LSE Curriculum Shift 2020

Guide for Departments

11 May 2020

Contents

Introduction

A significant portion of Michaelmas Term (MT) provision may need to be delivered online, designed at scale and with speed. The overriding principle is that we continue to offer a good education to our students through changing our approaches to teaching, assessment and community-building as appropriate.

The LSE Curriculum Shift 2020 framework provides departments with guidance and recommended actions for academic and professional services staff to work through in five key areas:

1. Welcoming students to their departments and degree programmes
2. Designing engaging flexible-learning courses
3. Building community and supporting students
4. Using technology to support Curriculum Shift 2020
5. Quality Assurance guidance for Curriculum Shift 2020

An online version of LSE Curriculum Shift 2020 is currently being developed and will be updated throughout Summer Term with new resources, guidance and examples of good practice.

The Curriculum Shift Framework makes the following assumptions:

- We need to plan to deliver our courses online, adapting their design that so that we can integrate some in-person yet socially-distanced learning opportunities as and when this becomes possible.

- Wherever possible, student representatives are consulted on and included in the planning for 2020.

- A School timetable will be prepared which will allow us to begin/return to a fully on-campus delivery as soon as this becomes viable, and which will allow us to offer synchronous as well as asynchronous learning opportunities while we are online.

- LSE Welcome will have to be delivered entirely online or in physically distanced conditions.

- High quality education is defined by the quality of the relationship between staff and students and their peers. It connects students with research and researchers, enables students to engage in activity with continuous assessment and dialogic feedback, focuses on community, is inclusive of all students, and embeds principles of compassion, empathy, fairness and rigour. It does not mean professionally produced content and is not dependent on highly innovative technical solutions.

- Existing institutionally supported LSE tools (Moodle, Echo360 and Zoom) will support our online offer. The quality of their functionality and design will be enhanced over time.

- All education is underpinned by common principles (outlined on p.3), but effective design and delivery of education will vary by the discipline, by the level of study and by the learning situation of

the students. This guidance is designed to be adapted to local contexts and requirements.

- There is a need for a baseline of consistent quality expectations across the entire School while leaving departments with flexibility to decide what works best in their individual programmes and courses ('freedom within a framework').

- The new flexible learning approaches we develop will be an investment for the future; conceived and designed in such a way that it continues to stimulate and engage students even when we return to a fully on-campus mode.

- Departments will work in partnership with the Eden Centre, expert consultation teams and students when developing solutions.

The LSE Curriculum Shift 2020 Framework on the Eden Centre webpages will be updated regularly as new resources, guidance, training and development opportunities are prepared as well as to reflect departments' Frequently Asked Questions (FAQs) and the changing COVID-19 context. Please contact eden@lse.ac.uk with your questions and comments.

Core principles

Insofar as it is possible during this time of challenge, our amended provision should reflect the principles illustrated in our **Education for Global Impact framework**:

The values and aims expressed through our LSE 2030 strategy remain vital in this endeavor. Even where students are learning at a distance, three key priority themes remain:

- **Excellent research-rich education**, which inspires students with high level intellectual traditions, skills and cutting-edge research

- **A consistently excellent student experience**

- **Welcome, inclusion and wellbeing**

Education at LSE is underpinned by a commitment to compassion, inclusion, rigour and fairness to all our students whatever their mode of learning.

Principles for 2020-21

- Departments will need to develop a flexible approach to education and student experience in the academic year 2020-21 given the likely continued uncertainty associated with COVID-19.

- Departments should plan flexibly for Welcome in 2020/21 ensuring that all provision is aligned to LSE Welcome values: inclusive, caring and supportive, engaging and enjoyable and empowering.

- In planning for an online and/or physically distanced start to the academic year, programme and course convenors need to ensure that their design choices will be based on enabling students to meet their programme and/or course **learning outcomes**. Learning outcomes - that is, what students should know and be able to do having successfully completed the programme/course – will therefore need to be discussed and may need some minor amendments.

- Colleagues should carefully consider the balance between synchronous and asynchronous teaching and learning. In view of the learning constraints our students may be facing, well-designed carefully structured asynchronous learning is likely to be more effective and inclusive.

