# Preparing for Learning and Teaching: checklist

## Purpose

This document provides a checklist with practical steps to prepare teaching resources and your virtual learning environment. It includes links to pedagogical material and ‘how-to’ guidance. It is designed for:

* staff who plan learning and teaching (e.g. Directors of Studies, Unit Conveners)
* new members of staff for orientation

A more detailed version of the checklist, with additional information and guidance is available as an [online resource](https://xerte.bath.ac.uk/play.php?template_id=2131)

## Related resources

Faculty and department approaches to documentation may vary. You may need to refer to department-specific documents such as:

* Unit Convener Handbook (for staff, updated over summer, usually by Directors of Teaching)
* Unit Handbook or Outline (for students, prepared by a previous unit convenor)
* Course Handbook (for students, updated over the summer, usually by Director of Studies)

## Where can I get help?

* Access [professional development](https://teachinghub.bath.ac.uk/professional-development/) including
	+ Workshops & Events
	+ self-paced training
	+ on-request workshops (for course or department teams)
	+ one-to-one support sessions
* See [Moodle Guides](https://teachinghub.bath.ac.uk/guide-category/moodle/) for help with common queries

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Please [provide some feedback](https://forms.office.com/r/vzsCBhUq6S) to help us improve this resource.

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| Course Design |
| Curriculum DesignEach course has a Director of Studies. They can answer questions about delivery and processes for making changes to assessment and content. The following resources will help you to plan to deliver your unit in the context of the whole course |
| [ ]  Get familiar with our [Curriculum Design principles](https://teachinghub.bath.ac.uk/curriculum-principles/) |
| [ ]  Check [Course and Unit Catalogues](https://www.bath.ac.uk/catalogues/other.html)This will help you to understand the structure of the course and where your unit(s) fits within it* look at the Unit and Course Catalogue and talk to your Director of Studies
* review the Course Intended Learning Outcomes, Course topic and skills map to see how your unit fits in
* consider where you can reinforce course learning and connect between topics and skills
* Review the [intended learning outcomes](https://teachinghub.bath.ac.uk/guide-category/writing-intended-learning-outcomes/) for your unit
 |
| [ ]  Review [Online Unit Evaluation results](http://www.bath.ac.uk/guides/unit-evaluations-information-for-staff/#seeing-the-results) |
| [ ]  Look at the [Blended teaching delivery principles](https://teachinghub.bath.ac.uk/teaching-and-assessment/blended-teaching-principles/) |
| [ ]  Check with your Director of Studies if your unit needs to include Library and Skills Centre sessions Liaise with your Director of Studies to find out what is covered at course level and when, and think about when to signpost these sessions from your unit |
| The University provides a range of support services to help students succeed on their course. It is important to ensure that students know what these are and how and when to use them. ☐ Check the course and unit handbooks for which services are already signposted☐ Plan how and when you will remind students about these resources throughout your unitSupport services for students include* [Library](https://library.bath.ac.uk/home)
* [Skills Centre](https://www.bath.ac.uk/professional-services/skills-centre/)
* [Student Services](https://www.bath.ac.uk/professional-services/student-services/)
* [Careers](https://teachinghub.bath.ac.uk/curriculum-transformation/curriculum-transformation-support/careers-service/)
* [Students Union](https://www.thesubath.com/login/?redirect=%2fmission%2f)
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| Planning assessmentSee [Assessment for Learning](https://teachinghub.bath.ac.uk/curriculum-principles/assessment-for-learning/) for pedagogical principles to underpin assessment design |
| ☐ Check the [Course and Unit Catalogues](https://www.bath.ac.uk/catalogues/other.html) for which ILOs need to be tested in each assessment. Remember to consider what the students do (the action verbs) as well as content. |
| ☐ Check the course assessment map (ask your Director of Studies). Identify similar types of assignments which your assessment feeds-forward into or which feed forward into yours. The Director of Teaching will plan deadlines to avoid bunching. |
| [ ]  Review the existing form of assessment (in the Unit Handbook or Moodle page). Reflect on why it was chosen and whether you wish to amend it. For changes to the assessment see [QA4 Amendments to Existing Units](https://www.bath.ac.uk/publications/qa4-amendments-to-programmes-of-study-and-units-and-approval-of-new-units/attachments/qa4.pdf). |
| [ ]  Plan summative assessment and feedback related details: * prepare assessment briefs and marking criteria (using Faculty or Department templates where appropriate)
* take account of quality assurance and [academic integrity](https://teachinghub.bath.ac.uk/guide/academic-integrity-at-bath/) considerations
* specify the [GenAI policy](https://teachinghub.bath.ac.uk/guide/genai-and-assessment/#step-1-review-assessments) for assessments on the unit
* use assessment briefs to signpost student support resources
* review feedback types and timeframes
* review previous exam papers
* check marking allocation and moderators and communicate to the marking team
* communicate with unit teaching staff on assessment expectations, feedback types and timeframes
 |
| ☐ Plan formative assessment and feedback related details: * what tasks will students do to prepare for their summative assessments
* when and how will formative tasks happen?
* signpost student support resources
* are formative tasks staff, peer, self-assessed or auto-marked?
* review feedback types and timeframes
 |
| [ ]  Check with your Programme Administrator to find out how assessment submission points are created and managed (e.g. by Unit Convener or Taught Programme team).  |

