



**UNIVERSITY
OF LONDON**

Learning Solutions Team

Handbook for Academic Subject Experts



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How we work together

This handbook is designed to provide you with all of the information, guidance and templates you need to develop your module with the University of London.

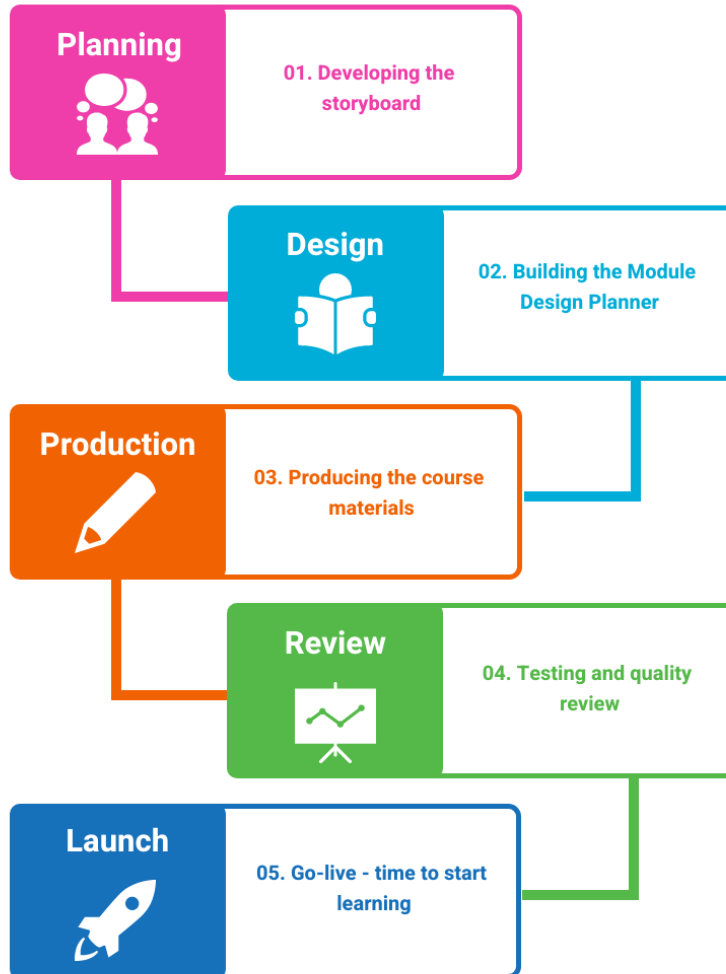
Designing an online course is a collaborative process and University of London staff will be available to help you every step of the way. We have prepared [a short video to explain how we work together](#). If you have any questions, then please do not hesitate to contact your learning designer.

We look forward to working with you to create an engaging and successful module.

Jonathon Thomas

Associate Director: Learning Solutions

5 Steps to making a great course



Planning

01. Developing the storyboard

Storyboarding your module

At the beginning of the design process, you will attend an ABC workshop. At the workshop you will start to produce a high-level storyboard of your module.

To see more, watch this two-minute video of Diana Laurillard explaining the [learning types](#).

Before you attend the ABC workshop, you will be emailed a link to an example module in the virtual learning environment (VLE). Make sure you look at this before the workshop to have an idea of how the module could be laid out. We have also prepared a short [storyboard tutorial](#).

After you have finished your storyboard, you can plan your content out in your Module Design Planner (MDP).

