

TAUGHT STUDENT EDUCATION BOARD

Policy on Flexible and Distributed Learning

Flexible and Distributed Learning is used to denote educational provision, leading to credit or an award of the University, that is delivered, supported and assessed via means which does not require a student's place of study to be physically located within the University (or other designated locations of study).

Programme Approval

Programmes of study delivered entirely via flexible and distributed learning modes are subject to the same programme approval processes as on-campus provision. In addition, however, programme proposers and the committees with responsibility for considering their approval, are required to consider further issues specific to FDL provision as set below:

- i. It is the University's expectation that all distance learning materials will be delivered via the VLE. A strong rationale will be required for any alternative platform considered. Contingency plans are also required to accommodate the failure or non availability of the platform.
- ii. Business plans for consideration at the principle stage of approval should incorporate details of the School's capacity for delivering the provision (including staffing) along with details of any additional staff development requirements if required.
- iii. That consideration has been given to the programme handbook information provided for students to ensure this sets out clearly the schedule of delivery from the outset of the programme to include both the timing of the presentation of study materials, the assessment of student work, and the arrangements for supporting students.
- iv. That consideration has been given to the induction arrangements for students.
- v. That consideration has been given to the pedagogy to be deployed so that students are given a range of learning opportunities, including opportunities for inter-learner discussion where appropriate.
- vi. That consideration has been given to the assessment methodology deployed and the security of assessment processes.
- vii. That consideration has been given to the personal tutoring arrangements to be provided for students and that appropriate use is made of LeedsforLife.
- viii. That consideration has been given to the mechanisms for student representation and the opportunity for student participation in the quality assurance of the programme.

When a programme presenter, external to the University, is to be involved in the delivery of provision the University's procedures for the approval of collaborative provision arrangements will need to be followed.

Rolling Review Process

FDL programmes are subject to module evaluation and the School's requirements for rolling review as for all on-campus delivery. The features of FDL provision will require specific consideration of the following:

- i. Means by which student evaluation can be considered anonymously and that students are informed of this.
- ii. That there are appropriate mechanisms for student representation and student participation in the quality assurance of the programme.
- iii. That the School's processes for the peer review of teaching provide opportunity for the peer review of online provision when programmes of study are delivered entirely via these means.

Periodic Review Process

FDL programmes are considered as part of the School's wider taught portfolio during the Student Academic Experience Review. Where a School has FDL programmes opportunities for FDL students to feed into the process will be sought and Review Teams will be requested to give particular consideration to:

- i. The justification and rationale for delivery platforms when these are not the University's VLE.
- ii. The capacity within the School for delivering the FDL programme/s and supporting students.
- iii. That the information provided for students is clear, comprehensive and sets out a schedule for the delivery of study materials and the assessment of work.
- iv. That students are provided with appropriate induction.
- v. That there are appropriate mechanisms for the receipt and consideration of student evaluation, and that there are appropriate mechanisms for student representation and student participation in the quality assurance of programmes.
- vi. That students are provided with appropriate personal tutoring arrangements and that these include utilisation of LeedsforLife.
- vii. That the School's arrangements for the peer review of teaching include opportunity for the peer review of online provision when programmes of study are delivered entire via these means.

Approved by TSEB: June 2011