- Lecture-based content will be delivered online but *asynchronously* for the duration of the online/physically distanced learning period, to maximise inclusivity for students who may be off campus and may not be able to access online content at any given moment due to personal or technical circumstances.

- It will be very difficult for departments to teach face-to-face students and students learning at a distance simultaneously, by teaching some students in a classroom with others accessing that class virtually. In such a situation, departments would need to design and deliver separate classes for face-to-face student and for students studying remotely.

- In the case of synchronous interactive classes or seminars, these should be recorded (with permission) for the benefit of students who have not been able to access them.

- In reviewing and adapting teaching, learning, assessment and approaches to community-building, departments should consider the potential equality impacts of changes to their curriculum and broader department offer for students and staff.

Proposed approach to working with departments

We recognise that the Summer online assessment period has just begun and colleagues in departments are/will be immersed in marking and moderation processes, not to mention the other cross-cutting pressures many of you are facing. Our aim is to support you and your colleagues as much as we can in making the shift to more flexible models of teaching, learning and community.

How is the School supporting departments?

After the circulation of the LSE Curriculum Shift 2020 framework, the Eden Centre will contact departments to schedule initial meetings to discuss possible plans in response to the framework. Eden Centre colleagues will also offer undergraduate and postgraduate programme-level consultations to talk about the design and delivery of the programmes and approaches to ensuring a positive student experience with newly created consultation teams made up of colleagues from:

- LSE Careers
- Eden Centre Departmental Advisers
- LSE LIFE
- LSE Library
- TQARO (where possible)
- Timetables (where possible)

The Planning Division is providing a Tableau dashboard to help departments make decisions about MT 2020 teaching. Departments can see how many students took a specified course, and which programmes and year of study they came from. They can also see Regulations data showing where courses were offered across the School in 2019/20 and use this data to model what would happen to papers and programmes in the regulations if they suspended courses in 2020/21. Planning Division aims to review and further develop these dashboards, which have been put together very quickly, in response to user feedback over the next few weeks.

Please note that Estates Division is currently modelling possibilities for a physically distanced campus. Teaching and community-building events will need to take place within the parameters of this modelling.

The Pro-Director for Education is also happy to discuss strategic decisions and solutions with departments at any time, whether through attendance at departmental meetings or direct discussions with departmental leaders.

What are departments asked to do?

1. Departmental Teaching Committees are asked to invite their Eden Centre Departmental Adviser and a TQARO (Teaching Quality Assurance and Review Office) representative to Departmental Teaching Committees so that departments can be supported in their decision making.

2. Departments are asked to designate two digital education leads to coordinate the planning and preparation for an online/physically distanced start to the academic year – a member of faculty and a member of Professional Services. Please submit the names of your representatives to eden@lse.ac.uk.

3. Departments are asked to plan their teaching to take place within timetabling parameters. Timetables will send further information to departments by email later this week.

4. Nyssa Lee Woolf (n.lee-woolf@lse.ac.uk) and Claire Gordon (c.e.gordon@lse.ac.uk) in the Eden Centre will be contacting departments to talk through possible additional Graduate Teaching Assistants (GTA) resourcing needs. In consultation with departments, the Eden Centre is planning to recruit a group of disciplinary digital GTAs to work closely with the departments to support the development of digital capabilities and learning resources and to train a group of digital tutors to provide additional online support to students located in different time zones.

Section 1: Welcoming students to their department or degree programme

1.1 Why does this matter?

This section will help you in planning how you will welcome students to their departments and degree programmes, whether they will be joining the School or returning to LSE on a physically distanced campus or in an online learning situation.