1. Classification of healthcare systems	2. Evaluation of healthcare systems	3. Governmental healthcare models, state funding and taxation	4. Private healthcare systems and insurance systems	5. Regional and local devolution of healthcare budgets	6. Primary and community healthcare and integrated health and social care systems
<p>Discussion</p> <p>answering reflective points questions and recording in a study journal</p> <p>2 comments</p> <p>Libere 13m Giving a reflective blog piece about the strengths and challenges of the health system in which you work with a selected other system</p> <p>Anonymous 1m This link is great way to start a module. Vicky D</p> <p>Add comment</p> <p>Discussion</p> <p>Participating in an on line group discussion on the topic, problem, reading on forum</p> <p>Add comment</p> <p>Practice</p> <p>A screenshot on the study production</p>	<p>Acquisition - Digital Technology</p> <p>Watching videos, animations created at UoLW studio and embedded in a topic</p> <p>Introductions an Analysis Framework</p> <p>eg</p> <p>embedded document from WHO: 'Conceptual issues related to Health Systems Research'</p> <p>Conceptual issues related to Health Systems Research</p> <p>alliancether backgroundpaperconceptual PDF document</p> <p>Add comment</p> <p>Practice - Digital Technology</p>	<p>Acquisition - Digital Technology</p> <p>Reading on line documents related to healthcare funding</p> <p>Add comment</p> <p>Discussion</p> <p>discussion on a forum on different health funding models ; eg Nuffield Trust, Kings Fund and Health Foundation</p> <p>Add comment</p> <p>Home</p> <p>The Nuffield Trust is an independent think tank</p> <p>Add comment</p>	<p>Acquisition</p> <p>Reading a paper to set the scene for background</p> <p>The growth opportunity for private health services in the global market for private, modular & comment</p> <p>Add comment</p> <p>Acquisition</p> <p>Disruption in private healthcare</p> <p>Global private payers: A trillion-euro growth industry</p>	<p>Acquisition - Digital Technology</p> <p>Watching videos, podcasts created at UoLW studio and embedded in a topic</p> <p>Add comment</p> <p>Acquisition</p> <p>Reading papers on budget devolution vs centralisation eg KF (UK Focus)</p> <p>Funding Health Care: 2008 and</p> <p>funding health-care 2008 beyond report...</p> <p>Add comment</p>	<p>Acquisition</p> <p>Reading paper: eg King's fund social care system/ health system of 9 countries</p> <p>The social care and health systems of nine countries</p> <p>commission background paper-social-c...</p> <p>Add comment</p> <p>Acquisition - Digital Technology</p> <p>Watching videos, animations created at UoLW studio and embedded in a topic</p>

Schedule

After the ABC workshop, you will be sent a schedule by the production manager which will tell you what you need to send to us and when.

Please check the schedule carefully to make sure that there are no clashes with annual leave or heavy work commitments (such as exam marking, conferences etc). If you spot any clashes or have concerns about deadlines, please let us know so that we can amend the schedule.

Design


02. Building the Module Design Planner

Module Design Planner

The MDP will be the first large chunk of work you will do towards making your module, usually around 40% of the total amount of effort. At this stage you will outline your topic learning outcomes, the readings you want to use, and videos or audio recordings you want to make. You will also have a sentence or two about how you will structure lessons in each topic/week and briefly outline the types of activities the students will undertake to achieve their learning outcomes.

Depending on your programme your module will be broken down into either weeks or topics. Each topic/week will represent a number of study hours. Your learning designer will discuss this with you at the beginning of the development process and provide you with your MDP template. To help get you started here is an example of a [completed MDP](#).

During the MDP development stage, you will be asked to complete a [summative assessment questionnaire](#) by your learning designer. Please complete and send it back when prompted.

Module Design Planner	
 UNIVERSITY OF LONDON	
Programme name	MSc Marketing
Module name	Example Module
Academic subject expert	-
Module learning outcomes (MLO) <i>From the module specification document</i>	ML01. Understand how the external and internal environments affect strategic marketing decisions ML02. Understand appropriate approaches to segmenting markets and assessing viable target markets ML03. Understand positioning challenges and how to make positioning decisions ML04. Identify, acquire and analyse data that can aid decision-making on strategic marketing issues ML05. Identify, acquire and analyse data that can aid decision-making on tactical marketing issues ML06. Generate creative marketing mix solutions to support specific, responsible marketing objectives ML07. Undertake independent research on a strategic marketing task and communicate findings ML08. Apply theoretical models to real world marketing problems, mindful of the triple bottom line.
Summative assessment <i>Summary of assessment, e.g. Topic 6, Reflective essay (20%)</i>	Individual Presentation (30% weighting): This first piece of coursework accounts for 30% of the final grade for this module. Students will be tasked with performing a situation analysis and identifying key opportunities and threats for a clearly identified company of their choice. Students will be expected to prepare and upload no more than twenty Powerpoint slides. Individual Coursework (70% weighting): An individual 3000-word report which entails the development of a marketing plan, a critical task for any strategic marketing manager.

