Preparing for Semester 2 delivery – Module Modifications and Timetabling

Contents

Bearing in mind the underpinning principles set out in the *Semester 2 Teaching Principles and Approaches* document Module Convenors, who are responsible for the organisation of individual modules, are asked to:

Module modifications

1. Review their module(s) to be delivered in semester 2 and determine whether any modifications (either indicative or definitive) are required to the module.   These might be:

    -   Changes to learning outcomes to accommodate blended delivery
    -   Changes to the assessment strategy to remove in-person assessments
    -   Changes to teaching methods to accommodate asynchronous learning
    -   Changes to teaching and learning hours to accommodate in-person or dual mode delivery and asynchronous learning

2. Where changes are made to modules, these should be recorded on the Excel spreadsheet provided for this purpose and submitted to your CAO, who will liaise with the Chair of the School Education Committee for these changes to be considered.

3. **Appendix A** sets out the definitions for indicative and definitive elements. Where changes are required to the module see the flow diagram at **Appendix B** for the approval mechanism. Approved modes of assessment are contained in **Appendix C**. Approved teaching methods can be found here.

Reading Lists

4. In order to ensure that students unable to come onto campus during semester 2 are not disadvantaged, colleagues are asked to review their reading list requirements for all semester 2 modules with a view to making them online only for all core reading. The Library is continuing to provide a digitisation service and colleagues are strongly recommended to use this route to provide their students with digitised readings to ensure full accessibility of the material and also to ensure that the University abides by copyright law. Please submit your reading lists for review as soon as possible so that the materials can be sourced in time for the start of term. Further information is available at: https://guides.lib.sussex.ac.uk/online-reading-lists

    If no modifications are required to the module – continue to the section on Timetable changes.

Timetable changes

5. Working with Course Coordinators, Module Convenors are asked to review the Timetable for the delivery of their module(s) and bearing in mind the requirements above:

    -   Identify those sessions in the timetable that will be retained for in person, all online or dual model delivery – these will stay in student timetables
    -   Identify any adjustments to session durations for those to be offered in person and update CMS accordingly these will show the room number/location as in non-pandemic conditions

- Identify any adjustments to session durations for dual delivery and update CMS accordingly to be labelled as dual mode, see Canvas
- Identify those sessions that will delivered on-line in real time (synchronously) and adjust these in CMS to be labelled as Online See Canvas
- Identify any sessions that will be removed from the timetable that will be converted to online asynchronous learning - these should be removed from CMS and the room should be released back to timetabling

6. For *continuing students* review teaching group allocations and distribution to ensure equal opportunity for students to experience in person delivery. Schools can adjust teaching group membership at the local level. See also guidance on 'student sign-ups'.

7. For *new students* – attach teaching groups to relevant teaching sessions and allocate students to groups. Review teaching group allocations and distribution to ensure equal opportunity for students to experience in person delivery. Schools can adjust teaching group membership at the local level. See also guidance on 'student sign-ups'.

8. Schools will have access to lists of students who had low numbers of or no in-person teaching in semester 1. When finalising the arrangements for semester 2, Schools are asked, where possible, to endeavour to ensure that these students have the offer of in-person teaching during the second semester.

9. Where sessions are removed from the timetable – notify the Timetabling team who will release the room back to ORBS.

10. Update the Canvas module site to ensure clear information is provided for all teaching activities occurring on a weekly basis including instructions on how to join online sessions in real time and in person sessions for those students not able to be present in in person session.

    Further guidance on what schools are being asked to do can be found in **Appendix D**.

Student Sign Ups

11. Where a decision has been made to offer in-person delivery Schools may wish to consider using the sign-up system. This has been used in a number of Schools in Semester 1 and can work alongside the current sub-groups, if they are working for a School/department. The rationale behind allowing students to sign-up is that with sub-groups/rotations there are lots of empty seats that some students who want more in-person teaching would willingly take. Further guidance on how to use Sussex Direct to set these up is in **Appendix E**

Material to support these activities

12. To help you undertake these tasks you should have access to the following documentation:

    - **Excel spreadsheet supplied by Academic Services**
      This contains tabs for both assessment and timetable changes (including the current timetabled activity for each module). The collection of data to support both the module modification process and the timetabling process can be done at the same time.
    - **Revised Socially Distanced room capacities**