Students should have the best impression of, and experience at, the School from the moment they arrive. In an online or physically distanced environment, first experiences at LSE matter more than ever. When welcoming students to their departments and degree programmes, departments should consider that students engage on at least four levels:

- **The life of the School**, including School-level events, guidance, information and support, and the LSESU community, clubs and societies
- **The departmental community**, including its research culture, its administrative structure and its community events
- **Their degree programme**, including its overarching shape and structure, the intellectual 'story' of the degree, and with their cohort community
- **Their separate courses**, which need to comprise a series of engaging learning opportunities, leading to formative and summative assessments, as well as connecting students with faculty and with one another

The sub-sections below summarise what the School is expecting you to do; how to start planning for welcome your students to your departments and degree programmes; what the next steps will be; and, what support will be available.

1.2 What is the School expecting you to do?

In planning to welcome new and returning students to LSE, all departments should plan to ensure that:

- All departmental Welcome activity is underpinned by LSE Welcome values: inclusive; caring and supportive; engaging, enjoyable and empowering.

- Students develop a sense of identity with and belonging to their department(s). **Particular attention should be paid to the experience of students on joint programmes**, to ensure that they are welcomed fully into the disciplinary cultures and communities of the contributing departments.

- Students are advised about how to make the most of the new flexible forms of teaching and learning.

- Students are supported through the transition to undergraduate or postgraduate education.

- Welcome events and activities are tailored for the relevant stages of the student journey and include re-orientation to our new flexible forms of teaching and learning for continuing students.

- Students actively engage with departmental welcome activities.

- Students are aware of various LSE support systems and communication channels, including the Academic Mentoring Portal, LSE Student Wellbeing and the Student Hub, and understand how to access them.

- Programming of activities is inclusive and accessible for students from different backgrounds and facing different kinds of personal and technical challenges.

- Students can make informed choices about course selection.

- Students are aware of all departmental resources that can help to shape their experience (Programme Directors, Student Staff Liaison Committee (SSLC) reps, understanding and using feedback etc.) and reminded regularly of whom they should contact when they have questions or concerns.

- Students have opportunities to form meaningful connections with their peers at an early stage, including through Peer Study Groups.

It is also worth bearing in mind that departments may need to redeploy welcome activities at any point during the academic session 2020/21 to accommodate the differing needs of students returning to a face-to-face to campus.

1.3 How do we make a start?

Departments should review their welcome events and activities at the department, programme and course level. The Welcome Steering Group will be making recommendations for specific departmental activity that aligns with School activity. Departments should ensure that these recommendations are embedded in their plans.

Departmental level

- Review their written/oral communications to students about the department ethos, events and contacts to make sure that they are easily accessible and engaging online.

- Set up Peer Study Groups (PSG) to support learning activities and social connectivity.

- Consider introducing a family system and/or Student Academic Mentors.

- Schedule group meetings and one-to-one meetings with Academic Mentors. **We recommend that you allocate Peer Study Groups to Academic Mentors so that the Academic Mentors can meet first with their PSG(s) and then offer individual appointments.**

- Provide orientation activities/information that ensure students are prepared for teaching (i.e. through use of Moodle, Teams, Echo 360, Zoom etc.).

- Involve current students as mentors/buddies to new or returning students, for example by linking one current student to each new Peer Study Group, and as video panelists and contributors during online

events.

- Utilise the Student Hub to help create a welcoming, inclusive and engaging digital community for students.

- Carefully consider how engagement with welcome activities will be encouraged and monitored.

- **Consider ways in which opportunities for student representation and partnership will be clearly communicated to students.**

Programme level

- Review their written/oral communications to students about the programme ethos, events and contacts to make sure that they are easily accessible and engaging online.

- Design a series of small but purposeful collaborative tasks for Peer Study Groups, to be undertaken between classes, in order to build a steady rhythm of socially engaged learning experiences through the term.

- Consider making short videos welcoming students (back) to the degree programme, which:
    - Introduce departmental staff to students (both academic and professional service)
    - Provide clear overviews of course options to support course selections
    - Give a clear indication of the kinds of engagement expected of students, highlighting relevant events and opportunities
    - Explain how students will be asked to engage in community activities and collaborative work (see Section 3)
    - **Outline ways in which the department will be engaging in dialogue with student representatives.**

Course level

- Work through the guidance in Section 2, to refresh the design of the course to make it appropriate for online engagement.

- Work through the guidance in Section 2, to ensure that the course is designed to engage students with their peers.

