

Appendix 1: Types and Modes of Delivery

Note: The [QAA's \(2020\) Building a Taxonomy for Digital Learning](#) provides a useful starting point to the definitions below.

Type or Mode of Delivery	Title	Opportunity	Benefits	Operational Considerations
Type	In Person	Provides formal and informal opportunities to take part in practical and applied activities, as well as engaging in active learning, where students can meet other students and the staff teaching them.	In-person delivery is highly valued for its ability to connect people, ideas and communities – and activities that support peer-to-peer discussion, collaboration and ability to practice skills make best use of our campus space.	On-campus space is at high demand, and current spaces do not always match pedagogical needs of the discipline (e.g. increasing demand for group-work spaces over large lecture theatres).
Type	Synchronous (live) online learning	Provides opportunities for groups of learners to meet, and engage, in a virtually limitless space, supported by teaching staff and other online learning tools.	Synchronous online learning – as has been demonstrated in recent years – can support real-time social interaction where geographical location becomes less challenging for students who have other commitments, such as work and childcare, and can provide a more inclusive learning environment for those with physical disabilities.	Both MS Teams and Zoom are available to staff, and guidance on good pedagogical practice has been developed and refined by the CLT over the recent years . For online teaching of large groups, especial consideration should be paid to ensuring sessions provide opportunities for interaction and engagement .
Type	Self-paced independent learning	Provides opportunities for students to extend their learning beyond the classroom at a location – online or in person – and time, suitable to them.	Self-paced independent learning, particularly on the Virtual Learning Environment (VLE), which is carefully designed, considered, scaffolded and engaging may count both towards student contact time (QAA, 2011), and helps to prepare students to	Self-paced resources -both in terms of documents and video - have been developed for many years at Bath. Guidance exists on how to make these consistent, accessible, scaffolded and engaging on the VLE .

			engage deeper with concepts and theories that are of interest to them.	
Mode	Blended Note: there is no single agreed definition of blended learning in the sector.	Provides opportunities to thoughtfully combine the benefits of in person delivery with at least one additional type of delivery into a considered, blended, approach which offers staff and students a degree of choice and flexibility (see Jisc , 2020).	Blended delivery combines the benefits of face-to-face teaching with the digitally enhanced learning possibilities of synchronous delivery and self-paced learning (see Dziuban, Hartman, Moskal , 2004). Online resources do not substitute in-person class time, and instead can help to enhance and build upon ideas and concepts discussed before, during and after the class.	The same operational considerations for In Person, Synchronous and Self-Paced learning apply. There are additional complexities regards timetabling – for instance, the timetabling of synchronous sessions alongside in-person, and ensuring adequate study space and equipment for students to participate fully in self-paced activities/ synchronous alongside in-person teaching.
Mode	Hybrid Note: we are not able to deliver this method at scale, but it may be appropriate in certain contexts with appropriate investment, support and training.	Provides opportunities so that some students, who are not physically present in an in-person lecture/seminar/class, can join online simultaneously from remote locations.	Hybrid teaching normally retains the benefits of blended delivery, with additional flexibility of location added for remote students. Indeed, whilst the difference between blended and hybrid delivery can be slight (and some providers do not distinguish between them), a key difference can be that hybrid provides more choice for learners, and the online components of hybrid courses generally substitute in-person class time for those attending remotely. Empirical evidence is still emergent for the effectiveness of hybrid delivery, but it is generally regarded as a practice that fosters equality,	The effectiveness of hybrid delivery modes will differ significantly depending on many factors including course content, student demographics, IT infrastructure, digital access and proficiency of staff and students, and professional statutory and regulatory body (PSRB) requirements (QAA, 2021). A new study (QAA, 2022) has highlighted, however, the following key issues: <ul style="list-style-type: none"> • A clear strategy around infrastructure, space and investment

			diversity and inclusivity (Kohnke & Moorhouse, 2021 ; Nørgård, 2021 ; Singh et al., 2021 ; Thomas & Bryson, 2021).	<ul style="list-style-type: none"> • Sound, and consistent, infrastructure in venues and ongoing technical support • New pedagogical approaches are needed to foster student engagement; particularly important is the need to manage two groups simultaneously • Staff need high levels of digital skills and training, and additional staff may be needed to deliver teaching in the classroom.
Mode	<p>'Hybrid Flexible'/'Hyper Flexible' / Hyflex</p> <p>Note: we are not able to deliver this method at scale. Recommend awaiting lessons from the new programme being led by Dr Steve Cayzer before making option available to others.</p>	Provides opportunities so that students can choose to attend class either in a timetabled face-to-face environment or in an online environment (synchronous, asynchronous, bichronous). Teachers will always be on-campus in-person.	<p>Hyflex is most flexible mode of delivery in terms of time, pace and place of study. Students can choose to attend in person or online spontaneously - attending a lecture one day, synchronous session the next, or watch a recording the day after that.</p> <p>This is a relatively new mode of delivery, but a personalised, learner-centric experience can equip students with increased independent study skills, and the additional flexibility can support students with particular needs. Further, it can also develop students' digital confidence and digital tools as they would use in a professional environment (see QAA, 2021).</p>	<p>Hyflex delivery is complex: both in terms of demands on staff and student time and skills, timetabling, levels of investment and technologies available.</p> <p>For a summary of different approaches and considerations, see the following guide from San Francisco University.</p>