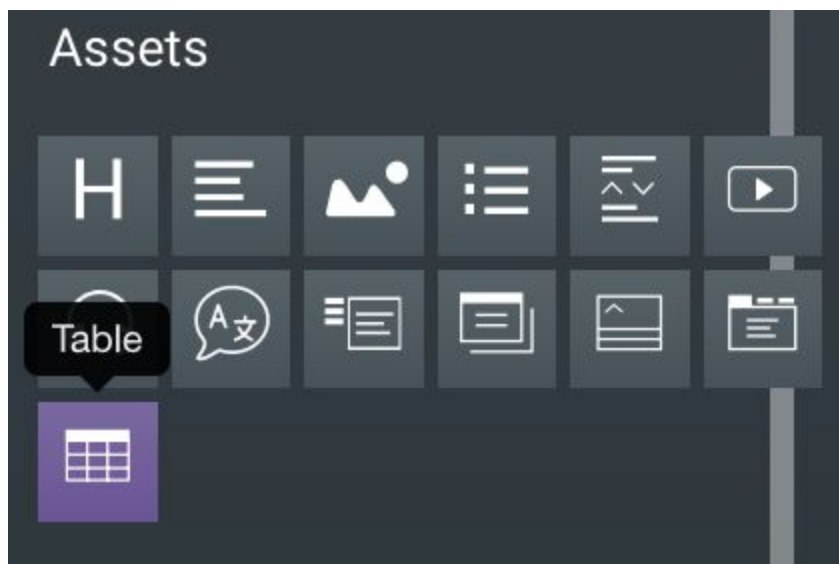

Horizontal tabs

Adds a tabbed presentation to the page which can be used for text, images or both.

Table

Adds a table to the page, which can be formatted in the Edit menu. You can add or remove columns and rows as well as increase or decrease their width.

Why is there a Red Line at the Bottom of Course Pages?

- The red line at the bottom of a course page designates the end of the page.
- Avoid placing content below this red line because learners will have to scroll down the page to view the content.

- Another reason for not placing content below the red line is to ensure there isn't too much information on one page. It's better to spread out lesson content over more tabs and pages, rather than trying to squeeze it all into one page.

ASSESSMENT LEVEL

How do I Write Questions?

Questions must be based on the content presented in the course. The questions should be written in a clear and concise manner but should challenge the learner.

Include questions in the final assessment that challenge the learners' overall understanding of the course, not just individual topics.

Alison courses are designed to facilitate and enhance the learning process and keep the learner engaged in the content. This can be achieved by ensuring your course has both formative and summative questions.

Do I Need to Title my Questions?

Number all of your questions (Q) to indicate the module (M) and topic (T) they are relevant to, it should follow this format: MXTXQX

What Question Formats Can I Use?

There are 11 question types/formats. Use as many different types of these as you can. It keeps the learner engaged and interested.

1. **True/False:** Learners must choose whether a given statement is true or false.
2. **Multiple Choice:** Learners must select one correct answer from a list of options.
3. **Multiple Response**: Learners must select multiple correct answers from a list of options.
4. **Fill in the Blank:** Learners must type a missing word or phrase into a text box.
5. **Word Bank:** Learners must select and drag the correct answer from a list of options into a text box.
6. **Matching Drag and Drop**: Learners must click and drag the correct matching answers together to form pairs.

7. **Matching Drop-Down:** Learners must select the correct matching answers form a drop-down list to form pairs.
8. **Sequence Drag and Drop:** Learners must drag and drop a list of options into the correct sequence.
9. **Sequence Drop-Down:** Learners must select a drop-down from a list of options to form the correct sequence.
10. **Numeric:** Learners must type their answer as a digit (number).
11. **Hotspot:** Learners must answer the question by selecting part of the image.

What are Formative and Summative Assessments?

