

## Semester 2 Teaching Principles and Approach

### 1. Underpinning Principles

- We will help and support colleagues and students to voluntarily return to campus where it is safe to do so. This will include providing clear information about all health and safety matters, to increase staff and student confidence.
- We will provide a combination of in-person and online teaching in Semester 2 of academic year 2020/21 where it is safe to do so, and will take steps to ensure that it is possible to deliver the entire curriculum online if necessary if required by government guidelines.
- We will increase in-person teaching and social opportunities (for students and staff) wherever it is possible and safe.
- We will not conduct any in-person assessments in Semester 2, Assessment Period 2 or the resit assessment Period(s). All assessment will be conducted online for the remainder of the academic year 20/21.
- Module learning outcomes and assessment methods will be adapted where necessary whilst ensuring that academic standards are maintained, course learning outcomes continue to be met and any relevant accreditation requirements can be satisfied.
- We will take an anticipatory approach to ensure adjustments/alternatives are in place where potential accessibility barriers to learning are identified, ensuring students are able to meet the module learning outcomes.

### 2. Teaching in Semester 2

We aim to provide a level of consistency, whilst ensuring continuing access for students that need to study remotely.

Ideally, all students should have the opportunity to do at least 33% of their scheduled learning in-person, if they are able to. This means that 33% of the scheduled contact hours that would be offered during the term for each module in semester two will be offered in-person, where possible. [Note: practice learning/placements are considered in-person learning.]

Where teaching is being delivered in-person only, students who are unable to attend must be given equal access to the content using appropriate alternatives. (For example see [‘Recording of teaching activities and other uses of Panopto’](#)). However, this alternative teaching must include an equivalent level of synchronous online teaching. The aim is to ensure that any student who is unable to access in-person **only** teaching still has access to synchronous teaching. So, dual-mode teaching would satisfy this requirement. Only when in-person only teaching is replaced by an asynchronous mode (e.g. recording), would additional synchronous online teaching need to be put in place.

In addition, all contact hours must be deliverable entirely online if necessary (for example, if government guidelines required us to stop in-person teaching entirely). [Note: In cases where hours cannot be replaced by online delivery (e.g. core placement activity) alternative solutions will need be considered in order to enable the students to meet the learning outcome of their respective modules.]

#### Note

A glossary of key terms provided in Appendix 1. Sample Mechanisms of Delivery are suggested in Appendix 2. Principles for Increasing in-person teaching capacity is in Appendix 3.

### **3. Alternative ways to provide in-person teaching**

Where a module cannot meet the aspirations outlined above for in-person teaching, we will aim to offer the in-person contact hours that would have been provided. Ideally by an alternative member of staff, who has the appropriate expertise.

If it remains impossible to meet the goal (of in-person teaching) for a particular module, efforts will be made to achieve this goal by the end of the usual teaching in Semester 2 across each individual student's programme of study, for example by:

- adding additional in-person contact hours to other module/s taken by affected students
- or, additional in-person academic contact.

This should ensure that students are offered at least 33% of their contact hours in-person wherever possible and safe to do so.

Each Head of School will be asked to confirm that every effort has been made to identify all affected students and that where possible appropriate modifications have been put in place for all students within their School. Any workload balance, cost or equalities implications must to be taken into account by line managers.

### **Semester 2 (A2) Assessments Requirements**

All Semester 2 assessments (including the A2 assessment period and resit assessment period(s)) will be delivered online and no in-person assessments will take place.

### Appendix 1: Definitions

Term	Definition
Asynchronous learning	Learning that does not occur at the same time for a whole cohort. Students can access resources and communicate at any time.
Blended learning	An established educational approach which includes both in-person teaching and online learning opportunities across a student's programme of study.
Contact	Scheduled hours that involve engagement with a tutor
In-person teaching	A teaching session delivered to a group of students on the University campus in a designated timetabled slot.
Dual-mode (in-person and online)	A teaching session delivered both in-person and online at the same time.
Synchronous learning (real-time)	Delivery of a teaching session in real time

## **Appendix 2**

Sample Mechanisms of Delivery: Three possible Case Studies are Provided as examples.

### **Case Study 1.**

A 15 Credit Module. With 100 students. Has 33 hours of contact time. 33% of 33 hours is 11 hours.

Therefore this could be delivered as:

Option 1.

5 x 1 hour in-person lectures to all students that is also live streamed to all students. I.e Dual Mode delivery.

and

3 x 2 hour seminars that are in person and also live streamed to all students. I.e Dual Mode delivery.

**Or**

Option 2.

22 x 1 hour lectures where 50 students are present one week, with 50 joining on-line and then this is swapped for the next week.

**Or**

Option 3.

5 x 1 hour in person only tutorials. Students divided into groups of 20 students. Therefore 5 repetitions or 5 tutors needed to deliver per tutorial.

and

5 x 1 hour online tutorials for students who couldn't attend in person.

and

6 x 1 hour in person lectures to all students that is also live streamed to all students. I.e Dual Mode delivery.

**Or**

Option 4.

5 x 1 hour in person lectures to all students that is also a live streamed to all students.

and

3 x 2 hour in person laboratory practical's each.

### **Case Study 2.**

A 30 credit module. With 300 students. Has 44 contact hours. 33% of 44 is 14.52 rounded up to 15 hours.

Therefore this could be delivered as:

Option 1.

15 x 1 hour in person lectures to all students that is also a live streamed to all students. I.e Dual Mode delivery.

and

7 x 1 hour online lectures to all students.

and

22 x 1 hour online practicals (run by Doctorial Teachers)

**Or**

Option 2.

22 x 1 hour in person lectures to all students that is also a live streamed to all students. I.e Dual Mode delivery.

and

22 x 1 hour online practicals (run by Doctorial Teachers).

### **Case Study 3.**

A 15 credit module. With 200 students. Has 22 contact hours. Therefore 33% of 22 is 7.26. Rounded down this means 7 hours in person teaching.

Therefore this could be delivered as:

Option 1.

4 x 2 hour in person lectures to all students that is also a live streamed to all students. I.e Dual Mode delivery.

**Or**

Option 2.

3 x 2 hour in person lectures to all students that is also a live streamed to all students. I.e Dual Mode delivery.

and

1 x small group tutorial. In person and online. I.e Dual Mode delivery.

## **Appendix 3**

### Principles of Increasing In Person Teaching Capacity

#### Background

Health and Safety have assessed all teaching space. For Semester 1 a decision was taken to limit capacity to 50 students in all large teaching spaces- despite this not being required by Risk Assessments. Following a review of the uptake and the systems that have been successfully running- together with feedback from it was decided a review of the large group teaching spaces should be conducted for Semester 2. This has now occurred.

#### Outcomes

All large teaching spaces have been reviewed.

- The SD capacity for each room has been revised (Occupancy Data Sheet)
- The Risk Assessment has been reviewed.
- Any teaching space with a capacity of over 50 must have in place a queuing system.
- Any teaching space with a capacity of over 100 must have in place a queuing system and marshals.
- If any teacher or student is concerned about any aspect following a teaching session they are advised to contact Health and Safety <http://www.sussex.ac.uk/hso/people/contactus> [healthsafety@sussex.ac.uk](mailto:healthsafety@sussex.ac.uk) 01273 87 7116 and a rapid response will be deployed to assess the situation and make adaptations if required.

#### Documents to refer to:

1. Space Occupancy Data
2. Lecture Theatre Risk Assessment
3. Lecture Filling Supplementary information.