Timelines

Activity	Date
Module Convenors to submit module modification requests by:	15th December 2020 (indicative date)
School Education Committee approvals to be complete by:	16th December 2020 (indicative date)
Timetable changes for Finalist UG students to be completed and published by:	11th January 2021 (confirmed)
Timetable changes for all other (UG and PGT) students to be completed and published by:	18th January 2021 (confirmed)

The suggested deadlines for the first two tasks above are indicative and it is for Schools to manage completion of these activities to ensure the timetable deadlines can be met.

Appendices

Appendix A   Definitive and Indicative Changes to Modules
Appendix B   Module Modification Flow chart and description
Appendix C   Approved modes of assessment and online teaching methods
Appendix D   Timetable changes - What Schools are being asked to do?
Appendix E   Student Sign Ups (including FAQs)

Appendix A: Definitive and Indicative Changes to Modules

Definitive
Definitive elements of modules are those that are approved at the time of validation (or via subsequent modification processes) and are the formal record of the module. Students should have an expectation that the formally approved definitive module will be followed unless the change procedures have been initiated. Unless to the advantage of students, and in consultation with them, changes are not normally introduced until the next offering of a module. Definitive changes to module elements must be formally recorded. Changes to these elements of the module are classed as major owing to their significant impact upon the experience of students taking the module.

Indicative
Indicative elements of modules are those that are illustrative of the way in which a module will be offered at the time of validation. They help the validating panel understand the nature of the module as envisaged. It is understood that indicative module elements will evolve over time with experience of delivery and as such are subject to change. Changes to these elements of the module are classed as minor owing to their moderate impact upon the experience of students taking the module. Even after proposals for minor changes have been approved, the learning outcomes of the module will remain constant, ensuring that students successfully completing the module will still be able to reach the same end point.

Definitive and Indicative elements of the module
The table below summarises the definitive and indicative sections of the module and the respective approval mechanism for changes.

Module element	Indicative or definitive	Major or Minor	Approval authority	Forms and documents
Module title	Definitive	Major	School Education Committee	Major change to a module
Module description	Definitive			
Credit value	Definitive			
Credit level	Definitive			
Learning outcomes	Definitive			
Assessment modes	Definitive			
Assessment weightings	Definitive			
Breakdown of teaching & learning hours	Definitive*			
Teaching methods	Definitive*			
Module content	Indicative	Minor	Boards of Study^	
Reading lists	Indicative			
Assessment schedule	Indicative			
Assessment length	Indicative			

Approved modes of assessment are shown in **Appendix C**

Appendix B: Module Modification Process and recording changes

Definitive elements of a module
The approval of modifications to the definitive elements of a module are the responsibility of the School Education Committee (SEC). The SEC may agree that the Chair of the SEC or a nominee may consider proposals for definitive changes by Chair's action, with modifications approved by this route reported to the next available meeting of the SEC.

The Excel spreadsheet which are available in Box (https://sussex.app.box.com/folder/124801799163?utm_campaign=collab%20auto%20accept%20user&utm_medium=email&utm_source=trans) should be completed for each module where changes are to made and submitted to the CAO for consideration by the SEC/Chair of SEC.

If a modification to assessment mode or weighting is being proposed, the Map of Course Assessment should accompany the request form to allow the committee to see the impact of the change on the cohesion of the assessment strategy for the course.

If the modification being proposed to the module learning outcomes is so significant that it impacts the course learning outcomes, the Course Learning Outcomes Map should accompany the request form to allow the committee to see the impact of the change on the academic coherence of the course.

Following consideration by SEC/the Chair of SEC, the Module Convenor will be notified of the outcome of the Committee's consideration. Schools may decide to undertake the approval process on a rolling basis, but it is imperative that decisions are recorded accurately, so that there is an audit trail. The minutes of the next formal SEC will record these decisions. Where the modification is approved, the CAO will arrange for the relevant changes to be made to the module record in CMS.

