

LONDON SCHOOL OF BUSINESS INFORMATICS



LSBI VLE

Moodle User Guide

Student and Staff Edition

A practical guide to learning, teaching, assessment and course management

Version 1.0 | July 2026

[Open LSBI VLE](#)

Document information

This guide explains the principal Moodle functions available through LSBI VLE. It is written for students, lecturers and course staff. Access to individual tools depends on your role, course design and the features enabled by LSBI.

Item	Details
Document	LSBI VLE Moodle User Guide - Student and Staff Edition
Audience	LSBI students, lecturers and authorised course staff
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VLE address	https://lsbivle.co.uk
Status	Operational user guide

Important: The assessment brief, published deadline, LSBI academic regulations and instructions from authorised staff take priority over this general guide.

Interface note: LSBI VLE uses Moodle with the RemUI theme. Menus may move or collapse on smaller screens, and some labels may vary slightly after an update.

How to use this guide

- ☐ Students should begin with Part 1 and use the assessment and troubleshooting sections whenever required.
- ☐ Teaching staff should review Part 1 to understand the student experience, then use Part 2 for course preparation and delivery.
- ☐ Actions described as “where enabled” are controlled by course or site settings and may not be available to every user.
- ☐ Never share your password, upload confidential information unnecessarily or use another person’s account.

Contents

Part	Sections
Part 1 - Student guide	Getting started; sign-in; navigation; courses; learning activities; assessment; grades; communication; mobile access; troubleshooting
Part 2 - Staff guide	Editing; course structure; resources; activities; assessment design; grading; progress; quality checks; troubleshooting
Appendices	Quick reference; file guidance; glossary; further help and sources

PART 1

Student User Guide

Use this section to access LSBI VLE, find your courses, complete learning activities, submit assessments and review feedback.

1. Getting started

LSBI VLE is the London School of Business Informatics' Moodle learning environment. Your courses may contain announcements, module information, weekly learning materials, reading, recordings, forums, quizzes, assessment briefs, submission links, grades and feedback.

1.1 Quick start

- ☐ Open a supported web browser and go to <https://lsbivle.co.uk>.
- ☐ Enter your LSBI username or email address and password.
- ☐ Open Dashboard or My courses and select the required course.
- ☐ Read the announcements and the Start Here or Course Information section.
- ☐ Check the calendar and every assessment deadline.
- ☐ Complete course activities in the order shown and monitor your completion status.

Recommended browsers: Use a current version of Chrome, Edge, Firefox or Safari. Enable cookies and JavaScript for the site. A laptop or desktop browser is recommended for important submissions.

2. Signing in and account security

2.1 Sign in

- ☐ Visit <https://lsbivle.co.uk>. You will be directed to the LSBI VLE sign-in page.
- ☐ In Username or email, enter the account detail issued or approved by LSBI.
- ☐ Enter your password. Use the eye icon only when it is safe for the password to be visible on screen.
- ☐ Select Log in.
- ☐ After signing in, confirm that your name appears in the user menu and that you can open Dashboard or My courses.

Protect your account: Do not allow a browser on a shared device to save your password. Sign out fully when finished and close the browser window.

2.2 Forgotten password

- ☐ On the LSBI VLE sign-in page, select Forgot your password?
- ☐ Search using your username or registered email address.

- ☐ Follow the instructions sent to your registered email account.
- ☐ Check the spam or junk folder if the message does not arrive.
- ☐ If recovery is unsuccessful, contact LSBI through the authorised academic or IT support route and provide your student ID, course and a screenshot of the error. Never send your password.

A password-reset email can expire. If that happens, return to the sign-in page and request a new message.

2.3 Sign out

Open the user menu, normally shown by your name, initials or profile image in the top-right area, and select Log out. Signing out is essential on shared or public computers.

3. Finding your way around LSBI VLE

The desktop layout normally includes a top navigation area, a collapsible side panel and the main page content. On a phone or narrow screen, use the menu icon to reveal navigation.

