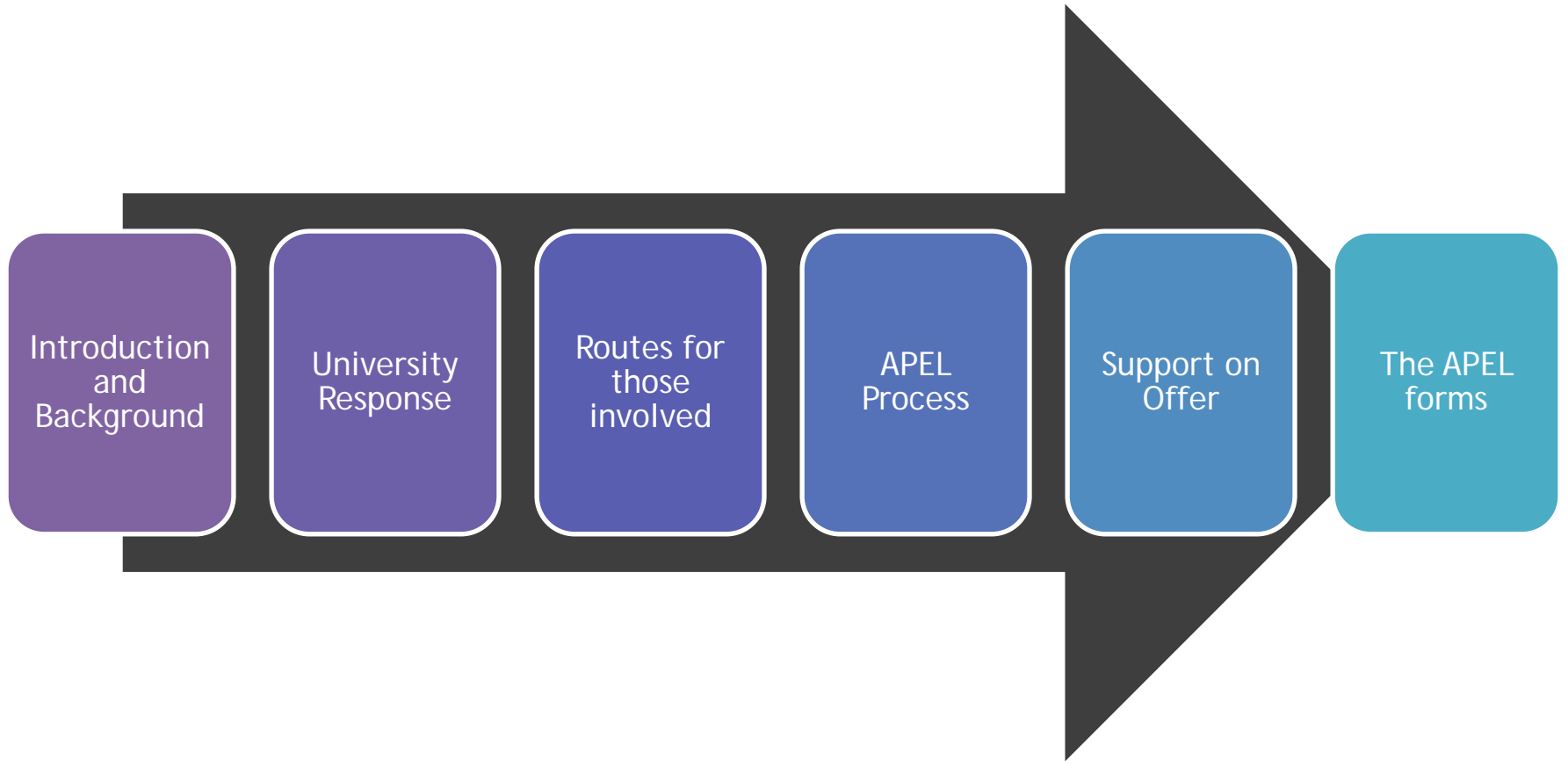


# Online Distance Learning: Meeting the University's Requirements for Staff Involved in the Delivery & Design

June 2015 Learning Bytes Session

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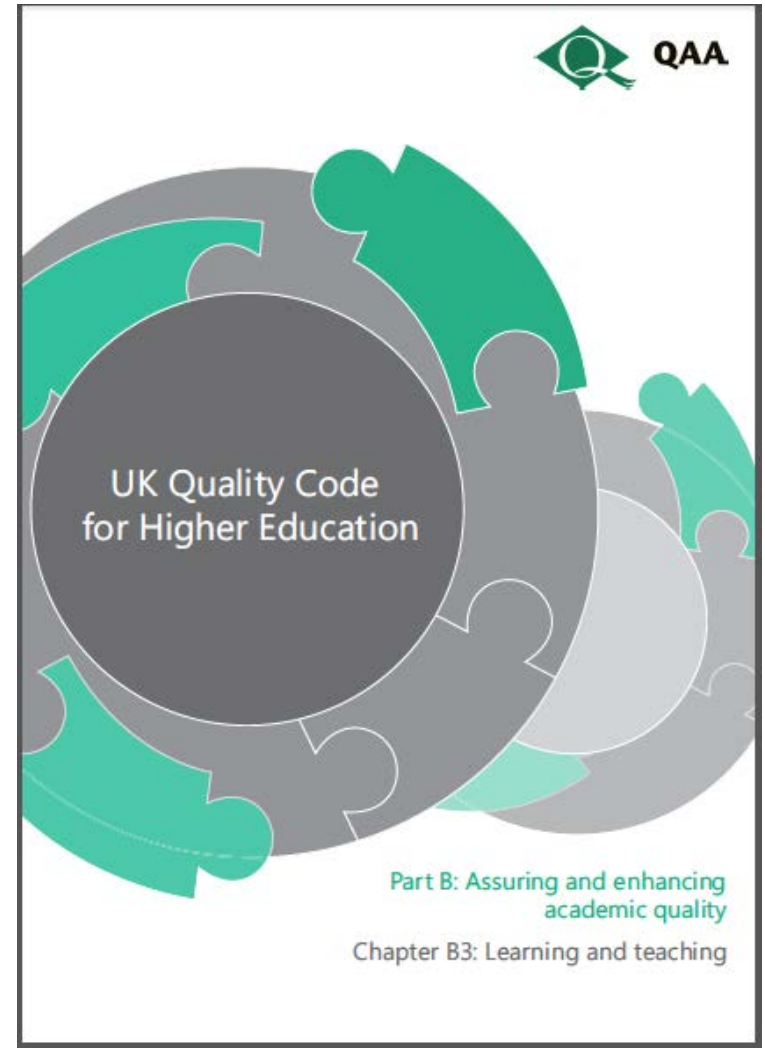
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# QAA Precepts

This publication is a Chapter of the UK Quality Code for Higher Education.

It incorporates and supersedes:  
the Code of practice for the assurance of academic quality and standards in higher education (Code of practice), Section 2: Collaborative provision and flexible and distributed learning (**including e-learning**) (2010), Part B: Aspects specific to flexible and distributed learning...



## This Chapter...

...covers students studying at all academic levels ... (that is, all undergraduate, master's and doctoral students) and irrespective of their:

- location - for example, campus-based, on placement or otherwise in a workplace, distance learning, or with a collaborative partner within the UK or internationally
- mode of study - for example face to face, e-learning, blended learning, or work-based learning, whether full-time or part-time academic subject...

## Indicator 4

“Higher education providers assure themselves that everyone involved in teaching or supporting student learning is appropriately qualified, supported and developed.”

### Appointment, support, and continuing development of staff

Individual staff members are able to access appropriate and timely **support to develop inclusive forms of learning, teaching and assessment which are supported by technology.**

