# Blended, Online and Distance Learning – Guidance for Course Design, Course Approval and Definitions

## Contents

## Purpose and Overview

This paper provides guidance on matters related to the design of Highly Blended, Online and Distance Learning courses.  It is an important reference document for the preparation of a proposal to APPG – see particularly the Definitions section (3) – and also for the planning of a course and the development of documentation for course approval.  Colleagues are encouraged to discuss proposals with AQU and TEL Unit colleagues at an early stage of development.

**Section 1:  Guidance for the Design of Highly Blended, Online or Distance Learning Courses**

## 1.1      Introduction

1.1.1     At the core of University of Worcester's learning and teaching is a commitment to active, flexible learning incorporating of real-world learning opportunities for employment and personal growth.

1.1.2     Within this context, active flexible learning covers the full range of campus-based learning opportunities through to fully online learning experiences with active learning as a core component.

1.1.3     All learning opportunities are grounded in key principles that guide the overarching design of active flexible courses.

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**Key Principles**

- Development of curricula are under pinned by relevant taxonomies such as Bloom's taxonomy of learning domains, based in all three domains or equivalent discipline taxonomies.[1,2]
- Curricula are designed with concept of constructive alignment at their core.[3]
- Curricula are designed with active learning approaches that allow students to be actively or experientially involved in the learning process.[4]
- Flexibility may encompass different dimensions including mode of delivery, time or length of course, and inclusive approaches to learning activities, resources and assessments.

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1.1.4     The guidance outlined in section 1 of this document is primarily focused on the considerations that need to be given when designing active, blended curricula that are to be delivered as highly blended or fully online courses but can be used to support any course that follows the above principles.

### Spectrum of Active Flexible Learning

1.1.5     The diagram outlined in Figure 1 illustrates the spectrum or continuum of course learning and activity based on the predominant space for that learning. The spectrum encompasses campus-based courses, including those with a work-based element, at one end with fully online courses at the other. It is important to recognise that the boundaries between one predominate space and another are not clear cut.

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[1] Bloom, B.S. and Krathwohl, D. R., et al.(1956) *Taxonomy of Educational Objectives: The Classification of Educational Goals, by a committee of college and university examiners. Handbook I: Cognitive Domain.* NY, NY: Longmans, Green

[2] For example, Miller GE. (1990) *The assessment of clinical skills/competence/performance. Academic Medicine* : Journal of the Association of American Medical Colleges. Sep;65(9 Suppl):S63-7. DOI: 10.1097/00001888-199009000-00045.

[3] Biggs, John B.; Tang, Catherine Kim Chow (2011**). *Teaching for quality learning at university: what the student does*. Maidenhead: McGraw-Hill. ISBN 9780335242757.

[4] Bonwell, C.; Eison, J. (1991). *Active Learning: Creating Excitement in the Classroom AEHE-ERIC Higher Education Report No. 1*. Washington, D.C.: Jossey-Bass. ISBN 978-1-878380-08-1

Even in a classroom-based course there can be a range of digital learning and teaching approaches employed in support of active learning.
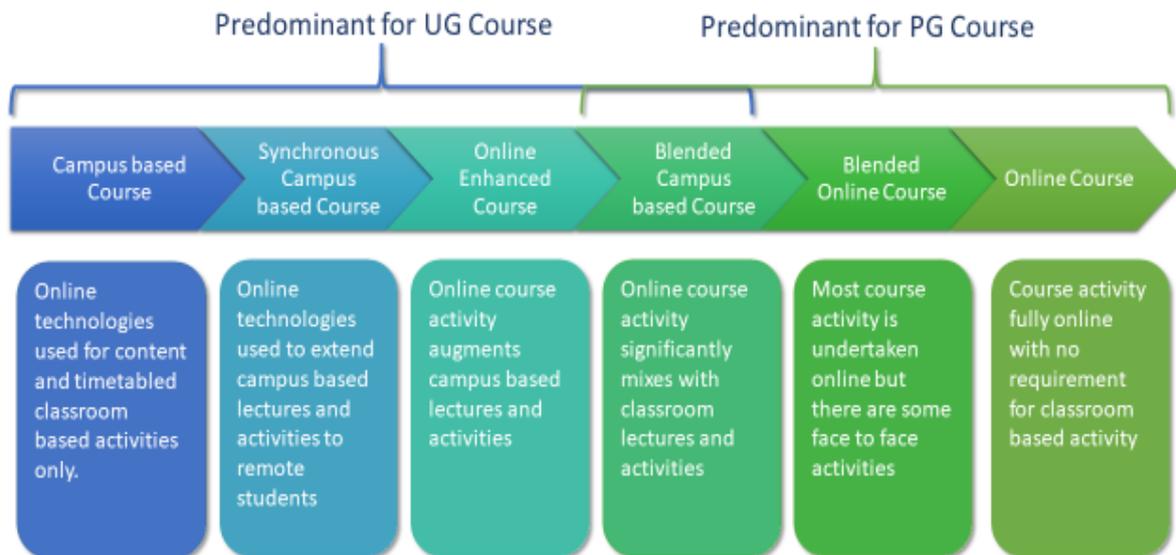


Figure 1 **Spectrum of Active Flexible Learning**

1.1.6    In this context, campus-based courses are defined as those that are based around timetabled classroom dependent learning such as lectures, seminars, labs or work-based learning.