Indicative elements of a module
Changes to indicative elements of a module do not require approval at School level and are the responsibility of module teams and the Board of Study. (BoS) The Board of Study may agree that the Chair of the BoS or a nominee may consider proposals for indicative changes by Chair's action, with modifications approved by the route reported to the next meeting of the Board of Study. Where a Board of Study has concerns about a proposed change, this should be referred to the Chair of the SEC with a description of the case.

If the module is shared outside the School and if changes are significant, relevant colleagues in the appropriate School must be consulted.

The Excel spreadsheet should be completed to record the revisions and submitted to the CAO to record the changes in CMS.

Changes to assessment

The University will not conduct any in-person assessments for the remainder of the academic year 2020/21.

If you don't need to make changes to your approved assessments, please only fill in the *existing* line of the spreadsheet to make it easier to read.

See Appendix C for the approved modes of assessment and the list of equivalent online Teaching Methods for types of delivery and their associated codes. Please only use codes on this list.

Module Modification Process

Module Convenor - Review of Module

Review Module

No modification required → End

Modifications required
Is the change to definitive elements?

Yes →

Record the required change via Excel spreadsheet

Does the modification result in: changes to assessment mode or assessment weighting or the module learning outcomes?

No → Submit spreadsheet to CAO

Yes → Accompany proposal with either course assessment map or LO's map → Submit spreadsheet to CAO

Modification considered by Chair of SEC or nominee

Approved

Reject → Return to Module Convener with explanation

Yes → CMS updated by School ⟶ Module Convener notified ⟶ End

No →

Record the change via Excel spreadsheet

Submit to CAO

Change considered by Board of Study

Approved

Yes → Module Convener notified

CMS updated by School

End

Appendix C: Approved Modes of Assessment

All assessments should be appropriate to the FHEQ level of the module and test specific module learning outcomes.

Further guidance on how to set up online assessments is available on the Teaching Online, Learning Anywhere (sussex.ac.uk)

Generic category	Definition	Assessment mode	Other comments
Written exam	A written assessment taken under timed conditions. The duration is normally 1 or 2 hours. Written exams will usually be scheduled in an assessment period (A1, A2, A3 or A4).	**Test (TST)** A written test administered within the timetabled teaching period.	Held on campus or remotely. School organises any reasonable adjustments for students with a disability. School provides invigilation if conducted on campus.
		Computer Based Examination (CEX) A computer-based test of knowledge and understanding by question/s not known to the student prior to the examination. May be scheduled within the timetabled teaching or assessment period.	Held on campus or remotely. Invigilation required if conducted on campus.
		Multiple Choice Questions (MCQ) A test of knowledge and understanding where the student is required to select the correct answer/s from a list.	Held on campus or remotely. Invigilation required if conducted on campus.
		Distance Exam (DEX) A test of knowledge and understanding where the student is required to complete the exam remotely under timed conditions and to submit the file electronically, as instructed, by the end of the exam. Late submission is not permitted.	Held remotely. Does not require an invigilator.
Submission	A written or digital assessment that is submitted physically or electronically.	**Essay (ESS)** A written composition with a specified word length, which, typically, on the basis	

		of existing literature, proceeds to sustain a coherent argument.	
		Log (LOG) A record of observations, events and behaviour (of themselves or others).	
		Report (REP) A description, review, summary or other account of an activity, proposed activity or experience. This may include a report of a series of investigations undertaken as part of a research project.	
		Dissertation (DIS) A substantial piece of writing deriving from research that a student has undertaken independently. Dissertations are carried out under the guidance of a supervisor.	
		Problem Set (PRB) A collection of problems requiring a solution to be solved by the student.	
		Software Exercise (SOE) A software exercise or problem requiring a technical solution.	
		Take Away Paper (TAP) An assessment submitted within 24 or 48 hours (or exceptionally 72 hours) from the time of the unseen question/s publication, in which the student may use web resources, notes and/or texts. A TAP is typically used to provide a task where information must be assembled within a short time-frame. A TAP (24 hr or 48 hr)	24 hour TAPs will be scheduled into the A2 assessment period as part of the exam scheduling process. 48 hour TAPS are not normally scheduled during assessment periods and schools will be required to schedule.

