

## Meeting of the Group Audit and Risk Committee

3.00 pm on Monday, 7 September 2020  
via MS Teams

### Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
5a)	Academic delivery update	75 - 100	DJ

**Date of next meeting**  
**4.00 pm on Tuesday, 6 October 2020**

**Members:** Duncan Brown (Chair), John Cole, Mark Lemmon and Rob Orr

**Apologies:** Natalie Ferer and Richard Flatman

**In attendance:** Pat Bailey, Alison Chojna, Kerry Johnson, Deborah Johnston, Nicole Louis, Marcelle Moncrieffe-Johnson, David Phoenix, Ed Spacey and James Stevenson

**Internal auditors:** Mathew Ring and Gemma Wright (BDO)

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# Agenda Item 5a

	CONFIDENTIAL
Paper title:	Update on course delivery 2020/21
Board/Committee:	Group Audit and Risk Committee
Date of meeting:	7 September 2020
Author(s):	Deborah Johnston, Pat Bailey, Marc Griffith,
Sponsor(s):	Deborah Johnston, PVC Education Pat Bailey, Provost
Purpose:	For noting
Recommendation:	The committee is requested to note the update on course delivery.

## **Executive summary**

The attached paper outlines preparation for blended delivery of semester one, 2020/21.

Details for all eight Schools are included as Appendix 1 for information.

## **GARC September 2020: Update on Course Delivery 2020-21 (All Schools)**

### **Background**

Preparation for a blended delivery of semester 1 2020-21 began in May 2020. The project was run as a workstream in the overall LSBU Recovery Operational Group. At the highest level, the approach sought to ensure that LSBU could deliver its existing suite of courses in a way that maintained: academic quality and standards; student outcomes, including by protected characteristic; and student and staff safety.

### **Key issues**

The academic delivery workstream worked through the Academic Delivery Group (comprised of PVC Education, DESE from each Academic School and the Acting Director Teaching Quality and Enhancement). Working independently and with other working groups, the Academic Delivery Group:

- Oversaw necessary changes to the regulations and course specifications
- Supported the procurement and expansion of new DEL tools to enhanced the hybrid delivery capabilities
- Established LSBU expectations for the delivery of courses using both online and face to face methods
- Supported Organisation Development in its curation of training material on key online platforms
- Contracted with outside support for the transition of teaching and learning material in key modules
- Supported the Timetabling Workstream with its support for the assessment of teaching and learning activity falling into three bands: Category 1 (essential on-campus activity), Category 2 (desirable on-campus activity) and Category 3 (online activity).

### **Overview and next steps to assure quality and outcomes**

In the appendix to this report, detailed matrices are attached for all 8 Schools that form the University and the Institute of Health and Social Care. This report provides an overview against key criteria below. Overall key approaches and procedures to ensure quality and outcomes, in line with LSBU expectations, are in place in each of the reporting Schools, and each reported on their plans should new local or national lockdowns emerge.

However, following the presentations by Deans, it is clear that to ensure quality and outcomes are maintained, further action is needed in four areas:

1. To ensure that there is consistency in outcome, Schools need to audit the teaching materials provided on each module to ensure that it is in line with expectations. To deal with possible volatility (i.e. Local or national lockdowns, or full easing of restrictions), Schools should ask for academics to develop 3 weeks of teaching material in advance. This approach needs to be conveyed by Heads of Division, with the audit operationalised by DESEs. Deans should report back to the Provost and UMC in early October.
2. There are excellent plans to monitor student feedback in some schools that could be adopted more widely and this will be supported centrally through access to Audience Response Technology (ART). PVC Education should develop a central standard for regular ART surveys of student bodies using available technology. This should be operationalised by

Module Leaders. Deans should provide oversight and report back to Provost and UMC at key dates in Semester 1.

3. Close observation of student engagement metrics is needed and this needs central support to use metrics from our VLE. ADG is meeting with DEL and Student Administration to understand the suite of possible metrics and its availability for use by module leaders.
4. Given the challenges faced by both new and continuing students, Personal Tutors will have a key role in helping to advise and signpost students. ADG will share good practice on Personal Tutoring and set standards for regular, thematic sessions.

### Academic Delivery 2020/21 – Overall Assessment

	<b>Student Engagement</b>	<b>Academic Delivery and Organisation</b>	<b>Online Delivery and Quality Assurance</b>
<b>Overall</b>	All schools reported being in touch with students. In some, this was well developed, with formal surveys, regular timetabled drop-ins and helplines.	All schools reported that they were planning a mixture of online and on campus delivery in order to meet learning outcomes and ensure the student experience. In many cases, on campus provision will extend beyond traditional working hours in order to allow for social distance and to stagger start and finish times.	All schools reported that they would adhere to LSBU Hybrid Learning Standards. Centrally we are recruiting an additional Academic developer and learning technology developer to boost central capacity to support the schools  To achieve these, Schools were supporting staff to access central and local materials. Some schools were employing additional online support staff, while others were identifying blended learning champions.  All schools reported that they would audit Moodle sites to ensure that standards are met in practice.
<b>Student Voice</b>  How have students' views informed design?	All schools reported that they had surveyed their students to understand preferences and constraints with online learning and return to campus (either formally or through smaller or less formal methods).  There was evidence that this had varying degrees of influence on approaches to S1,	All Schools had considered how they would meet learning outcomes and, where relevant, the requirements of PSRBs. All had also considered how their courses could be delivered in term of student needs.  There has been careful thought about the extent to which learning	Many schools reported that they would increase the opportunity for student feedback, either through surveys or focus groups. In at least one case, an engagement officer has been hired.  ADG will have continuing engagement with the SU through the regular meetings to ensure