1.1.7    At the other end of the spectrum online courses are defined as those where course learning, activity and assessment is fully online with no requirement for classroom-based activity, though online activity can be scheduled to occur within set timeframes.

1.1.8    It should also be noted that online courses do not preclude the opportunity for face-to-face interactions via online communication and collaboration services nor do they preclude the ability for students and course tutors to interact synchronously.

**1.2    Developing Blended and Online Courses: the ADDIE model**
1.2.1    Course development is a significant process with key stages before a course is ready to commence. These include the initial programme development approval which analyses the development of a new course or significant updating of an existing course. It is at this stage that the high level aims and learning outcomes of the course and its constituent modules are discussed to ensure that a new or existing course is still feasible, and its modules are aligned with the overall aims and learning outcomes of the course.

1.2.2    The overarching design and development of a course, online or otherwise need to be considered ahead of the detailed implementation phase of a course development can occur. This allows more opportunity to understand the demands in

terms of time for development and upskilling of course team well in advance of delivery.

1.2.3    Figure 2 outlines the key stages that the overall course development undergoes ahead of a course commencing. Timelines for the various stages will be dependent a variety of factors but typically the overall process will take 18 months to two years.

1.2.4    The key stages of course development can be described in terms of a design model known as the ADDIE model.[5] The ADDIE Model can be useful in supporting curriculum development in relation to the learning requirements of a course and helps understand the key stages of course development.
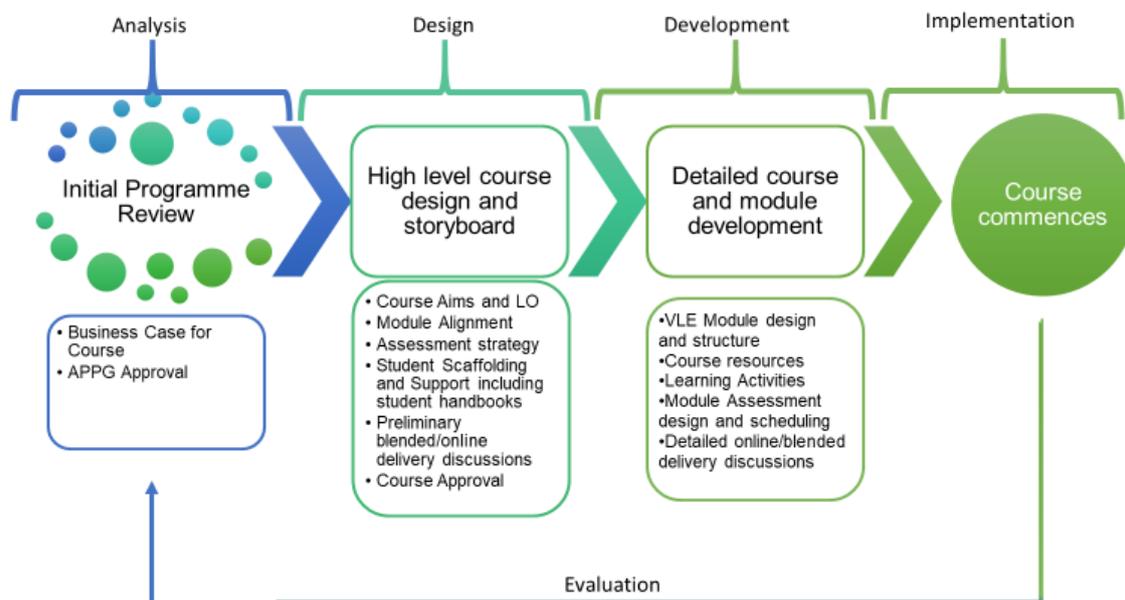


Figure 2 **Programme/Course Development process flowchart mapped to ADDIE model**

1.2.5    The ADDIE model has different stages which help describe the nature of course developmental activity.

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**ADDIE model**

- **Analysis Stage** - Looks at learners' needs, external and internal reference points and requirements and promotes reflection on how learners will respond to the learning developed. When delivering a flexible course that is predominantly a blended online course or fully online course, this is an important stage to consider.  This is also the stage to consider any pilots and any relevant subject/discipline learning and teaching research which may inform the design stage.

