

Overview

In light of the current situation with Coronavirus and the necessity to remain socially distanced, it is recognised by the University that some, or all, learning, teaching and assessment may need to be changed, at least for the short-term. These modifications will still require oversight and need to go through a review process in order to be monitored by the Faculty and University.

All COVID-19 response modifications need to be recorded and it is recommended that the following points are adhered to:

- Modifications are short-term and will stand until further modifications are required or until the Development and Review Committee (DARC) agrees either to reverse the COVID-19 modifications or make them permanent. The relevant programme administrators should be informed of these decisions.
- All modification requests are submitted to the External Examiner of the programme for comment and provided with a five-day deadline to respond.
- A COVID-19 Curriculum Modification form should be completed for all changes, accompanied by a Module Specification showing tracked changes. The form is a streamlined version of the normal Curriculum Modification form. If the same change is being implemented across multiple modules (identical changes) and are owned by the same PMB, they can be completed on one form. Ensure that where any modules are used across different faculties, the relevant consultation with colleagues takes place.
- Module Learning Outcomes should not be affected by changes, but if this does occur, the change needs to include mapping to the programme outcomes.
- All changes should be reviewed by DARC or a sub-committee of DARC (as a minimum this should include the Associate Professor (Quality) and Associate Dean (Academic, where possible)).
- All approved changes should be recorded on a central spreadsheet within the Faculty and a final copy to be submitted to Rebecca Thirlby, Quality Officer (Taught Programmes), Department of Academic Quality at the following email address: DAQ@dmu.ac.uk
- Where possible, students should be consulted on the changes and views should be sought from a wide and representative community of students. Students need to be informed of any changes affecting their programme (assessment and learning), relevant information should be recorded in the Programme/Module handbook/Blackboard and all continuing students and applicants/offer holders should be made aware in advance of changes affecting them (via email or other suitable means of communication). Faculty Marketing teams should be informed of any changes affecting information on the website. This action should be carried out by the Module/Programme Leader proposing the change.

Process

The following process provides an outline of an approach Faculties may wish to adopt:

- a. Programme leaders or module leaders to identify relevant changes in relation to COVID.
- b. Programme leaders or module leaders to identify whether the change is subject to Professional, Statutory or regulatory body requirements and ensure necessary discussions take place where necessary.
- c. Programme or module leaders to complete the *COVID-19 modification request* (appendix 1), including relevant consultation, including Timetable Office, where relevant.
- d. Programme or module leaders to submit *COVID-19 modification request* to the relevant PMB chair and request chair's action.
- e. PMB chair to indicate their support or otherwise on the *COVID-19 assessment modification request* form.

- f. PMB chair to submit the completed modification requests to the Associate Professor (Quality)/DARC Servicing Officer/Faculty Administrator (this will be dependent upon faculty process).
- g. The request will be reviewed by the Development and Review Committee (DARC) or DARC sub-committee (minimum APQ and ADA) and approval or further clarity will be sought. In the event of either the Associate Professor (Quality) or the Associate Dean (Academic) being in self isolation or unable to work, the other will review the request. In the event that both the Associate Professor (Quality) and Associate Dean (Academic) are unable to work, approval will be determined by the Deputy Dean.
- h. The Associate Professor (Quality)/DARC Servicing Officer to inform Module Leader, PMB Chair, PMB Servicing Officer of the outcome.
- i. The Associate Professor (Quality) or designate (i.e. Faculty Administrator) to complete COVID-19 assessment modification spreadsheet (appendix 2).
- j. The Programme Administrator or designate to upload changes to SAP.
- k. Students/applicants/offer holders to be informed of changes by Programme/Module Leader and liaison with Admissions.

Post COVID-19 actions

In order to maintain quality assurance processes, post COVID-19 actions will need to be taken.

- a. The changes should be kept under review by DARC to determine continuity of change or reversion to original and programme administrators should amend SAP as appropriate to reflect the outcomes of the review. This should be a standing item on each agenda.
- b. The Associate Professor (Quality) or designate (i.e. Faculty Administrator) should update the post COVID-19 section of the spreadsheet to reflect the decisions taken at DARC meetings about each change.
- c. Once reviewed, if the COVID changes will remain a permanent change, this can be acknowledged via the 'assessment modification spreadsheet' and no further forms need to be completed. If a hybrid approach is adopted of pre and post COVID assessment/learning, a full Curriculum Modification Form should be completed.
- d. Marketing should be informed of any changes that affect information that appears on the webpage for their programme.

Equality, Diversity and Inclusion Statement of Principle/Expectations

The diversity of DMU's students make it imperative for DMU to consider how this diversity impacts on students' needs. This is as true in the development and delivery of blended/online learning as it would be in campus based provision. **There is no such thing as a typical student.** It is important to consider the blend of activity in terms of [learning activities](#) as well as [student support](#). In recognition of our diversity of students, and of our duties under the Equality Act 2010, we expect that all DMU programmes adhere to the following principles:

- We do not create singular approaches. Rather, we utilise multiple approaches, to maximise engagement from different groups of people, and accordingly, maximise their outcomes
- We adhere to the three key principles of UDL to provide an equal learning experience (including participation and progression) to all students at DMU: flexible ways of learning, flexible study resources, and flexible ways of testing learning
- That your curriculum will be diverse, and will use a diverse range of materials of social, cultural and global relevance to a diverse student base.
- That you will consider using a wide range of materials, such as videos, audio material, [quizzes](#), online activities and how they are put together.
- We expect you will check in with your students about how they are engaging with the various materials and teaching methods. If you find that particular groups of students aren't engaging as

well as others, you will seek to adapt or find alternatives to the approach, and keep this under review.

- We expect that all materials produced are accessible, in accessible formats (for example, accessible .pdfs, videos with audio and the ability to pause, [captions](#) where students need has been established, and the ability to pause) and adhere to [Web Content Accessibility Guidelines](#)/accessibility regulations.
- It is important to consider what learning activities students can do offline and at their own pace and in their own setting. This is known as **asynchronous learning**. Such an approach is likely to focus on resources that are provided on Blackboard that students can access and consult.
- It is also important to consider what activities students can do online that involve immediate feedback and interaction with students and staff. This is known as **synchronous learning**. Such an approach assists with fostering a sense of community and can include the likes of Blackboard Collaborate Ultra sessions as well as online discussion forums.
- It is important to be aware that not all students are able to attend synchronous sessions (for example, students in different time zones and those with caring or other personal responsibilities). You should make provision for them to engage in equivalent ways, for example, recording these sessions and offering further opportunities to interact on the content. You should seek to offer synchronous sessions at different times of the day, and on different days of the week to maximise participation from various groups of students.
- We expect that any face to face provision will also be made available in alternative remote formats with an equivalent learning experience, for those students who are unable to travel due to shielding or are self-isolating.
- We expect that, on an ongoing basis, you will consider safeguarding (for example, students with difficult home environments), students in receipt of DSA (who may require anticipatory adjustments to learning materials), and promoting good mental health where you are able, to ensure the wellbeing of our students. For example, you could hold more informal sessions just for students on certain programmes, to foster a sense of inclusion between students, which could improve retention and ultimately, outcomes.