Area	What it is used for
Home	Public or site-level information and available links.
Dashboard	Your overview of courses, timeline items, calendar events and recent activity, depending on configuration.
My courses	Courses in which you are enrolled or have an assigned role.
Course index	Sections and activities within the course; it may appear as a side panel.
User menu	Profile, grades, preferences, messages and sign-out options.
Block drawer	Additional course blocks such as calendar, completion, announcements or support links.

3.1 Dashboard

- ☐ Use course cards or the course overview to open your current modules.
- ☐ Use the timeline or calendar to identify upcoming activities, but always check the assessment activity and brief for the authoritative deadline.
- ☐ Filter or sort courses if the option is available.
- ☐ Do not assume a course has been completed simply because it is no longer prominent on the dashboard.

3.2 If a course is missing

- ☐ Refresh the page and check My courses.
- ☐ Confirm that you are using the correct LSBI account.
- ☐ Check whether the course has started or has been made visible.
- ☐ Confirm your enrolment with your programme or module team.
- ☐ Report the course title, course code, cohort and your student ID through the authorised LSBI support route.

Do not self-enrol unless instructed: LSBI may enrol students centrally. Use an enrolment key only when it has been issued by authorised staff.

4. Using a course

Select the course name to open its main page. Start with the introductory section before moving through weekly or topic sections. Course layouts differ, but the same principles apply.

4.1 Typical course areas

Course area	Typical content
Announcements	Official messages, timetable changes and reminders.
Course Information	Welcome, course orientation, checklist and essential contacts
	Handbook, module specification, learning outcomes, schedule and policies
Modules, Weekly or topic sections	Slides, readings, recordings, activities, seminars and knowledge checks.
Assessment Hub	Assessment briefs, rubrics, submission links, support and feedback dates.
Learning Resources	Reading lists, library links, templates, software and study resources.
Skills and Academic Development	Academic writing, research, referencing, digital skills, study guidance and employability resources.
Student Support	Academic, wellbeing, accessibility, safeguarding and technical support links.
Attendance and Engagement	Attendance expectations, absence reporting, participation requirements and engagement monitoring.
Progress and Self-assessment	Completion tracking, formative quizzes, reflective activities, practice tasks and progress reviews.
Feedback and Course Evaluation	Released results, feedback and completion status.

4.2 Opening and downloading resources

- ☐ Select the resource title to open it. A file may open in the browser or download to your device.
- ☐ Save study copies only on a secure device or approved cloud storage.
- ☐ Keep the original filename where it identifies the module, week or assessment.
- ☐ Use the latest version shown in Moodle and remove obsolete local copies.
- ☐ Do not redistribute course content unless the copyright owner or LSBI has permitted it.

4.3 Activity completion and restrictions

A completion indicator may show whether you have viewed a resource, posted to a forum, achieved a quiz score or submitted work. Some activities remain unavailable until an earlier requirement is met or a specified date arrives.

Completion is evidence, not a grade: A completed indicator does not necessarily mean that work is correct, marked or passed. Review the grade and feedback separately.

5. Learning and communication activities

5.1 Announcements

Read course announcements regularly. Notifications may also be sent by email, but Moodle remains the central record of the message. The announcements area may not accept student replies.

5.2 Discussion forums

- ☐ Open the forum and read its purpose, instructions and any existing discussion.
- ☐ Select Add discussion topic, Add a new discussion or Reply, depending on the forum type.
- ☐ Write a clear subject and an evidence-based, respectful message.
- ☐ Attach a file only when permitted and necessary.
- ☐ Select Post to forum. Edit within the permitted period if Moodle offers that option.
- ☐ Stay relevant to the academic topic.
- ☐ Respect other participants and avoid personal, discriminatory or offensive remarks.
- ☐ Do not post confidential information, assessment answers or copyrighted material without permission.
- ☐ Use citations where academic evidence is required.