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[5] Kurt, S. "*ADDIE Model: Instructional Design*," in *Educational Technology*, August 29, 2017. Retrieved from https://educationaltechnology.net/the-addie-model-instructional-design/

- **Design Stage** - is where the information gathered and considered feeds into overall design of the course. This needs to consider the intended learning outcomes of the course and the requirements of the students (current or prospective) gathered from the analysis stage. It also needs to consider the relevant quality assurance requirements, university policies that will also need to be incorporated into the overall design of the course. It also important to consider that broader student experience at this stage, for example, how a online course will develop engagement and a sense of belonging for the students on the course.
- **Development Stage** - is where the design that has been developed is turned into tangible set of learning activities, resources and assessments that connect together both as modules and as a course.
- I**mplementation** - the delivery stage of the course where the students are actively engaging with the curriculum in the way that it has been designed. It is through the implementation stage that further opportunities to gather feedback that will be useful for the evaluation stage can be collected.
- **Evaluation** - ongoing evaluation through student feedback and interactions while participating on a course is a key part of this stage. This is also where relevant course feedback, course and module evaluation and external examiners feedback can be reviewed and incorporated into future iterations and re-designs of the course.

1.2.6     In practice there is often an iterative process occurring between the development stage and implementation stage where ongoing evaluation will inform ongoing implementation in the form of minor amendments and adjustments to the overall course delivery.

1.2.7     When considering the design of an online, or blended course, in particular, the first stages of the process, Analysis, Design and Development, are key to ensuring that the ongoing development and implementation are successful. To assist with formal approval processes the guidance in the following section outlines key questions and considerations to be addressed when a team engages with the analysis, design and development stages of the process.

**1.3     Key Considerations for Blended and Online Courses**

1.3.1     When developing courses that are located closer to the fully online end of the flexible course spectrum these questions need to be discussed with a range of relevant key areas of the institution to ensure that the student learning experience and student support are explored and designed appropriately.

Analysis Stage

1.3.2     This stage needs to consider some of the key intended aims and high level learning outcomes of the course, the market for the course and the rational for intended delivery mode as a highly blended or online course. This will inform the case presented to APPG.

**Key Questions**

- What is the business case for this course being a highly blended or fully online course?
- What type of students are expected to be recruited onto this course?
- What insights have student feedback and external examiner feedback from previous iterations of the course (if relevant) elicited?
- What are the digital capability requirements of the students who will study on this course and how will these be communicated to applicants?
- Are there specific technical requirements for studying on this course and how will these be communicated to applicants interested in studying on the course?
- Are the requirements for study in terms of time and commitments clear to applicants?
- Who will need to be involved in the design and development stages if this course is to be developed as a highly blended or fully online course?

## Design Stage

1.3.3    At the end of the design stage a storyboard should be produced which provides an insight into the overall structure of the course arranged over time. Various learning design methodologies can help design the storyboard for example Carpe Diem[6] or CAIeRO,[7] the ABC model[8] or OULDI.[9]

1.3.4    A storyboard should provide the course approval panel with an overall sense of how the course fits together and the student journey through the course and its modules. It should illustrate the balance of content, learner activities and assessments (formative and summative). The aim is to assure the balance and pedagogical approach adopted are suitable and appropriate for the discipline/subject and level of the course.

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[6] Gilly Salmon *Carpe Diem* https://www.gillysalmon.com/carpe-diem.html
[7] *CAIeRO* https://www.northampton.ac.uk/ilt/academic-development/caiero/
[8] *ABC model* https://www.ucl.ac.uk/teaching-learning/case-studies/2018/jun/designing-programmes-and-modules-abc-curriculum-design
[9] *OULDI* http://www.open.ac.uk/blogs/OULDI/

