

Canvas Roll Over

Moving your course between academic years.

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On the chat Q&A:

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Today's structure

1 Hour webinar

- Welcome
- Where Canvas meets the Student Experience
 - Consistency, AI Guidance changes, key dates
- How will courses for 2026/7 work in Canvas?
 - What to expect as we move to a new year
- Setting up your course for the academic year
 - Checklists
 - Demonstrations
- How to engage with support

Where Canvas meets the
student experience



Course Unit Standards 2026/27

Key upgrades for this year

New and updated pedagogical standards for Canvas units



1. AI in assessment (Required)

NEW

- Every summative assessment must be assigned an AI category.
- Show the AI category clearly in Canvas and assessment information.
- State whether the assessment is eligible for an extension.



2. Digital equity & accessibility (Required)

UPDATED

- Learning materials should be equitable, inclusive and supportive.
- Content must meet accessibility requirements.
- Enable subtitles for audio content.
- Provide materials in line with DASS plans where needed.
- Engage with student review / feedback processes for Canvas pages.



3. Clearer assessment information (Required)

UPDATED

- Improve clarity about assessments, deadlines and feedback.
- Include employability skills / competencies in assessment briefs.
- Link students to support information such as study skills, digital skills and mitigation guidance.



4. New student-support enhancements (Desirable)

NEW

- Add warm-up or prior-knowledge self-check activities.
- Include activities for students to assess their knowledge, skills or values.
- Add checkpoints or formative questions to support self-regulated learning.



5. Additional desirable additions

NEW

- Guidance on how to use the reading list.
- Short video screencast explaining assessment information.
- Assessment exemplars where appropriate.
- Show how digital capability development is supported.
- Include a statement on global perspectives in teaching and learning.



Expectation for 2026/27: all required standards should be met.



Need help? Contact your Faculty eLearning team for support and guidance.



Why the Course Unit Template is a Good Idea

Designed to meet the new 2026/27 Pedagogical Standards

MANCHESTER
1824

The University of Manchester



WHY THE TEMPLATE IS A GOOD IDEA



Consistency & Predictability

Provides a consistent structure across all course units so students know where to find key information and what to expect.



Supports Inclusivity & Equity

Meets digital equity and accessibility expectations, reduces barriers and creates a fairer experience for all students.



Clear Expectations

Makes expectations explicit about learning, assessments, feedback and engagement so students can succeed.



Enhances Learning & Employability

Built around pedagogical best practice including employability skills, feedback clarity and AI transparency.



Saves Time & Effort

The template is pre-designed to meet required standards – simply add your content in the indicated areas.

A CLEAR, STUDENT-FRIENDLY STRUCTURE

Account

Dashboard

Courses

Calendar

Inbox

History

Help

Course Home

Welcome & Key Information

Essential information, teaching team, announcements and how to get help.

Your Unit at a Glance

Overview of the unit, key dates, teaching schedule and what is happening when.

Learning & Teaching

Learning outcomes, weekly learning and activities, resources and guidance.

Assessments

Assessment overview, briefs, submission details and marking criteria.

Feedback

How feedback is provided and how to use it to improve.

Support & Wellbeing

Academic skills, wellbeing, inclusivity and support services.



Just add your content in the indicated areas

The template does the hard work – you focus on your teaching!



HOW THE TEMPLATE MEETS THE 2026/27 KEY STANDARDS

The template is built to include all required standards when you complete the content in the highlighted areas.

	Digital Equity Built to signpost access to digital, study skills, wellbeing and physical study space.	1b, 6
	Inclusive & Accessible Design Follows accessibility and inclusivity best practice throughout.	1a, 1b, 6
	Clear Information About the Unit Everything students need – including assessments and feedback – is easy to find.	5c, 5d, 5k
	Assessment Clarity Assessment briefs include format, criteria, timelines and academic integrity.	5c, 5d, 5k
	Feedback Transparency Explains how feedback is given, when and how students can act on it.	5c, 5d, 5k
	Employability Focus Encourages embedding of employability skills and competencies in assessment briefs.	5k
	AI Appropriately Used Clear information on acceptable use of AI in assessments, aligned with the University's AI policy.	5d NEW!



Use the template – meet the standards.
Better experience for students. Less work for you.