- Review their written/oral communications to students about the course ethos, events and contacts to make sure that they are easily accessible and engaging online.

- Consider building in increased time in initial classes for ice-breakers and community building.

- Design informal opportunities for students to give you constructive feedback on their experiences, act on that feedback as appropriate and let students know that you have responded.

1.4 What support is available?

As outlined in the Introduction, meetings will be scheduled by the Eden Centre with every department to discuss initial ideas, plans and concerns. Eden Centre departmental advisers and the Pro-Director for

Education will support departments throughout the planning and implementation stages. The School is also offering:

- **Guidance and support**
  - The [Eden Centre](#) has a number of resources on its webpages. These are being reviewed and developed to include additional guidance for online provision. New resources will be developed in response to new departmental needs
  - An expanding set of examples of [evolving online practice](#) at LSE on the Eden Centre web pages

- **Training and development**
  - [ATLAS sessions](#) (a new programme is currently being developed to support LSE Curriculum Shift 2020)
  - Good practice sharing forums, including the termly LSE Education Forum

- **Funding**
  - A number of [funding opportunities](#) are available to departments to assist you in planning for Welcome

Section 2: Designing engaging flexible-learning courses

2.1 Why does this matter?

This section will support you in planning and delivering flexible models of teaching and learning in Michaelmas Term. The curriculum shift will require you to plan for online delivery that enables us to ensure a positive, inclusive education for all of our students, wherever they be located, and which also allows teaching to pivot back to an on-campus model as soon as conditions permit.

Please note that timetabling parameters will follow by email later this week.

The sub-sections below summarise what the School is expecting you to do, how to start on this curriculum shift, what the next steps will be and what support will be available.

The aim is to focus on how you can reflect on and then adapt existing practice, particularly in light of the changes you have already made in your immediate response to the COVID-19 emergency.

2.2 What is the School expecting you to do?

All departments should:

1. Review your programmes with the aim of simplifying, where possible, your curriculum offer for 2020/2021.

2. Review your courses with the aim of integrating a task/activity-based approach to learning into your teaching plans, including preparatory and follow-up tasks that facilitate students' learning before and after classes/seminars.

3. Review your approach to assessment to **reduce reliance on final summative examinations**. Consider introducing a more continuous approach to assessment and feedback in order to structure and support learning in a distance-education environment, while taking care to manage the assessment load across the year of study to make sure it is fair and takes account the changed study environment of our students (further guidance to follow).

4. Review and update your Moodle pages to ensure:
   - Consistency and standardisation within the department
   - That pages are inclusively designed in line with Eden Centre good practice guidance
   - That they include opportunities for active student interaction and learning.

How do we make a start?

If you would like advice and guidance before beginning any of the processes outlined below, please contact your Eden Centre Departmental Adviser.

Departmental level

Devise a process for curriculum review that ensures that the deadlines outlined in the guidance on Quality

Assurance for Curriculum Shift 2020 (Section 5) will be met. Issues to consider might include:

- Departmental overarching principles that will frame considerations at programme level
- Compiling documentation packs for programme teams to include:
  - Parameters provided by SMC within which decisions about changes to your 2020/21 taught offer need to be made
  - Datasets from the Planning Division that will allow you to explore the suspension of courses and how this may affect your educational offer
- Ensuring staff availability for scheduled meetings of programme teams and DTCs.

Programme level

Following any department guidance, review programme level aims, learning outcomes and assessment with the aim of exploring how you might simplify the curriculum somewhat whilst maintaining programme coherence.

Course level

Begin the process of reviewing the overall content of your course. Elements you may wish to consider include:

- Do any of the aims and learning outcomes of the course need to be revised? Listing intended learning outcomes in the form of active verbs which articulate **what students should know and be able to do at the end of the course** can be very helpful, both for planning purposes and for clarifying to your students the focus of this particular course.
- How will you adapt teaching and learning activities to take into account which elements should be delivered asynchronously and which should be delivered synchronously?
- How will you revise assessment in this course to deliver a continuous approach? This will include considering how existing formative assessment might be adapted to become part of the summative assessment.
- What support will you need from other School services to deliver online content - for example LSE library and LSE LIFE - and how you will go about liaising with these services?