		will have a notional 'work time' of up to 8 hours. No late submission is permitted.	TAPs are normally released and submitted no later than 10am on the relevant day.
		Media (MED) A digital file consisting of an audio or video recording.	
Portfolio	A collection of work that relates to a given topic or theme, which has been produced over a period of time.	**Portfolio (POF)** A collection of work that relates to a given topic or theme, which has been produced over a period of time.	
Project output	Output from project work, often of a practical nature, other than a dissertation or written report.	**Project (PRJ)** A detailed analysis of a topic, possibly involving some original research undertaken by the student, which may make use of data and/or primary sources. The project output may be written, digital or creative.	
Oral assessment	A conversation or oral presentation on a given topic where the student is advised in advance of the duration.	**Presentation (PRE)** A prepared oral presentation by a student before a Marker/s and/or peers, where knowledge, technical content, ability to answer questions and presentational skills are assessed.	
		Oral (ORL) A test of knowledge and/or ability conducted between a Marker/s and a student by means of spoken face-to-face questioning led by the Marker/s in which the student has no knowledge of the questions beforehand.	
Group written submission	A written report prepared collectively by a group.	**Group written submission (GWS)** A written report prepared collectively by a group. No late submission is permitted.	

Group presentation	A presentation prepared and made collectively by a group.	**Group Presentation (GPN)** A presentation prepared and made collectively by a group.	
Practical assessment	An assessment of a student's practical skills or competence.	**Practical Assessment (PRA)** A practical assessment that may be taken under timed conditions that is observed or recorded and may require an invigilator.	
		Observation (OBS) A report submitted about a student based on an observation, including observation of individual performance over a period of time.	
Peer Review Assessment	An assessment to develop skills in reflection through the review, assessment and provision of feedback on work of one or more peers.	**Peer Review Assessment (PER)** An assessment to develop skills in reflection through the review, assessment and provision of feedback on work of one or more peers.	Peer Review Assessments will use the Peer Review Assignment Tool in Canvas and are only available for use on assessments weighted less than 30% of a module mark. Reviews will be completed anonymously by students.

Modes of assessment currently NOT available

Generic category	Definition	Assessment mode	Other comments
Written exam	A written assessment taken under timed conditions. The duration is normally 1 or 2 hours. Written exams will usually be scheduled in an assessment period (A1, A2, A3 or A4).	**Unseen Exam (UEX)** A test of knowledge and understanding by question(s) not known to the student prior to the examination.	Held on campus; requires an invigilator.
		Seen Exam (EXS) A test, under examination conditions, where the student is aware of the subject/s or questions beforehand.	Held on campus; requires an invigilator.

| | | **Open Examination (OEX)**
A test of knowledge and understanding by questions not known to the student prior to the examination. Students may take notes or books into the examination. | Held on campus; requires an invigilator. Students should have explicit information well before the exam about which materials they will be allowed to bring into the exam and about expectations for use of materials in the exam e.g. referencing. |

Approved Teaching Methods

Teaching Method (On-Campus)	Teaching Method (Online)
Lecture (LEC)	Online Lecture (OLL): a synchronous lecture delivered online.
Seminar (SEM)	Online Seminar (OLS): a synchronous seminar facilitated online.
Workshop (WRK)	Online Workshop (OLW): a synchronous workshop facilitated online.
Laboratory Practical (LAB)	Online Laboratory Practical (OLP): a practical activity that is undertaken online and may be observed or recorded in an appropriate format.
Fieldwork (FWK)	Pre-recorded Content (PRC): recorded digital content (video or audio) made available to students in an asynchronous format online.
	Online Collaboration (OCB): an online collaborative activity undertaken by students in peers or groups.
	Online Interactive (OLI): an activity such as a quiz, poll or similar interactive that students engage with online.
	Simulation (SIM): an online simulation exercise which may be conducted synchronously or asynchronously.
	Research Task (RES): a research activity which may involve the collection of data through online research and/or questionnaires or a practical activity such as the use of video datasets as the basis for the task/research.
	Virtual Fieldwork (VFW): a guided online investigation of an environment that may comprise audio, video, live broadcasts, images and simulation

Appendix D: Timetable changes - What Schools are being asked to do?

