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| Please complete this form for programmes and courses which are entirely or mostly distance/e-learning based, including MOOCs and SPOCs. The term “programme” will be used throughout.  Programme developers may also be asked to complete this form for individual e-learning modules if the information below is not already fully covered in the New Programme Proposal Approval forms A-C.  Items in blue have been provided as guidance of possible considerations which should be covered in your answers. Please don’t confine yourself to responding only to these considerations but add any additional information which may be helpful for the reviewers/committee in considering the new programme (or course/module/MOOC/SPOC) for approval. | |
| **Technology and Systems** | |
| Please provide a brief description of how the programme (or e-learning part(s) of the programme) will be delivered | |
| * E.g. recorded lectures, online tests, scheduled live tutorials, etc. * Will students work at own pace, or will there be a timetable? | |
| What system(s)/platforms will be used to deliver the programme (or part of the programme) and why? | |
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| How will you ensure that the technology delivery systems will be reliable? | |
| * What technical support is available? * How are maintenance periods managed? For example: will lowest usage periods be determined and used for maintenance? * Will you publish downtime schedules? * What will the response times be for responding to technical difficulties/enquiries (including “out of hours” assistance”? * Will system backups be maintained for all necessary technical systems? | |
| How will you ensure the use of technology on the programme remains current and assessable? | |
| * Will you evaluate emerging technologies and consider their possible effectiveness in enhancing the programme? * How will you ensure supporting documents/materials are in a format that students are most likely to have/use (e.g. PDF) * How will you ensure all uploaded and downloaded documents in all areas of the online programme are accessible to browsers, screen readers, mobile devices, and programme management systems? | |
| **Security of Assessment** | |
| What systems are in place to authenticate that students enrolled in online module(s)/programme (and where applicable, receiving academic credit (ECTS)) are indeed those completing the programme, assessments & coursework? | |
| * Will there be a secure student login and password process for students to access online course materials, student information, etc.? * Will students be authenticated upon login? * If there are examinations or summative assessments how will these be managed/secured? (Eg will students be invigilated at test centres world-wide?) | |
| **Examination & Assessment** | |
| Please describe the steps which will be taken to ensure that the selected assessments measure the module/programme learning objectives and are appropriate for an online learning environment. | |
| * Will you provide self-assessment tools to students as they progress through the programme? * Will you conduct module level assessments for individual students so that they can measure their learning progress and so that interventions can occur as soon as students appear to be at risk? * Will you use feedback from staff and students, and other metrics such as interaction statistics, persistence rates and standardised test scores to compare learning achievement in modules and to refine module/programme design and delivery? * How will marking and moderation be handled where credit is awarded? | |
| **Staff Training & Support** | |
| What staff training and support will you provide to support the delivery and experience of students on the programme? | |
| * E.g. formal training, such as workshops, staff mentoring, web-based knowledge bases, collaborative wikis, online support materials, etc? * Will there be a dedicated Learning Technologist (or equivalent) supporting the programme? * Will tutors and support staff receive training in how to encourage student interaction and active learning? Explain * Will there be opportunities for staff to learn from and share their experience with others? Explain * Will tutors and support staff receive training and materials related to Fair Use, plagiarism, and other relevant legal and ethical concepts? Explain * Will staff be provided with technical support and tutorials on any new technologies that are implemented for teaching and learning during the life of the programme? Explain * Will staff be provided with training and support to understand the impact of considerations of equality and diversity in creating and inclusive learning culture and environment? Explain | |
| How are staff delivering the modules/programme made aware of their obligations – e.g. staff presence and response times | |
| * Is there a set of department/faculty minimum standards which have to be followed? * Will there be clear online “office hours” for the staff as well as expected response times to emails/communications? * How will these be communicated and how will you ensure they are met? | |
| **Student Support and Information for Students** | |
| Before starting an online programme, how will students be advised about the programme to determine if they have access to the minimal technology required by the programme design? | |
| * Will you provide information concerning required online tools for the programme before students enrol? * Will you provide prospective students with a realistic preview of the online learning experience through a demonstration? * Will you ensure that students possess the knowledge and equipment needed to use the technology employed and provide assistance to those who experience difficulty in its use? * Will students be provided with additional technical support/tutorials for any new technologies that are implemented during the life of the programme? | |
| How will you communicate expectations for student progress, assignment completion and assessment? | |
| * Will there be timetabled (e.g. weekly/monthly) objectives set? Will students be monitored against these? * Will there be scheduled sessions and published assignment due dates and times (including for different time zones where applicable)? | |
| How will you ensure that students are provided with access to training and information they will need to secure required materials through electronic databases, interlibrary loans, and other sources? | |
| * How will you ensure that students have access to, and can effectively use, appropriate library resources, regardless of their location? * What services will you provide to help students locate relevant information such as a self-paced tutorial or a library orientation module? | |
| **Inclusive and Positive Design and Learning Environment / Accessibility** | |
| * How will a positive learning environment be ensured? Has the programme design taken into account the needs of the students with protective characteristics? – e.g. how will you ensure the intended learning outcomes, learning and teaching activities, learning environment and planned assessment methods do not create any unnecessary barriers? * What processes will be in place to support students with disabilities and other protected characteristics? * Will there be a member of staff/contact from the programme to support the needs of students with disabilities or other protected characteristics? * Is the design of the programme provided accessible e.g. programme materials can be used with assistive technology such as closed-captioned videos and sound files that have a text script? (Or can reasonable adjustments be easily made to ensure every student has an equal learning opportunity?) * How will you ensure the teaching materials (including videos, case studies, examples, and other resources) are drawn from a sufficiently broad range of sources (i.e. gender, cultures, viewpoints) | |
| **Cohort Building** | |
| * Will students be able to engage with other students and if so, how? | |
| How will you evaluate students are happy with their on-line experience? | |
| * Will there be evaluations which collect information about the technology supporting the programme/module delivery and technical support provided as well as the academic support provided? * Will other metrics be used in reviewing the programme/module such as interaction statistics, success/withdrawal rates, test scores, numbers of complaints, etc, to refine module/programme design and delivery? | |
| **Confirmation**  By printing the name of the relevant Director of Studies (or equivalent) you confirm that they have agreed the proposal and are satisfied that the proposal meet the required quality and standards. | |
| Director of Undergraduate or Postgraduate Studies (DUGS/DPS) |  |
| Date: | DD/MM/YYYY |