Figure 3 **Example of storyboard using Carpe Diem approach**



Figure 4 **Example of storyboard using 7C's design approach**
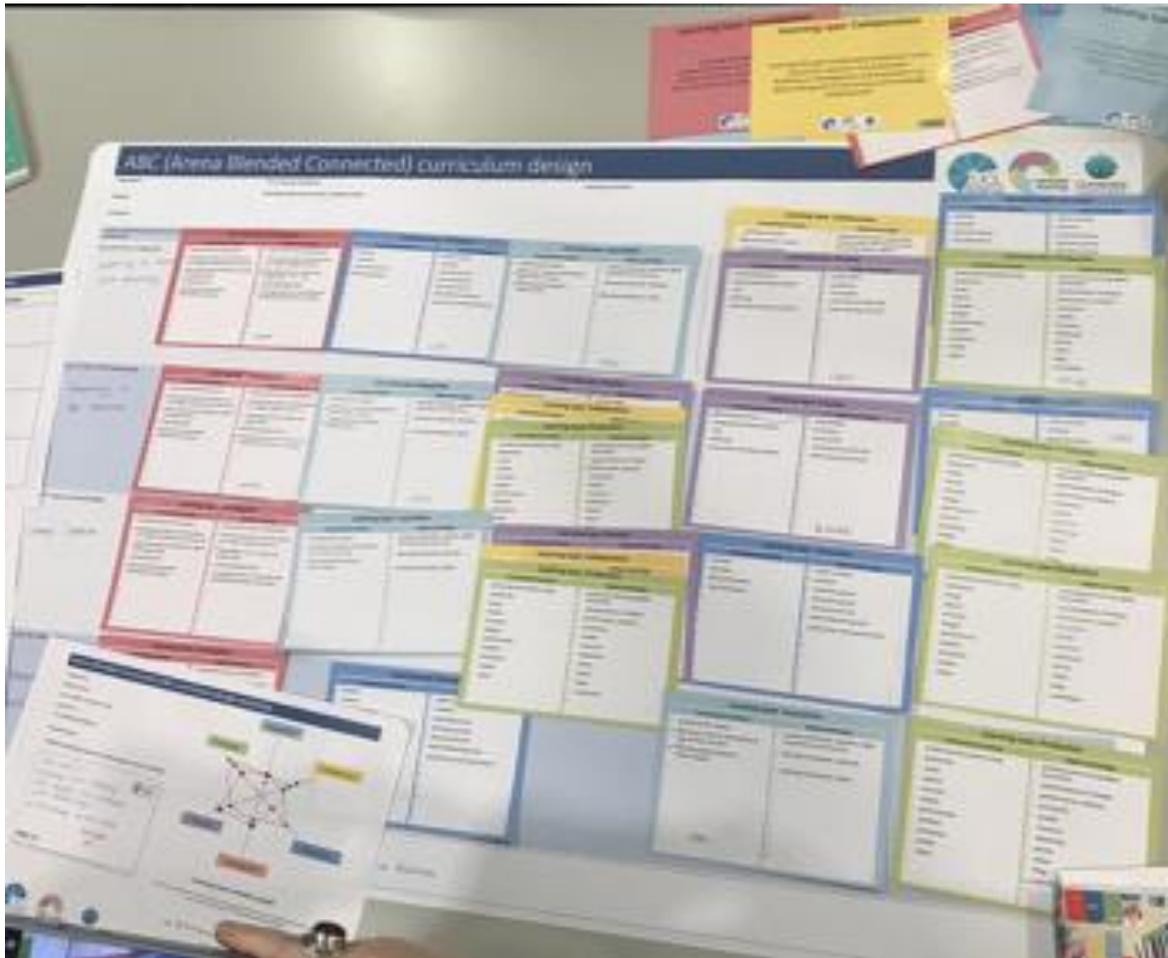
Figure 5 **Example of storyboard using ABC model**

1.3.5     Whichever learning design model is adopted the storyboard should provide insight into the shape of the course and ensure that the following critical questions can be answered at course approval (see following section on course approval considerations).

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**Key questions**

- Are the module learning outcomes, learning activities and assessments aligned with the course learning outcomes?
- Does the course have a logical and inclusive structure and take into account the variety of highly or fully blended course dynamics that may take place?
- Does the overall course design take into account the digital capabilities of student starting the course and design activities to support students to develop those capabilities?
- How will the course encourage a sense of belonging for the students participating in the course? What approaches will be used to foster engagement with the activities as well as the content?
- Does the design ensure that the required effort of the course is distributed appropriately and that students are not overloaded especially in relation to the distribution of assessments across the modules on the course?

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- Does the design require students to have access to particular specialist digital tools, services or technologies and has support for these been discussed with relevant professional services especially in relation to GDPR? How will students be supported to use these tools?
- Will the students be undertaking a range of online formative or summative assessments and are the facilities in place to deliver those assessment and for students to receive their feedback?
- If students are studying on a fully online course how will they be made aware of and access relevant student support such academic study skills, IT support, finance or wellbeing services?
- How will student academic and pastoral support be managed and how will student queries be managed within the course team?
- How will student union representation be facilitated?
- What additional information needs to be included in the student handbooks to cover studying on a highly blended or fully online courses?
- Are there any staff development needs that have to be addressed to ensure staff have the skills and capabilities to deliver highly blended or online courses?

## Development stage

1.3.6    The development stage is about taking the storyboard articulated in the design stage and translating that into a fully developed course. Often the learning design model used for the course design can be utilised again for the module design.

