

INSTRUCTIONS

Reference should be made to the 'Distance & E-Learning Policy' when completing this form.

Change in the mode of delivery may result in a change in the fee structure. Please liaise with the Finance Office before proceeding with the submission of the relevant appendices.

This form should be submitted to APQRU along with the [Stage 1 Proposal Form](#) when proposing new distance learning programmes.

This checklist is intended:

- ✦ to provide programme originators with a series of prompts and areas to consider when planning the development of a programme of study delivered in blended or online modality.
- ✦ to provide the Programme Validation Committee and Distance & E-Learning Committee with details of areas to explore when considering proposals for distance learning programmes.

1. Is there a business case for delivering the programme of study via distance learning?

Develop a sound and appropriately costed business case. Complete market research to determine likely demand for the programme and proposed model of delivery.

2. What is the pedagogical rationale for delivering the programme via distance learning?

Develop a clear pedagogical rationale to support the proposal.

3. What model/s for online content are being proposed in the programme?

Explain how the learning technologies will be utilised to deliver the learning resources within the programme.

4. What model/s for communication and collaboration are being proposed in the programme?

Explain how the learning technologies will be utilised to support communication and collaboration during the programme.

5. What model/s of formative and summative assessment are being proposed in the programme?

Describe how formative and summative assessments will be designed with distance learners in mind. What measures will be put in place to authenticate students' work, particularly where the assessment is conducted through remote means? Outline the processes that will be implemented for providing feedback to students.

6. What digital literacies, technical skills and technology infrastructure (hardware, software, Internet connectivity) should the students have to engage fully with the programme?

Publicise these to potential students as part of the programme marketing and recruitment processes.

7. Are there any issues around the programme proposal, model and student engagement processes that need to be addressed (e.g. cultural issues, multiple time zones, etc.)?

Produce a mitigation strategy to outline how any such issues will be addressed during the distance learning programme.

8. Will the programme include face-to-face elements (e.g. residential blocks, campusbased tutorials)?

Provide brief details (when, duration, optional/compulsory etc) about these face-to-face components.

9. How will student support mechanisms that are physically available to campusbased students be made available to distance learning students?

Identify the different levels of student support which will be required – academic support, technical support, pastoral support, administrative support etc. Identify which departments will be responsible for delivering these.

10. Are all learning technologies being proposed within the programme supported by UM?

All distance learning programmes must be delivered through the UM VLE. The University maintains a range of learning technologies to support distance. Engage with the E-Learning Unit (IT Services) as early as possible to assist in the development of the programme proposal.

11. Has a risk assessment been undertaken in relation to any proposed learning technologies that are not controlled or supported by UM?

Undertake a risk assessment for any learning technologies not supported by UM providing full details of how these will be supported and any technical issues will be mitigated.

12. Do licensing arrangements exist which will enable distance learning students to utilise all of the proposed learning technologies?

Ensure appropriate licenses in place for all software, content and tools used during the programme.

13. Do all staff delivering the programme have the necessary knowledge and skills sets to design, deliver, support and assess the programme?

Determine whether all staff (resident, visiting etc.) have appropriate skills to create, deliver, support and assess the study-units within the programme. Describe how staff will be trained and supported during the programme. Produce a staff development strategy to ensure a consistent baseline of staff digital literacy. Engage with the E-Learning Unit (IT Services) as early as possible to assist with this.

14. Will additional staff resource be required to deliver this programme?

Provide details of additional lecturers and/or support staff required for this programme. Identify the person (academic & support staff) who has the required expertise to support academics involved in this programme.

15. What special course marketing, recruitment or promotional processes will be required to support effective online distance learning?

Engage with the Marketing, Communications and Alumni Office and E-learning Unit (IT Services) as early as possible to assist.

Name of Proposer

Date of Submission