5.3 Quizzes

- ☐ Open the quiz and read the availability, time limit, attempt limit and grading method.
- ☐ Use a reliable internet connection and close unnecessary applications.
- ☐ Select Attempt quiz and answer each question.
- ☐ Use the quiz navigation to identify unanswered or flagged questions.
- ☐ Select Finish attempt, review the summary and then Submit all and finish when you are ready.
- ☐ Wait for confirmation that the attempt has been submitted.

Timed quizzes: Do not leave a timed quiz open unattended. Moodle may submit automatically when time expires, but you remain responsible for monitoring the timer and final submission.

5.4 Live sessions and recordings

A course may link to Teams, Zoom, BigBlueButton or another approved platform. Join using your LSBI identity where required, follow the session rules and keep your microphone muted when not speaking. Recordings, captions and transcripts may be available later. Do not record or redistribute a session without permission.

6. Assessment and submission

Before you submit: Read the full assessment brief, rubric, academic integrity rules, AI-use instructions, deadline, file requirements and declaration. The activity page and brief may contain different types of information; check both.

6.1 Prepare your file

- ☐ I have answered every part of the task.
- ☐ I have used the correct template, file type and naming convention.
- ☐ My student ID and module details are included where required.
- ☐ I have followed the word-count or duration rules.

- ☐ All sources are cited and included in the reference list.
- ☐ I have followed the assessment's academic integrity and AI-use requirements.
- ☐ The file opens correctly and contains the final version.
- ☐ I have allowed enough time for upload and confirmation before the deadline.

Unless the assessment states otherwise, a clear filename is recommended, for example StudentID_ModuleCode_Assessment1.docx. Do not include your name when anonymous marking applies.

6.2 Submit a Moodle assignment

- ☐ Open the correct course and assessment activity.
- ☐ Check the assignment title, due date, cut-off date, submission status and file requirements.
- ☐ Select Add submission.
- ☐ Drag the final file into the file area or select the file icon to browse and upload.
- ☐ Wait until the filename and upload are visible, then select Save changes.
- ☐ If Final submission or Submit assignment appears, select it only after confirming the file is correct.
- ☐ Accept the submission statement if required.
- ☐ Return to the activity and confirm the submission status, time and file.
- ☐ Save the confirmation or receipt and keep an unchanged copy of the submitted file.

Save changes may not be the final step: Some assignments require a separate Submit assignment action. A draft is not necessarily a completed submission.

6.3 Submit through Turnitin, where enabled

- ☐ Open the Turnitin activity from the Assessment Hub or relevant course section.
- ☐ Read the assessment instructions, start date, due date and accepted file types.
- ☐ Open the submission area and add the required title.
- ☐ Select and upload the final file.
- ☐ Review the preview or file details and confirm the submission.
- ☐ Wait for the digital receipt and save it.
- ☐ If a similarity report is available, allow time for processing and interpret it with the academic integrity guidance; a percentage alone does not determine misconduct.

Resubmissions: The ability to replace a file depends on the activity settings. Never assume you can resubmit. If a wrong file is submitted, contact the module team immediately and retain evidence.

6.4 Online text, media and group submissions

- ☐ For online text, type or paste into the editor, review formatting and save. Keep a separate copy.
- ☐ For media, confirm the permitted file type, maximum size and whether a link or direct upload is required.

- ☐ For group work, check whether one member submits on behalf of the group and whether every member must confirm.
- ☐ Do not include personal or confidential data unless the assessment requires it and the approved method is used.

6.5 Late submission or technical failure

- ☐ Take a screenshot showing the full error, page address and device time.
- ☐ Keep the completed file unchanged so its creation and modification details remain available.
- ☐ Try one supported browser, refresh once and check the file size and type.
- ☐ Contact LSBI through the authorised assessment or technical-support route immediately.
- ☐ Provide your student ID, module, assessment title, deadline, browser, device and the steps already tried.
- ☐ Follow the formal LSBI procedure for late work, extensions or mitigating circumstances. An email to a lecturer may not constitute a valid submission.