1.3.7    For all courses developed at the University this will include the use of Blackboard, at a minimum, for hosting relevant core content, student information and facilitating electronic marking of assessments and feedback to students.[10]

1.3.8    Courses and modules will require content to be written, resources including relevant multimedia resources to be located or produced. Learning activities to designed and scheduled. Formative and summative assessments to be written and scheduled.

1.3.9    The time taken to develop the course and modules in detail will be dependent on a variety of factors and the design phase should provide insights into the time required to be allocated to develop and prepare the course/modules. It should also make clear any specific technical or staff development requirements that will need to be addressed by the course team or relevant professional service specialist to ensure that the final course will be delivered with the relevant quality assurances in place.

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[10] UW *Baseline Standards*
https://staffweb.worc.ac.uk/mediainteractive/Web/Pages/BaselineStandards/index.html

**Key Questions**

- Have all the requirements of the VLE baseline standards been addressed?
- Are the Blackboard courses, the module content and resources as inclusive and as digitally accessible as possible and where alternative formats are needed have these been developed?
- Has all content and resources been checked for copyright?
- For highly blended or fully online courses have course teams received the necessary staff development for tutoring online?

## Implementation Stage

1.3.10   This is the stage where the course actually commences and students engage with the learning opportunities designed and developed through the previous stages. Individual modules on a course may not have commenced due to the sequencing of module over the course but students should have clear expectations of what those modules will entail and when they will be able to engage with them. Student will engage with courses to varying degrees and the questions outlined below are worth considering.

**Key questions**

- How will the course team review student engagement with the course? What indicators will the course team look at to determine the level of student engagement?
- For highly blended or fully online courses how will those communications with students who are not engaging be facilitated?

## Evaluation Stage

1.3.11   The evaluation stage is where a variety of different feedback mechanisms about the course can be brought together. Evaluation is something that can occur throughout the implementation of the course but there are key formal evaluation opportunities such as the Course Experience Survey (CES) and module evaluations, external examiner reports etc as well as informal evaluation opportunities to gather feedback from both students and peers.

**Key questions**

- For highly blended/fully online courses what mechanisms will be available for students to provide informal feedback and formal evaluation?
- How will student Staff Liaison Committees and student representation be managed?
- For highly blended/fully online courses how will Peer Supported Review of Teaching be used to develop and enhance the student experience?

**Section 2: Guidance for the Course Approval of Highly Blended, Online or Distance Learning**

**2.1 Introduction**

2.1.1    Building on the considerations outlined in relation to design of highly blended and online courses through the ADDIE model, this section focuses on expectations in relation to the course approval process.  It provides useful information for both those staff presenting a course for approval and for members of approval meetings.

**2.2 Information for Prospective Students**

2.2.1    Students need clear, accurate and timely information regarding the course mode of study so they can make an informed decision about what and where to study.  A highly blended, online or distance learning course should be clearly communicated, to enable students to make an informed choice and to make appropriate preparations for the learning approach.

2.2.2    Programme specifications, course handbooks, module specifications or module outlines can usefully supplement webpage information for applicants, including a schedule which makes clear the relationship between the whole course structure and individual modules.

2.2.3    Students also need to know about specific technical requirements to enable learning, any required attendance such as residential conferences or field trips and any skills they will need to successfully engage with the course.

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Areas for consideration within the Course Approval:

- In what way has the mode of study and its related approach to learning been communicated to the student?
- What pre-entry information is available to support the students to make informed decisions in choosing a highly blended, online or distance learning approach?
- How will the student be prepared to engage effectively with the course from the outset?
- Has accessibility of all information and earning materials been addressed?

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**Additional documentation required for highly blended, online or distance learning course approval:**

- Course schedule which makes clear the relationship between the whole course structure and individual modules, giving an indication of learning activities and a typical weekly study pattern.

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**2.3 Learning and Teaching Strategy**

2.3.1    Students should be in a position to appreciate their own responsibilities in terms of participation in individual and group activities that facilitate learning, with

particular attention paid to explaining the volume of synchronous and asynchronous learning.

2.3.2    Students should have clear guidance on the requirements of learning, and on the general expectation of time commitment that they should be making. Particularly in an e-learning environment, students may need time to understand and become familiar with technologies that are new to them. They may need some introductory support, possibly involving access to online learning environments prior to the start of the course so that equipment and technical access can be tested and new skills practised. Consideration might be given to the need to assign an identified contact prior to the commencement of study to enable the course leader to ensure that the arrangements in place for digital access are adequate.

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Areas for consideration within the Course Approval:

- Is there an appropriate balance of synchronous and asynchronous learning activities taking account of the course aims and learning outcomes and its mode as full-time or part-time?
- Is there an effective pre-entry and induction process planned which addresses digital access matters for each individual student?
- Are expectations regarding attendance and engagement clear and how will this be monitored?