	although in all cases Schools discussed the increased need to hear the student voice.	outcomes require that delivery must be on campus or can be online.	student concerns are heard.
<b>Student Outcomes</b>  How has activity been designed to ensure awarding gaps are not increased?	Many schools were developing extra curricula activity to scaffold students, increase skills of all and to improve a sense of belonging. Some were engaged in awarding gap-research projects which involved students as partners.	Many schools intended to continue projects to decolonise curricula. Some were implementing the results of a TESTA exercise.	Some schools refer to staff training and development. Some highlighted the use of differentiated student metrics to understand how students with protected characteristics were progressing.
<b>Support Progression</b>  How has activity been designed to support progression?	All Schools pointed to improved use of the personal tutor system so that students could directly receive academic advice and directed to effective sources of pastoral support. In some cases, there were changes to the allocation approach, increased ability to meet students, specialist helplines or thematic approaches.	The implementation of TESTA in some schools is hoped to reduce academic workloads and academic failure rates.  Many schools pointed to particular briefings carried out for this academic year in order to plan for the challenges faced by students.	Many schools hoped to measure engagement more rapidly and some wanted to develop metrics to highlight students at risk.

DEBORAH JOHNSTON, MARC GRIFFITH, PAT BAILEY 27<sup>th</sup> August 2020

## APPENDIX 1: SCHOOL DELIVERY MATRICES

### **A1. Academic Delivery 2020/21 – School: Allied and Community Health (currently Department of Allied Health, Social Care and Advanced Practice)**

	<b>Student Engagement</b>	<b>Academic Delivery and Organisation</b>	<b>Online Delivery and Quality Assurance</b>
<p><b>Overall</b></p> <p>What is the overall approach?</p> <p>VISION:</p> <p>SPACE: (Supportive, Planned, Accessible, Consistent, Engaging)</p> <p>TO LEARN TO SUPPORT TO PROGRESS</p>	<p>All course directors are in touch with the students and are running webinars and online sessions for returning students to outline the new approach and answer any questions. Course teams are preparing their face to face induction session (or online if relevant). Deputy Dean will be onsite all week 0 to support staff and meet and greet students. New (and continuing) students are being invited to the online induction session. Ongoing it is planned for course directors to regularly engage with updating student comms. The personal tutors are being briefed on improved engagement strategies and a personal tutor guide is being produced. The DoO meets monthly with the student reps and an ongoing action plan is in place with 'You Said, We Did'. This is accompanied by a student newsletter for reps to share with wider cohort. The deputy dean and relevant Hod is meeting the upcoming final year students to review student satisfaction and address areas that are needed</p>	<p>Category 1 engagement will apply to all mandatory training to ensure students are equipped for placement and meet regulatory requirements. ACP, Physio, Sport Rehab and Chiro also have scheduled face to face session due to the practical nature of their courses. Other courses are looking at frontloading academic work in semester 1 with a focus on practical sessions in semester 2 where access to the campus may be facilitated more easily. Staff are utilising the new digital resources and are planning their teaching sessions to take account of best practice. A school wide teams site has been set up to share best practice with teaching and learning resources amongst colleagues. The course plans have been revised and reviewed.</p>	<p>A new digital lead post is being interviewed on 7<sup>th</sup> Sep. One of their main aims is to support staff in using the technology to address best practice pedagogical approaches. We currently have a range of crib sheets with advice for utilizing the key tools. This role will undertake an initial TNA to review the support required and an audit mid semester 1 to review how the tools are being used and make further recommendations. The mid module questionnaires and course board feedback will also triangulate with this review.</p> <p>Moodle analytics will be used to monitor engagement.</p>

	for improvement. Deputy Dean drop ins will be timetabled throughout the year.		
<b>Student Voice</b>  How have students' views informed design?	A monthly meeting with course reps has been set up in semester 2. Feedback from students has been acted upon and fed into an ongoing action plan. These meetings will continue alongside timetabled deputy dean drop ins.. The student voice will be a top priority for the department/school in verbal and digital formats.	Face to face induction sessions planned for new students and supported by all undergraduate teams to provide a visual point of contact and highlight the student rep process and how to access course teams / personal tutors. Postgraduate teams are delivering online. Regular webinars and Q&A sessions held with continuing students	Increased focus will be on student voice in the course board reports. NSS action plans to be in place early semester 1 following active feedback sessions with HoDs and Deputy Dean. Will identify the top 5 areas to review from student feedback and ensure a comprehensive delivery plan is in place. The digital lead will set up polling to ascertain student views on a weekly basis and feedback results to the staff
<b>Student Outcomes</b>  How has activity been designed to ensure awarding gaps are not increased?	Increased focus on personal tutors. Will roll out support guide in time for induction. Culture change has been encouraged to focus on kindness, support, signposting for both academics and students. There is a renewed focus on diversity and equality with a new cross school lead. Primary objective to look at AHP BAME leadership and co-production with de-colonising the curriculum. Have recruited NTF with experience in reducing the attainment gap (0% on his course at UEL).	Recruitment of digital lead. Personal tutors	Purchase of software for use across the school in 3D anatomy and virtual reality for X-ray, CT and MRI. Students will be able to access the software on a range of devices from home. Digital lead will demonstrate best use of the software and exemplars. Also the VEO software has been purchased centrally to enable students to have feedback on OSCE assessments which are critical for advanced practice.