Higher education providers also **recognise the importance of digital literacy for staff and make available suitable development opportunities.**

LEVEL	APPLICATION	ANNUAL PROFESSIONAL DEVELOPMENT ACTIVITIES
<b>Not yet at Technology-supported level</b>	Very limited or no use of technologies in teaching, learning & assessment.	Minimal or no self-development activity within the last 12 months relating to use of technology in teaching, learning & assessment.
<b>Technology-supported level</b> (where face-to-face delivery is supported by the use of technology)	<p>Frequent and appropriate use of UniLearn:</p> <ul style="list-style-type: none"> <li>• Uploading documents to modules.</li> <li>• Use of Announcements.</li> <li>• Staff information up-to-date and informative.</li> <li>• MyReading list maintained</li> <li>• Turnitin used for relevant assessments</li> </ul> <p>Together with:</p> <ul style="list-style-type: none"> <li>• Another example of a tool being used within UniLearn; examples are (but are not restricted to) discussion boards, blogs, and wikis – or an equivalent tool being used outside of UniLearn.</li> </ul>	<p>Participating in self-development and personal learning relating to the use of technology in teaching, learning &amp; assessment, relevant to this level of application.</p> <p>Examples could be (but not restricted to):</p> <ul style="list-style-type: none"> <li>• <i>Staff development courses.</i></li> <li>• <i>Learning Bytes sessions or TALL session.</i></li> <li>• <i>Pedagogic conferences.</i></li> <li>• <i>Other professional development activities such as external workshops or taught modules.</i></li> </ul>