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## 2.4    Assessment

2.4.1    The course must address how potential malpractice (including plagiarism) in remote assessment can be guarded against, and ensure students understand academic integrity. In some blended, online or distance learning environments, there may be particular issues relating to the authentication of a student's work, especially when assessment is conducted online or remotely.

2.4.2    Particular attention to scheduling of examinations or other time constrained assessments will be planned, where students are studying remotely from different parts of the world.  Students need to know about any scheduled opportunities for support by tutors, and about deadlines for formative and summative assessments.

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Areas for consideration within the Course Approval:

- What is the relationship between formative and summative assessment, and is it constructively aligned with the learning outcomes and mode of study?
- Will assessment be carried out online and how will this be managed to ensure an equitable experience and authenticate learner identity?
- Is there group and peer assessment and if so, how will this be managed?
- Is there online examination and if so, how will this be managed?

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## 2.5    Student Support

2.5.1    Clarity in the arrangements for feedback to students and guidance on their academic performance and progression is particularly important for a student

studying in a highly blended, online or distance learning course where contact may be limited.

2.5.2    Both personal academic tutor and peer learning opportunities can provide a strong dimension of student support, whether through scheduled group meetings or through online forums and meetings. Planning would be determined by the nature of the course, its location (on-site or off-site) and its aims and intended outcomes.

2.5.3    Students need to be well informed about the opportunities available to support their learning, health and wellbeing. They generally find it helpful if that information is specific about such matters as the frequency of such opportunities, and offers guidance on the anticipated response times from those who may be dealing with technical queries.

2.5.4    Any protocols for communication with other students and tutors should be clearly laid out.

> Areas for consideration within the Course Approval:
>
> - How student support issues/demands will be addressed for remote and online learners, across the range of student support services?
> - What will be the arrangements for personal academic tutorials, including purpose and scheduling?
> - How will a sense of community and peer support be facilitated for the course?

## 2.6    Student Voice

2.6.1    Students should always have formal opportunities to feedback on the experience of their course on a regular basis, and highly blended, online or distance learning courses are no exception. Consideration should be given to both student representation and student staff liaison committees, and to module and survey based feedback.  The methods used should be checked for fitness for purpose, recognising that there may be questions of anonymity with electronic modes which need to be taken into account.

> Areas for consideration within the Course Approval:
>
> - What are the arrangements for student representation and student staff liaison committees?
> - How will students be encouraged and supported to complete feedback and evaluation surveys and how will the feedback loop be closed?

## 2.7    Expertise in Highly Blended, Online or Distance Learning Courses

2.7.1    Students on highly blended, online or distance learning courses should be able to expect that the staff who design their courses have relevant technological and pedagogical expertise, and the course approval should check that this is the case. It is expected that staff involved in the development and delivery of highly

blended, online or distance learning courses will have undertaken relevant training and continuing professional development to develop expertise.

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Areas for consideration within the Course Approval:

- Has the course team had appropriate training and development or has experience which demonstrates its ability to develop and provide a highly blended, online or distance learning course?
- What processes are in place for continuing professional development?

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**Additional documentation required for highly blended, online or distance learning course approval:**

- Information about the experience, training and continuing professional development undertaken by the team in relation to design and delivery of highly blended, online and distance learning.

## 2.8 Learning Resources and Student Services

2.8.1    Students on a campus-based course can normally expect to have ready access to student support services, library and IT support, and careers guidance. The course team will need to consider how access to services for highly blended, online or distance learning students will be facilitated.

2.8.2    It needs to be clear to students on highly blended, online or distance learning courses which services are available to them and how they are able to access those services.

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Areas for consideration within the Course Approval:

- How will students receive induction to the Library and to Student Services that meets their needs as distance or online learners?
- How will students access support services?

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**Additional documentation required for highly blended, online or distance learning course approval:**

- A report from the Academic Librarian on the availability and accessibility of learning resources identified for the course.

## 2.9 Course Handbook

2.9.1    As students may have only limited face-to-face contact with staff, it is particularly important that the information which they receive about the course should be detailed and comprehensive.  Particular attention should be paid to how standard academic processes will be adapted to take into account students studying away from campus.

