Blended Learning – A self-assessment tool

Unit, topic or theme design is based on goals and learning outcomes	Don't do	Beginning	Improving	Establishing	Do well
A concise description identifies the learner cohort, generic goals and how the subject will be taught					
The goals are clearly written and broadly describe the outcomes expected of the learner					
Learning outcomes for blended study are the same for both classroom and online versions					
Learning outcomes relate to the stated goals and are leaner-centred					
Learning outcomes are specific, realistic, measurable, time-related and achievable					
Content and activities directly support learning outcomes for all learners					
There is a clear acknowledgement that there may be different outcomes for learners with special needs					

Support relating to the learning online is available to all stakeholders	Don't do	Beginning	Improving	Establishing	Do well
Programmes of study are available with contact information, programme requirements and guidelines					
Contact information for advisors and technical help is provided					
Expectations for learner involvement are clearly communicated to all stakeholders					
Learners are aware of how they can obtain support through peer to peer communication					
There is a timetable for when tasks and assessments will take place with deadlines clearly defined					
How tasks and assignments are submitted for assessment and review are clearly defined					
What is expected of learners in terms of graded outcomes, where appropriate is clearly defined					

The design of a blended programme is designed and organised to help learner progression	Don't do	Beginning	Improving	Establishing	Do well
What the learning is expected to achieve is set out in a logical sequence					
Online or onsite pedagogy is chosen to best support learning activities and outcomes					
What is expected of the learner is very clear and is easily understood by the learner and others					
Content is broken down into incremental steps to support attention and memory					
Content design is simple and clear, and avoids information overload or loss of attention span					
Online learning has a synergy and connection with onsite activities, and vice versa					
Learners know when the online learning is part of preparation for onsite and classroom-based learning					

The content and related activities are learner-centred and create opportunities for independent and active learning	Don't do	Beginning	Improving	Establishing	Do well
There are opportunities for reflection and self-assessment built into the planned content					
Learners are encouraged to correct their own work and review their next steps towards mastery					
Feedback is positive, encouraging and offers guidance as to what is working well and how to improve					
Onsite learning is interactive and includes peer-to-peer collaboration, role-play and hands-on-practice					

Assessment focuses on learning and offers constructive and positive feedback leading to opportunities for learner-centred reflection and progress	Don't do	Beginning	Improving	Establishing	Do well
There are opportunities for formative assessment to take place regularly					
Assessment gives learners the necessary feedback that leads them to know what else they need to do					
Assessment is linked to the stated learning outcomes					
Classroom assessment takes into account what has been learnt online					
Classroom assessment celebrates the physical presence, immediacy and human interaction					
Rubrics or assessment criteria are consistent and the learner knows what they need to do to improve					
Feedback is varied and always positive. It also corrects, clarifies, amplifies and extends learning					
Teachers ensure that learners know how and when they will be assessed in the classroom and online					
Learners are accountable for their own outcomes and are not copied, pasted or plagiarised					
The rubric or assessment criteria mean that learners can easily track their own learning and progress					

Online learning is accessible to all learners, it is not complex and it is easy to use	Don't do	Beginning	Improving	Establishing	Do well
There are clear workflow protocols that all learners understand about learning online					
How to guides are simple to navigate and learners have clear instructions as to what they need to do					
There are clear links to course materials, activities and tools for assessment					
Content is designed to be accessible to all learners, and is available in formats all learners can access					
There is a review process where all teachers can work together to test accessibility across the curriculum					

There are opportunities for ongoing CPD and review	Don't do	Beginning	Improving	Establishing	Do well
Plan for whole staff reviews to test the process and reflect on successes and areas for improvement					
There is a wealth of information to help all staff and learners evaluate the effectiveness of this process					
There is a process of continuous improvement and reflection leads to professional learning and change					