7. Grades and feedback

Grades may appear within the assessment activity, through Grades in the course navigation or from the user menu. Only results released by authorised staff will be visible.

- ☐ Open the course and select Grades, or open the relevant assessment activity.
- ☐ Locate the assessment and review the mark, rubric, feedback comments and annotated file where available.
- ☐ Download feedback files and record specific actions for your next assessment.
- ☐ If something is unclear, use the approved academic query or feedback process.

Provisional results: A mark shown in Moodle may remain provisional until confirmed through LSBI's formal assessment process.

8. Calendar, messages and notifications

8.1 Calendar and deadlines

- ☐ Use the dashboard timeline and calendar to plan work across courses.
- ☐ Open the assessment itself to confirm the exact deadline and submission status.
- ☐ Allow for UK clock changes and your device time zone when studying outside the United Kingdom.
- ☐ Create a personal reminder well before the final deadline.

8.2 Messages

Use Moodle messaging only for appropriate academic communication. A message is not a substitute for a formal submission, complaint, extension request or emergency report. Follow LSBI's published communication routes.

8.3 Notification preferences

- ☐ Open the user menu and select Preferences.
- ☐ Open Notification preferences.
- ☐ Choose permitted web, email or mobile notifications for relevant events.
- ☐ Keep important assessment and announcement notifications enabled unless LSBI advises otherwise.

Email is a notification channel: If an email is delayed or filtered, the activity in Moodle still remains available. Check LSBI VLE directly and do not rely only on email reminders.

9. Profile, accessibility and mobile access

9.1 Profile and preferences

Open the user menu to view your profile and preferences. Only add appropriate information. Your official name, username or email may be managed centrally and may not be editable.

- ☐ Use a professional profile image if images are permitted.
- ☐ Check the preferred language and time zone if those settings are available.
- ☐ Review forum, message and notification preferences.
- ☐ Do not publish personal contact details in your profile.

9.2 Accessibility

Moodle supports keyboard navigation, browser zoom and assistive technologies. The RemUI interface may also display an accessibility control when enabled. Use the option that best supports you and contact LSBI's accessibility or student-support service if course content creates a barrier.

- ☐ Use headings and document navigation instead of scrolling through long files.
- ☐ Enable captions or transcripts for recorded content where available.
- ☐ Increase browser zoom rather than enlarging only part of the interface.
- ☐ Report inaccessible PDFs, images, colour contrast or activities promptly.

9.3 Moodle mobile app

- ☐ Install the official Moodle app from the Apple App Store or Google Play.
- ☐ Open the app and enter <https://lsbivle.co.uk> as the site address.
- ☐ Complete the LSBI VLE sign-in process.
- ☐ Allow notifications only on a secure personal device.
- ☐ Download course content for offline study only where the app and course permit it.

High-stakes work: For final assessment submission, use a desktop or laptop browser where possible and verify the receipt from the assessment activity.

10. Student troubleshooting

Problem	Recommended action
Cannot sign in	Check the site address, username/email, Caps Lock and password. Use Forgot your password? or the authorised LSBI support route.
Course missing	Check My courses, the correct account, course start/visibility and enrolment with the programme team.
Page or file will not open	Refresh, try a supported browser, allow pop-ups where necessary and report the exact resource title.
Upload rejected	Check file type, size, filename and whether the deadline or cut-off has passed.
Submission still shows Draft	Open the activity and complete Submit assignment or final confirmation if required.
No grade or feedback	Check whether feedback has been released and whether marking is complete; then contact the module team.
No notifications	Check Moodle notification preferences, registered email, spam folder and mobile permissions.
Quiz interrupted	Record the error and time, do not start repeated attempts without instructions, and contact the module team immediately.