Learning outcomes

Learning outcomes tell students what they need to be able to do in order to successfully complete the module.

The **module learning outcomes (MLOs)** come from the module specification document and remain the same through the writing process. However, as the **MLOs** are an overview, they should be broken down into more specific **topic or weekly learning outcomes**. The learning outcomes will be listed at the top of every topic.

How to write learning outcomes

1. Write which MLO it relates to (in brackets), for example:
TLO1.1 describe the main goals of healthcare systems globally (ML01, ML02)
TLO1.2 describe the main models of healthcare systems globally (ML01, ML02)
TLO1.3 investigate the main healthcare system classifications, taking into consideration optional subdivisions (ML03)

2. Make them actionable and measurable, avoid words like 'understand'.

See pages 8 and 9 for a table of action words that you can use when writing your learning outcomes.

Advice on writing learning outcomes

For further information, read [FutureLearn's excellent advice](#) on how to write good learning outcomes.



Action words

Use the words in this table to help you write your learning outcomes

Knowledge	Understand	Apply	Analyse	Evaluate	Create
define	explain	solve	analyse	reframe	design
identify	describe	apply	compare	criticise	compose
describe	interpret	illustrate	classify	evaluate	create
label	paraphrase	modify	contrast	order	plan
list	summarise	use	distinguish	appraise	combine
name	classify	calculate	infer	judge	formulate
state	compare	change	separate	support	invent
match	differentiate	choose	explain	compare	hypothesise
recognise	discuss	demonstrate	select	decide	substitute
select	distinguish	discover	categorise	discriminate	write
examine	extend	experiment	connect	recommend	compile
locate	predict	relate	differentiate	summarise	construct
memorise	associate	show	discriminate	assess	develop
quote	contrast	sketch	divide	choose	generalise
recall	convert	complete	order	convince	integrate
reproduce	demonstrate	construct	point out	defend	modify
tabulate	estimate	dramatise	prioritise	estimate	organise
tell	express	interpret	subdivide	find errors	prepare
copy	identify	manipulate	survey	grade	produce
discover	indicate	paint	advertise	measure	rearrange

Knowledge	Understand	Apply	Analyse	Evaluate	Create
duplicate	infer	prepare	appraise	predict	rewrite
enumerate	relate	produce	break down	rank	role-play
listen	restate	report	calculate	score	adapt
observe	select	teach	conclude	select	anticipate
omit	translate	act	correlate	test	arrange
read	ask	administer	criticise	argue	assemble
recite	cite	articulate	deduce	conclude	choose
record	discover	chart	devise	consider	collaborate
repeat	generalise	collect	diagram	critique	collect
retell	give examples	compute	dissect	debate	devise
visualise	group	determine	estimate	distinguish	express
	illustrate	develop	evaluate	editorialise	facilitate
	judge	employ	experiment	justify	imagine
	observe	establish	focus	persuade	infer
	order	examine	illustrate	rate	intervene
	report	explain	organise	weigh	justify
	represent	interview	outline		make
	research	judge	plan		manage
	review	list	question		negotiate
	rewrite	operate	test		originate
	show	practice			propose
	trace	predict			reorganise
	transform	record			report

Readings

Readings work alongside your topic content and can be either the main source of information for a lesson, or provide background or context.

When preparing your activities, make sure you give full references (or URLs where appropriate) for the readings that you want to include. The reference must be added to each relevant activity so that it is clear which reading you want the students to do and when.

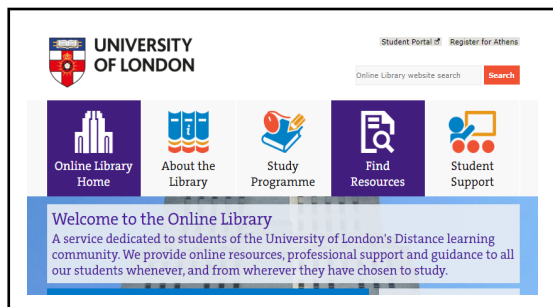
Readings can include sections from textbooks, journal articles, blog posts, company websites and so on.

