

<b>Title:</b>	Blended Learning Procedures
<b>Policy Number:</b>	P053
<b>Approval Date &amp; Version:</b>	July 2022, Ver. 1.5
<b>Approved by:</b>	Academic Board (AB)
<b>Next Review Date:</b>	January 2024

### External Reference Points:

External Source	Reference Points
UKQC- Core Practices	N/A
UKQC- Advice and Guidance	<ul style="list-style-type: none"> <li>Learning and Teaching</li> </ul>
Awarding Body Reference	<ul style="list-style-type: none"> <li>N/A</li> </ul>
Other reference Points	<ul style="list-style-type: none"> <li>Assessment Policy</li> <li>Student Attendance and Progression Policy</li> <li>Student Handbooks/ Course Handbooks</li> <li>Nelson College London - Student Terms and Conditions</li> <li></li> </ul>

### 1.0. Context

- 1.1. Section 5.3.1 of the NCL ‘*Teaching and Learning Strategy and Policy*’ deals with ‘Blended Learning Procedures’.
- 1.2. “*Blended Learning*’ provides a combination of face-to-face learning, dynamic digital activities and content that facilitate anytime/anyplace learning. ([jisc.ac.uk](http://jisc.ac.uk))

### 2.0 Introduction

- 2.1. The College recognises the potential benefits of ‘*Blended Learning*’ procedures and has introduced them in all taught programmes, as deemed appropriate.
- 2.2. The ‘Blended Learning’ procedures provide students with the flexibility to engage with learning materials at their own pace.
- 2.3. The College allows programme teams to consider offering blended learning to students who are disabled or have mobility issues or whose social / personal circumstances do not allow them to attend classes on a regular basis.

### 3.0. NCL: Blended Learning Model

- 2.4. The NCL’s ‘Blended Learning Model is based on a student & staff cooperative approach to learning.

### NCL Blended Learning Model



- 3.2. The blended learning approach allow students to interact both face to face and virtually in a class session.
- 3.3. Online class sessions allow the educator to be the facilitator and guide student learning, this process can be achieved through the use of online tools such as: videos, breakout rooms, polls, online class activities facilitated by the educator and posting reading responses.
- 3.4. The traditional face to face learning allows the educator to deliver sessions that are more knowledge-based and have a teacher-centered approach.
- 3.5. The College continues to meet the individual needs of its student by providing high quality pedagogy and making use of audio-visual and highly interactive academic materials, offering intra and extra-curricular career-boosting training programmes.

## 4. Blended Learning Procedures

### Attendance:

- 4.2. All students attending blended learning sessions will have to meet the notional learning hours as stated in the 'Student Attendance and Progression Policy' or the requirements set out in the 'Programme Specifications'.
- 4.3. The notional learning hours include 'online interactive study, face-to-face class-based

teaching, study-time allocated with personal tutors, guided study, peer-to-peer learning and self-study.

- 4.4. The College will record attendance for online interactive study; face-to-face class-based teaching, study-time allocated with personal tutors and guided study.
- 4.5. The College may use 'online blend' to personalise timetables to support students with disability or who have mobility issues or whose social / personal circumstances do not allow them to attend face to face offline classes on a regular basis to meet their individual circumstances and academic needs.
- 4.6. The minimum threshold level of attendance for blended learning students will be assessed by combining their online and physical attendance.
- 4.7. A 'weekly log of activities' will be maintained by lecturers/ tutors delivering blended learning courses to track and record the attendance and progress of the students
- 4.8. The following academic delivery platforms/options are acceptable for attendance purposes:
  - 4.8.1. Telephone/WhatsApp calls/text messages
  - 4.8.2. Live streaming of audio/video based classes using online platform.
  - 4.8.3. Recorded streaming of audio/video based classes.
  - 4.8.4. Engagement with lecture materials via Emails/ Print/Post of lecture materials
- 4.9. Attendance Capture Tools: The following source documents can be used to record attendance
  - 4.9.1. VLE login records
  - 4.9.2. Completed Individual Learning Plans (ILP)
  - 4.9.3. Witness statement/logs by lecturers
  - 4.9.4. Email correspondence
  - 4.9.5. Excel records of attendance
  - 4.9.6. Quiz Test
- 4.10. Attendance Recording and Monitoring Tools:
  - 4.10.1. Quercus is used to keep attendance records for all types of attendance. Attendance is fed into Quercus and the comments box should be used to enter the mode of attendance.
  - 4.10.2. An Excel file is used to hold all attendance records

**Teaching:**

- 4.11. Academic staff will set out attendance requirements for students for online learning. This may include a requirement to attend and participate in synchronous online activity and to engage with asynchronous learning activity flexibly within specified time limits.
- 4.12. A lecturer delivering by blend will monitor the activities of students on a daily basis. The lecturer will be responsible for:
  - 4.12.1. Communicating with the students to ascertain if they are up-to-date with their study plan

- 4.12.2. Creating learning and development activities for students
- 4.12.3. Answering subject-related questions
- 4.12.4. Responding to student queries.
- 4.12.5. Encouraging students to attend online as well as classroom-based sessions
- 4.12.6. Providing formative feedback to the students
- 4.12.7. Conducting online / offline group discussions and moderating where sessions are peer-led
- 4.12.8. Facilitating the gathering of the 'student voice' by student survey / feedback, (e.g. course committee inputs, NCL Student Survey).