10.1 Information to include in a support request

- ☐ Full name and student ID
- ☐ Course, module and cohort
- ☐ Activity or assessment title
- ☐ Date and exact time of the problem
- ☐ Device, operating system and browser
- ☐ Screenshot of the full error, with confidential data removed
- ☐ Steps already tried
- ☐ Submission deadline, if the issue affects assessment

Never send: Your password, authentication code, another student's information or unnecessary sensitive personal data.

PART 2

Staff User Guide

Use this section to prepare and maintain courses, communicate with students, create learning activities, manage assessment and monitor progress.

11. Staff responsibilities and access

Your Moodle permissions are determined by the role assigned to you. A lecturer may be able to edit and grade within a course but may not change site-wide settings, enrolment methods or plugins.

- ☐ Use only your own LSBI account.
- ☐ Work only in courses and cohorts for which you are authorised.
- ☐ Protect student information and use approved systems for downloads and records.
- ☐ Do not delete courses, reset enrolments or change assessment settings after submissions without approval.
- ☐ Use Switch role to student or the approved preview method to test the student experience.

11.1 Before editing

- ☐ I am in the correct course, academic year, cohort and module.
- ☐ I understand which sections are controlled by the programme or quality team.
- ☐ I have the final approved assessment information.
- ☐ I have retained any required source documents outside Moodle.
- ☐ I know when students will receive access.

12. Editing and structuring a course

12.1 Turn editing on

- ☐ Open the required course.
- ☐ Confirm the course title and cohort before making changes.
- ☐ Select Edit mode or Turn editing on, usually near the top-right area.
- ☐ Make one controlled change at a time.
- ☐ Turn editing off and review the course in student view.

12.2 Recommended course order

Order	Section
1	Announcements
2	Course Information
4	Modules, Weekly or topic sections
5	Assessment Hub
6	Learning Resources
7	Skills and Academic Development
8	Student Support
9	Attendance and Engagement
10 onward	Progress and Self-assessment
Final areas	Feedback and Course Evaluation

Use consistent section names across the programme. Each weekly or topic section should normally state what students will prepare, learn, practise, check and complete.

12.3 Add, rename, move or hide a section

- ☐ Turn editing on.
- ☐ Use the section action menu to edit the section title or summary.
- ☐ Add a new section only when the course structure requires it.
- ☐ Move the section using the move control or drag handle, where available.
- ☐ Hide incomplete content until it has been checked.
- ☐ Review the result with editing off and in student view.

Hidden is not deleted: Hide content when it should remain available to staff but not yet to students. Delete only when the content is genuinely obsolete and recovery arrangements are understood.

12.4 Edit an existing item

Use an activity's action menu to edit settings, move, duplicate, hide or delete it. Duplicating is useful for repeated weekly structures, but every copy must be checked for dates, instructions, completion rules and links.

13. Adding learning resources

13.1 Choose the right resource

Resource	Use it for
File	A single document, slide deck, image or downloadable item.
Folder	A small, clearly organised set of related files.
Page	Accessible information students should read directly in Moodle.
Book	Structured multi-page guidance or learning content.
URL	A link to an approved external or institutional resource.
Label or text area	A short introduction, instruction or visual separator within a section.

13.2 Add a file

- ☐ Turn editing on in the correct section.
- ☐ Select Add an activity or resource and choose File, or use drag-and-drop if permitted.
- ☐ Enter a clear, student-facing name.
- ☐ Add a short description when the purpose is not obvious.
- ☐ Upload the approved file and choose the display behaviour.
- ☐ Set availability and completion conditions only when they support the learning design.
- ☐ Save, return to the course and test the file in student view.
- ☐ Use descriptive names such as “Week 4 Lecture Slides - Data Protection”.
- ☐ Avoid filenames such as final2-new-revised.pdf.
- ☐ Prefer accessible source documents over scanned images.
- ☐ Replace outdated versions instead of leaving duplicates visible.

