

Learning Edge Baseline and Baseline+ (April 2019 – Interim version)

Learning Edge Baseline and Baseline+ Table

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>Link to Attendance Register Tool ¹</p> <p>Staff contact details including photograph, availability, and contact information</p> <p>Link to Current Students Homepage</p>	Tutors talking head video introductions ²	Use of Groups tool to manage student access and activity
Structure and Navigation	<p>Provide separate Programme and Module course areas (where appropriate) and use course templates for consistency³</p> <p>Ensure clear and descriptive labelling of items, folders and files, provide concise contextual guidance and use images with ALT text, to enhance accessibility and visual appeal.</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>		Students guided through course by timed/adaptive release of content

¹ The use of Attendance monitoring software is strongly encourage and expected, though not compulsory. This is a key aim as expressed at the Tableau User Group meeting in January 2019 and reinforced by the Cross Institutional Retention Group

² For example, could be self-produced by webcam or commissioned from Learning Services Media Production team

³ 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)

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Communication	Announcements tool for urgent information updates e.g. room changes, cancellations (one way)	Discussion fora provided for Q&A (2-way). Purpose of fora and how to engage is provided	Twitter feed displayed on VLE home page owned and managed by Faculty or Department. Provides local, non-urgent information
Resources	<p>Preparatory materials available up to 1 week before session.</p> <p>Allow students to revisit lectures using lecture capture streamed via the VLE⁴</p> <p>Presentation slides, notes, hand-outs available via the VLE within 1 week of session.</p> <p>Support learners with additional requirements by making alternative resources i.e. transcripts and/or closed captions for videos (if used) and use of colour, contrast, font and text size in content⁵</p> <p>Do not restrict the availability of the alternative formats offered by Blackboard Ally without due reason and consideration of other learner support</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 VLE⁶</p>	<p>Compress files to minimise file size to aid students viewing on mobile devices.</p> <p>Teaching content in presentation software, e.g. PowerPoint enhanced by multimedia/ narration/ quiz functionality e.g. via PowerPoint / iSpring 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>Bespoke content that requires specialist skills e.g. simulations, games, videos⁷, interactive resources</p> <p>Activities specifically designed to harness mobile device features (e.g. camera, apps) to aid 'anytime, anyplace learning'</p>
Assessment and Feedback	Outline and dates for each assessment provided along with instructions, marking criteria, coversheets	Use Turnitin / Bb Safe Assign formatively, to support students to develop their academic writing skills.	Create alternative digital assessments – for example using Panopto, Collaborate,

⁴ The use of Lecture capture software is strongly encouraged, though not compulsory. This document ['Making the most of Lecture Capture at Edge Hill'](#) is a guide for staff

⁵ Producing accessible materials for print and online: The ['Inclusive Digital Practice'](#) blog offers help and guidance on a range of topics for staff

⁶ Managed by Learning Services

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

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	<p>Provide assignment submission drop boxes (where appropriate).</p> <p>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 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>Discussions, Blogs, Wikis, Blackboard tests/quizzes</p>
Student Participation and Engagement	<p>Monitor student activity in courses 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>Students share and/or build resources using online tools such as blogs and wikis</p> <p>Student end of module evaluations use Online Surveys (formerly BOS) to collect and collate feedback</p>	<p>Staff to enable Blackboard Collaborate to be used by students (Presenter or Moderator role) for peer support and collaboration.</p> <p>Use multimedia content to deliver a flipped or blended learning approach – for example using BOB, LinkedIn Learning, Collaborate, Panopto, PowerPoint</p> <p>Use of an anonymous discussion forum in the VLE to obtain snapshots of student opinion.</p>
Personal/Professional Development	<p>Sign post to UniSkills toolkits⁸ and LinkedIn Learning video tutorials⁹</p>	<p>Students use tools e.g. Journals, 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-</p>

⁸ Go to the [UniSkills](#) webpage for details on the workshops and toolkits offered

⁹ The [Accessing LinkedIn Learning](#) document gives guidance on how to access LinkedIn Learning

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			curricular learning milestones that have been met

Learning Edge Baseline and Baseline+ Additional Information

The Government Accessibility Standards, which came into effect on 23 September 2018, as detailed in the GOV.UK website [‘Make your public sector website or app accessible’](#), specified that new and core online content needs to comply immediately, whilst existing material will need to be made accessible by defined dates.

With regard to these Government Accessibility Standards, Learning Services are currently researching the best approaches to make Learning Edge as compliant as possible, with the release of a fully revised version of this ‘Learning Edge Baseline and Baseline+’ document in April 2020. This will then be followed by revised Module and Programme templates and full support.

In the interim, if you need help and support with developing a more inclusive teaching and learning environment and practice, please contact the [Leaning Technology Development Department](#) or look at the [‘Inclusive Digital Practice’](#) blog which offers help and guidance on a range of topics for staff.