AI in Teaching and Learning Policy approved: what staff need to do

Effective from 1 September 2026



Every summative assessment must be assigned one of four AI categories. The category must be clearly stated in the assessment brief and on Canvas.



The policy provides a shared language. Decisions about which category to use are disciplinary decisions made by academic colleagues.

The 4 AI categories for assessment

A

A. AI Prohibited



- Students must not use AI to produce assessed content.
- Permitted use: none within the task, except approved accessibility/support tools where relevant.
- Make clear that AI-generated text, images, code, analysis, or paraphrasing are not allowed.

B

B. AI Minimal



- Only very limited AI use is allowed.
- Possible permitted uses: spelling or grammar support, captioning/transcription, accessibility tools, simple formatting help.
- Staff should specify exactly what is allowed.

C

C. AI Permitted



- AI may be used for defined parts of the task.
- Possible permitted uses: brainstorming, outlining, summarising, feedback on drafts, coding support, translation or editing support.
- Explain the limits and any declaration requirements.

D

D. AI-Integrated



- AI use is built into the assessment design.
- Possible uses: prompt design, critiquing AI outputs, iterative co-creation, AI-supported analysis, reflection on how AI was used.
- Use only for a small minority of assessments already aligned with existing learning outcomes.

i Examples above are illustrative. Staff must define the permitted use clearly in the assessment brief.



What colleagues need to do before September

- 1**  Categorise each existing summative assessment.
- 2**  Add the category to the assessment brief and Canvas.
- 3**  Make expectations clear and explicit for students.
- 4**  If an optional unit has an AI-Integrated assessment, contact your Faculty Head of TLSE before course unit selection opens.



What colleagues do not need to do before September

-  Change learning outcomes.
-  Make programme amendments.
-  Update course unit specifications.
- i** For 2026/27, categorisation is of *existing* assessments as they are.



The policy will be reviewed after Semester 1 as part of an ongoing feedback loop.

<https://teachingacademy.bmh.manchester.ac.uk/training-and-events/elearning-training/>

Date	Time	Session and booking link	Further information	Session info
Recorded: Wednesday 14/05/2026	15:00 – 16:00	Marking Quizzes in Canvas	1 hour webinar. Recording available by clicking the session link.	Details
Recorded: Thursday 15/05/2026	14:00 – 15:00	Marking Assignments in Canvas	1 hour webinar. Recording available by clicking the session link.	Details
Recorded: Tuesday 16/06/2026	11:00 – 12:00	Video Made Practical: Getting Started with Camtasia & Video Creation	1 hour webinar. Recording available by clicking the session link.	Details
Monday 29/06/2026	10:00 – 12:00	Introduction to interactive live teaching with Mentimeter	2 hour workshop Stopford 1.061-3	Details
Tuesday 30/06/2026	11:00 – 12:00	Beyond the Basics: Faster, Better Video Creation with Camtasia	1 hour webinar	Details
Wednesday 01/07/2026	10:00 – 12:00	Canvas Foundations A: Building Courses and Creating Content	2 hour workshop Stopford 1.061-3	Details
Thursday 09/07/2026	10:00 – 11:00	Rolling over your Canvas course to the new academic year	1 hour webinar	Details
Friday 10/07/2026	10:00 – 12:00	Introduction to interactive live teaching with Mentimeter	2 hour webinar	Details
Tuesday 14/07/2026	11:00 – 12.30	Live and Asynchronous Interactive Teaching Presentations in Nearpod: by Renaissance	1 hour 30 minute webinar	Details
Monday 20/07/2026	14:00 – 15:00	Rolling over your Canvas course to the new academic year	1 hour webinar	Details
Tuesday 21/07/2026	10:00 – 12:00	Interactive Video with Canvas Studio	2 hour workshop Stopford 1.061-3	Details
Thursday 23/07/2026	13:00 – 16:00	Quizzes and Testing in Canvas	3 hour workshop Stopford 1.061-3	Details
Tuesday 28/07/2026	10:00 – 12:00	Creating and Managing Submission Assignments in Canvas	2 hour workshop Stopford 1.061-3	Details
Tuesday 04/08/2026	10:00 – 12:00	Canvas Foundations A: Building your course	2 hour webinar	Details

How will courses for 26/27 work in Canvas?