Introduction

Teaching in semester 2 may include the following modes of delivery:

- **In-person:** all students in the teaching group are in a teaching space/room on campus in a designated timetabled slot. In-person is always synchronous (in real-time) in its nature.
- **Online-only:** all students in the teaching group attend online. Online-only is generally in a designated timetabled slot and synchronous but may include asynchronous elements with which students can engage anytime (e.g., online activities, recordings)
- **Dual-mode delivery:** some students attend in-person and other students engage online-only for the same session. Dual-mode is generally live-streamed so that it is available to two groups synchronously.

Module teams are asked to:

1. Decide which sessions contained in their module timetable they want to retain in order to meet deliver their semester 2 modules in line with the agreed principles. These include sessions that will be delivered:

    o   in-person
    o   on-line only
    o   in dual mode (see overleaf for definitions)

    - These activities will continue to show in a student's timetable in Sussex Direct and will signify to individual students when they are expected to either be in a given room for the session or to be available online to take part in the activities at the same time as their peers.

    - It is at the discretion of individual teams to consider carefully which elements of the curriculum to be delivered either in-person, via synchronous learning or via dual-mode with due regard being given to those areas of the curriculum that are hard to replicate online. Teams will also want to draw on the learning activities that have been planned as part of the module change process. Guidance for staff relating to blended learning approaches to teaching is available on the Teaching Online, Learning Anywhere site on Canvas: https://canvas.sussex.ac.uk/courses/14993

2. Consider whether they wish to retain the full length of the session(s) allocated in the timetable i.e. the timetable includes a series of 2-hour lectures, but because of how the team have planned to deliver the module they may only wish to retain these as a series of 1 hour dual mode teaching sessions (with alternative provision adapted for asynchronous delivery – such as pre-recorded content - to fulfil total contact hours).

    Colleagues are reminded that on campus in-person sessions should conclude at ten to the hour and we advise that you allow up to ten minutes at the beginning of the session for everyone to enter the room safely.

3. Decide which activities contained in their module timetable they want to remove because they have been adapted to an equivalent asynchronous form and therefore no longer require a slot in the timetable. Details of how students should engage with this content or activities will be described on Canvas. These changes should be removed from module timetables and Timetabling notified so rooms can be released back to ORBS.

Collecting preferences from Module Teams

Working with Course Coordinators, Module teams are asked to complete the relevant sections of the Excel spreadsheet for their module indicating their preferences for the delivery of semester 2.

Approving Changes to timetables

Schools may determine their own approval mechanism to confirm timetable changes for semester 2.

Making Changes

Because the timetable is now published – all changes need to be recorded locally by School PS staff in CMS to ensure that students can see their timetables in Sussex Direct

Teaching Groups

Systems developments were completed over the summer to enable face-to-face activity involving continuing students to be automatically split into groups that can be accommodated in the amended socially distanced General Teaching Space (GTS) capacities.

This will have been applied to the whole cohort and will include any students unable to be on campus during some or all of semester 2. Student attendance in the face to face sessions will be split. So, for example students in Group 1a will attend in weeks 1, 3, 5 etc. with those in Group 1b attending in weeks 2,4,6 etc. This will show in student timetables

Students will not be permitted to move from group to group or attend a different session because we need to know who should be in a room at any given time should we be required to track and trace. Students to be moved between groups prior to teaching, but Schools are reminded that teaching space capacities must not be exceeded.

Foundation Year, 1st year UG and PGT will have been attached to core and option modules following registration but will now need to be allocated to groups for their semester 2 modules.

For in-person teaching, Schools will check revised (socially distanced) room capacities and determine on CMS whether teaching group subdivision is required. Cohorts can be split into further teaching groups in line with revised room capacities.

Attach teaching groups to relevant teaching session(s). Where subdivision of teaching groups is necessary, ensure even distribution across teaching sessions providing equal opportunity to experience in-person delivery. This will result in students experiencing in-person teaching on a rotational basis.

See **Appendix E** for information on how to set up Student Sign Ups

NOTE: Once you remove the 'room' number from a teaching session, there will be no recording of it against that teaching session. The location will no longer be held in the system. Original room allocations are in the 'Modification/Timetable' Excel spreadsheet which can be found in Box. It is also recommended that the original room allocation is stored in the Comments box in the Teaching session screen.

