

**Learning Edge Baseline and Baseline+** (updated 19<sup>th</sup> April 2017)

Categories	Baseline	Baseline+ (Indicative)	Baseline++ (Indicative)
Administration and Orientation	<p>Programme and/or Module handbook (depending on area) (PDF format for mobile and operating system accessibility – see also Resources below)</p> <p>Link to timetables</p> <p>Staff contact details including photograph, availability, and contact information</p>	Use Calendar tool	Tutors talking head video introductions <sup>1</sup>
Structure and Navigation	<p>Provide separate Programme and Module course areas (where appropriate) and use course templates for consistency<sup>2</sup></p> <p>Page items presented in a logical structure and sequence (usually chronological)</p> <p>Links checked to ensure still live. Broken links updated or removed</p>	Ensure clear and descriptive labelling of items, folders and files, provide concise contextual guidance and use images with ALT text (where appropriate), to enhance accessibility and visual appeal.	Students guided through course by timed release of content
Communication	Announcements tool for urgent information updates e.g. room changes, cancellations (one way)	Q&A Discussion fora provided for 2-way communication. Purpose of fora and how to engage is provided	News panel / twitter feed displayed on VLE home page owned and managed by Faculty or Department. Provides local, non-urgent information <sup>3</sup>
Resources	Preparatory materials available up to 1 week before session. Presentation slides, notes, hand-outs available via the VLE within 1 week of session	<p>Allow students to revisit lectures using lecture capture streamed via the VLE<sup>6</sup></p> <p>Compress files to minimise file size and aid students viewing on mobile devices. File size and type displayed alongside the filename e.g. Introduction to infection control 34MB PDF 68KB</p>	<p>Bespoke content that requires specialist skills e.g. simulations, games, videos<sup>7</sup>, interactive resources</p> <p>Videos, links, images and texts display well on mobile devices including smartphones</p>

<sup>1</sup> For example, could be self-produced by webcam or commissioned from Learning Services Media Production team

<sup>2</sup> Programme teams wishing to 'opt out' and use an alternative structure (e.g. a meta-site combining a programme space with multiple modules) must secure approval from their Faculty Associate Dean (Teaching and Learning)

<sup>3</sup> Learning Services LTD can give admin permissions to manage a Faculty/Department news panel

<sup>6</sup> The use of Lecture capture software is strongly encouraged, though not compulsory

<sup>7</sup> Role of LS Media Production – providers of video content that academics cannot be expected to build for themselves

	<p>Cross-platform and mobile-accessible PDF format used unless documents need to be accessed for editing</p> <p>Support learners with additional requirements by making alternative resources i.e. transcripts for videos (if used) and use of colour contrast, font and text size in content<sup>4</sup></p> <p>Links to electronic reading lists (in Talis Aspire) provided for all modules</p> <p>Faculty or Departmental library resources available via a tab in VLE<sup>5</sup></p>	<p>Teaching content in presentation software, e.g. PowerPoint enhanced by multimedia/ narration/ quiz functionality e.g. via PowerPoint Mix / Spring plugin. Renders on any device (and mobile accessible)</p> <p>Use webcam or personal screen/desktop capture software to produce audio/video e.g. to highlight key concepts to students in any given topic</p> <p>Embed links to external online resources</p>	<p>Activities specifically designed to harness mobile device features (e.g. camera, apps) to aid 'anytime, anyplace learning'</p>
Assessment and Feedback	<p>Outline and dates for each assessment provided along with instructions, marking criteria, coversheets</p> <p>Assignment submission drop boxes (where appropriate). Students provided with clear instructions on how to submit electronic documents (Blackboard Assignment, Turnitin) and opportunity to rehearse use</p> <p>Links to guides and where to go for help in the event of a problem submitting work</p> <p>Student work marked in digital format (where appropriate) - either online or offline.</p> <p>Student mark, return of work and feedback released via the use of the My Grades feature in the VLE</p>	<p>Use Turnitin / Bb Safe Assign formatively, to support students to develop their academic writing skills</p> <p>Use Blackboard / Turnitin (GradeMark) rubrics to help students understand assessment expectations and grading criteria, and provide instructors with a framework for objective grading</p> <p>Use Blackboard tests / quizzes for formative assessment</p>	<p>Create alternative digital assessments – for example using Panopto, Collaborate, Discussions, Blogs, Wikis</p>
Student Participation and Engagement	<p>Monitor student use of courses in the VLE using the Performance Dashboard and/or Course Reports tools</p>	<p>Use the Retention Centre to track student engagement and identify those at risk</p>	<p>Using the Retention Centre, identify students where lack of engagement with the VLE is giving a cause for concern</p>

<sup>4</sup> Producing accessible materials for print and online: <https://www.abilitynet.org.uk/quality/documents/StandardofAccessibility.pdf>

<sup>5</sup> Managed by Learning Services

		<p>Students share and/or build resources using online tools such as blogs, wikis</p> <p>Students encouraged to complete their Blackboard profiles to improve visibility within VLE</p> <p>Student end of module evaluations use Bristol Online Surveys or Blackboard survey tool to collect and collate feedback</p>	<p>Blackboard Collaborate used to deliver webinars or support to students</p> <p>Use multimedia content – for example using BOB, Collaborate, Panopto, PowerPoint Mix, to deliver a ‘flipped classroom’ approach</p> <p>Use of polling tools or an anonymous discussion forum in the VLE to obtain snapshots of student opinion</p>
Personal/Professional Development Portfolio		<p>Students use tools e.g. blogs and wikis for reflection on learning or practice</p>	<p>Use Blackboard badges to reward students on their achievements, and mark key academic and/or extra-curricular learning milestones that have been met</p>