

## Online and Blended Learning Procedure (ED-SOP-030)

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<b>Related Documents</b>	ED-Pol-026 - Programme Development Policy ED-Pol-027 - Online and Blended Learning ED-SOP-029 - Curriculum Development Procedure

## 1. Content Creation Kick-off Meeting

1.1 Following agreement by the Programme Board that the most appropriate mode of delivery for a Programme or Module(s) is an online or blended learning approach, the Education Specialist organises a kick-off meeting with the Education Delivery Manager and Technology Enhanced Learning (TEL) Manager (or nominated TEL team member) to discuss the delivery and support requirements for the proposed programme including:

- Content development timelines
- Module scheduling
- Technical setup requirements
- Marketing

## 2. Online Content Creation

2.1 The Education Specialist and TEL team member contact the relevant faculty; module leads, assessment lead and subject matter experts (SMEs) (where required) to commence the design and development process of any online components. The Education Development team support faculty in the implementation of pedagogical approaches and educational technology for online or blended learning programmes/modules.

2.2 Faculty members with support from the Education Specialist and TEL team member, draft the online storyboard on the [Storyboard Template \(ED-T-035\)](#).

2.3 Faculty members, guided by the Education Specialist and TEL team member agree the content, authoring tools and assets to be developed, completion criteria, design or style preferences, any audio requirements, and any other technical specifications for content.

2.4 The eLearning Designer and Learning Technologist start the technical build of the online component in the VLE, as per the storyboard requirements. This includes but is not limited to videos and lecture capture, podcasts, graphics, animations, SCORMs, voice overs, HTML page design, quizzes, assessments, assignments, surveys, rubrics, and checklists.

2.5 There is regular communication and collaboration between the relevant faculty members, Education Specialist, Learning Technologist, eLearning Designers and Programme Coordinator throughout the technical build of online components for use in online and blended modules.

2.6 The Learning Technologist migrates the online content, activities, synchronous presentations and discussions, pre-recorded material and other selected technologies into the Programme Sandbox within the VLE.

2.7 The Learning Technologist creates a learner welcome and landing page providing information on the programme or module structure and learner expectations, programme support and completion criteria.

- 2.8 The Learning Technologist checks all virtual content with the in-built 'Accessibility checker' functionality within the VLE, inserts alt text for images (where required) and transcripts for audio.
- 2.9 The Learning Technologist and Education Specialist perform user testing to ensure that the online set-up is user friendly, easy to navigate and enhances learning.
- 2.10 Access to the programme/module is then shared with all members of the Programme Board. Members of the Programme Board will be assigned specific components of the content for their test and approval.

### 3. Assessment Creation

- 3.1 Once the Programme Board approves the assessment strategy the; assessment lead, Module lead(s), Education Specialist and Learning Technologist collaborate and sign off on the assessment specification and requirements within the VLE.
- a) Formative assessment, e.g., timing and sequencing, type of assessment, method of submission, correction, feedback mechanism, rubrics, proofing.
  - b) Summative assessment, e.g., type of assessment, feedback, pass rate, number of attempts, number of questions, order/sequencing, rubrics.
- 3.2 Once agreed, the Learning Technologist together with the Assessment Lead migrate each assessment instrument onto the technical build within the VLE.

### 4. Review and Publish

- 4.1 The Learning Technologist reviews the content as a 'Learner' ensuring that:
- The learner will have a comprehensive understanding of their objectives, roles, and responsibilities in completing the programme/module.
  - All technical aspects of the programme/module are working and easily navigable.
  - The learner has clear direction of where to seek help, if required.
- 4.2 The Programme Lead, Education Specialist and Programme Coordinator review the final version, ensuring cohesion, consistency and accuracy of the programme and final edits are made.
- 4.3 The final online component is published within the VLE and shared with the Programme Board for final approval.
- 4.4 The Education Specialist and the Programme Coordinator complete the Course Master List. This document is agreed by both departments.
- 4.5 The Programme Coordinator is then responsible for enrolment and delivery.