<p><b>Support Progression</b></p> <p>How has activity been designed to support progression?</p>	<p>The new student self assessment questionnaire, in conjunction with a focused personal tutor session will enable an ongoing support plan and tailored signposting to resources across the university Ongoing engagement strategies</p>	<p>Advert ready for new placement lead post to support students and strategically look at innovations in placement delivery : research, leadership, digital. Key target to review student experience in the BAME communities whilst on placement and to address these issues.</p>	<p>The Foundation Year in Health and Social Care has had a revised timetable with a later start date in October. This will enable focused support from the course team and allows further time for academics to adjust to the new hybrid delivery model. Support interventions are planned throughout the curriculum. Revised assessments for online delivery. Learning shared from semester 2 to make further improvements.</p>
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Any specific comments?

## A2. Academic Delivery 2020/21 – School: Applied Sciences

	<b>Student Engagement</b>	<b>Academic Delivery and Organisation</b>	<b>Online Delivery and Quality Assurance</b>
<p><b>Overall</b></p> <p>What is the overall approach?</p>	<p><u>Vision</u>: All students will have around the clock access to learning resources</p> <p><u>Method</u>: A co-production approach: ‘Nothing about you, without you’. Using four methods of co-production: Consultation, Collaboration, Partnership Student-led initiatives</p> <p><u>Evaluation</u>: Co-produced within framework</p> <p>Four task and finish groups set up and delivering on project plans for new academic year.</p>	<p>Blended Learning: At least 20% F-2-F across most courses: one PG course in Psychology will be online as it has many OS students, is large in numbers and to avoid space pressure for F-2-F delivery on UG courses in psychology.</p> <p>Commissioned Mental Fitness Programme for all staff</p> <p>New bespoke APS Moodle site</p>	<p>Expectations shared with all staff</p> <p>TNA conducted to assess level of expertise in BL components</p> <p>Training, development, coaching and support programme to build expertise</p> <p>Assessment of delivery based upon expectations using T-QUIP approach</p> <p>Systematic evaluation using BL evaluation framework</p>
<p><b>Student Voice</b></p> <p>How have students’ views informed design?</p>	<p>Two surveys: one by telephone; one by Qualtrics survey assessing needs, experience, skills, satisfaction and challenges using BL</p> <p>Timetabled drop in with the Dean sessions</p> <p>Regular email updates from Dean to all students</p> <p>All plans put on APS website</p> <p>Employed a dedicated student engagement officer</p>	<p>Divisional awaydays including students</p> <p>Regular use of ART to elicit students’ views of delivery and organisation</p> <p>Using data from student from central student survey</p> <p>Focus groups with engagement officer</p> <p>Draw down weekly engagement data and rapid feedback to MLs</p> <p>Student preparation video from Dean</p>	<p>Bring forward Course Boards to share information and elicit feedback earlier than usual</p> <p>Sharing ART results immediately to allow fast troubleshooting where possible</p> <p>Co-production of evaluation methods within framework</p> <p>Students co-producing data collection working as partners</p>

<p><b>Student Outcomes</b></p> <p>How has activity been designed to ensure awarding gaps are not increased?</p>	<p>This cannot simply be left to School. Need LSBU grp level approach</p> <p>School approaches: Use BL data analytics and regular feedback to students</p> <p>Co-production approach to 'decolonising' curricula</p>	<p>Implementation of TESTA linked to better feedback, assessment outcomes and completion rates</p> <p>School investment in reasonable adjustments</p> <p>'Decolonising' curriculum project</p> <p>Piloting Block teaching</p> <p>Personal tutoring across all courses</p> <p>Introduction of three Teaching, Learning and technology assistants</p> <p>Step Ahead in Applied Sciences orientation programme</p> <p>BL produces a variety of teaching and learning methods, instead of one size fits all.</p> <p>Additional staff appointments as well rapid replacement of staff who left</p> <p>Portfolio review</p>	<p>Training, development and support of staff</p> <p>Assessment of inter-sectional differences in student responses</p> <p>Equality Impact Assessment of the 'new normal'</p> <p>Agile approach to BL</p>
<p><b>Support Progression</b></p> <p>How has activity been designed to support progression?</p>	<p>TESTA</p> <p>Exposure to learning resources around the clock</p> <p>Personal tutoring to enable individual learning needs</p> <p>24 APS Helpline</p> <p>APS Student Support Centre</p> <p>Robust engagement monitoring and attention</p> <p>No detriment Policy</p>	<p>BL</p> <p>BL approach helpful for student revision if necessary</p> <p>Inclusive Curriculum Framework</p> <p>Implementation of "What works in student retention and success"</p> <p>Updated and new labs with robust technical support</p> <p>Set up 'What If' mtgs' with CDs to plan for future 'emergencies'.</p> <p>Peer mentoring</p>	<p>Use of ART to capture data on student experience</p> <p>Weekly engagement data feedback to MLs</p> <p>Mentoring programme for staff implemented and evaluated</p> <p>Assessment of delivery benchmarked against expectations</p> <p>Systematic evaluation</p> <p>With student progression outcomes as key data capture</p>

Any specific comments?

Academic delivery contingent on:  
 Robust ICT infrastructure; hardware and software  
 Central and local tangible support to students  
 LSBU Grp revised algorithm for degree classifications: what is the equivalent of lifts and ramps, the single yellow line on the tube and the diagonal crossing in seriously tackling the awarding gap?