We are unable to use articles from the *Harvard Business Review* as essential reading because of restrictions put in place by the publisher.

Textbooks and journal articles should be sourced from our [Online Library](#) and you will receive access at the start of the development process. If the readings are not available, one of our online librarians will point you in the right direction to source alternatives.

Read our [Online Library](#) guidance for more detailed information and view the [Online Library briefing video](#).

Further details can be found in the [Sourcing texts for academic programmes policy document](#).



Intellectual property

When writing for online courses, it is important to be mindful of [plagiarism and copyright](#), and this applies to text taken from the internet, as well as textbooks and journal articles.

Ideas for activities

Use your storyboard as a starting point, to plan out your lessons, including which activities you would like the students to participate in. At this stage we do not need lots of detail, a sentence or two is usually enough.

In an online environment, the following activities work well for different types of learning:

Acquisition

Reading, watching a video, watching/listening to an interview, watching/listening to a mini lecture and participating in an online video seminar.

Investigation

Online research, literature review, sharing and analysing digital texts with peers and analysing ideas and information.

Collaboration

Making a shared resource away from the virtual learning environment (VLE) such as a group document (e.g. a Google document) or a spreadsheet, contributing to a module wiki, taking part in an informal (unmarked) small group project such as making a slide show or a group mind map (e.g. of a concept or a process).

Discussion

Debating open questions in the module forum, responding to content in the forum, answering a poll then discussing results in the forum and participating in an online seminar.

Production

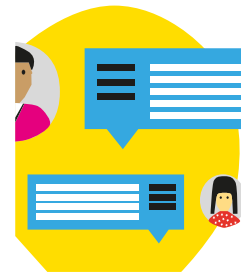
Creating and maintaining a study journal, making a slideshow, drawing a mind map, writing a comparison table, making a graph, making an infographic, writing a mini essay, making a poster, writing a newspaper article, writing a blog post, recording an audio commentary, video presentation and annotating an image/drawing/screenshot.

Practice

Quizzes, hide and reveal reflective questions and teacher notes (logged in study journals), self-assessment quiz, creating visual models using external software and participating in exercises in embedded or external simulations.

[More suggestions of activities for an online learning environment.](#)

How to write a good discussion activity



To encourage peer-to-peer discussion in the forums, you should include prompts within your content. The amount of these will vary depending on your subject, but we recommend at least two discussion prompts per topic.

For data-focused content, the questions may be mostly about how students feel they are progressing, things they are struggling with, whether they learnt something surprising or new, or even to share useful web links with their peers.

For other content, students can react to reading material they have been given, answer pertinent questions around key concepts or sharing short pieces of writing for informal peer review.

Production

03. Producing the course materials

Content template

After your MDP has been signed off, your editor will split the document into four batches: Topic 1, Topics 2–4, Topics 5–7 and Topics 8–10.

You'll then be asked to add further details to these topic content documents, typically this will include adding an introduction, specific directions for the students to read for each activity, quiz questions and answers. See [How to write your topic content](#) for further details and view the short [editorial briefing](#).

Slides and scripts should be submitted as separate documents alongside the templates.

Content is then worked on in blocks as per your schedule.

Topic 2: Lesson content
Lesson 1: <i>Two main ways of theorising marketing communications and how does marketing communication work?</i>
2.1 Lecture 1: Two main ways of theorising marketing communications: as art and as science and how does marketing communication work? [MKM110_topic02_lecture01]
2.2 Reading: Theorising marketing communications (or advertising and promotion) Hackley, C. and Hackley, R.A. (2021), Advertising and Promotion, 5th Edition, London: Sage, ISBN: 9781529718508, Chapter 1 [Kortext reading rider] Please add a note here letting students know that they can skim read the following two readings Hackley, C. (2010), Theorising advertising: managerial, scientific and cultural approaches, in Pauline MacLaran, Michael Mark Tadajewski (eds.), The Sage handbook of marketing theory, London: Sage, p.89-107. DOI: http://dx.doi.org/10.4135/9781446266666.ch10 [CLA scan to be supplied by the Online Library] Heath, R. and Feldwick, P. (2008), Fifty years using the wrong model of advertising, International Journal of Advertising, 27(1), 1-15. http://paulfeldwick.com/wp-content/uploads/2017/04/Feldwick-and-Heath.pdf Search for the article in the Online Library
2.3 Activity: Reflecting on the two main ways of theorising marketing communications This activity should take you about 30 minutes to complete. In your study journal write a summary of two main ways of theorising marketing communications and their advantages and disadvantages. Answer the following question: How do you think marketing communication works?