13.3 Add a Page, Book or URL

Pages and Books keep essential guidance visible and accessible without requiring a download. Use headings, short paragraphs, descriptive links and alternative text for meaningful images. For a URL, explain where the link goes and whether students need a separate account.

External links: Test links while signed in as a student-level user where possible. Do not link to a staff-only drive location or a file that requires permissions students do not have.

14. Adding activities and communicating

14.1 Select an activity

Purpose	Common Moodle activity
Official updates	Announcements forum
Discussion and peer interaction	Forum
Formative or summative submission	Assignment or approved Turnitin activity

Purpose	Common Moodle activity
Knowledge check or test	Quiz
Interactive content	H5P, Lesson or approved package
Student feedback	Feedback activity
Choice or poll	Choice activity
Collaborative terminology	Glossary
Collaborative writing	Wiki

14.2 Post an announcement

- ☐ Open Announcements in the correct course.
- ☐ Select Add discussion topic.
- ☐ Write a specific subject line and concise message.
- ☐ State the affected course, date and required action.
- ☐ Attach a file only when necessary and accessible.
- ☐ Use a timed display or pinned option only when available and appropriate.
- ☐ Post, then confirm how the announcement appears to students.

Corrections: If an announcement contains an error, issue a clearly labelled correction. Do not silently change a message when students may already have acted on it.

14.3 Create a forum

Choose the forum type according to the learning purpose. State whether participation is required, whether posts are graded, the expected length, netiquette, deadline and staff response arrangements. Set subscription and group mode deliberately.

14.4 Create a quiz

- ☐ Quiz purpose and instructions are clear.
- ☐ Open and close dates, time limit and attempt rules are correct.
- ☐ Question behaviour and navigation match the assessment design.
- ☐ Marks and grade settings are correct.
- ☐ Review options do not release answers earlier than intended.
- ☐ Questions, feedback and accessibility have been tested.
- ☐ A preview attempt has been completed before release.

15. Assessment setup and grading

15.1 Create a Moodle assignment

- ☐ Turn editing on and select Add an activity or resource > Assignment.
- ☐ Enter the approved assessment title and concise submission instructions.
- ☐ Attach the final assessment brief, rubric and supporting documents.
- ☐ Set Allow submissions from, Due date, Cut-off date and Remind me to grade, as approved.
- ☐ Choose submission types, accepted file types, number of files and maximum size.
- ☐ Configure submission statements, draft/final submission and attempts in line with LSBI policy.
- ☐ Configure group submission only after checking groups and groupings.
- ☐ Set the grade type, maximum grade, grading method, grade category and passing grade where required.
- ☐ Configure marking workflow, allocation, notifications, completion and access restrictions.
- ☐ Save, test in student view and obtain the required approval before release.

Dates require a four-way check: Confirm the assessment brief, Moodle activity, course calendar and any programme schedule show the same deadline and time.

15.2 Turnitin activity, where enabled

Use only the LSBI-approved Turnitin activity type and settings. Confirm submission dates, permitted resubmissions, similarity-report visibility, anonymous marking, rubric, grade scale and feedback release. Complete a student-view test before publishing.

Similarity reports: A similarity score is an indicator requiring academic judgement. Do not treat a percentage alone as proof of plagiarism or academic misconduct.

15.3 Grade a Moodle assignment

- ☐ Open the assignment and select View all submissions or Grade.
- ☐ Filter for submitted work and confirm the correct student or anonymous identifier.

- ☐ Open the file and review it against the published criteria.
- ☐ Enter the mark, rubric result and constructive feedback.
- ☐ Add an annotated file or feedback file where permitted.
- ☐ Use the correct marking-workflow state and keep grades hidden until authorised for release.
- ☐ Save changes and move to the next submission.
- ☐ Complete moderation or second-marking requirements before releasing grades.

