

CHECKLIST FOR MODULE LEADERS IN PLANNING FOR BLENDED APPROACH TO TEACHING, LEARNING AND ASSESSMENT

This checklist provides signposting to the key tasks involved in the planning, development, and coordination of programmatic approach to blended learning during the academic year 20/21 and is designed to complement [Guidelines for preparing teaching and learning](#). It is not intended to be a 'one fits all' more so a set of guidelines to recognize the variations across the module and identifies important common areas of addressing by relevant personnel.

What do I do?	When do I do it?	Who is involved?	Useful resources
Personal reflection for online delivery <ul style="list-style-type: none"> ✓ What tools and platforms am I comfortable using? ✓ What tools and platforms do I need to learn more about? ✓ What tools and platforms will I use in my teaching, learning and assessment? ✓ What tools and platforms are being used by other course MLs? 	Ongoing	Module Leader Head of Dept Course Director	Learning Technology Forum
Who are my students? Review profile, diversity, class size of student group to determine: <ul style="list-style-type: none"> ✓ What support will I provide for students new to online learning to my module on the programme Sulis /Moodle site? ✓ Do all students have access to technology/broadband? ✓ Are there LENS reports to be considered? 	August July	Module Leader Course Director	Student resources Accessible Education & Accessible resources
Use the Module Virtual Learning Platform Site to: <ul style="list-style-type: none"> ✓ Provide a module specific induction (recorded introduction to module and how the semester will run – what it will look like for students) ✓ Provide the following details in an accessible format on the home page: <ul style="list-style-type: none"> - ML contact details - Office hours (virtual) - Copy of module outline and clear schedule of assessment submission dates ✓ Ensure that the layout, structure and organisation of module site is clear and 	September	Module Leader Course Director ITD	

<p>consistent and easily navigated and kept up to date with weekly folders reflecting the on and off campus weeks.</p> <ul style="list-style-type: none"> ✓ Ensure consistency of terminology and jargon across all module communications (written and oral, online and face-to-face) to minimize confusion. ✓ Provide a clear plan of action of what is expected from students on a week to week basis, deadlines for assessment and demonstrating how face-to-face, online and assessment activities address module learning outcomes 			
<p>Communication and Expectations</p> <ul style="list-style-type: none"> ✓ Establish ground rules for online communication between module leader and teaching assistants and students ✓ Provide guidelines for students on what is expected from them as an online learner and their role in the learning process ✓ Establish a schedule of the type and frequency of meetings and communications between ML and Teaching Assistant and others involved in the delivery and assessment of the module 	Week 1	Module leader and team	Guidelines for preparing teaching and learning
<p>Content and Delivery</p> <ul style="list-style-type: none"> ✓ Is the structure of teaching sessions communicated to students in advance of each session? ✓ Plan the combination of online and F2F learning, <i>where applicable</i>, and ensure alignment exists and check that module resources and learning and teaching activities support student's achievement of the stated learning objectives ✓ Aim to balance the synchronous (live) and asynchronous(recorded) activities in the online space, as appropriate. ✓ Determine the type of assessments that will allow students to demonstrate those learning outcomes through individual and/or team/collaborative assignments 	Weekly plan and to be communicated to students at the beginning of the module and then a clear communication on the same day each week	Module leader and team	

<p>Assessment and Feedback</p> <ul style="list-style-type: none"> ✓ Ensure the timing of assessments are reasonably spread across the semester and do not overlap with other assessments on their programme. ✓ For group assessment consider what it is you will assess (the outcomes/product or the group process, or both) ✓ Be clear about your expectations regarding group work and agree a set of “ground rules” to help guide students. ✓ Provide students with guidelines or tips and strategies for working successfully as virtual teams ✓ Provide opportunities for students to “practice” online assessments ✓ Devise a plan for the provision of feedback to students – who will provide feedback, when and how it will be undertaken ✓ Share plans for module delivery and assessment with the External Examiner for comment 	Ongoing	Module leader and team	<p>Guidelines on alternative assessment</p> <p>Webinar</p> <p>Alternative Assessment</p> <p>Remote online assessment</p>
<p>Reflection and Evaluation</p> <ul style="list-style-type: none"> ✓ Gather student and teaching team feedback on content, assessment and delivery 	End of semester	Module leader and team	