Inclusive practice

All reasonable steps should be taken to ensure that learning content, including content delivered via the VLE, should be accessible to all students in order to comply with Chapter 2 of the **Equality Act 2010**.

Among other things, the act requires higher education providers to 'make reasonable adjustments' and 'not to discriminate against people' who are enrolled on our courses. This policy, therefore, sets out how to comply with the Equality Act 2010 in regard of VLE content and inclusive practice.

[Short guide on how to make content accessible](#)
[University of London inclusive practice policy](#)

External content

External videos (e.g. YouTube, Ted Talks, Vimeo)

If you would like to include relevant and appropriate external videos in your module, we can include links. Due to copyright restrictions, we are unable to download and host external content on the platform. Some sites will produce content accessible in the UK only (e.g. the BBC) and therefore cannot be used at all.

Bear in mind:

- **Access:** Not all students can access externally hosted video for various reasons (accessibility

reasons or because the website is banned in their country).

- **Link reliability:** Videos are sometimes removed from their host platform, or are moved after a site update and so the link stops working.

So, if you want to include external video, we ask that

- a. you write a brief summary (one or two sentences) of each video
- b. you provide written alternatives for all external videos, e.g. journal articles, blog posts, a book chapter etc.

When we present these activities in the VLE we let students choose which resource to read or view, for example 'choose two of the following four resources'.

1.2 Reading and resources

Choose **two** of the following resources to read or view. What are the goals of health systems? Write your answer in your journal, using your two chosen resources to answer this question.

- 1. Video:** What is a Health System?
This video gives a very basic introduction to how health systems work.
- 2. Reading:** Figueras, J and M. McKee *Health systems, health, wealth and societal well-being*, (Maidenhead: Open University Press, 2011) [9780335244300] Chapter 1, 'Health systems, health, wealth and societal well-being: an introduction'.
Remember that all the Essential reading for this programme is provided for you. Click the link, which will take you to the book in the Online Library.
- 3. Reading:** *The world health report 2000: health systems: improving performance* (Geneva, World Health Organization 2000) [ISBN 924156198X] Chapter 1 (pp.3–11) and Chapter 2 (pp.23–25),
https://www.who.int/whr/2000/en/whr00_en.pdf?ua=1
- 4. Video:** Health Systems
This video covers the building blocks of Health Systems, and how they work together.
The building blocks covered include:
 - health leadership, management and governance
 - health finance and allocation (mixed models across taxation, social health insurance, private health insurance, out of pocket payments, charities, etc.)
 - human resources for health (the number and mix of staff)
 - health product inventory (consumables: medicines, diagnostics, etc.)
 - health infrastructure (physical and technological infrastructure)

Links to websites

Where possible, we suggest directing students to complete their own searches, rather than giving them direct links. You can give them prompt words, or the name of the website in order to give students clear instructions to find the material they need. This also encourages them to become independent learners – after all, this is what they would need to do outside of the module.

If you are using external websites, please bear in mind our [inclusive practice policy](#).

Audiovisual content

Having content for students to watch or listen to makes your module more engaging and more accessible. Have a think about whether you would like to include audiovisual (AV) content, and what sort of content you think would be suitable for your subject matter.

Filmed video

We have a well-equipped studio in Stewart House, complete with greenscreen and autocue. Video filmed in the studio is expensive because of the time taken, both to film and for post-production. Therefore, ASEs are limited to 300 minutes of studio-filmed content per module.

Slides

You may want to include slides in your video to highlight key information. Use the programme [PowerPoint templates](#) provided by the studio team and avoid overcrowding your slides with too much text.