15.4 Gradebook

- ☐ Use Grades and Gradebook setup to confirm categories, weights and assessment totals.
- ☐ Check that every assessed activity contributes to the correct category.
- ☐ Avoid overriding an activity grade directly in the gradebook unless the effect is understood and authorised.
- ☐ Keep hidden items and feedback release aligned with the assessment schedule.
- ☐ Use Single view or approved reports for controlled corrections.
- ☐ Export grades only where necessary and store the file securely in the approved location.

Release check: Before making grades visible, verify marking completion, moderation, gradebook calculations, student identity, feedback files and the authorised release date.

16. Groups, progress and reports

16.1 Groups and groupings

Groups can separate cohorts, seminar classes or assessment teams. Groupings can apply activities to a defined collection of groups. Check membership before using group submissions, separate forums or restricted activities.

- ☐ Every required student is in the correct group.
- ☐ No student is unintentionally in conflicting assessment groups.
- ☐ The activity uses the intended group mode.
- ☐ The correct grouping is selected where required.
- ☐ Staff can access all groups they are expected to teach or grade.

16.2 Activity completion

Use activity completion to support meaningful progress, not simply to decorate the course. A condition may require viewing, posting, receiving a grade, achieving a passing grade or submitting an activity. Explain completion requirements to students.

16.3 Reports and engagement

Depending on permissions, staff may access activity completion, course completion, logs, participation and grade reports. Use reports for legitimate educational purposes and interpret engagement carefully; a single log measure does not provide a complete picture of learning.

Data protection: Download the minimum information required, store it only in approved locations and remove local copies when no longer needed.

17. Quality, accessibility and course readiness

17.1 Accessible course design

- ☐ Heading levels are logical and not used only for visual size.
- ☐ Links describe their destination instead of saying “click here”.
- ☐ Meaningful images have useful alternative text; decorative images are marked accordingly.
- ☐ Videos include captions and, where required, transcripts.
- ☐ Documents are readable, tagged where possible and not image-only scans.
- ☐ Colour is not the only way information is communicated.
- ☐ Tables have clear header rows and are used only for tabular information.
- ☐ Instructions work with a keyboard and do not rely only on dragging.

17.2 Course readiness checklist

- ☐ Course title, code, academic year, cohort and staff contacts are correct.
- ☐ The welcome message and Start Here section are complete.
- ☐ Announcements and support routes are clear.
- ☐ Weekly sections use consistent names and order.
- ☐ All files open and all links work with student permissions.
- ☐ Assessment briefs, rubrics, dates and submission links match.
- ☐ Activities have correct visibility, group mode, completion and access settings.
- ☐ Gradebook categories, weights and hidden items are correct.
- ☐ Accessibility and copyright checks have been completed.
- ☐ Outdated or duplicate content has been removed or hidden.
- ☐ The full course has been reviewed in student view.
- ☐ Required programme or quality approval has been recorded.

17.3 Safe change control

- ☐ Make substantial changes before students begin the activity.

- ☐ If a live assessment must change, obtain approval and communicate the correction clearly.
- ☐ Do not change a due date, grade scale, rubric or submission method after submissions without the authorised process.
- ☐ Retain evidence of approved assessment settings and communications.
- ☐ Back up or duplicate content only through approved LSBI procedures.

18. Staff troubleshooting

Problem	Checks
Edit mode unavailable	Confirm the correct course, role and enrolment. Ask the course owner or administrator to verify permissions.
Students cannot see an item	Check item visibility, section visibility, dates, restrict access, group/grouping and course availability.
Students cannot submit	Check allow-from, due and cut-off dates, submission type, file restrictions, attempts, groups and role permissions.
Grades not visible	Check marking workflow, hidden activity/grade item, release settings and gradebook category visibility.
Wrong grade total	Review grade categories, weights, excluded items, aggregation and any manual overrides.
Announcement not received	Confirm the post exists, forum settings, student enrolment and notification delivery; ask students to check Moodle directly.
File link broken	Confirm the file is present, visible, not linked from a private repository and accessible in student view.
Group activity incorrect	Check group membership, group mode, grouping and activity restriction.