2.3 What do we do next?

Department level

Devise sets of principles to guide the standardisation and/or degrees of flexibility within:

- The design of Moodle pages at programme and course level
- Student workload modelling.

Programme level

To a great extent the connections between key concepts, theories and topics are articulated in the dialogic nature of face-to-face interactions between teachers and learners. As this aspect of delivery is likely to be reduced, it is important to find alternative ways of building this dialogue. A short introductory video from the Programme Director, perhaps in conversation with other faculty members, which expresses the intellectual narrative of the degree and explores connections between its different elements, can be very effective. This is an example of a resource that will remain valuable after full face-to-face teaching conditions have resumed.

When programme teams review the programme with the aim of making connections between individual core courses, these can then be integrated into specific online course materials. These connections should aim to highlight to students:

- Where course content links to or develops key theories, concepts or topics relevant to other courses they might be studying concurrently (horizontal alignment)

- Where course content provides foundational knowledge and understanding for subsequent courses or develops further knowledge and understanding from previous courses (vertical alignment).

Course level

Review and adapt course materials, keeping the following principles in mind:

- Material usually delivered in lecture format should be re-versioned into shorter recordings, and activities should be designed to encourage students to engage more actively with the materials. Recorded material should be in a format that allows students to download and watch rather than stream directly from the internet. Wherever possible, **recorded material will need to be subtitled** (please contact Eden@lse.ac.uk for further advice).

- Materials usually delivered in a seminar/class format should be adapted to take into account which teaching and learning activities can be delivered asynchronously and which need to be delivered synchronously. Activities should encourage peer interaction and group work and should aim to encourage students to incorporate their own experiences and interests (guidance and a planning pro-forma designed by the Eden Centre will be available shortly).

- All guidance and instructions relating to assessment tasks should be reviewed and evaluated for clarity to ensure that students can complete the tasks independently, taking into account inclusivity considerations at a time when some students may have more difficulty accessing online materials and events than others.

- All texts on reading lists will need to be accessible online. Contact your subject specialist at LSE Library for advice and support.

- You should consider integrating a wide range of multimedia into your courses, so that students experience a variety of engaging resources such as videos and podcasts. These do not have to be long and complex to be effective; a series of shorter items can be more engaging and accessible than a few longer ones.

- Guidance is available from the Eden Centre on developing these varied resources, and on accessing and using open educational resources (OERs) and other open access resources. Students can benefit greatly from being directed to quality open access materials developed outside the School where these supplement resources specific to the LSE course.

- Writing materials for online learning requires a different approach from other contexts that you might be more familiar with. At course level, a key principle is to plan by focusing on what the students need to do to learn – before and after synchronous 'classes' – and to create a visual representation

of a learning timeline that makes the rhythm of these activities clear to the students. Below is a simple example of a one-week learning plan.

Learning activities

An illustrative schema, to help course teams map a possible pattern of learning activities.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Students individually watch pre-recorded lecture/set of short content-based videos		Students work individually on follow up reading/tasks				
		Students attend synchronous class/seminar				
Peer Study Groups arrange to 'meet' online or face-to-face (socially distanced) later in the week to discuss this week's PSG task				Peer Study Groups meet and discuss/collaborate on short task, output to be uploaded to Moodle by next week (or plan for longer term group assessment)		
< Students access background pre-reading and additional supportive material, and plan for/begin to work on upcoming assessment >						

Devising an engaging range of learning activities

Designing online learning involves ensuring that a full range of learning activities is incorporated into curriculum design in line with the learning outcomes of your course; traditionally some faculty have focused on acquisition at the expense of other elements. This table, adapted from work by Diana Laurillard, shows a range of types of learning and indicates how each can be adjusted to an online context.