When creating your slides do not re-draw copyrighted images, graphs or charts. Ideally use your own words and images. If you use materials that are not your own, you must include where they are from as we will need to add a full attribution.

When creating scripts and slides, review the [template user notes](#) and be mindful of the [accessibility guidance](#).

Animations (motion graphics)

We can include animations in some of your videos, this can be an effective way to demonstrate a process or a particularly detailed concept. Animations are expensive because of the time they take to make, and so are used sparingly. If you would like to have animations in some of your videos, please indicate this in your MDP so that your learning designer can have a discussion with you and the studio team about. Please also add comments to your PowerPoint slides so that further discussions with the studio team can take place.

[Further information about writing scripts.](#)

Finally, anyone featured in our hosted audio/video content will need to sign a [release form](#).



Audio only content

The benefit of audio only content versus video is that it is lighter in data, enabling students to download and store the files on a mobile device, such as a tablet or smart phone. This means that students can listen on the go.

Not all lectures need visual aids, so have a think about whether what you want to say to students needs to be filmed, or can it be done as audio only files.

Screencasts

If you want to add informal tutorials to your course, you might want to consider adding screencasts. The main benefits of screencasts vs studio-recorded video are that they are quick to make and so are easier to fit around your schedule.

Screencasts can help you to demonstrate how to answer a problem, for example, you could set a question, ask the students to answer it and then they can watch the screencast demo after their attempt. You could also quickly add some exam tips for students to read before they start their revision, or coursework tips to help them with their summative assignments.

Summative assessment

The assessment type and weighting are stipulated in the module specification.

The assessment should be placed in or before topic 6 to enable students to receive feedback from their tutors before their final assessment at the end of the module.



Writing an academic biography

We provide a biography of each member of the teaching team alongside the teaching materials in each programme. A biography in an online course is extremely valuable because it helps to establish an academic presence which is important for the development of an online learning community. The collection of biographies is also a celebration of the strong team involved in these modules.

What do I need to provide?

If you wish, you can use the set of questions below to structure your biography. Alternatively, if you already have an academic biography you would like to use, please share this with us ensuring that you include your research interests.

How long should the biography be?

It should be concise but interesting! Aim for a maximum of about 300 words if possible.

What will happen to the information I provide?

Before being added to Moodle, the information you provide will be checked by our editorial team to ensure the biographies have a consistent format and style.

Questions that are relevant for the academic biography include:

1. Your name and title.
2. Your current professional role and previous experience (subject-related and teaching).
3. Details of the modules you teach at the University of London.
4. Your academic background and interests in the field. What do you love about your subject?
5. Interesting achievements or something you are proud of relating to your discipline.
6. Your research interests.
7. If you wish please tell us something about you, unrelated to your professional interests.

Please also provide a recent 'head and shoulders' photograph of yourself to accompany your biography.

Review

04. Testing and quality review

Reviews

After you have submitted your topic 1 content, it will be reviewed by an editor and a learning designer. You will be sent feedback and then a meeting will take place, usually via Teams. You will be able to see your content on the VLE and minor issues can be addressed there and then.

We find that having a detailed review at this early stage is beneficial to both the ASE and the editor as any corrections and recommendations can be carried forward in the development of further topics. This reduces the number of iterations for the remaining content.

Depending on your schedule, we will review your remaining content in blocks once it has been submitted.



AV review

As production continues, you will be asked to review and approve your final AV content, either in the VLE, or in a separate piece of software.

Online tutor activities

Your learning designer will use your content to develop a list of tasks for the online tutors which we will ask you to review and provide any feedback.

Launch

05. Go-live – time to start learning

Once your content has had the final sign-off it will be uploaded into the VLE by one of our learning technologists.

Occasionally, we may need to contact you for advice on minor issues that are identified in the content once the course has gone live. We will try to minimise any disruption but thank you in advance for your cooperation in resolving these.

Your course is now ready for launch – congratulations and thank you from the University of London!

Frequently asked questions

After reading this handbook you may have some questions, see if they have been answered already in our [frequently asked questions document](#).



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