Summary FBMH eLearning Review

1. In the future, knowledge transfer and assessment in its current form will be increasingly replaced with independent peer assisted study which aids reinforcement of learning. Educational changes will require support from the eLearning team in order to adapt the delivery of material into online format and this is a key driver in the overall direction of the review proposals. The challenge will be that educational needs from a student's perspective are delivered in a way that allows student ownership and is integrated into their life, is easy to use and gives them confidence in their understanding.

2. From an academic staff perspective teaching will continue to involve the identification and delivery of relevant information to meet the intended learning outcomes (ILOs). However unit leads will need to ensure that content engages the learner, reinforces ILOs and allows independent assessment of knowledge and understanding. Support from the eLearning team will be essential, in partnership with academic staff, to optimise appropriate delivery approaches to support learning activities.

3. The eLearning team will need to balance the on-going routine needs of the Faculty with researching and supporting teaching to embed active learning into the curriculum at all levels. To achieve these aims an FBMH eLearning governance group will be established to embed the FBMH eLearning strategy and ensure that strategic direction is maintained and workload is appropriately allocated and prioritised (see eLearning Governance group TOR).

4. In line with the FBMH eLearning strategy the eLearning team will be responsible for ensuring appropriate eLearning standards are delivered for all Programmes, units and assessments at all levels and for all types of teaching and learning.

5. The eLearning team will work closely with the relevant DADs to ensure that appropriate processes are in place to support and embed the learning and teaching experience so that consistent student experience, quality, pedagogical development and staff development is delivered.

More specifically the eLearning strategy will:

1. Support the Blackboard (BB) course annual life cycle, and any other agreed systems from initial idea to delivery.
2. Ensure a supported Faculty approach to adoption of eLearning systems, tools, standards and learning design.
3. Embed appropriate and standardised eLearning functionality in all taught programmes.
4. Work in partnership with academic staff to successfully deploy relevant technologies to improve assessment.
5. Continue to be developed through the DADs leadership to facilitate inspirational teaching and exceptional student engagement with learning.
6. Develop the capacity and capability of academic staff in eLearning solutions and pedagogies.
7. Optimise infrastructure demands (physical space, arrangement for student numbers) through appropriate use of digital environments and pedagogic practice.
8. Ensure accessibility of resources to drive good practice and support appropriate training and discussions via varied forums including workshops, seminars, journal clubs, grant clubs, teaching board.
9. Support and encourage educational partnerships.

In supporting the strategy the eLearning team will:

1. **Support the Blackboard (BB) course annual life cycle, and any other agreed systems from initial idea to delivery**
   - Named eLearning team person to contact/ support individual units delivered across the Faculty.
   - Day to day management of eLearning (BB, staff and student queries)
   - Ensure easy transition into BB upgrades and any necessary quality checks
   - Systems in place to ensure routine administrative tasks required for rollover of courses and to ensure functionality each year are supported, effectively working with PSS colleagues in schools as well as academics.
   - Drop in clinics to answer queries and support development
   - Develop 'How to Guides…', ready to use templates for design and delivery of material.
   - Provide new unit development guidance from concept to approval and support unit coordinator with quality matters style checklist for submission when considered for approval.
   - Work with other areas of University and Professional sector to support teaching/students/staff (UCIL, Library, NHS, etc)

2. **Ensure a supported Faculty approach to adoption of eLearning systems, tools, standards and learning design**
   - Be part of the feedforward/feedback cycles (eg NSS, PTES, unit survey, Programme feedback, peer review, periodic reviews) to promote and encourage best practice and suggest alternative approaches where appropriate based on this knowledge.
   - Identify and support basic software provided by Faculty/University for eLearning including "How to Guides…" delivered in variety of formats (written, video etc).
   - Ensure dialogue to maintain and improve course content in a timely manner through existing resources for subsequent academic year.
   - Ensure that an eLearning team member has discussed any new unit proposal in terms of feasibility and, where appropriate, workload proposal will be taken eLearning Governance group for prioritisation within FBMH.

3. **Embed appropriate and standardised eLearning functionality in all taught programmes**
   - Ensure approved guidance and support documentation for implementation across the Faculty and for all levels of teaching.
   - Review all material through Quality Matters approach for periodic/professional body reviews and feed into eLearning Governance group for strategic recommendations.

4. **Work in partnership with academic staff to successfully deploy relevant technologies to improve assessment**
   - Provide necessary technical support for assessments including formal online exams, invigilating, online submissions, controlling release feedback and marks.
   - Quality assurance of all eLearning assessments in place to ensure robust and fair

5. **Continue to be developed through the DADs leadership to facilitate inspirational teaching and exceptional student engagement with learning**
   - Support DADs in delivering identified strategic developments (approved by eLearning Governance group).

6. **Develop the capacity and capability of academic staff in eLearning solutions and pedagogies**
   - Interact with curriculum leads to determine priorities.
   - Identify and effectively disseminate potential new technologies for use in the Faculty and support use of identified technology in teaching (approved by eLearning Governance group).
   - Support creation of innovative interactive material to enhance eLearning.

7. **Optimise infrastructure demands (physical space, arrangement for student numbers) through appropriate use of digital environments and pedagogic practice**
   - Identify how eLearning provides advantages over other modalities and can be used to enhance teaching and learning experience for consideration as part of eLearning Governance group.

8. **Ensure accessibility of resources to drive good practice and support appropriate training and discussions via varied forums including workshops, seminars, journal clubs, grant clubs, teaching board**
   - Provide online and face to face training resources; link online and face to face training resources to training programmes/workshops; link online and face to face training resources to seminar series
   - Develop accessible collation system of training resources to support different needs of delivery and training and encourage staff engagement.
   - In discussion with identified leads make online "How to….." written, audio and video resources with easy to review summaries, easily accessible, searchable to support different activities.

9. **Support and encourage educational partnerships**
   - For blended learning incorporation into UG, PGT teaching delivery.
   - Project development through clear mechanism to initiate project work.
   - Project development through clear deliverables, pilot, finite end date & handover to academic unit team.
   - For developing teaching materials for external contractors including NHS.