At a time when more of us are working remotely it could be easy to lose sight of your own and your team’s professional development. One way of providing an interactive yet remote method of learning is through blended learning: an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods.

**But what does a successful blended learning course look like?**

Incorporates all of the successful methods employed in a face-to-face session:

- **Make it visual** – lose the bullet points
- **Break it down into bite-size chunks**
- **Build in interaction and participation**
- **Ensure sessions are structured**
- **Make the sessions relevant to the participants**
- **Explain the why and not just the how**

**THE VIRTUAL CLASSROOM**

- Presentations, videos and break-out sessions
- Technologies allow interaction through chat boxes, polling and annotation

**SELF-PACED LEARNING**

- Pre-printed reading material
- Webinars, YouTube clips
- eLearning
- Before, during and after the classroom session(s)
What can be the pitfalls of blended learning and how can these be overcome?

Virtual training is an offering that NSF are providing – many of our courses have already been converted into blended learning experiences: QP modules covering IMP, maths and stats, API and the PQS, and many more to come.

We also have a breadth of resources on our web page: [www.nsf.org/info/pharma-training](http://www.nsf.org/info/pharma-training) that may be of use when building your own blended learning experience. Look out for the next eLearning module to be released “Auditing with a data integrity bias – auditing data governance, paper records and electronic systems”.

All resources can also be found via our app.

Over the next six to 12 weeks, we will be releasing weekly resources tailored to help you work more effectively when remote and provide crisis management tools. The next release will cover how you can turbocharge your inductions and on-the-job training.

**Problems with technology**
- Send instructions upfront, get participants to test the technology

**Lack of engagement**
- Mix up the learning styles – create interaction!

**Lack of preparedness**
- Build in assessments, force learning progress

Send instructions upfront, get participants to test the technology

Mix up the learning styles – create interaction!

Build in assessments, force learning progress

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