### A3. Academic Delivery 2020/21 – School: BEA

	<b>Student Engagement</b>	<b>Academic Delivery and Organisation</b>	<b>Online Delivery and Quality Assurance</b>
<b>Overall</b>	<i>Strategy formation and initial preparations</i>		
What is the overall approach?	<p>Student engagement during Semester 2 2019-20 lockdown period teaching was monitored. The approach is informing what we do in future.</p> <p>A survey of student experiences was undertaken. Over 300 responded. The views were generally positive but teaching approaches and quality varied.</p>	<p>An Online Teaching Strategy for BEA was prepared in March 2020.</p> <p>An Online Teaching Task Force was set up in late March 2020. It undertook needs assessment – for training of both staff and students; equipment; facilities. It also proposed best approaches.</p>	<p>Teaching Task Force organised Workshops on online teaching experiences during the lockdown period, in each division.</p> <p>Four Champions of online teaching have emerged in the school. They have been leading most of the training of staff members.</p>
	<i>Provision in Semester One, 2020-21</i>		
	<p>All 1<sup>st</sup> Year FT will have on-campus laboratory or studio sessions.</p> <p>All students will be offered 2 hours per week bookable sessions with academics for any support they require. For a school with a huge proportion of part-time students and apprentices, it was difficult to prepare the plans for this (as students in both categories are only on campus for one day in a week). However, a workable plan has been drawn up.</p>	<p>All academic staff members will be coming onto the campus at least one day per week for 4 hours for the bookable sessions contact with students. Timetables and room details for these have been prepared.</p>	<p>Training in online teaching delivery has been arranged in-house for all staff members. More courses are being planned.</p> <p>The necessary equipment have been provided to staff members, especially where they have special needs.</p> <p>The Champions have prepared a manual on online teaching for staff members.</p>
<b>Student Voice</b>			
How have students' views informed design?	<p>A survey of students' experience of online teaching in the lockdown period was undertaken. Many lessons and good points for improvement have been drawn up. These have been shared with staff members; and informed the preparation of the online teaching content.</p>	<p>The Induction events for all levels students (including postgraduate research students) have been planned. Different plans have been prepared for apprentices.</p>	<p>Course Boards will be given greater attention during the next semester as internal and NSS surveys show a need for BEA to improve on student voice.</p> <p>Personal Tutor Scheme, set up in 2017, will be strengthened and better used to support students in the new situation.</p>

<p><b>Student Outcomes</b></p> <p>How has activity been designed to ensure awarding gaps are not increased?</p>	<p>A student intern with two years experience in the school has been upgraded. She will monitor student engagement and performance.</p> <p>The school's effort to reduce the awarding gap will continue. These include a research project and a PhD study on the gap.</p>	<p>A survey of staff members to find out their needs for support to teach online has been undertaken. The requested items which were approved have been acquired. This has provided staff members with what they need to do high quality online teaching.</p>	<p>Training courses on online teaching delivery have been undertaken (with in-house expertise). The materials presented were recorded, and are available to all staff at any time. More courses are planned.</p>
<p><b>Support Progression</b></p> <p>How has activity been designed to support progression?</p>	<p>During the teaching training courses, the challenges to be expected in teaching the next cohorts have been discussed and good ideas shared. For example, staff members have been reminded that first year students would have missed several years of school. Some possible actions have been discussed.</p>	<p>The on-campus teaching arrangements for all students which have been drawn up will enable students preferring face-to-face interaction with lecturers to benefit.</p>	<p>The use of online assessment tools has been taught to the staff members.</p>

Any specific comments?

- Arrangements are being made to cover the on-campus teaching duties of staff members with Covid-19 vulnerabilities.
- Many students do not have their own computers. The student support scheme will be helpful, but will be another loan the student will have to take up.
- The needs of students and staff living in areas with low bandwidth is being considered.
- A strategic approach will be taken to development of capabilities in the online teaching method. It will be given an international dimension.

#### A4. Academic Delivery 2020/21 – School BUS:

	<b>Student Engagement</b>	<b>Academic Delivery and Organisation</b>	<b>Online Delivery and Quality Assurance</b>
<p><b>Overall</b></p> <p>What is the overall approach?</p>	<p>UG – 4 hours face to face each week in block</p> <p>All ‘deconstructed’ lectures on line</p> <p>1 seminar per level per year on line</p> <p>PG – all on line but have extra curricular face to face master classes each week they can chose to attend,</p> <p>There will always be a recorded version of activity available for anything face to face that students cannot attend.</p> <p>Plan B – All on line – easy to flip as no specialist classrooms req.</p> <p>Weekly form time Personal tutor on call 1-1 personal tutoring Employability &amp; placement support</p>	<p>Staff are working in course teams per level to ensure consistency.</p> <p>Teaching is in only 5 rooms in or near the Business School Building.</p> <p>3 x TLA’s recruited. Staff are in only 1 day a week &amp; deliver in blocks</p> <p>UG students are in for 4 hours a week in block. Stay seated.</p> <p>All Pg online. All Extra curricular &amp; PT on line.</p>	<p>Staff are trained.</p> <p>Work in teams &amp; best practice shared</p> <p>Material is prepped 3 weeks in advance for audit – support in place if not up to standard</p> <p>Assessment points reduced through TESTA</p> <p><b>Feedback:</b></p> <p>MEQs Courseboards Tea with Dean &amp; DESE Personal tutoring Survey</p> <p>Looking out to other institutions – feedback through Chartered Association of Business Schools Network</p>
<p><b>Student Voice</b></p> <p>How have students’ views informed design?</p>	<p>Feedback from last semester captured through MEQ/ course boards / PT and informal conversation</p> <p>Survey results fed in.</p>	<p>PG all online due to International student fears of coming to the UK</p> <p>There is always an online alternative for all students who do not want to come on campus.</p> <p>Block delivery Out of core hours starting times.</p>	<p>Student feedback has already led to a significant change in assessment through TESTA &amp; we now reap the benefit of a streamlined assessment programme.</p>