2.9.2　The course handbook should provide the student with details related to:

- Detailed weekly schedule of learning activities and clear expectations and explanations regarding engagement
- How engagement is monitored and supported together with sources of help and support
- Induction process
- Details of learning technologies used (eg VLE, Portfolios, Turnitin, Skype, Teams etc) and information on induction, training and support etc
- Access to learner support, careers guidance and all other student support services
- Access to learning resources
- Identified contacts (local or remote) together with clear arrangements for contact (via email, telephone, or post) to provide constructive feedback on academic performance and authoritative guidance on their academic progression
- Arrangements for student feedback on the course and other aspects of the student experience
- Information on the arrangements for formative and summative assessment. Such arrangements must be secure and reliable and, where relevant, take account of time zones, location of examination centres, supervision and security of assessments, and submission of assessments as appropriate
- Arrangements to identify and deal effectively with fraud, plagiarism and impersonation in order to ensure that students' assessed work can be properly attributed to them.

**Section 3:    Distance, Online and Blended Learning Courses: Definitions and information for Schools proposing new courses or a major change or addition to the mode of delivery of a course (February 2021)**

**3.1    Introduction**
3.1.1    This document provides guidance for staff who are developing proposals for new courses or a major change or addition to the mode of delivery for an existing course, through the use of online, distance or highly blended learning.

**3.2    Distance (or Remote) and Online Learning Courses**
3.2.1    A distance learning programme of study or course is designed and approved so that a student undertaking the course can study remotely.  Students are not required to be in attendance by the institution providing the course, with the possible exception of occasional attendance such as for a summer school or study days.

3.2.2    Distance learning courses can be delivered through packages of pre-recorded and printed materials made available to students, but typically they will be designed to be studied online and may make use of both asynchronous (self-directed) and synchronous (tutor-facilitated) online learning to varying degrees.

3.2.3    Undergraduate students studying via online or distance learning are generally eligible for tuition fee loans but are not generally eligible for student maintenance loans.  Schools proposing a course to be studied via distance learning must discuss student eligibility for tuition fee and (for undergraduate students) maintenance loans with the Data Management Unit, at the point at which the course is proposed to APPG.

3.2.4    Where a distance learning course is intended to be marketed to recruit international students, it is important that the tax implications are discussed with the Finance Office, at the point at which the course is proposed to APPG.

**3.3    Blended Learning Courses**
3.3.1    A blended programme of study or course is designed and approved so that a student undertaking the course will study through a combination of online learning and learning delivered on campus (or other learning site) where the student must be in attendance.  The relative balance of online learning and campus-based learning may vary significantly, but there will always be some regular attendance requirement for the purposes of learning and teaching spaced through the course.

3.3.2    Where the majority of the course is delivered on campus but one or two modules are available for online (remote) study the course will be classed as campus-based; the provision of opportunity to study a proportion of the course online will simply be regarded as offering flexibility to learners.

3.3.3    Highly blended courses are those where typically the attendance requirements are scheduled over a number of periods of block study which may include weekends, and between and alongside these sessions, learning is

undertaken remotely online.  This is becoming a popular option for postgraduate course.

3.3.4    Schools proposing an undergraduate course to be delivered via highly blended learning (ie where the majority of the course is delivered online) should check with the Data Management Unit on the eligibility of students for maintenance loans.

### 3.4    Campus-based courses

3.4.1    A campus-based programme of study or course is one in which a student undertaking the course is 'required to be in attendance' for the duration of the course, (normally a minimum of 24 weeks for a full-time course) undertaking timetabled campus-based or work-based teaching and learning activities. Digital learning and teaching activities, including activities completed online, are likely to be designed alongside campus-based learning activities. Typically, the course will require attendance (or work-based learning) for a given number of timetabled hours per week for the duration of the course.  As noted above such courses may offer (or require) one or more modules to be studied online.

### 3.5    Full-time, part-time and study hours

3.5.1    Distance Learning, Blended Learning and Campus-based courses can all be classed as full-time (FT) or part-time (PT), depending on the number of credits studied per year and hours of study per week.

3.5.2    A full-time course is where:

a)    Students are normally required to undertake the course for a period of a minimum of 24 teaching weeks in each academic year (although there can be shorter FT courses)

b)    Students are normally required to study 120 credits over two semesters or 180 credits over 3 semesters

c)    A semester consists of a minimum of 12 weeks of learning and teaching plus a 'progress week' and two assessment weeks. Variations to this (eg longer/ shorter semesters or different study schedules for an academic year or part of a year) must be approved. Some professional courses in Education and Nursing and Midwifery work to a different academic year pattern

d)    Students are normally required to be engaged in learning activities (contact plus directed/independent learning) for around 38 hours per week throughout the designated teaching and assessment weeks of each semester

e)    University policy for campus-based courses is that courses should be designed with 12 – 16 hours of contact time per week for Levels 3, 4 and 5, and 9 – 16 hours per week at Level 6.  At Level 7 there is greater flexibility, but a general indicator would be a minimum of 2 hours per 30 credit taught module.  In all cases, whatever the contact hours, the total study hours per week should be 38

f)    Contact hours are currently defined in relation to sessions designed for learning and teaching purposes that involve students and tutors being present 'live' (on campus or online) for the duration of the session.  In online or

blended courses some or all of the nominal contact hours may be asynchronous (self-directed) rather than (tutor-facilitated)

g) A whole year FT fee is chargeable by the institution for the programme of study (exceptions to this will be made for students who are repeating part of a year).