There are two types of assessment questions in Alison courses: Formative and Summative. *Formative questions are not graded* and can be inserted at any point in a course using the New Question button in the page editor.
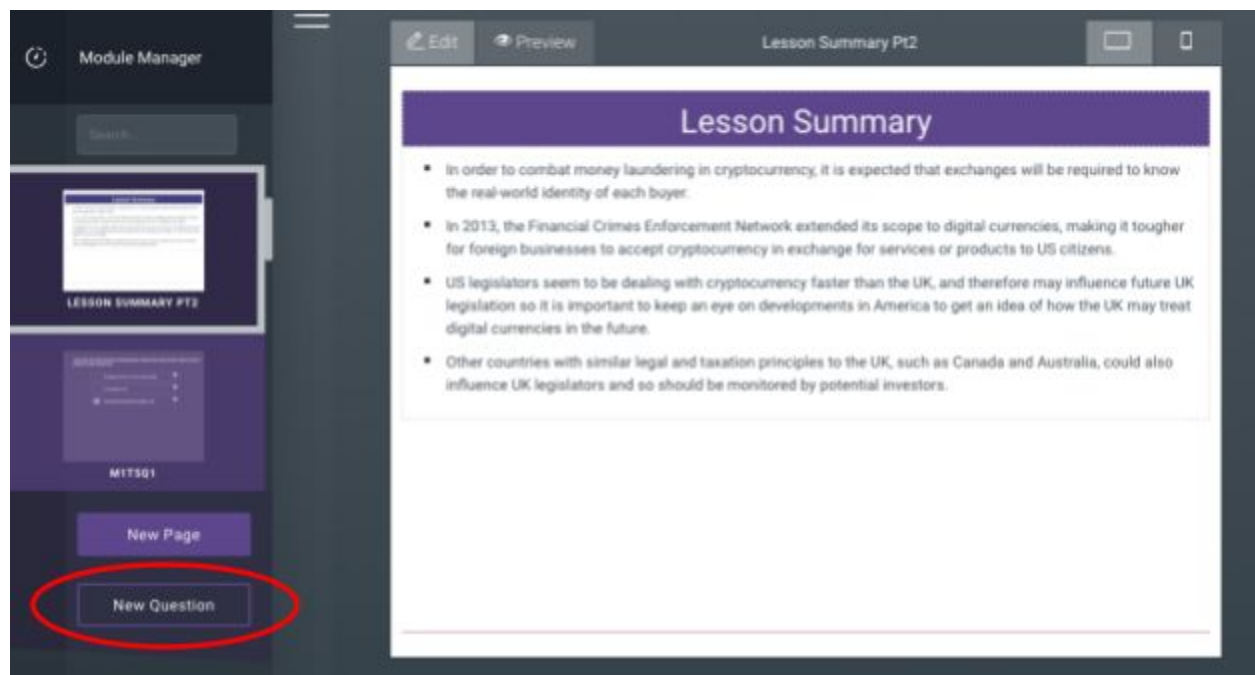
Formative questions require feedback if the answer given was incorrect. Feedback should direct the learner where they can find the correct answer within the topic/module.

Summative questions are graded. The goal of a summative assessment is to evaluate student learning at the end of a course. You do not need to create new questions for your summative/final assessment. Simply import your formative questions into your final assessment, ensuring you have the requisite total in your question bank.

Courses require a question bank that is greater than the amount of questions a student must answer in their final assessment. We do this so that if a student does not pass on their first attempt, they will be given some alternate questions on their next attempt. Here is a guide for how many questions you need in your bank based on your course duration.

For video-based courses, add formative questions after each video in a topic.

For text-based courses, add formative questions at the end of a module after the Lesson Summary. You can view sample layouts here.

For courses that require instant recall, like Maths or Language, it is best to add formative questions directly after a page of text.

All questions should include an instruction to the learner. Each format of question requires a different instruction. Here is a list of the instructions you should use for each format.

Diploma courses with more than 5 modules often include a First and Second Assessment, in addition to the Course Assessment, so knowledge can be tested progressively.

These assessments are graded but the grade does not count towards the final course grade. In-course assessments can be added by using the Add Elements > Create Assessment option in the Module Tree Manager

What Assessment Settings Do I Need?

1. Title

Style as below:

Course Title - Course Assessment

2. Number of Questions

This is the number of formative questions that the student must answer. You must ensure that your bank is greater than this. Refer back to this list for the required number of formative questions and number of questions needed in the bank.

3. Show Question Feedback

Select "Show Correct & Incorrect Answers"

4. Assessment Description

Copy and paste the text below into this section, making sure to insert your course name where indicated.

This assessment enables you to review your learning, so you can determine your knowledge and understanding of the following course:

- Insert the Name of Your Course Here
- If you do not achieve the required standard after the first attempt, you can retake the assessment until a successful outcome is achieved.

5. Learning Outcomes (LO)

The learning outcomes for the final assessment should be a combination of course level outcomes, from the 'Edit Course' section, and also module level outcomes.

Style as below:

You will be assessed on the following learning outcomes:

- LO1
- LO2
- LO3 etc

Well Done!

You have completed the step by step process using the publishing tool.