<p><b>Technology-enhanced level</b> (where technology is integrated into the delivery)</p>	<p>Enhanced use of UniLearn:</p> <ul style="list-style-type: none"> <li>• Demonstration of continued application at the <b>Technology-supported Level</b>.</li> </ul> <p>Further customisation of modules in UniLearn, e.g.</p> <ul style="list-style-type: none"> <li>• Re-order the content area of the menu to follow how the module is taught</li> <li>• Changing the styling of the module and adding a banner.</li> <li>• Appropriate use/upload of multimedia items to UniLearn e.g. video, audio, images.</li> </ul> <p>Together with:</p> <ul style="list-style-type: none"> <li>• Examples of more advanced UniLearn features and/or other technologies being used (in addition to those used in previous levels). Examples are (but are not restricted to) quizzes, group functionality, synchronous interactions, eportfolios, and social media.</li> </ul> <p><b>To deliver wholly online modules and to meet the QAA Requirements for this, you also need:</b></p> <ul style="list-style-type: none"> <li>• To apply the criteria for the technology-enhanced level (above) to an online learning context,</li> <li>• Plus achieve the E-tutoring module DMZ2330 (or equivalent), through completion of the module, or by building an APEL claim against the learning outcomes (see supporting document).</li> </ul>	<p>Participating in professional development activities relating to the use of technology in teaching, learning &amp; assessment, relevant to this level of application, reflecting on how they could be incorporated into practice and taking some positive steps towards this.</p> <p>Examples could be (but not restricted to):</p> <ul style="list-style-type: none"> <li>• <i>Staff development courses.</i></li> <li>• <i>Learning Bytes sessions or TALI session.</i></li> <li>• <i>Pedagogic conferences.</i></li> <li>• <i>Other professional development activities such as external workshops or taught modules.</i></li> </ul>
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**Technology-dependent level**  
(where technology is central to delivery)

- Extended use of learning technologies:
- Demonstration of continued application at the **Technology-enhanced Level**.
  - Practice is rethought and redesigned, to harness the affordances of technologies.

This can include, but is not restricted to:

- Expanded application of technologies used in previous levels.
- Using screencasts instead of lectures and using the class time to engage students in other learning activities.
- Using technology to produce creative assessment methods.
- Using technology to facilitate student-created content.
- Redesigning a module to become blended delivery e.g. when a significant proportion of the face-to-face delivery is replaced by online activities.

**To design and deliver wholly online modules and to meet the QAA Requirements for this, you also need:**

**Essential:**

- To apply the criteria for the *technology-dependent level* (above) to the design and delivery of a wholly online module/course.
- Plus achieve the E-tutoring module DMZ2330 (or equivalent), through completion of the module, or by building an APEL claim against the learning outcomes (see supporting document).

**Desirable:**

- Achieve the Understanding e-learning module DM1330 (or equivalent), through completion of the module, or by building an APEL claim against the learning outcomes (see supporting document).

High-level involvement in professional development activities relating to the use of technology in teaching, learning & assessment, relevant to this level of application.

Examples could be (but not restricted to):

- *Presenting at conferences or invited events.*
- *Contributing to the delivery of staff development sessions, Learning Bytes sessions, TALI events.*
- *Engaging with an online learning network, using reflection to review and improve your professional practice.*
- *Writing a journal article or book chapter.*
- *Mentoring colleagues.*
- *Completing a professional or taught course.*

DMZ2330 – Masters module: etutoring  
DMZ1330 – Masters module:  
Understanding eLearning



For **online DELIVERY only** – the content in all of the Technology-Enhanced section applies. There are three possible routes for demonstrating that you meet the criteria for this section.