		Greater focus on the consistency of delivery & Moodle presentation	
<p><b>Student Outcomes</b></p> <p>How has activity been designed to ensure awarding gaps are not increased?</p>	<p>Diagnostic testing in week 1 Life coaching in curriculum 1-1 PT Form time</p>	<p>Increased focus on Moodle presentation Start times out of peak hours</p> <p>Personal tutor on call</p> <p>BAME attainment gap work stream established</p>	<p>Greater use of condonement at Board</p> <p>Possible use of third sits.</p>
<p><b>Support Progression</b></p> <p>How has activity been designed to support progression?</p>	<p>Face to face for all UG Lots pf opportunity for personal tutoring.</p>	<p>Continual review – staff member appointed to support DESE with review &amp; feedforward process to ensure students are on track &amp; weak students identified.</p> <p>Weekly Personal tutoring for a to share student FAQs &amp; be proactive.</p> <p>Monitoring of attendance &amp; engagement and adjustment of delivery if needed</p>	<p>Lots of material of Moodle to support weaker students &amp; stretch the stronger.</p> <p>Links through to Rosie's Welcome Moodle site.</p> <p>Continual review of delivery/ student engagement &amp; adaptation of delivery based on the results.</p> <p>Continual staff development &amp; sharing of best practice</p>

Any specific comments?

## A5. Academic Delivery 2020/21 – School of Law and Social Sciences

	<b>Student Engagement</b>	<b>Academic Delivery and Organisation</b>	<b>Online Delivery and Quality Assurance</b>
<p><b>Overall</b></p> <p>What is the overall approach?</p>	<p>Focus on getting students off to best possible start/return; emphasis on community building and getting to know teaching team and answering questions</p> <p>All divisions focusing on induction and reinduction, and making these activities as good as possible recognising the need to connect students to each other and us and get them up to speed again.</p> <p>Full programme of School briefing events to staff around student academic and non-academic support</p> <p>High levels of personal tutor support to include diagnostics and clear focus on progression</p> <p>Embedding of hybrid delivery standards across school to ensure consistency by course and level</p> <p>Tailored online and f2f approach of delivery to part time working students and apprentices</p> <p>Use of graduate digital learning and teaching assistants</p>	<p>Embedding of hybrid delivery standards across whole School to ensure consistency by course and level</p> <p>Training about and all School adoption of new Moodle Baseline</p> <p>Training of staff on range of technology; sharing of best practice</p> <p>High levels of personal tutor support</p> <p>Tailored online approach of delivery to part time working students and apprentices</p> <p>Use of Aula platform for three specific modules across School – good feedback from staff so far</p> <p>Eg block teaching of core introductory module on Law but need to do it online to ensure the fundamentals are fully established</p>	<p>Full programme of School briefing events to staff</p> <p>Frequent SMT, divisional and CD meetings to understand and address issues as they arise</p> <p>Supportive review of Moodle sites and provision of administrative help to revise</p> <p>Each course to survey students in week 3, responses to be shared with LSS SET</p>



<p><b>Student Voice</b></p> <p>How have students' views informed design?</p>	<p>Some courses have conducted informal surveys and all courses have been in touch with School's students. Many students have asked for the continuation of online learning.</p> <p>Need for frequent and clear communication and opportunities to ask for guidance</p>	<p>Real focus in School on how students will be supported to prepare for assessments as much of this would have been undertaken on campus; some will still be so</p> <p>Much of the f2f campus-based delivery will be focussed on academic skills and on preparation for assessment</p>	<p>Online course boards</p> <p>Mid-module evaluation online</p> <p>Use of historic MEQ data (where available)</p> <p>Review by SMT</p>
<p><b>Student Outcomes</b></p> <p>How has activity been designed to ensure awarding gaps are not increased?</p>	<p>Full use of new Moodle student engagement analytics – not sure if this can be segmented by student characteristics.</p> <p>High levels of personal tutor support drawing primarily on the work done in our Education Division – personal assessment and follow up</p>	<p>Data will be used to support specific modules and courses showing historic awarding gaps</p> <p>On-going research work in School focussed on decolonising curriculum and in EDI issues within School</p>	<p>Data will be used to support specific modules and courses showing historic awarding gaps</p> <p>Regular training development work with staff. Weekly School Forums over summer and on-going meetings in lead up to new academic year and on-going thereafter</p> <p>Review by SMT</p>
<p><b>Support Progression</b></p> <p>How has activity been designed to support progression?</p>	<p>Full use to be made of new Moodle engagement analytic tools alongside usual engagement methods</p> <p>High levels of personal tutor support</p>	<p>Data will be used to support specific modules and courses showing historic progression issues</p> <p>Use of f2f on campus sessions to focus on academic skills and assessment</p> <p>Changes in assessment type and load implemented</p>	<p>Data will be used to support specific modules and courses showing historic progression issues</p> <p>Analysis to be done by student engagement officer</p> <p>Review by SMT</p>

Any specific comments?