## 3.6 Note

3.6.1 Whilst these definitions are generally consistent with the HESA definitions of mode of study and with Student Funding England rules on eligibility for fees and loans, each of those bodies operate with slightly different definitions. It is therefore important to consult with colleagues to ensure information provided to potential applicants is accurate.

3.6.2 The Education (Student Support) Regulations define a distance learning course as follows:

"distance learning course" means a course on which a student undertaking the course is not required to be in attendance by the institution providing the course, where "required to be in attendance" is not satisfied by a requirement imposed by the institution to attend any institution -
(a) for the purposes of registration or enrolment or any examination;
(b) on a weekend or during any vacation; or
(c) on an occasional basis during the week.

3.6.3 It is recommended that undergraduate distance and blended learning courses include a statement on the webpage that indicates applicants should check their eligibility for tuition fee and maintenance loans.

**Summary of key differences between Distance, Highly Blended and Campus-based courses**

| Mode of learning and teaching | Definition | Description | Typical delivery |
|---|---|---|---|
| Distance/Online | Designed to be studied online remotely | Weekly online study programme | Teaching and learning will consist of a weekly programme of synchronous and/or asynchronous online learning activities. There may be a requirement for attendance on site for one or two intensive study blocks or occasional study days. |
| Highly blended | Designed to be studied through a combination | Patterns of study will vary, but will be through a combination across | Teaching and learning will combine synchronous and/or asynchronous online |

| Mode of learning and teaching | Definition | Description | Typical delivery |
|---|---|---|---|
| | of online and on-site learning | an academic year of regular online and on-site (in attendance) teaching and learning | learning and teaching, together with study days/blocks which will typically be scheduled on-site at least monthly for the duration of the course. |
| Campus-based | Designed to be studied through attendance on-site during most weeks of semester | Attendance for two/three semesters (min 24 weeks) | Teaching and learning will normally be 'in person', with supplementary asynchronous and possible occasional online synchronous sessions. One or more modules may be delivered entirely online. |

**Useful resources and further reading**

University of Worcester

Accessibility https://uwtel.co.uk/designing-accessible-courses/

AQU Course Guidance https://www2.worc.ac.uk/aqu/658.htm

Copyright https://library.worc.ac.uk/services/academic-staff-support/copying-and-scanning

Electronic Management of Assessment https://uwtel.co.uk/ema/

Inclusion Toolkit https://www2.worc.ac.uk/inclusiontoolkit/

Learner Journey Toolkit https://library.worc.ac.uk/services/academic-staff-support/library-teaching

Module Evaluation Policy https://www2.worc.ac.uk/aqu/documents/Module_Evaluation_Policy.pdf

PAT Guidance https://www2.worc.ac.uk/pat/guidance.html

Peer Supported Review of Teaching Policy https://www2.worc.ac.uk/qed/documents/Peer_Supported_Review_of_Teaching_Policy_Nov_2020__accessible_version.docx

Progress Weeks Policy https://www2.worc.ac.uk/aqu/documents/Progress_Weeks_Policy.pdf

Student Staff Liaison Committee Policy https://www2.worc.ac.uk/aqu/documents/Student_Staff_Liaison_Committee.docx

VLE Baseline standards https://staffweb.worc.ac.uk/mediainteractive/Web/Pages/BaselineStandards/index.html

External

Gilly Salmon 5 Stage Model: https://www.gillysalmon.com/five-stage-model.html

Jisc Digital Capabilities Framework: http://repository.jisc.ac.uk/7278/1/BDCP-DC-Framework-Individual-6E-110319.pdf

QAA Couse Design and Development: https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/course-design-and-development

**Approval/Review Table**

| Item | Notes |
|---|---|
| Version Number | Section 1 Guidance: 1.0<br>Section 2 Course Approval: 1.0<br>Section 3 Definitions: 1.0 |
| Date of Approval | Section 1 Guidance: 9th June 2020<br>Section 2 Course Approval: 24th March 2021<br>Section 3 Definitions: 13th January 2021 |
| Approved by | Section 1 Guidance: Learning, Teaching and Student Experience Committee<br><br>Section 2 Course Approval: Academic Standards and Quality Enhancement Committee<br><br>Section 3: Definitions: Academic Standards and Quality Enhancement Committee |
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