**You need to meet one of the following criteria by the end of September 2015**



Have the MSc in Multimedia and eLearning module identified in the DLS Grid (or equivalent);

**OR**

Have successfully completed an APEL application if you are already experienced in online delivery

**OR**

Have completed at least part 1 of the [Facilitating Online Staff Development course](#). The course is in 2 parts: Part 1 is 5 weeks of attendance with completion of all course activities; and Part 2 is post-course completion (and reflection) of an online facilitating activity. [N.B. Participants have 12 months from the date of the course to complete the post-course element]

For online course/module DESIGN - this is seen as a higher level of skill so all of the content in the Technology-Dependant section applies. To meet the criteria for this section there are two possible routes:

Have the MSc in  
Multimedia module(s)  
identified in the DLS Grid  
(or equivalent)

OR

Have successfully  
completed an APEL  
application (if you are  
already experienced in  
online module/course  
design)

The deadlines that apply to online course design are:

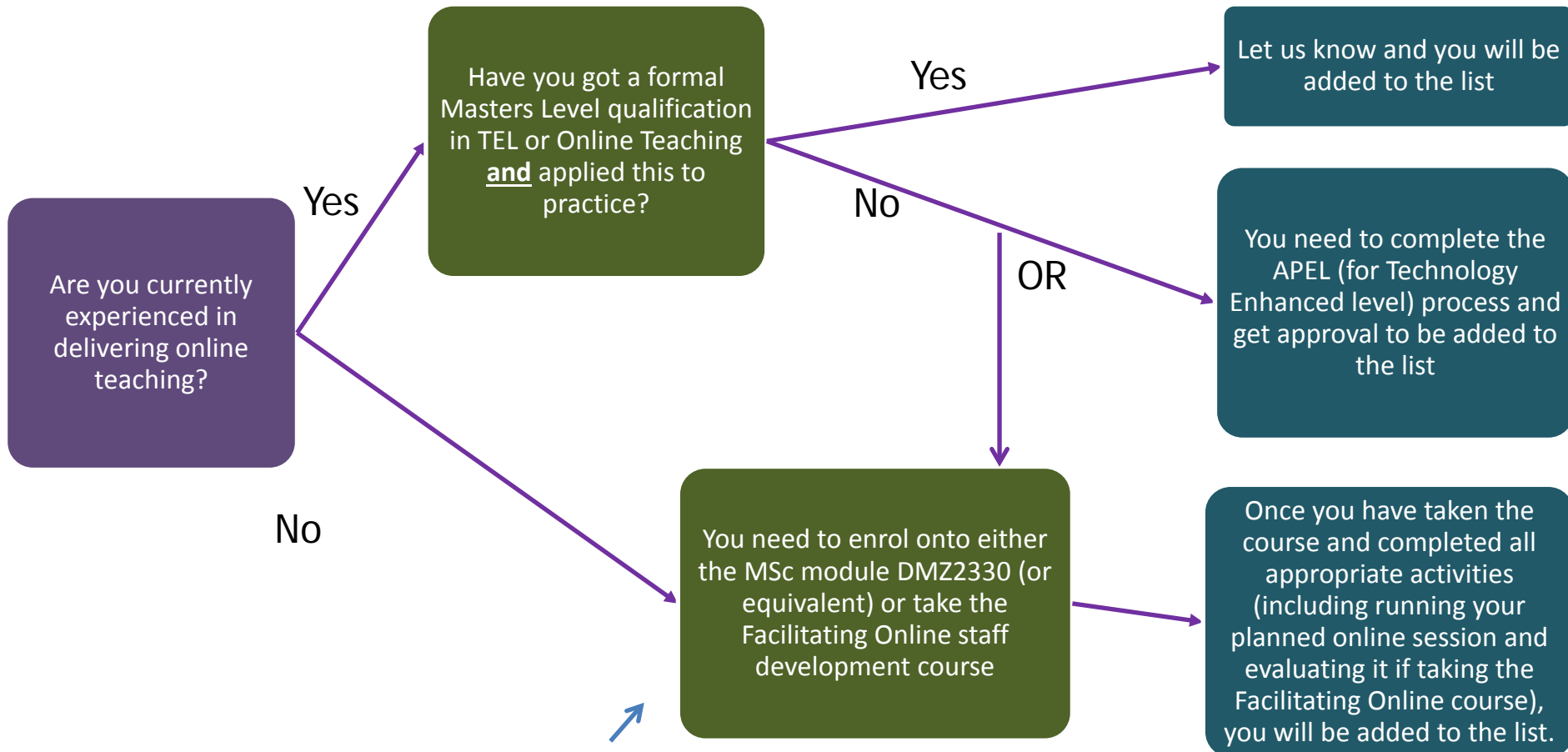
You must at least meet the above criteria for online **DELIVERY** by the end of Sept 2015

**And:** by the end of Sept 2015 you must be in progress/enrolled for one of the criteria for the online design, to be successfully completed by Sept 2016.

For best practice - until this criteria is met, any course/module design activities you undertake should be co-authored with someone who already meets the criteria.

