

**CHECKLIST FOR COURSE DIRECTORS 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. The intention is that these actions will provide for a more coherent and consistent student experience across the programme and is designed to complement the [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 programmes and identifies important common areas of addressing by relevant personnel.

What do I do?	When do I do it?	Who is involved?	Useful resources
<p>Programme overview Review the learning outcomes for the programme and consider the development of a programme brief to reflect:</p> <ul style="list-style-type: none"> ✓ any requirements to be met for accreditation bodies? ✓ appropriate use of the face to face scheduled time. ✓ appropriate use of the online scheduled time. 	July	Course Director	
<p>Team Teaching Meeting, with all those who teach on the programme for each year of the programme (year 1, semester 1 meeting, year 2, semester 1 etc)</p> <ul style="list-style-type: none"> - Establish and agree standards that students can expect from the programme though: <ul style="list-style-type: none"> ✓ Highlighting the resources and supports available to bring the learning experience online. ✓ As far as possible, in self-contained programmes, agree consistency in the choice of tools and platforms that the programme team will use for ease of student access. ✓ Ascertaining resource requirements for delivery so not to overpromise and under deliver to students ✓ Start Developing an overview of the programme detailing by module with the weekly work plan for students, the mix of F2F and online activity and indicative deadlines for assessment address module learning outcomes 	July/August	Course Director, Module Leader, Teaching Assistant, Technicians	Guidelines for preparing teaching and learning
<p>Design Virtual Learning Programme Site</p> <ul style="list-style-type: none"> ✓ Use Sulis/Moodle programme site to provide an induction to the programme (recorded introduction to programme and how the semester will run – what it will look like for students) Provide the following details: <ul style="list-style-type: none"> ✓ CD and support staff contact details and office hours ✓ MLs contact details 	August	Course Director, Module Leader, with ITD	Sulis programme site

<ul style="list-style-type: none"> ✓ Copy of each module leader Module outline and Student Learning Roadmap ✓ Assessment submission dates 			
<p>Content and Delivery approaches</p> <ul style="list-style-type: none"> ✓ Establish minimal standards for online delivery in terms of online and F2F sessions ✓ Ensure coherence between modules to deliver consistent quality student learning experience to students on the programme ✓ Check that ML have a weekly plan of action for delivery that is communicated to students ✓ Create a programme level (where possible) summary of indicative assessment submission dates that all ML contribute to for upload to the Programme Site 	Ongoing	Course Director, Module Leader, Teaching Assistant	
<p>Communication and Expectations</p> <ul style="list-style-type: none"> ✓ Establish a schedule for the type and frequency of communication between Course Director and ML ✓ Create a communication plan (when, how) between CD and students and student class rep. ✓ Establish and agree ground rules for online communication both with module leader and teaching assistants and other parties involved in delivery ✓ Keep communication lines open with all those working on the programme 	Weeks 1 - 12	Course Director, Module Leader, Teaching Assistant	Guidelines for preparing teaching and learning
<p>Who are my students?</p> <p>In planning the programme, source details on student profile to include diversity, year, class size of student group to determine:</p> <ul style="list-style-type: none"> ✓ What supports are available to support students new to online learning? ✓ Understand the additional student pathways into your programme, e.g. alternative Erasmus, Co-operative education ✓ Plan for student needs in terms of access, lens reports ✓ Do all students have access to technology/broadband? 	August	Course Director, Module Leader, Teaching Assistant	Student resources Accessible Education & Accessible resources
<p>Assessment and Feedback</p> <ul style="list-style-type: none"> ✓ Determine the mix of assessments (formative, summative, individual or group) that allow students to demonstrate the achievement of programme and module learning objectives ✓ Ensure the timing of submission dates for each module assessments are reasonably spread across the semester and do not create pressure on one week 	Ongoing	Course Director, Module Leader,	Guidelines on alternative assessment Webinar Alternative Assessment

<ul style="list-style-type: none"> ✓ Agree norms and expectations regarding group or “ground rules” to provide consistency across the modules. ✓ Provide opportunities for students to “practice” online assessments 			Remote online assessment
<ul style="list-style-type: none"> ✓ Review and Evaluation ✓ Course director solicits feedback from students on their experience of the semester ✓ Post programme evaluation: Meet with Module leaders, Teaching Assistants to review what worked well and areas for development 		Course Director, Module Leader,	