Learning type	Students engage in:	Online possibilities include:
Acquisition	Accessing new concepts, theories, vocabulary, models, and methodologies	Watching 'flipped' lectures/recorded discussions; undertaking guided readings using online library resources; accessing multimedia resources (from LSE and elsewhere), including websites, podcasts, animations, videos and online quizzes
Investigation	Searching for and evaluating new ideas and data	Developing literature reviews and critiques using a discussion forum, blog or wiki; accessing Open Education Resources; undertaking action research, adapted for an online and/or socially distanced environment; undertaking data analysis tasks
Discussion	Engaging in analytical and creative dialogue with faculty and/or peers	Participating in Moodle discussion forums, at a specific time (synchronous) or run over an extended period (asynchronous). Zoom seminars can include message discussions, which can be captured through recording, and also enables students to meet in sub-groups or Peer Study groups via 'breakout rooms'
Collaboration	Working together in small groups to achieve a common project goal	Working together using collaborative tools such as the Moodle discussion forum or Zoom breakout rooms, students can build a joint digital output and complete a task entirely online
Practice	Applied activities such as case studies and problem sets	Real practice tasks, both individual and collaborative, can be supplemented by videos of methods, online simulations, models and sample data sets, online case studies and quizzes.
Production	Working individually or collaboratively to produce an 'output', which can be in any form	Most 'outputs', such as essays, policy papers, presentations, articles, videos and podcasts are digital or adaptable to online versions. Students need clear guidance on how to upload their work and may need additional guidance on developing different forms.

2.4 Assessment and feedback

As part of the shift to more flexible teaching and learning, you are encouraged to review your approach to assessment and to consider reducing reliance on final summative assessment. Continuous approaches to assessment and feedback are generally more effective in structuring, incentivising and supporting learning in a distance education environment. At the same time, you need to manage assessment load to make sure it is fair and takes account of the changed study environment of our students.

Useful guidance is available for online assessment in the LSE Assessment Toolkit. The toolkit is being updated to help you think through in greater depth possible changes to assessment and to the weighting of assessments in an online learning situation. The Eden Centre has also developed a set of resources on giving effective feedback including pro-formas for giving whole-cohort 'generic' and individual feedback.

Finally, in recognition of the changed circumstances, the School is exploring whether certain adjustments can be made to the Academic Code, such as expectations around feedback formats and turnaround times, to suit the current context. Departments will be updated on this shortly.

2.5 What support is available?

As outlined in the Introduction, meetings will be scheduled by the Eden Centre with every department to discuss initial ideas, plans and concerns. Eden Centre departmental advisers and the Pro-Director for Education will support departments throughout the planning and implementation stages. The School is also offering:

- Guidance and support
    - The Eden Centre has a number of resources on its webpages. These are being reviewed and developed to include additional guidance for online provision. New resources will be developed in response to new departmental needs.
    - Advice and guidance on how to ensure inclusivity, accessibility and usability are also available from your Eden Centre adviser.
    - An expanding set of examples of evolving online practice at LSE on the Eden Centre webpages.

- Training and development
    - ATLAS sessions (a new programme is currently being developed to support LSE Curriculum Shift 2020).
    - Good practice sharing forums, including the termly LSE Education Forum.

- Funding
    - A number of funding opportunities are available to Departments to assist you in planning for Welcome in the review and development of your programmes and courses.

Section 3: Building community and supporting our students

3.1 Why does this matter?

Ensuring all our students have a strong sense of belonging and feel part of the LSE community is key for effective learning and a positive educational experience. Building community should be an integral part of the curriculum design process and involves continuing work and engagement by both staff and students.

Strong academic mentoring relationships are particularly important to our students' sense of wellbeing at LSE in an online environment, with students commencing or continuing their education in an unexpected situation.

The sub-sections below summarise what the School is expecting you to do, how to plan for building communities with your students and encouraging effective academic mentoring at a distance, what the next steps will be and what support is available.

