

Bridge Course Building Checklist

The Course Evaluation Checklist has been created to help guide educators to create high quality online educational material. This is a collaborative creation from the HEE East of England Blended Learning Platform Group and Bridge Content Creation Services. The checklist is derived from widely accepted Universal Design for Learning Principles of online education and Principles of Andragogy (adult learning) best practices.

How To Use - The legend at the top of each table refers to a star-rating:

- ★ rating indicates an Essential and standard design component to online learning
- ★★ rating is considered Best Practice and adds value to a course,
- ★★★ rating is Exemplary and elevates learning.

Course Information		★ Essential	★★ Best Practice	★★★ Exemplary
Yes	Criteria			
<input type="checkbox"/> ★	Course Details 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 Bridge Guides: How do I view course details?			
<input type="checkbox"/> ★	Cover Slide provides a visual representation of the course topic, a brief course headline, and introductory statement Bridge Guides: How do I add a cover slide?			
<input type="checkbox"/> ★★★	Slide Titles are indicative of the content presented within the page Bridge Guides: How do I add course content?			
<input type="checkbox"/> ★★	Course Introduction Slide includes contributing authors, their role, grade, specialty. Clear and precise curriculum-mapped learning objectives (with respective curriculum codes).			
<input type="checkbox"/> ★★	Course Conclusion Slide present and provides concise review/summary of the major topics/ concepts or themes. Learning objectives reinforced.			
<input type="checkbox"/> ★★★	Supplemental resources Slide presents and collates all links and documents into one slide for ease of use and to promote autonomous learning and exploration.			

Course Design and Layout	
Yes	Criteria
<input type="checkbox"/> ★	All files, videos and external URLs are active and working
<input type="checkbox"/> ★	Hyperlink text is descriptive and makes sense when out of context (avoid using “click here”) Bridge Guide: How to Create a hyperlink in a course
<input type="checkbox"/> ★	UK Copyright laws are followed. The course breaks no copyright considerations Resources: TBC
<input type="checkbox"/> ★	Headings and subheadings are included within slides to help guide learner navigation
<input type="checkbox"/> ★	Content is "chunked" 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.

<input type="checkbox"/> ★	Each major section of the course begins with an introduction/overview slide to help guide learners through the content and provide reasoning as to why the material is being presented (i.e. why the material is meaningful to the learner) Note: best practice indicates that large amounts of learning material be broken into a Bridge Program Bridge Guides: How do I add a program?
<input type="checkbox"/> ★★	External tools are embedded within the Bridge course in order to reduce technological distraction and provide a more seamless user experience Bridge Guides: What content can be embedded in Bridge?
<input type="checkbox"/> ★★★	Scenario-based learning materials are used to promote critical thinking and real-world application of course content.
<input type="checkbox"/> ★★★★	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) Bridge Guides: What content can be embedded in Bridge and How to Embed? and How do I add comments or replies to Studio media in Bridge?

Interaction	
Yes	Criteria
<input type="checkbox"/> ★★	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.
<input type="checkbox"/> ★	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.....”).
<input type="checkbox"/> ★★	The Course offers opportunities for learner to learner interaction and constructive collaboration through Panopto discussion boards or Bridge comments box Bridge Guides: How to use Bridge comment box and Panopto discussion board .
<input type="checkbox"/> ★	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.

Course Content	
Yes	Criteria
<input type="checkbox"/> ★	For each course learning objectives explicitly stated and matched to specialty specific curriculum codes.
<input type="checkbox"/> ★	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 must address the learning objectives.
<input type="checkbox"/> ★★	Most of the content to be delivered by a subject matter expert i.e. a consultant practising in the relevant specialty.
<input type="checkbox"/> ★	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).
<input type="checkbox"/> ★	A program in Bridge used to direct learning in smaller chunks (refer to course design and layout above).
<input type="checkbox"/> ★	Avoid duplication of material within specialties. 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

Assessment	
Yes	Criteria
<input type="checkbox"/> ★	Multiple methods of assessments are used (e.g. vocabulary quiz, steps in a process quiz, sorting quiz, etc.) Bridge Guides - What do quizzes look like in my course? Quizzes can also be used within Panopto videos to provide specific content questions. How to add a quiz to a Panopto video.
<input type="checkbox"/> ★	The assessment MUST show learning objectives have been fulfilled
<input type="checkbox"/> ★★	Custom feedback to quizzes are provided Bridge Guides: How do I add feedback to a quiz question?
<input type="checkbox"/> ★★★	Scenario-based assessments are used to promote critical thinking and real-world application of course content
<input type="checkbox"/> ★★★★	Complex assessments include sample responses to illustrate instructor expectations

We acknowledge that each specialty has unique requirements for their courses, and we hope this document will serve as a great resource and starting point.

We would love to hear how you are using this checklist. If you have feedback or suggestions feel free to email: blendedlearning.eoe@hee.nhs.uk and put in a subject line: checklist.

The Blended Learning Group is always ready to help your specialty create a cycle of success with Bridge through Instructional Design. If you need any help, please do not hesitate to contact us at blendedlearning.eoe@hee.nhs.uk.

Resources and Citations

- Bridge
 - [How-To Guides | Bridge Community](#)
- Universal Design for Learning
 - [National Centre on Universal Design for Learning](#)
- CPD Live Event Guidance
 - [Live Event Approval](#)
- Online Learning Consortium
 - [Blended Learning Scorecard](#)

Contributors