

# Case Studies

## BLC - THE CASE FOR TEACHING AND LEARNING

### Introduction

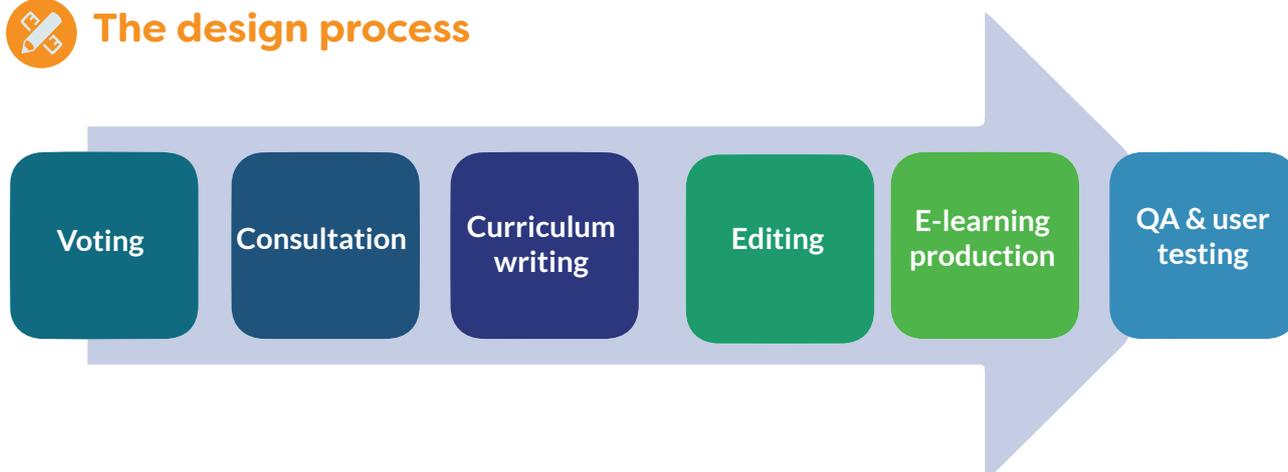
The BLC is a “by the sector for the sector partnership” that co-funds and co-develops high quality online content chosen democratically by its members. Over its first five years of operation since 2015 the consortium has created over 1800 one-hour online resources and over 100 short high-quality videos. In addition to this over 300 hours of content has been shared that member colleges have developed themselves without BLC funding.

### About the resources

The resources are designed with flexibility in mind. They work on all major learning platforms and VLEs including Moodle, Canvas, Blackboard, Brightspace, Itslearning, Microsoft Teams and Google Classroom. The resources can be tracked in all these systems allowing teachers to view which students have completed individual resources and the scores they have attained on formative assessments that are built in.

When a set of resources is voted for by members 30 individual one-hour resources are created. These are designed to be “stand alone” so that teachers can sequence them in an order that matches their own scheme of work.

### The design process



All resources go through a systematic and rigorous design process to ensure that the needs of colleges, teachers and learners are met to the highest standard.

1. **Voting** – all members are invited to submit subject areas they would like to see developed. These are voted on and the most popular go forward to development.
2. **Consultation** – in order to ensure the requirements of different awarding bodies are met a consultation process involving teachers from across the consortium takes place to choose 30 topics that are covered across specifications.
3. **Curriculum writing** – subject matter experts are chosen from across the consortium and trained in how to write for online content.
4. **Editing** – scripts written by subject matter experts go through a rigorous editing process.
5. **E-learning production** – edited scripts are developed by expert e-learning designers into interactive learning objects using Articulate Storyline.
6. **QA and user testing** – resources go through rigorous quality assurance and user testing processes before they are released to members.

## A more flexible curriculum

Having access to this large collection of online resources across more than 60 subjects/levels helps our members improve flexibility in delivering a more blended curriculum.

Examples of these include:

- **Main Vocational Qualification** – Many of our members replace one hour per week of F2F teaching with online delivery.
- **Tutorial** – The BLC collection includes a wide range of content for tutorials including Prevent, British Values, Employability, Digital Literacy and Study Skills. Several BLC member colleges have moved from a two hour per week tutorial model to one-hour F2F and one hour online. Another approach has been to use the BLC resources in class in tutorial sessions to allow more time for one to one discussions while other students are working through the BLC content.
- **Maths and English** – The BLC collection includes maths and English resources from Entry level to level 3. These are being used in a wide range of ways including replacing one hour per week face to face delivery and as additionality.

## Digital and employability skills

A key piece of feedback we have received from a number of our members in the overall improvement in learner digital and employability skills that come from increasing the use of systematic blended learning in the curriculum.

## Tracking learning

Because the BLC resources come in SCORM format when learners use them their progress and attainment is tracked through the VLE. This data proves extremely useful

## Flexible content with many uses

The flexibility of usage which is designed into the BLC resources has led to a wide range of usage across members. These include:

- Blended learning onsite or offsite
- Classroom usage
- Absence Cover
- Additionality
- Tasters

## Accessibility

The BLC development team have always worked hard to ensure that the content is accessible to all learners. Accessibility features include audio track on online content and subtitles on videos. We have also created an accessible MSWord version of each learning resource. This allows the resources to be navigated and used by visually impaired learners using screen reading technology.

## Teaching and Learning

### Hull College



The BLC content collection has helped us make significant progress in rolling out blended learning across the college.

A key benefit we have found is the different ways in which teaching staff are using the content. In addition to the widespread use for independent online learning, they are also used for live streaming as a taught session resource and for online flipped learning with students first working through a BLC resource followed by collaborative activities in Microsoft Teams. This allows more time for the teacher to use discussions to solidify learning through social learning with collaboration and communication.

**Khaled Al-Ankar**

*Head of Elearning & Libraries*

### NWRC



One of the ways NWRC use the BLC materials is for self-directed learning. The content works well for this for a number of reasons. It is interactive and engaging for learners, it contains assessments that the teachers can track and students get instant feedback on their understanding.

Students also benefit from developing important independent learning skills that is increasingly important for their future employability.

**Martin Peoples**

*Head of Technology Enhanced Learning and Support*

**Milton  
Keynes  
College**

One of the great strengths of the BLC materials is their versatility which means they can be used in many different ways and a wide range of courses across the college. Here they are used for independent study, mixed participation, flipped learning, tutorial and in class. They are used within mainstream vocational courses, T-level pilots and in prisons.

**Penny Langford**  
*Head of eLearning*

**City of  
Westminster  
College****CITY OF  
WESTMINSTER  
COLLEGE**

The BLC materials have been used widely across our tutorial provision. Our L2 and L3 learners complete one hour a week from the Prevent/British Values, Employability, Study Skills and Digital Literacy resources. The learners find the resources useful and these independent learning hours which are tracked through the VLE contribute to their study programmes.

The resources are also sometimes used in face to face tutorial sessions. This allows personal tutors to do one to one work with individual students while their classmates are usefully engaged in online learning.

**Esam Baboukhan**  
*e-learning Manager*