Appendix E: Student Sign ups

Where a decision has been made to offer dual-mode delivery Schools may wish to consider using the following sign-up system. This can work alongside the current sub-groups, if they are working for a School/department. The rationale behind allowing students to sign-up is that with sub-groups/rotations there are lots of empty seats that some students who want more in-person teaching would willingly take:

Principles

1. We aim to support as many students as possible who want to attend in-person teaching in Spring 2021 and to facilitate their attendance.
2. To facilitate in-person and dual-mode delivery, Schools should exclusively use the Sussex Direct Event Booking System to create an online sign-up system to ensure accessibility and consistency of student experience.

Sussex Direct Event Booking System

Sussex Direct should be used for in-person sign-up systems. Using Sussex Direct will ensure that the sessions appear in students' study timetables, where they expect their teaching sessions to be listed.

ITS will create "dual mode, see Canvas" as an additional location option for students' timetables (cf. "online, see Canvas"). This will enable changes to be made locally in Schools and ensure students (and staff) can easily identify which sessions will be dual delivery.

Student Digital Connectors will create a guide for students for signing up that includes screen shots, much like the guide that already exists for creating event bookings: http://www.sussex.ac.uk/its/downloads/businessapplications/short_guide_to_event_booking_system.pdf

Guidance for creating sign-ups

- Whenever possible, all students in the teaching group are invited at the same time to sign-up to attend in-person.
- The max number of students allowed to sign-up should be the capacity in the Socially Distanced Room Capacity Document for the allocated classroom or space.
- Both in-person and dual delivery teaching sessions should remain in their timetabled slots to avoid clashes with other modules.
- All information about each teaching session should appear on **Canvas**, but students should be directed to Sussex Direct (only) for the exact date, time and location for in-person teaching. Module convenors are responsible for informing students that invitations to sign-up for dual mode in-person will be sent via email.
- Sign-up invitations must include the location of the teaching session to ensure it appears on students' timetables.
- Events should *not* be added to students' Canvas calendars because this cannot interact with Sussex Direct.
- Schools should not offer sign-ups to more than 2 weeks' of teaching sessions at a time to allow schools to monitor and respond to changes in demand or social distancing regulations.
- If demand is reaching 80% Schools need to reconsider their invitation strategy and must ensure that all students have equal access to in-person sessions. Possible solutions may include inviting

students in waves. For example, on particularly large or popular modules, a School may choose to invite students with surnames A-L first to some sessions and students with surnames M-Z first to other sessions.

- Where demand is particularly high, Schools may use the Sussex Direct Event Booking System and 'Group (auto-accept)' to allow sessions to automatically appear in students' timetables.
- Faculty should continue to meet the 20/21 baseline requirements on use of Canvas, ensuring the range of activities are clearly identified under each unit/topic/week.

Frequently Asked Questions about Student Sign-Ups

Q   Does this mean we would no longer need subgroups, as it would be on a first come first served basis for the in-person attendance? i.e. all students would be added to their teaching allocation and sessions on CMS as per normal, but we wouldn't need to further subdivide the group, and have them attending in person on rotation, because the event booking system for each class would make the subgroups obsolete?

A.   Yes. Unless we have problems where we have too many trying to attend (but many Schools are reporting only up to 10% attending) we should not need subgroups. Even if we did want to do something like not invite everyone at once, in the booking system we can easily just only tick the students with surnames A-M or something like that, in the first instance.

Q.   Do event entries need to be set-up for each and every teaching session individually or can an event series be set-up? (I believe the document & guide, indicate multiple can be set-up at once)

A.   You can set-up 10 at a time, see screen-shot, attached, but see below about 2 weeks.

Q.   Have faculty been creating the event entries where this has been tested?

A.   This has varied and it's up to Schools to determine who should do this and then possibly even consider this on a module-by-module basis. We do have to circulate the socially distanced capacity of the teaching spaces so we only invite up to the allowed number.