3.2 What is the School expecting you to do?

All departments should:
- Develop an effective approach to building and sustaining a community among your students and between department staff and students.
- Review and develop communication strategies to ensure an accessible, inclusive approach to communicating with students, a clear statement of your departmental ethos and identity, of your programme narratives, community events and key contacts.
- Pay particular attention to students based in your department who are on joint degrees, and to students on joint degrees to which your department contributes significantly but who are based in another department. Students in both categories should feel equally welcome and be equally well informed.
- Ensure that staff in key roles (Heads of Department, Deputy Heads of Department, Programme Directors, PSS staff) establish an online presence (e.g. through videos, use of visuals, direct, regular and enthusiastic communications with students).
- Set clear expectations about department and faculty engagement with students and about student engagement in an online environment
- As highlighted earlier, set up Peer Study Groups before the start of the academic year with specific tasks or projects to work on (see Quick Guide on Peer Study Groups)
- Ensure that academic mentors proactively contact their mentees, particularly first year and MSc students, explain the nature of the academic mentoring relationship and signpost additional online support including the LSE Academic Mentoring Portal
- Organise regular social events for your students and for staff and students.
- Work in partnership with your students in developing and organising community building activities.

3.3 How do we make a start?

Programme level

We encourage you to review your current approach to community building and student support:

- Consider developing a Moodle programme-level or cohort-level page using the new Moodle template as a community space for all your students including:
  o Key information about the programme
  o Community-building activities developed in partnership with your students
  o Links to additional support and community activity beyond the programme and the department, such as LSE LIFE, Library and SWS (see forthcoming Eden Centre guidance)
- Start planning a calendar of social activities taking into account differing time zones (e.g. online quizzes, tea and happy hour gatherings, social events where students can share stories and aspects of their home culture)
- Provide guidance to your students on how to contribute effectively and respectfully to online discussion, both written and verbal
- Encourage incoming and returning students to establish a social presence for themselves through their VLE profile and to share their experience in learning activities so that the cohort can get to know each other.

Course level

We encourage you to consider the following approaches to community-building and student support:

- Design and use your Moodle page to foster community building and a supportive learning environment for all students (see forthcoming guidance)
- Set clear expectations about staff availability and contact details
- Communicate a strong positive presence and interest (in your students and the course material) to offset the lack of physical, non-verbal cues and direct contact
- Prioritise community building activities in planning classes and seminar and asynchronous activities particularly in the early weeks of term
- Use synchronous learning times for active learning and community-building activities.

3.4 What support is available?

As outlined in the Introduction, meetings will be scheduled by the Eden Centre with every department to discuss initial ideas, plans and concerns. Eden Centre departmental advisers and the Pro-Director for Education will support departments throughout the planning and implementation stages. The School is also offering:

- **Guidance and support**
  o The Eden Centre has a number of resources on its webpages. These are being reviewed and developed to include additional guidance for online provision. New resources will be developed in response to new departmental needs. Forthcoming resources include:
    ▪ Developing a programme community Moodle page
    ▪ Designing community-oriented learning activities on your course/programme
    ▪ Enabling social presence online

- Recording short videos for communicating with your students

  o An expanding set of examples of evolving online practice at LSE on the Eden Centre webpages

- **Training and development**
  o ATLAS sessions (a new programme is currently being developed to support the LSE Curriculum Shift 2020)
  o Good practice sharing forums, including the termly LSE Education Forum

- **Funding**
  o A number of funding opportunities are available to Departments to assist you in developing community-building activities at the course or programme level.

Section 4: Using technology to support LSE Curriculum Shift 2020

4.1 Why does this matter?

While good education is not dependent on highly innovative technical solutions, learning technologies are important for enabling and supporting effective, inclusive learning in online and/or physically distanced learning settings.

The School supports the following main learning technologies for learning and teaching: Moodle as LSE's virtual learning environment, Echo360 for the capture of lecture-based content, and Zoom for synchronous group learning activities.

In online learning situations, special attention needs to be paid to ensure that the online learning environment and online content are designed and supported in inclusive, accessible and usable ways so that all students are enabled to fully engage in and benefit from their education at LSE.

4.2 What is the School expecting you to do?

All departments should:

- Designate two digital education leads to coordinate the planning and preparation for an online/physically distanced start to the academic year – a member of faculty and a member of Professional Services. Please submit the names of your representatives to eden@lse.ac.uk.

