

<b>Document title</b>	Bridge QA check template		
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## Bridge Course QA Checklist

The Course QA Checklist has been created to help TPDs ensure that only high quality online educational material is published. The checklist is derived from widely accepted Universal Design for Learning Principles of online education and Principles of Andragogy (adult learning) best practices. In line with these principles, a checklist is available to guide the development of courses and this QA checklist seeks only to assure HEE EoE that the course maintains the reputation of HEE within the educational system by assuring minimum standards are met and promoting improvements in practice.

<b>Course</b>		<b>Reviewer (subject matter expert)</b>	
<b>Author</b>		<b>Review date</b>	
<b>Course can be released for publication</b> YES/NO (if no – see comments in checklist below)			

### Course development/overall impact

<b>ESSENTIAL Standard</b>	<b>Met (Y/N)</b>	<b>Comments for improvement if not met (all must be met prior to publication)</b>
The course promotes a safe and non judgemental learning environment		
The course promotes the ability of learners to establish their own learning needs and learning objectives		
Learners should be involved in evaluating their own learning		
Course authorship and governance are clear, there is a clear review date for ensuring content accuracy and relevance		
<b>ASPIRATIONAL Standard</b>	<b>Comments for improvement or for sharing more widely</b>	
Learners were involved in course development		
The course should facilitate learners devising their own learning strategies		
The course should enable learners to access support for their learning		

### Course information

<b>ESSENTIAL Standard</b>	<b>Met (Y/N)</b>	<b>Comments for improvement if not met (all must be met prior to publication)</b>
<b>Course Details</b> including accurate information relating to Course description, duration, attempts allotted, required score, due date, navigation options and whether or not the course contains a certificate		
<b>Slide Titles</b> are indicative of the content presented within the page		
<b>ASPIRATIONAL Standard</b>	<b>Comments for improvement or for sharing more widely</b>	

<p><b>Cover Slide</b> provides a visual representation of the course topic, a brief course headline, and introductory statement</p> <p><b>Course Introduction Slide</b> includes contributing authors, their role, grade, specialty. Clear and precise curriculum-mapped learning objectives (with respective curriculum codes).</p> <p><b>Course Conclusion Slide</b> present and provides concise review/summary of the major topics/ concepts or themes. Learning objectives reinforced</p> <p><b>Supplemental resources Slide</b> presents and collates all links and documents into one slide for ease of use and to promote autonomous learning and exploration</p>	
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### Course design and layout

ESSENTIAL Standard	Met (Y/N)	Comments for improvement if not met (all must be met prior to publication)
All files, videos and external URLs are active and working		
Hyperlink text is descriptive and makes sense when out of context (avoid using “click here”)		
<b>UK Copyright laws</b> are followed.		
<b>Headings</b> and <b>subheadings</b> are included within slides to help guide learner navigation		
<b>Content is "chunked"</b> into manageable pieces of information (e.g. slides are organized by units, topic, etc. and video split into 30-40 min chunks). How to organise your course structure.		
Each major section of the course begins with an <b>introduction/overview slide</b> to help guide learners through the content and provide reasoning as to why the material is being presented		
ASPIRATIONAL Standard	Comments for improvement or for sharing more widely	
<p>External tools are embedded within the Bridge course in order to reduce technological distraction and provide a more seamless user experience</p> <p><b>Scenario-based learning materials</b> are used to promote critical thinking and real-world application of course content.</p> <p>Learners are provided with opportunities to interact with content (e.g. engaging content and resources with which learners must interact and not just read or watch)</p>		

### Interaction

ESSENTIAL Standard	Met (Y/N)	Comments for improvement if not met (all must be met prior to publication)
Course written in a positive and encouraging tone rather than authoritarian. i.e. (instead of “you must complete or you must watch” try “lets watch or lets complete the following in order to.....”.		
Learners have multiple opportunities to provide descriptive feedback on course design, content, experience, and ease of online technology. Useful tools are Surveys function in Bridge, Embedded Google Form within Bridge, or any third-party polling application		
ASPIRATIONAL Standard	Comments for improvement or for sharing more widely	
Learners have an opportunity to get to know the instructor through embedded video lectures (not just audio over PowerPoint), follow up Live Training sessions through (Zoom/Teams etc), answers to comments on Panopto discussion board The Course offers opportunities for <b>learner to learner interaction</b> and constructive collaboration through Panopto discussion boards or Bridge comments box		

### Course content

ESSENTIAL Standard	Met (Y/N)	Comments for improvement if not met (all must be met prior to publication)
For each course Learning objectives explicitly stated and matched to specialty specific curriculum codes		
A program or course provides thorough, accurate and detailed material on the relevant topic (this ideally should be quality assured by a subject matter expert) and <u>must</u> address the learning objectives.		
Peer to Peer teaching to be used appropriately i.e. A very senior trainee teaching very junior trainees or where a trainee may be the regional subject matter expert (Academics).		
A program in Bridge used to direct learning in smaller chunks (refer to course design and layout above).		
Avoid duplication of material within specialities. Authors should be encouraged to use lectures from other specialties within the Panopto video library where relevant, to address learning objectives   Bridge Guides: Using Panopto lectures created by other lecturers		
ASPIRATIONAL Standard	Comments for improvement or for sharing more widely	
The vast majority of content to be delivered by a subject matter expert i.e. A consultant practising in the relevant specialty.		

**Assessment**

<b>ESSENTIAL Standard</b>	<b>Met (Y/N)</b>	<b>Comments for improvement if not met (all must be met prior to publication)</b>
Multiple methods of assessments are used (e.g. vocabulary quiz, steps in a process quiz, sorting quiz, etc.)		
The assessment MUST show learning objectives have been fulfilled		
<b>ASPIRATIONAL Standard</b>	<b>Comments for improvement or for sharing more widely</b>	
Custom feedback to quizzes are provided Scenario-based assessments are used to promote critical thinking and real-world application of course content Complex assessments include sample responses to illustrate instructor expectations		