

**Checklist for Course Teams: Preparing to Support Student Learning Online**

Please work through this checklist to help you prepare for the possibility of remote working and the need to support students online.

You may find it helpful to make use of Heriot-Watt University’s *Supporting Student Learning Online: Rapid Response Toolkit*. This collection of resources will help you maintain support for students using tools available on VISION and other University systems.

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| Area for Consideration | Notes | Action Points | Action Complete? |
| Preparing to Support Students Online   1. Checking you are prepared for remote working  * Please check that you are able to access VISION (the VLE), Outlook, staff portal, and all your key resources and files remotely.      * Ensure that you are not the only point of contact with your students. Ensure that at least one other colleague is enrolled as an instructor on your course site so more than one person has access and can support students. * Ensure key files can be accessed and shared. Wherever possible, make use of Cloud storage (SharePoint / OneDrive) to increase ease of access and sharing. * Ensure your contact details are updated on the VLE so students and colleagues can contact you. * Review what teaching remains for your course this semester and note any remaining assessments and examinations. Are there any restrictions on what you or your students are now able to do? * Consider what resources you are signposting students to (e.g. reading materials and resources). Are these available remotely and up-to-date? |  |  |  |
| Preparing for Remote Working   1. Communicating with your colleagues  * Establish a clear communication plan. * Decide on the platform(s) that you will use for communicating with each other.   + You may want to make use of Microsoft Teams, email, Skype, telephone, etc.   + Consider what offers greatest ease of access for your team, taking into consideration colleagues on all campuses and any time differences.   + It may be that asynchronous communication will be most effective. * Agree who will be leading on communications across the course team. You may wish to consider a leadership chain, in case some team members are unavailable at certain times. * Ensure more than one person can access key course files   Share your course materials with a colleague, course team or programme team member. Ideally these should be in the Cloud (SharePoint / OneDrive)   * Agree responsibility for communicating with students. * All key course-related communication with students should be through VISION. * Broadband may not be optimal for all participants. Where possible, limit the file sizes of any resources you expect people to access or download. * Audio contact may be preferable to video calls / resources. * It may be that asynchronous communication will be most effective. |  |  |  |
| Preparing for Remote Working   1. Communicating with your students  * In the event of the University moving to restricted or remote working, students will be alerted that all course-related communications will be through VISION. The University will be issuing communications to students; where relevant, use these in your course-related communications to ensure consistency of information being provided to students. * Please ensure that you and your students are able to access the course VISION site and that you know how to update it and use it as a tool to support communication with students. * Accessibility: Ensure you are aware of students with additional requirements and consider any particular issues that need resolved in ensuring continued contact with them.   Support available:  For colleagues new to supporting students in an online environment, Heriot-Watt University’s *Supporting Student Learning Online: Rapid Response Toolkit* will be useful to review. |  |  |  |
| Supporting Student Learning Online   * Considering the point in the semester, what core teaching is outstanding?   + What, if anything, is *essential* to deliver?   + What are the implications of not completing any remaining topics? Would this require amendments to existing exam questions or other assessment? Different forms of assessment? Implications for accrediting bodies?   + Consider extent to which you can focus on revision support rather than introducing new material.      * Consider how you would like to make best use of your contact time with students.   You may want to consider:   * + Live webinars (one to many online session)   + Small group support   + Discussion board communications   + Virtual office hours   + Uploading resources for student use * Consider the scale of the group you are working with.   If you have a large group you may wish to assign them to smaller cohorts for the purpose of any webinars or online meetings. More than 30 participants can be challenging to manage, if you are running a webinar on your own.   * Ensure you are aware of any students in your group with additional requirements and consider any particular issues that need resolved in ensuring continued contact with them.   Support available:  For colleagues new to supporting students in an online environment, Heriot-Watt University’s *Supporting Student Learning Online: Rapid Response Toolkit* will be useful to review. |  |  |  |
| Assessment Considerations  In addition to maintaining contact with students during a period of restricted operating, ensure you think ahead to possible impact on assessment and examination.   * Consider how the course is assessed: * What assessment has already taken place? * What assessment is outstanding? * Is it essential that the outstanding assessment is taken? * Can assessments be submitted in alternative formats to allow for online submission? * Can deadlines for coursework assessments be re-scheduled? * If required could the exam be adapted to be engaged with as an open book exam and submitted online? * Can the assessment be altered to cover only material delivered to date? * Are there any implications with respect to accreditation due to any possible alterations? For example, are any specific exams required as exemptions for professional exams?   Ensure you consider these questions and alert your DLT or DAQ if there are any concerns in relation to assessment.    Further guidance and support for programme teams coming together in advance of Exam Boards to determine mitigation and moderation for progression and award will be provided as required, depending on the level of disruption faced in a particular context. |  |  |  |