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| Learning Design |
| Inclusive Learning and Digital accessibility |
| ☐ Familiarise yourself with guidance on [Digital Accessibility](https://teachinghub.bath.ac.uk/guide-category/digital-accessibility/) |
| [ ]  Consider how you can [support the needs of all learners](https://teachinghub.bath.ac.uk/curriculum-principles/supporting-the-diverse-needs-of-learners/) |
| Plan weekly study activities  |
| ☐ Review the guidance on [learning design](https://teachinghub.bath.ac.uk/guide-category/learning-design/) |
| ☐ Consider how lectures and seminars are timetabled (see [MyTimetable](https://www.bath.ac.uk/services/mytimetable/)) and how learning activities fit together* how will topics / skills be reinforced?
* how can you remove duplication?
* how much time will independent learning activities take for students?
* what resources will be needed?
* hold a pre-teaching meeting if multiple staff are involved in delivery or marking
 |
| ☐ Consider use of [learning technologies](https://teachinghub.bath.ac.uk/learning-technology/) to enhance the learning experience |
| ☐ Plan your [reading list](https://library.bath.ac.uk/reading-lists/home) for access to additional study material |
| ☐ Signpost students to the University guidance on [academic integrity](https://www.bath.ac.uk/campaigns/academic-integrity-training-and-test/)Plan ahead by checking with your Director of Studies how cases of suspected plagiarism are dealt with in the department |
| ☐ Identify if students need access to specialist software Liaise with your Director of Studies and [IT Purchasing Team](https://www.bath.ac.uk/guides/getting-it-software/#using-university-software-for-free-on-or-off-campus) |
| ☐ Find out how to provide unit-level information to students (e.g. Unit Handbook, Unit Outline, Essential Information in Moodle). Review and update if needed. |
| Student Induction and CommunicationStudents will attend University and Departmental induction activities during Welcome Week. During the first weeks of semester, schedule time to communicate learning expectations to students, including how you expect them to communicate, and to engage with independent learning activities and study materials on your unit. |
| ☐ Include an ‘orientation’ to your Moodle space during your first lecture |
| ☐ Signpost help for students if they need support to access Moodle or other learning platforms |
| ☐ If you need to, schedule a session to introduce other core learning technologies to students in the context of their unit (e.g. Mahara e-portfolio) |
| ☐ Share student/staff expectations around communications (e.g. use of Moodle Forum, Moodle Board activity)  |
| ☐ Plan how to ‘[close the feedback loop](https://www.bath.ac.uk/guides/unit-evaluations-information-for-staff/#unit-induction-and-closing-the-feedback-loop)’ by sharing Online Unit Evaluation outcomes from the previous academic cycle |