Ready to return fully online if need arises

School made up of four divisions whose approach has been reported separately as appropriate.

Key risks

Staff circumstances and ability to deliver f-2-f teaching on campus – currently working through individual circumstances with HoDs

Multiple delivery of f2f sessions due to social distancing

## A6. Academic Delivery 2020/21 – School of Engineering

	Student Engagement	Academic Delivery and Organisation	Online Delivery and Quality Assurance
<p><b>Overall</b></p> <p>What is the overall approach?</p>	<p>School's approach is blended learning using previous content but adapted towards online learning where:</p> <ol style="list-style-type: none"> <li>1. Lectures are delivered online and are generally short (but-sized) and pre-recorded to provide flexibility for students to engage with content.</li> <li>2. Live timetabled sessions are more tutorial based to assist students with problems.</li> <li>3. Live sessions are additionally recorded to be available post live session to allow students flexibility of access.</li> <li>4. Variability in on-campus sessions moving from all online or minimum 2 hour per week contact, such as for computing and electrical &amp; electronic engineering to business as usual for some modules with complete workshops for some of mechanical engineering and design courses.</li> </ol>	<p>Academic staff have been encouraged to develop better academic delivery for a blended learning environment. Notably a staff workshop was extremely well attended in the summer where external speakers (to the School) shared best practice.</p> <p>Heads of Division clearly identified as key stakeholders in delivery needs and promoting effective delivery. Notable positive culture across these HoDs.</p>	<p>Online delivery is variable due to the nature of the disciplines within the School.</p> <p>Innovations are being used across the division that are bespoke as alternatives to the traditional on-campus labs and workshops that are usually carried out. Examples include moving from hardware labs to software based simulations of labs, posting hardware to students to allow practical work to be performed 'at home' as well as efforts to simply avoid online and deliver labs as normal.</p> <p>Quality assurance is currently poorly defined but is effectively carried out through internal peer review predominantly with the HoD as a lead.</p>

<p><b>Student Voice</b></p> <p>How have students' views informed design?</p>	<p>Student engagement has been delivered through:</p> <ol style="list-style-type: none"> <li>1. An online pizza with the Dean, which was poorly attended compared to the physical events that occur every month.</li> <li>2. An online survey that had relatively good engagement of approx. 20% of our undergraduates.</li> <li>3. Feedback through module leaders as standard through the end of year module reviews.</li> </ol>	<p>The online survey provided the most conclusive evidence for our academic design for this year. The other engagement methods provided mixed responses and no consensus on the best delivery design. The three main themes used in design were identified as:</p> <ol style="list-style-type: none"> <li>1. Flexibility – the teaching content was made more widely available with pre-, live and post availability of online content and improved on the Sem2 2019/20 delivery.</li> <li>2. Engagement – live practical sessions are more towards problem solving type tutorials where possible.</li> <li>3. Consistency – difficult to implement across the diversity of subjects delivered but in some cases is simply trying to deliver a course as close to BAU as possible (so closely consistent with previous years) to an online heavy model of factual pre-recorded bite-sized lectures with any live sessions focussed on tutorials or more imaginative practical sessions that can be delivered online.</li> </ol>	<p>Online delivery has supported the flexibility and engagement identified to the left.</p> <p>Maintaining learning outcomes as defined from accrediting bodies have been attempted while online delivery has caused change.</p> <p>Where laboratory capacity has allowed, practical sessions under social distancing is maintained.</p> <p>Current lack of decisive measures on quality</p>
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<p><b>Student Outcomes</b></p> <p>How has activity been designed to ensure awarding gaps are not increased?</p>	<p>Nothing has been specifically developed here to consider the effects of our current plans on awarding gaps.</p> <p>Typical engagement of specific groups has been carried out through extra-curricular activities, such as RoboGals or Women in Engineering. The expectation is that these extra-curricular activities will continue</p>	<p>Extra-curricular activities are usually defined during an open call to allow staff to pitch ideas, sometimes while working with students. The ideas in the form of a proposal are peer reviewed and assessed against criteria such as how awarding gaps could be reduced from the activity.</p>	<p>The current delivery of extra-curricular activities is unclear during the current pandemic but is expected to constitute an additional boundary condition. Extra-curricular activities could be run as online provided the proposals demonstrate the effectiveness of such an approach.</p>
<p><b>Support Progression</b></p> <p>How has activity been designed to support progression?</p>	<p>Progression has improved considerably in the School for this year and last, and standard approaches are to continue. This typically includes evaluation of student data to understand modules at risk of poor progression.</p> <p>Pizza with the Dean provides further activities to understand student concerns and is specifically set up to understand student concerns and potential failures in progression as well as NSS. These sessions are moving to online and rebranded as tea with the Dean.</p>	<p>Identification of modules at risk of poor progression leads to dedicated teams (typically, CD, ML, DESE and HoD) that provide an action plan on module improvement. The DESE provides feedback to ensure that the action plan is followed.</p> <p>Personal tutoring has been under review and the recent meeting has identified good practice that I would like to incorporate into this current academic year</p>	<p>As discussed above, the student survey carried out has identified the need for good engagement with students despite moving towards a more online delivery model. The shift towards more bite-sized pre-recorded lectures to deliver factual information while live sessions support problem solving tutorials is designed to assist with progression, especially as students might not be able to simply knock on a lecturer's door to ask for help.</p> <p>The recent meeting has been interesting in identifying further methods to support students, such as a helpline, and I am interested in incorporating this into the School for the current academic year.</p>

Any specific comments?

