**2021/22 Teaching & Learning Framework planning and evaluation template**

The following template is intended as a simple tool to help you organise, plan and evaluate the adoption and application of the T & L Framework for 2021/22.

You are welcome to adapt it as you see fit to your own context.

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| 1. **Rationale/planning** |
| **Drivers/Rationale-** What is the need, problem, or opportunity?  Please add any others relevant to your context. |
| * To provide a supportive and flexible learning environment for our students which includes both in person and online teaching * To ensure our students feel connected to the school/department and the wider University community |
| **Aims-** What are your aims? Please add any others relevant to your context. |
| * To ensure a high-quality student experience during 2021/22 * To confidently report the impact of our work to key stakeholders and within quality assurance and enhancement processes * To take an evidenced based approach to inform current and future developments in blended learning approaches |
| **Objective/s-** Describe your key objectives. What exactly are you hoping to achieve?  The following [Forming Objectives Guide](https://sites.reading.ac.uk/wp-content/uploads/sites/42/2020/02/EI-Forming-Objectives-Guide.pdf) may help with this. |
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| **Links to institutional and School/Departmental (STEAP) priorities-** How do your plans link with strategic priorities? |
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| 1. **Plans and people** |
| **Plans-** Describe what needs to be done to achieve the intended result?  Break down tasks into manageable chunks. |
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| **Team-** Who will do them? |
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| **Delegation-** How will you involve T&L champions? |
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| **Accountability-** Who is accountable?  E.g. HoS/SDTL |
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| **Lead-** Who is responsible for the day-to-day planning, leadership and co-ordination? |
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| **Stakeholders-** Who else will you involve? Tick all that apply. |
| Module Convenors  Teaching Staff  Library Liaison  Programme Team (Support Centres)  Employers  Accrediting Bodies  External Examiners  Timetabling and Room Bookings  Academic Development and Enhancement (ADE)  Technology Enhanced Learning (TEL)  Quality Assurance and Policy (QAP)  Examinations and Graduation  Student Advice & Support Manager (Support Centres)  International Advisory & Home Office Compliance  Study Advice  Students |
| **Students-** How can/will you work in partnership with your students?  Advice on this can be [found here](https://sites.reading.ac.uk/curriculum-framework/student-voice-partnership/). |
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| **Under-represented groups-** How will your approach benefit students from under-represented groups? |
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| 1. **Results** |
| **What does success look like?** (There is no limit to how many you choose) |
| 1. E.g. Develop a consistent, coherent approach across the programme. 2. E.g. Ensure teaching materials meet accessibility standards |

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| **Output/Deliverable** | **Short-term** | **Mid-term** | **Long-term** |
| E.g. 1.1 Produced roadmaps for each module |  |  |  |
| E.g. 1.2 A regular pattern is adopted for the release of weekly plans and associated learning materials |  |  |  |
| E.g. 1.3 Ensure Blackboard modules align with the default module template |  |  |  |
| E.g. 2.1 Ensure online materials are accessible |  |  |  |

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| **What are the overall benefits and anticipated impacts you expect to see?**  Please add any others relevant to your context. |
| * More blended approaches, increased flexibility of learning and access for diversity of students * Building staff and student confidence to use technology enhanced learning |

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| 1. **Methods of evaluation** |
| **Which methods of evaluation will you use to measure success?**  You could comment on: The purpose and scope of the evaluation  How evaluation will be conducted (E.g. more frequent informal student feedback, end of module evaluation, Focus Groups)  Any other collection methods/analysis procedures you plan to use  It may also help to consider: What datasets might you need to access? (e.g. basic Blackboard data analytics?)  How you will evaluate the quality of your deliverables?  How you will measure change?  Help with evaluation can be [found here](https://sites.reading.ac.uk/evaluation-and-impact/). |
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| 1. **Resources + Milestones** |
| **Staff training and development-** Have you identified any staff training and development needs?  Is there a need for ongoing support? Have you communicated any staff training and development needs that cannot be met locally to your CQSD liaisons? |
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| **Milestones-** What do you want to achieve and by when?  When do they need to be done, and in what order? (you could create a timeline to illustrate this) |
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| 1. **Coordination and communication** |
| **Communication-** Ensure you plan how you will communicate with all relevant stakeholders.   * Identify when and how you need to involve the larger group of staff and other stakeholders * How can you ensure a shared understanding? * How can you set student and teacher expectations? * What steps you can take to manage any resistance to change? |
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| **Review-** Communicate regularly with your HoS/HoD/wider team to monitor and evaluate progress against the proposed results throughout the process and ensure proportionate demand on people and resource.  Adjust your plan where necessary following consultation and communicate this to relevant stakeholders. |
| **Share-** [Close the feedback loop](https://sites.reading.ac.uk/curriculum-framework/closing-the-feedback-loop/)- Communicate any changes to students resulting from their feedback. |