What to expect in Canvas as we change academic years

- A new course space every year in most cases
- Programme/community spaces
- When you enter Canvas, each course will have 2 versions; some may not be favourited and may only show in the Full course list.
 - If you want to change the staff enrolments on a course in any way (adding or removing yourself or other staff) please speak with your Curriculum and Programmes team.
- Care should be taken in navigating
- Do not change your old course unless you are working with last year's students
- Enter your new course and you should find that most of the course content has been copied

Setting up your course for the new academic year

- Checklist
- We will now go through sections of the checklist and demo particular actions
- <https://teachingacademy.bmh.manchester.ac.uk/support/elearning-help-guides/>

Content Review

Consider setting up a workflow that works for you. For example:

- Go to modules and [and pages] remove and delete any pages you do not want in this year's version of the course
- Unpublish all content you want to review
- Edit each page when you get time and publish when ready
- Use the link validator tool to locate any links that may be broken
- If you have any content [pages/modules etc.] with dates on, update them for the new year
- If you had any pre-requisites and requirements set from last year, check that they are set as you expect

Content Review: A few notes of caution

We recently ran some student focus groups; students told us:

- They can still see navy blue template text where it wasn't removed last year
- They can tell that we are trying to use a template, but quite a few units don't use it, and they get stuck digging around for information

Other points of note:

- Canvas training was a long time ago, so you may not recall some of the assistive accessibility tools used for course content
- If you don't like putting your photo on the home page, why not add a photo avatar or something that represents your work? Blank boxes make it look as though your unit is broken!

Assessments, assignments & quizzes

- Check your templated page on assessment and feedback and update it for the new year; remember to add information about AI for each assignment you run.
- Open each assignment and confirm the information including instructions, rubrics and deadlines. Speak to your Assessment and Progression team if needed.
- Delete any unwanted assignments.
- Remember to add the deadlines for 14:01
- Check that your gradebook is set up as you want.

Assessment, assignments and quizzes: A few notes of caution

We recently ran some student focus groups; students told us:

- They want deadlines to be easy to find. We recommend using “Due” dates for any important activities and adding them to the course calendar where appropriate. Students can then view these alongside their other commitments in their personal Canvas calendars (which can display up to 10 courses at a time).

Other points of note:

- Review your quiz settings and any content areas carried over or linked from an earlier version of the course to make sure correct answers are not still available to students.
- If you had problems last year, come and talk to us early to try to deal with it.

External systems (e.g. LTIs and embedded content)

- Range of external tools that might be used in your unit, e.g.
 - TurnItIn, Cadmus, Padlet, Gradescope, Nearpod, Articulate Storyline, Softchalk, iSpring, Pebblepad etc.) There are several reasons why each of these tools might not work automatically.
- Check each external tool; you may find any of the below:
 - Everything is fine and you just need to update dates or information
 - You need to re-create a new instance of the external tool for the new year
 - You need to re-link to something, or add new student enrolments onto the external tool

Communication tools

- Because communications are generally intended for specific people on a particular course, they are not included in the course copy by default.
- You will still have access to old courses so that you can re-use information from past years if you choose to.
- Where there are large numbers of discussion boards, you will have been contacted to see if you need help with manual options.
- If you have a very complex setup of discussions and have not been contacted but need help with setup, please contact the eLearning Team.
- Groups and group sets have not copied and will need setting up again with new students.

Diff tags/sections/groups

- Differentiation tags, sections and groups will need setting up for the new year.
- Updated information:
 - Differentiation tags are the safer route for distributing marking or making a cohort of students who all have the same extension. However, there is a limit of 40 groups. These can be managed by academic staff.
 - Sections can be used for distributing marking. Recommended for where there are groups over 40 markers. Not recommended for extensions.
 - Groups are intended only for collaborative activities where students need to work together.

Finalising your course

- Ensure that your content and assignments are all updated and the pages published with relevant release dates. PUBLISH ITEM, PUBLISH MODULE. Don't forget the assessment page.
- There should be basic course information and at least 2 weeks of information for students by the 14th of September.
- Try accessing your course via the mobile app to check how it looks to your students.
- Use the accessibility checkers to help you improve accessibility on your course.
- When you are happy with your course, you **MUST** click the “Publish” button. This will put the course into a state where it will permit students to enter on (or after) the 14th of September (Semester 1 and Full Year courses) PUBLISH COURSE.