Many of the plans above are under considerable stress due to tensions between divisional needs and the capacity, lack of understand and/or lack of clarity on responsibilities for supporting students and staff.

**A7: Academic Delivery 2020/21 – Dept of Adult Nursing and Midwifery**

	<b>Student Engagement</b>	<b>Academic Delivery and Organisation</b>	<b>Online Delivery and Quality Assurance</b>
<p>Overall</p> <p>What is the overall approach?</p> <p>VISION:</p> <p>To provide students with high quality online and F2F teaching in order to prepare them to work safely and competently within the clinical settings. For our teaching to be interesting, engaging and motivating. For Students to feel supported by the university and to maintain a sense of belonging</p>	<p>Course directors and Cohort leaders within the department have kept in touch with students through online group and individual chat and will continue to do so in semester 1. The module leaders are planning online sessions. MS teams, Webx, Webinars etc for students and the team are developing a FAQ list for students. Staff have also produced a short video for our Havering campus for our new cohort of students in order to provide them with a virtual tour of the campus</p> <p>Online induction and transition activities have been planned by the course teams and supported by the central communications team are providing a series of interactive to orientate new students and to prepare returning students for the next phase of their studies. The teaching teams are currently preparing their teaching. For Sem 1 the theory sessions will be taught online and key skills such as MH and BLS will be taught in the skills labs face to face. Risks assessments have been performed. We are also planning to run skills teaching on Saturdays and staff are actively involving themselves in this. Teaching staff are</p>	<p>To ensure that students are fully equipped and safe to go out into clinical practice they will have both Manual handling and basic life support training within the skills labs. This will be taught F2F. The teaching team are currently planning to deliver all theory to students via online means for SEM 1. The course plans have been revised to reflect this and have been scrutinised by our Academic standards committee and by our External examiners.</p> <p>We have set up a Cohort leaders' group to support new developments and to share good practice.</p> <p>The school also runs regular Course director's information and support sessions.</p> <p>Within the department we also run a regular Pre registration management Group comprising of Course Directors, heads of Division, DESE and support staff. Here we discuss issues pertaining to the course delivery and the student experience. Areas of good practice are discussed for dissemination within the divisions.</p>	<p>The University have invested heavily in online learning platforms to enable high quality teaching. New online pages have been developed to support online teaching and learning and are available on the staff intranet. Staff with good IT skills have been identified from within the department and they have agreed to provide support and teaching to colleagues. A FAQ is currently being produced for staff and students.</p> <p>Staff are considering running regular support sessions for students at the beginning of their modules with the aim of ironing out any issue's students may have getting online etc. The team have planned to have at least two people in every big session, one to deliver the session whilst the other will moderate and field online questions. Staff will utilise data collected by Moodle to monitor student engagement</p> <p>New templates have been rolled out for the VLE to ensure that there is consistency across the learning platform, and to ensure that all online learning resources meet a baseline standard.</p>

	<p>currently preparing for induction.</p> <p>The deputy dean has a regular drop in session for students and this will be extended to Coffee and chats with the DD once C19 Restrictions are removed/reduced.</p> <p>Cohort leaders and module leaders will also have regular engagement sessions with students. Students will also have access to their personal tutors, and we will continue to provide link lecturer support to our Health care partners. We will also run regular drop in sessions either remotely or F2F within the clinical settings to support our students with their learning, queries and concerns</p> <p>There will be regular student and cohort rep meetings timetabled throughout the year.</p> <p>Each cohort will be invited to elect a rep and regular meetings will be held to gauge the mood and thoughts of the students. These will initially be held online</p>	<p>The library and learning support team are running online sessions across welcome week and throughout the semester to support academic skills.</p>	<p>The DEL team have been liaising with staff and engaging with staff to support staff skills development</p>
<p><b>Student Voice</b></p> <p>How have students' views informed design?</p>	<p>Each cohort elects a student rep. Regular meeting will be held with the reps to gauge the mood and thoughts of the students. This will initially be held online.</p> <p>Our DOO also has regular meetings with students.</p> <p>Course reps will also feed into the Course board meetings.</p> <p>MEQs and student feedback will be used to</p>	<p>The course teams are currently developing and refining the induction for new students. Staff have been asked to make short welcome videos and a short video of our Havering Campus to welcome students. This is currently at the editing stage.</p> <p>Current students are being invited to the induction of new starters to provide their views and experiences of their courses, support</p>	<p>The team recognise the importance of the student voice and feedback from Course boards, link lecturing sessions as well as from module MEQs will feed into the delivery of our courses. The team are already reviewing the issues raised through this year's NSS and they are currently working on an effective action plan which will be overseen by the HoDs and the Deputy Dean.</p>