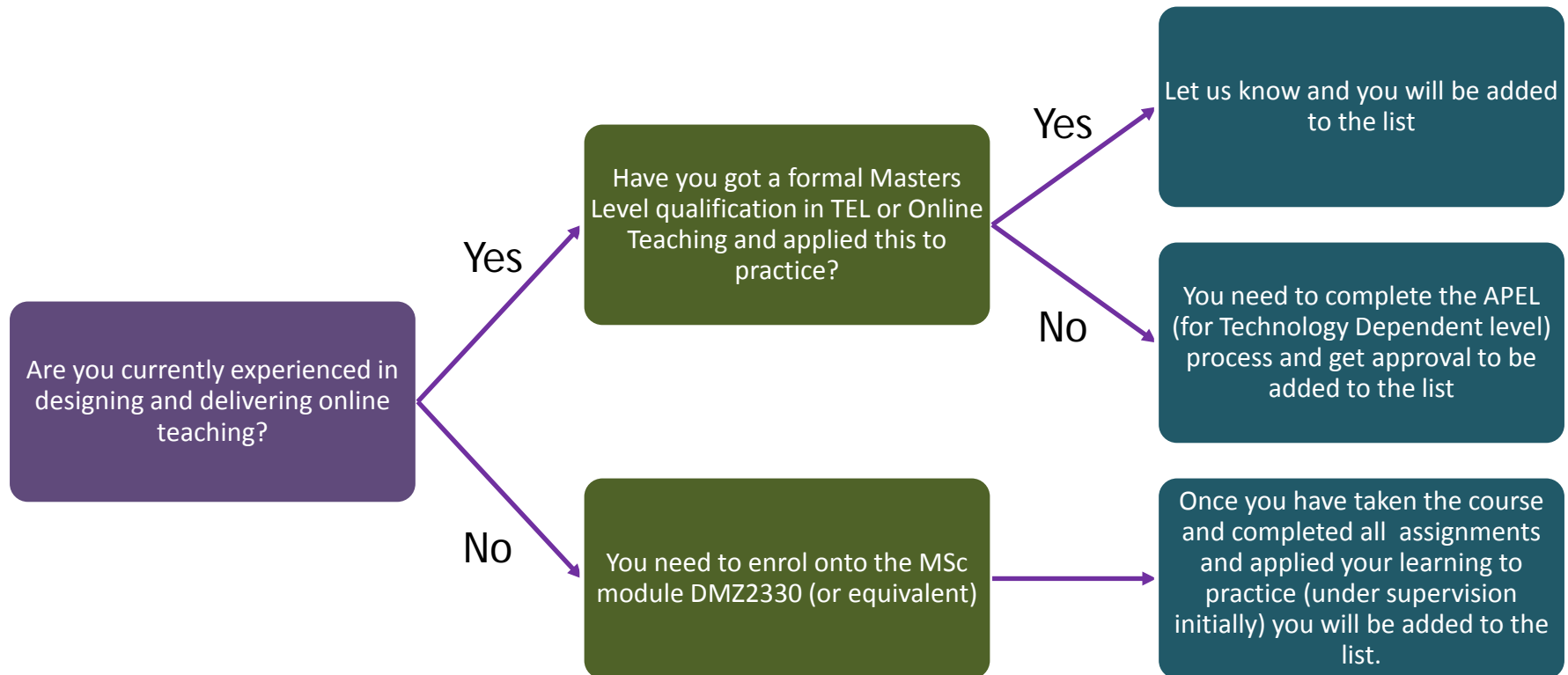
## Which route to take to be added to the approved list for **delivering** online courses

*(Technology enhanced plus level of the DLS Grid)*



Whilst in this section – you need to be supervised by someone who is on the approved list

Which route to take to be added to the approved list for **designing and delivering** online courses  
(Technology Dependent Plus level of the DLS Grid)