18.1 Escalating a staff issue

- ☐ Course full name, short name and link
- ☐ Activity name and direct link
- ☐ Affected role, cohort, group or student count
- ☐ Exact date and time
- ☐ Expected result and actual result
- ☐ Screenshot with personal data minimised
- ☐ Browser and device
- ☐ Recent changes and steps already tried
- ☐ Assessment deadline or operational impact

Avoid live experimentation: When an issue affects an active assessment or multiple students, stop changing settings and escalate with evidence. Repeated edits can make the cause harder to identify.

PART 3

Appendices and Quick Reference

Use these pages for everyday checks, file preparation, terminology and further help.

Appendix A - Student submission quick reference

Stage	Minimum check
Before upload	Correct course, assessment, final file, file type, filename and deadline.
During upload	Wait for the file to finish uploading; do not close the page.
Final confirmation	Complete Submit assignment, declaration or Turnitin confirmation if shown.
After submission	Check status, time and file; save the receipt.
If there is a problem	Capture evidence and contact the authorised LSBI route immediately.

Appendix B - Staff publishing quick reference

Stage	Minimum check
Create	Correct course and section; clear name and instructions.
Configure	Dates, groups, completion, restrictions, grades and notifications.
Test	Open every file and link; preview activities; use student view.
Approve	Complete programme, assessment or quality checks where required.
Release	Make visible at the planned time and communicate significant changes.
Review	Monitor questions, errors, engagement and feedback; correct transparently.

Appendix C - File and browser guidance

Item	Good practice
Document formats	Use the format stated in the activity. DOCX and PDF are common, but the assessment brief takes priority.
Filename	Use student ID, module code and assessment number; avoid unusual symbols and very long names.
File size	Compress images and media appropriately. Do not reduce quality below the assessment requirement.
Browser	Use a current supported browser with cookies and JavaScript enabled.
Connection	Use a stable connection and submit early enough to recover from an interruption.
Evidence	Keep the final submitted file and the digital receipt.

Appendix D - Glossary

Term	Meaning
Activity	An interactive Moodle item such as an Assignment, Forum, Quiz or Feedback activity.
Block	A panel providing additional information or functions, such as Calendar or Completion.
Course	The Moodle space for a programme, module, unit or institutional resource.

Term	Meaning
Course index	A navigational list of course sections and activities.
Cut-off date	The point after which Moodle normally prevents further submissions unless an extension or override applies.
Due date	The published deadline used to identify whether a submission is on time or late.
Gradebook	The course area that stores and displays grades from assessed activities and manual grade items.
Group mode	A setting controlling whether participants work together, in separate groups or in visible groups.
Restrict access	Conditions controlling when or to whom an item becomes available.
Submission receipt	Digital confirmation that a file or attempt has been submitted.
Turnitin	A separate assessment and similarity-checking service that may be integrated with Moodle.
VLE	Virtual Learning Environment; at LSBI this is provided through Moodle.

Appendix E - Further help and source information

For LSBI-specific access, enrolment, assessment or policy questions, use the authorised contact route provided by the institution or your programme team. For urgent assessment problems, include the evidence listed in this guide.

- ☐ [LSBI VLE sign-in page](#)
- ☐ [Moodle user quick guide](#)
- ☐ [Moodle teacher quick guide](#)
- ☐ [Moodle Assignment activity](#)
- ☐ [Moodle grading quick guide](#)
- ☐ [Official Moodle app](#)

Source pages checked on 23 July 2026. Moodle is configurable, so LSBI course settings and institutional instructions may produce a different screen or workflow.

End of guide: Keep this guide with your LSBI learning or teaching resources and check for later versions when Moodle or institutional processes change.