	<p>shape future development</p> <p>Students have been approached during semester 2 about proposed changes to course delivery e.g. assessment strategies and these have helped to inform changes to the delivery of the curriculum for semester 1</p>	<p>on placement and on line learning.</p>	
<p><b>Student Outcomes</b></p> <p>How has activity been designed to ensure awarding gaps are not increased?</p>	<p>Students will be supported by their PT as well as the Cohort leads. We are now reviewing the curriculum to ensure that it meets the needs of our students. We will also be revalidating the NA curriculum with the aim of ensuring better progression and success rates.</p> <p>We will act upon feedback from course boards.</p>	<p>Staff to attend OD development training.</p> <p>Staff within the dept identified to provide support and guidance. DD is currently collating a list of issues staff currently facing – hardware, technology utility issues etc.</p> <p>Once list is collated measures will be put in place to mitigate problems and support staff.</p>	<p>We are aiming to run skills teaching at weekends and the school has recently agreed a contract to allow students access to 3D anatomy and physiology software which can be accessed remotely.</p> <p>We are also planning to run clinical sessions F2F</p>
<p><b>Support Progression</b></p> <p>How has activity been designed to support progression?</p>	<p>Students will be provided ongoing support from Personal tutors. Cohort leaders and Course directors.</p> <p>Students will also be signposted to wider university support and assistance.</p> <p>Students have also been consulted about the proposed alterations to their course plans, assessment strategies and teaching delivery to allow for student progression at the summer exams into the next year of their programme. Feedback from students on forums</p>	<p>Staff will provide support in clinical areas as well as signposting students to wider university assistance.</p> <p>Staff identified to support staff with new technology</p>	<p>The Foundation Year for students entering Nursing and midwifery now has a later start. This is to enable the team to provide further support and guidance to students. The team have revised the assessments and they have planned Further interventions to enhance the support offered throughout the curriculum.</p>



	<p>has been favourable and appreciative of what the Course Teams have organised to enable them to progress.</p>		
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Any specific comments?

It is recognised by the team that Sem 1 is clearly going to be challenge. Staff and students will need to get to grips with the new technology. Not all staff within the Dept have the full function of the software. for example, some staff are unable to schedule meetings from their computers. A significant number of Computers within the school are old and slow. Some staff feel that they are unprepared, and the training provided whilst useful needed to have been provided earlier and at more regular intervals. My personal feeling is that it will be a large learning curve for all. Some staff are becoming stressed as their whole way of working has been turned upside down.

## A8. Academic Delivery 2020/21 – School: Arts and Creative Industries

	<b>Student Engagement</b>	<b>Academic Delivery and Organisation</b>	<b>Online Delivery and Quality Assurance</b>
<p><b>Overall</b></p> <p>What is the overall approach?</p>	<p>Development of additional comms channel for all students across the School (SLACK). Training for all staff.</p> <p>Augmented ICT services allowing for remote working for 3D design and rendering and other complex tasks. (testing underway)</p>	<p>Offer students one day a week on campus – focus on studio based activities and community building activities. Each course has tailor-made activities depending on discipline.</p> <p>12 Learning and Teaching Assistants and Interns from graduating cohort to support campus and online delivery.</p> <p>Two kit rooms to facilitate equipment loans.</p>	<p>School based training via lunch and learns, Learning and Teaching Away Day and centre based activities (CRIT/DEL).</p> <p>Course Specification Addendums completed outlining the intended approach to learning and teaching.</p>
<p><b>Student Voice</b></p> <p>How have students' views informed design?</p>	<p>Tea with Deans (course reps) and student surveys have been completed since March to solicit student opinion.</p> <p>Course Directors have regular communications with students via their course specific comms channels.</p> <p>NSS action plans developed with designated 3<sup>rd</sup> year NSS leads with timetable remission.</p>	<p>Course Directors meeting weekly with students to discuss and set expectations for academic delivery.</p> <p>Slack will provide regular opportunities for students and academic staff to communicate.</p> <p>Newly enhanced virtual PT system launching</p> <p>Personal tutors with more than 30 students assigned will be allocated extra work load units.</p>	<p>The new Course Monitoring process requiring CDs to complete analysis of key data in real time across the academic year will be used to ensure quality maintained.</p> <p>NSS reporting monthly.</p> <p>You said we did activity.</p>
<p><b>Student Outcomes</b></p> <p>How has activity been designed to ensure awarding gaps are not increased?</p>	<p>Inclusivity continues to frame our approach to the curriculum.</p> <p>Highlighted in Learning and Teaching sessions with staff.</p> <p>Barriers to attainment include access to equipment – addressed by laptop purchasing scheme/also School loan scheme.</p>	<p>In staff appraisal KPIs focus on addressing awarding gaps.</p> <p>Continue with Creative Access mentoring scheme (focus on Film Practice &amp; Drama).</p> <p>EDI outcome in all staff appraisals</p>	<p>Strategy for addressing awarding gaps also embedded in Action Plans in Course Monitoring.</p> <p>External organisation Creative Access contracted to work with at reiak groups with mentoring and employment enhance ment schemes.</p>

<p><b>Support Progression</b></p> <p>How has activity been designed to support progression?</p>	<p>Induction programmes designed to develop cohort identity. Slack channels to enable students to build relationships with rest of cohort. Colleagues using virtual channels to create a series of innovative learning and social tasks online.</p> <p>Personal tutor system enhanced so that students receive effective pastoral support. Increased allocation on workload.</p>	<p>Courses designed to run on one day a week on campus with a back up plan for remote delivery should Govt advice change. Assessment developed to scaffold student attainment across L4 and into L5. Colleagues adopting a fair, flexible and forgiving attitude towards engagement backed up by frequent small group PT sessions. 1:1 PT sessions offered each week on demand.</p>	<p>Course Specification Addendums completed which allow for students to be placed either on campus/fully remote delivery. Work within existing Extenuating Circumstances/Student Health Questionnaire framework to identify students who will shift to remote delivery.</p>
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Any specific comments?

**Critical dependencies for September 21<sup>st</sup> teaching** not yet in place include lab reconfigurations and remote access to software licences. Action: ICT/TSS and School

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