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| Digital preparation |
| The [Bath Blend Baseline for Moodle](https://teachinghub.bath.ac.uk/moodle/bath-blend-baseline/) provides a framework for consistent design of your Moodle spaceA read-only snapshot is captured annually in the Moodle Archives. See an overview of key stages for the [Moodle Annual Administration cycle](https://teachinghub.bath.ac.uk/guide/moodle-administration/). Once the archive snapshot has been taken, you can edit your Moodle space for the next academic year.If Moodle is new for you, use our [Getting started](https://teachinghub.bath.ac.uk/guide-category/getting_started/) or our [self-paced resources](https://moodle.bath.ac.uk/course/view.php?id=59695) to get familiar with the essentials. |
| [ ]  Ensure you have [access to the Moodle space](https://teachinghub.bath.ac.uk/guide/managing-teacher-enrolments-in-moodle/) for your unit |
| [ ]  For new units of study, contact the TEL (Technology Enhanced Learning) team (tel@bath.ac.uk) to request a new Moodle space, using a [Moodle template](https://teachinghub.bath.ac.uk/moodle/moodle-templates/). |
| Prepare your Moodle space |
| ☐ Before you begin editing, [hide your Moodle space](https://teachinghub.bath.ac.uk/guide/editing-your-moodle-space/#editing-course-settings) from student view so you can work on it |
| ☐ Follow guidance in the [Bath Blend Baseline handbook](https://teachinghub.bath.ac.uk/guide/bath-blend-baseline-handbook/)You can request a [Moodle space review](https://forms.office.com/Pages/ResponsePage.aspx?id=Ij1-N6FOLUKwrY_MiUBrnpKct2HAz9BMn43Htsmm6pNUNDEyQlVORjFJVkhOV0c5MTZVSzBPSENJRCQlQCN0PWcu) for actionable feedback on how the space may be improved.  |
| ☐ Update essential unit information, reflecting information in the unit catalogue |
| ☐ Update Moodle with information about timetabled sessions for the year |
| ☐ Post assessment information in Moodle (including assessment briefs, assessment criteria, deadlines and submission instructions). [Set up](https://teachinghub.bath.ac.uk/guide/how-to-create-an-assignment/) and [tag](https://teachinghub.bath.ac.uk/guide/how-to-create-an-assignment/#how-to-tag-an-assignment-as-formative-or-summative) assessments. If you have different assessment types, check the [Digital assessment workflows](https://teachinghub.bath.ac.uk/guide-category/digital-assessment-workflows/) to select a suitable technology and plan for implementation. |
| ☐ Don’t forget to update or remove placeholder text included in the Moodle template  |
| ☐ Create or revise your reading listSee good practice guidance on [Library Lists](https://library.bath.ac.uk/reading-lists/library-lists-overview) (the University’s central reading list management system) |
| ☐ Decide how you wish to use [Activity Completion](https://teachinghub.bath.ac.uk/guide/reporting-tools/#activity-completion-report) so students can track their progress, and other [reporting tools](https://teachinghub.bath.ac.uk/guide/reporting-tools/) so you can check in on student engagement |
| ☐ Set up [Moodle Groups](https://teachinghub.bath.ac.uk/guide/managing-moodle-groups-and-groupings/) for group activities and assessment |
| ☐ When you have finished editing your Moodle page, you can showyour page to [make it visible to students](https://teachinghub.bath.ac.uk/guide/editing-your-moodle-space/#editing-course-settings) |
| Lecture capture and video content |
| During semester, you may choose to record teaching and make the recordings available to students, in line with the [University of Bath Teaching Capture policy](https://www.bath.ac.uk/publications/university-of-bath-teaching-capture-policy/). You may choose to pre-record study material for students in support of their learning (for example to provide ‘flipped learning’ content in advance of live sessions, or to provide recap or revision material for key concepts).You should discuss with your Director of Studies, who will be able to offer guidance and advice, including advice on DAP policy. |
| ☐ Schedule [lecture capture](https://teachinghub.bath.ac.uk/guide-category/scheduled_lecture_capture/) using the scheduling tool  |
| ☐ Get familiar with guidance on [Panopto for recorded content](https://teachinghub.bath.ac.uk/guide-category/panopto_main/)  |
| ☐ Pre-record content using [Panopto Recorder](https://teachinghub.bath.ac.uk/guide-category/recording_in_panopto/) and [link to it or embed it](https://teachinghub.bath.ac.uk/guide/link-or-embed-a-recording-in-moodle/) in your Moodle space |
| Synchronous online learning  |
| For some learning activities, it will be useful to set up live (synchronous) online learning sessions. These may be timetabled activities, or part of provision for part-time or distance learners. The main platform for synchronous online learning is [Zoom](https://teachinghub.bath.ac.uk/guide-category/zoom/). You may wish to use [MS Teams](https://teachinghub.bath.ac.uk/guide-category/ms-365/) in support of learning and teaching for specific learning activities where it brings benefits (e.g. supporting group work with collaboration on documents). If you choose to use MS Teams, discuss with your Director of Studies to ensure there is a clear and consistent approach across the course. Provide an explanation to students, outlining the purpose and how and when to access MS Teams.  |
| ☐ Get familiar with guidance on using [Zoom](https://teachinghub.bath.ac.uk/guide-category/zoom/) or [MS Teams](https://www.microsoft.com/en-gb/microsoft-teams/group-chat-software) |
| ☐ Set up a practice session with a colleague before using synchronous learning environments for the first time |
| ☐ Plan for interactivity in your [synchronous online learning](https://teachinghub.bath.ac.uk/guide/live-online-interactive-learning/), and make expectations clear for students |

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| Student Voice |
| Each semester the University asks all students to complete [Online Unit Evaluations](https://www.bath.ac.uk/campaigns/unit-evaluations-information-for-students/). Unit evaluations enable students to give anonymous feedback about the curriculum, teaching and assessment. The University uses this data to continually improve learning and teaching. Your department will have a defined approach for [reporting back to students](https://www.bath.ac.uk/guides/unit-evaluations-information-for-staff/#feeding-back-to-your-current-students) to close the feedback loop. Departments also provide guidance on how to conduct informal mid-semester evaluation (e.g. start-stop-continue feedback). This infographic [summarises the OUE feedback cycle, QA51 expectations for unit convenors, and advice from students](https://computingservices-my.sharepoint.com/%3Ai%3A/g/personal/imk34_bath_ac_uk/ER6eF790EahOijc7SiP4qzcBRwVGPXIjNyPKtRIyFSF0aQ?e=bH08Vr).Discuss this with your Director of Studies for a consistent approach.  |
| ☐ Outline formal and informal unit evaluation methods during student induction  |
| ☐ Plan how you will gather [mid-unit student feedback](https://www.bath.ac.uk/guides/closing-the-feedback-loop-for-unit-convenors/#mid-unit-stop-start-continue-evaluations) (e.g. stop-start continue), and when you will report back to students |
| ☐ [Set up Online Unit Evaluation](https://wiki.bath.ac.uk/display/OUEUD/Setting%2Bup%2Ban%2BEvaluation) for your unit in SAMIS (guidance requires VPN access) |
| ☐ Publicise Online Unit Evaluation deadlines and reminders to students |
| ☐ Share responses to student feedback via the appropriate channels (e.g. SSLCs, Academic Reps, Course Hubs in Moodle) |