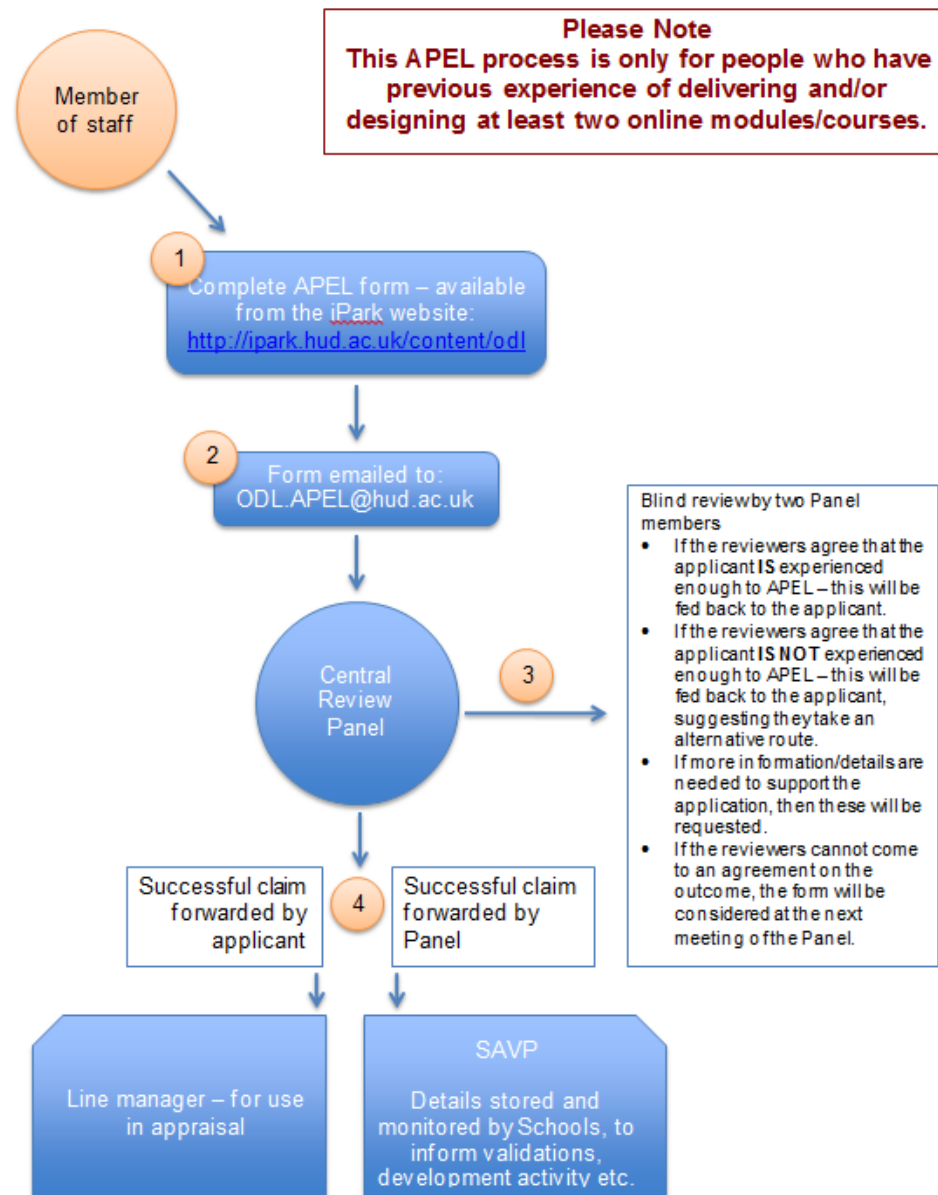


Whilst in this section – you need to be supervised by someone who is on the approved list

The APEL process for the Technology Enhanced level of development aligns to the Core Curriculum and Learning Outcomes of module DMZ2330 E-Tutoring, and focuses on:

Knowledge and understanding of:

1. Roles and responsibilities of online tutors, similarities and differences to blended and face-to-face contexts.
2. The different approaches, skills and techniques required of the online tutor.
3. Current models of good practice in online tutoring, mentoring and facilitation.
4. Identity and impression management on line.
5. Strategies to encourage and promote online collaboration.
6. The management of a variety of interaction contexts online.
7. The development of resources/tasks to support online learning.
8. Design and planning of learning activities
9. Rationale and justification of choice of tools and design.



## Courses:

- Facilitating Online Course - currently running the 5<sup>th</sup> cohort and another course planned for September
- Various other staff development courses on individual tools and technologies including UniLearn, UniConnect, Screencasting, blogs and wikis etc
- Masters modules in EPD

## People:

- Academic Champions: Stephen White (HHS), Liz Bennett and Cheryl Reynolds (EPD) and Karen Shah (ADA)
- LTAs: in each Academic School
- CLS Learning Technologies Team: Sue Folley, Andy Raistrick and Jess Allen

## Resources:

- Ipark website contains useful information
- Contemporary papers and literature in this area
- Recommendations on the JISC website

*Questions?*



# *The APEL Forms*