

Blended Learning Self-Assessment Tool

Tutor:	Emerging	Established	Enhanced
Course/Programme Title:			
Use the criteria below to self-assess your learning programme. Add ● into the relevant column and then balance the score at the end to give an overall grading. Note any emerging themes to create an action plan.			
Decide on your initial Blend model & rate the current status (<i>Refer to Appendix 1</i>)			
Skills scan of your learners competences.			
Learners have an effective individual learning plan?			

Purpose:

The self-assessment tool has been designed to help tutors self-assess their delivery model to see how well ‘Blended learning’ methodologies are within learning programmes. Each applicable criteria should be judged and scored as either being emerging, established or enhanced. The tutor should then look at the weighting of the scored columns and arrive at an overall judgement. By continually using this tool it allows the tutor to monitor progression over time (Trend) noting improvements at either criteria level or overall judgement.

Emerging (*Testing ideas*)– The programme is developing. There are some good examples of the use of the VLE which incorporates some interactivity to promote learning. Face-to-face learning is established, but not yet seamlessly linked to the VLE. Some elements of the use of communication tools such as video conferencing are evident.

Established (*Proven to work*)– The programme has many areas that are established and working well. The VLE has a good structure to support learning and there are some good examples of interactive packages that have been successfully tested with learners. The provider has some clear synergy between face-to-face sessions and how they are supported by the VLE. The provider has started to experiment with communication software such as the ‘big blue button’.

Enhanced (*Fully developed & experimenting with new innovative approaches*) – There is excellent synergy between the VLE and Face-to-face training – one system supports the other through effective approaches such as the ‘Flipped classroom’. The use of technology such as ‘interactive packages’ is well developed for most units and has proven positive feedback from learners. Communication through video conferencing and other examples of social media is well established.

What programmes should the tool be used for?

The tool can be used against:

- A full learning programme made up of a number of units or qualifications.
- A single unit or module
- A short course made up of a number of units

There are also four distinct Blended learning models that can be attributed to learning Programmes:

1. Rotation model.
2. Flex Model.
3. A La carte Model.
4. Enriched Virtual Model

It is suggested that the outcome would look something like:

‘Level 2 Work-based Diploma Landscape – ‘Established Flex Model’

Technical terms explained:

- a) **Skills scan** – an assessment taken at the start to assess what the learner already knows and where the main training gaps are.
- b) **Individual Learning Plan (ILP)** – a record of the outcomes of initial assessments, previous qualifications or experience, reviews, assessments passed and work yet to be completed. This would also indicate who is supporting the learner as well as specific timescales.
- c) **Units/Module** – the way the full qualification is broken down into bite-sized learning - usually units/modules will have a specific title, number of guided learning hours (GLH) and be either a mandatory part of the programme or optional (Specialist).
- d) **Learning packages** – the way in which a theme is delivered in a structured way. For the purposes of the Erasmus+ project these will be termed as ‘interactive learning packages’ and will steer the learner from start to finish within one set packaged file such as ‘Articulate Storyline’ - <https://fast.wistia.net/embed/iframe/ql1qpela47?popover=true>
- e) **Virtual Learning Environment** – On-line area that supports learning both in and out of the classroom i.e. Moodle, Blackboard, Canvas etc.
- f) **Flexible** – the way in which a programme is delivered i.e. to suit the needs of both the learner and employer.
- g) **BYOD** – Bring your own device – A present and future priority for educational establishments to invest in the Wi-Fi infrastructure which allows learner to utilise their own devices. Most devices are optimised on a –one-to-one model i.e. the device is linked directly to the learners account – example Apple ID.
- h) **T.E.L** – the new term now used instead of ILT as it has a clear focus on enhancing the learners experience with a real focus on teaching pedagogy.
- i) **E-portfolio** – the term given to a formal electronic system that maps evidence to a set of awarding body standards. The focus tends to be more on assessment whereas the VLE has a stringer focus on teaching and learning.
- j) **Stakeholders** – the term given to everyone that has an input into teaching, learning and assessment; the learner, employer, college, expert witnesses etc.
- k) **Technical workshops** – a means of bringing learners together in a face-to-face fashion to focus on a specialist subject or theme which is important to their whole learning programme.
- l) **Self-study** – a reference to the importance of the Blended model and learners having good quality structured packages that enable them to learn effectively but independently.
- m) **Provider** – another term for the college or training organisation.