

## Policy for transferring to blended, remote and hybrid learning and teaching strategies

### 1. Introduction

1.1 Digitally enhanced (or digitally engaged) learning has led to an increase in higher education institutions promoting and developing blended, remote and hybrid learning and teaching approaches, some of which replace traditional, in-person teaching, *when it is pedagogically advantageous*.

1.2 The purpose of this policy is to outline the expectations of programme teams who wish to include blended, remote and/or hybrid learning and teaching within a currently validated programme.

1.3 This policy relates to all programmes delivered under the auspices of the Taught Degree Awarding Powers, acquired in 2015 (i.e. up to and including Taught Level 7).

### 2. Definitions

2.1 For the purpose of policy implementation, Trinity Laban will adopt the following definitions under the broader umbrella term of Digitally Enhanced Learning (DEL):

2.1.1 BLENDED LEARNING: The practice of using traditional and digital educational materials, primarily combining in-person and online learning activities.

2.1.1.1 ONLINE LEARNING: Learning that is facilitated by the use of digital technologies (computers, tablets, mobile phones) that deliver educational content over the internet.

2.1.2 REMOTE (or DISTANCE) LEARNING: Learning that occurs when students and teachers are in different geographical locations; learning can occur in synchronous environments (in which participants interact in real-time, using either digital technologies or telephone) or asynchronous environments (in which participants are engaged in learning at different times, using digital technologies or traditional forms of correspondence).

2.1.3 HYBRID PEDAGOGY: A teaching approach in which synchronous teaching is delivered simultaneously to learners in-person and remote, with all students active participants in the learning process.

2.2 For the purposes of this policy, blended learning, remote learning, and hybrid pedagogy will be collectively described as DEL.

### 3. Good practice principles

3.1 The transfer to a DEL mode of delivery should not be considered on an ad-hoc basis or purely for economic reasons (i.e., cost or space saving) but as part of the wider consideration of the curriculum and learning outcomes, and the best way to deliver the associated student experience. Where required (see Section 4 below) it is the Programme Leader's responsibility to ensure the relevant quality assurance process is undertaken.

3.2 Transfer to any form of DEL requires alternative teaching approaches and should be fully costed in terms of resource development and teaching hours in workloads.

3.3 Programme Leaders should ensure those delivering DEL have the appropriate pedagogic skills to do so, particularly when there is a change of strategy during a validation cycle. DEL approaches to learning and teaching require resource development and should not focus solely on the uploading of previously created materials intended for in-person teaching.

3.4 No student should be advised that study on a taught programme can be maintained via a DEL approach where this is not part of the validated programme or when a personal study plan has not been approved and implemented.

## 4. Regulations

4.1 For permanent changes to the pattern of delivery across a whole cohort:

4.1.1 Transferring to a DEL approach automatically requires a major amendment to the programme/module.

4.1.2 Programme Leaders and Module Leaders should refer to Section C3 of the Academic Quality Handbook (AQH) and complete the process for Programme and Module amendments, including the relevant change to Programme or Module form (Appendix 6.6 of the AQH). This should include details about changes to teaching materials and use of educational technologies.

4.2 For a localised change to the pattern of delivery for an individual student:

4.2.1 Where possible this should be avoided and a DEL approach should not be employed to 'fill a gap' in attendance. However, where this is not possible, the Programme Leader should work with the Module Coordinator to assess workload, appropriateness of pedagogical technique, and assessment. This should then form the basis of a personal study plan for the individual student, and the team should refer and follow the process set out in Appendix E.20.5 (Personal Study Plan Procedure) of the Academic Quality Handbook.

**[Version date: April 2021]**