Q.   The recommendation is to create/release events two weeks in advance, does this mean coordinators or faculty have been contacting every module cohort to notify and invite them, or does it automatically appear in their Sussex Direct, so that once the initial comms have been sent out, we no longer need to send notifications?

A.   As you can see in the screen-shot below Sussex Direct will automatically email students to invite them to sign-up. We would want to do this every 2 weeks (or weekly). This does seem tedious, but the experience in LPS was that when everything for the semester was released right away that some students claimed they would come every week and then stopped coming. This should prevent that. This could also happen if a student really did intend to come every week and then had to self-isolate. Students can cancel and release their space, but with 18k students I don't think we should rely on that. In addition, if we – hopefully not – find ourselves in Tier 3 or some other situation, we can more easily cancel in-person sessions.

Event Setup: 6 invitees					Next » Cancel Help

Event Title: Lecture Sign-Up **Event Type:** Group (Invite) **Event Purpose:** School Event **Email Invitees?** ✓

	Date	Location	Start Time	End Time	Max No. Students
Session 1	dd-mon-yyyy		09 : 00	09 : 00	50
Session 2	dd-mon-yyyy		09 : 00	09 : 00	
Session 3	dd-mon-yyyy		09 : 00	09 : 00	
Session 4	dd-mon-yyyy		09 : 00	09 : 00	
Session 5	dd-mon-yyyy		09 : 00	09 : 00	
Session 6	dd-mon-yyyy		09 : 00	09 : 00	
Session 7	dd-mon-yyyy		09 : 00	09 : 00	
Session 8	dd-mon-yyyy		09 : 00	09 : 00	
Session 9	dd-mon-yyyy		09 : 00	09 : 00	
Session 10	dd-mon-yyyy		09 : 00	09 : 00	

Q. Are the event entries supposed to replace the entries in the timetable or sit alongside them? Where do they appear once created? Do students have to check two places for their information (e.g. timetable, plus separate event section)

A. They will be alongside them (if students are invited: for example, if we are only inviting A-M one week then N-Z will only see the one time). They will appear in Students' timetables alongside the module. One of the reasons we are advocating for Sussex Direct is because students (and staff) only have to go to one place to find this.

Q. Who would then have visibility of the sign-ups, would faculty be able to see who was signed-up in person without any extra involvement from the coordinators, and how far in advance would they be able to see this information?

A. The person who sets up the invitation can view how many have signed up. Once students are invited, there are no other actions for course coordinators to take. Module tutors will still need to provide a live-stream link on Canvas (they have to do this anyway) and attendance will work like it already has this semester.

Q. Where only 1 person signs up to in person teaching, has this created issues at all with staffing?

A. No. In these cases we have 1 student in the room and the rest online. Across campus, we have even had a few experiences of 0 students in the room even when 400 have been invited. Because the session is being live-streamed through logging into Canvas it does not make a difference for the students online if anyone is in the room. It can feel a bit unusual for a member of staff to be alone in an empty lecture theatre, but it is safe and perhaps not too unlike teaching from their homes or offices. In addition, most faculty are using Zoom/Panopto chat or Poll Everywhere to still communicate to the students in real-time during the teaching session.

Q. How much ongoing management is there to this (P.S. or Acad) once the events have been created?

A None. Create and move on to other work. The only thing will be if we anticipate high attendance rates (relative to the socially distanced capacity of the room) and decide

something like inviting A-M first for a few days and then N-Z (and alternating throughout the term). If we invite everyone it's a one-time activity.

Q.   For sessions that are currently in the student timetable with a room, and where we want to run a sign up system, do we replace this with "dual-mode see Canvas" and remove the room details from the student view?

A.   Yes, that is exactly what we do and the room number/location will be in the invitation

Q.   Ideally we would like to do this at the same time as reviewing the module timetable as a whole – do you think this will be possible by next week, or is the current guidance just to retain any in-person room information on the system until we do this in the run-up to next semester.

A.   Yes, we should move all of the sessions that can be dual mode to "dual mode, see Canvas" but only invite 1-2 weeks at a time (as per previous conversations). Looking at Graeme's timeline, we can start this next week and it should be part of the "module change processing" which may be able to start in parallel to "module changes decided"