- Review and update your Moodle pages to ensure that:
    o The Department aims for consistency in the design and standardisation of user interfaces across the Department (good practice guidance forthcoming)
    o Your pages follow good practice design principles ensuring ease of navigation, accessibility, inclusivity and usability for all students and staff in line with Eden Centre good practice guidance (forthcoming)
    o They include opportunities for active student interaction, collaboration and learning (see Section 3 and forthcoming additional guidance from the Eden Centre).

- Aim to ensure that all pre-recorded lecture content is accompanied by a script or subtitles in line with our obligations under the 2010 Equality Act (please contact your Eden Centre departmental adviser for further advice).

- Review the digital capabilities of your academic and professional services staff and seek additional training and development in appropriate areas from the Eden Centre.

- Ensure all staff and students are trained in maintaining safety online.

- Work in partnership with your students in developing effective online learning environments for your students

4.3 How do we make a start?

Programme level

- Consider developing a Moodle programme or cohort page (if you do not have one already) as a community space for all your students including:
  - Key information about the programme
  - Community-building activities developed in partnership with your students
  - Links to additional support and community activity beyond the programme and the department (LSE LIFE, Library, Student Wellbeing Services)

- Provide guidance to your students on how to effectively and respectfully contribute to online discussion, both written and verbal.

Course level

- Use the Eden good practice design guidance to review your course VLE and make changes to ensure:
  - Your course Moodle page aligns with the standardised departmental design
  - The materials on your page are presented in an accessible, inclusive, usable way for all students, enabling ease of navigation for a flexible learning and teaching model
  - The material presented follows a clear course narrative and that where appropriate links are made to the programme.

- Make sure that all readings on your reading list are accessible. You may want to add additional multi-media content and open educational resources to enhance your students' learning experience.

- Draw on the guidance in Section 2 and the Eden Centre lecture and class/seminar design templates (existing and forthcoming) to plan students' learning activities and your teaching input, paying particular attention to the benefit of 'flipping' lectures (and breaking these into shorter 'chunks') so that students can access these in their own time, over a reasonable time period, before the relevant 'class' or synchronous learning event.

4.4 What support is available

As outlined in the introduction, meetings will be scheduled by the Eden Centre with every department to discuss initial ideas, plans and concerns. Eden Centre departmental advisers and the Pro-Director for Education will support departments throughout the planning and implementation stages. Support is also available through Eden.Digital@lse.ac.uk.

- Guidance and support
  - Please contact your Eden Centre departmental adviser to discuss approaches to the redesign of your Moodle pages at departmental and course levels.
  - New good practice guidance is currently being developed on inclusive and accessible Moodle design.
  - You can view an expanding set of examples of evolving online practice at LSE on the Eden Centre web page.

- Training and development
    - o A range of dedicated Atlas sessions will be scheduled to support staff in departments in the development of your Moodle pages, in the review of your courses and in the further development of your digital skills.

- Funding
    - o A number of funding opportunities are available to Departments to assist you in enhancing your programmes and courses through the effective use of learning technologies.

Section 5: Quality Assurance Guidance for 2020/2021

5.1 Why does this matter?

Curriculum Shift activities will impact various information sources overseen by Department Teaching Committees (DTCs) and administered centrally by TQARO, namely course guide information and programme regulations. Two guiding principles will apply during this process, namely that:

- Standard rules about the timing of changes still apply and Competition and Marketing Authority guidance about making changes to 'material information' remains an important consideration. We would not therefore expect to see major changes being made to the availability of core or semi-core courses already advertised in the prospectus unless deemed essential to the reconfiguring of your department's offer. The Office for Students has indicated a more flexible approach to oversight of this area, but has nevertheless stated that consumer protection law still applies. Aside from the legalities, offer holders will also be expecting core/semi-core courses to be offered in much the same way as advertised.

- All changes to course and programme information fall under the remit of DTCs. Oversight of changes should still occur, although expediating certain decisions via Chair's action or delegated authority to other members of staff is acceptable in the circumstances. The main consideration is for departments to have clear lines of oversight and responsibility for making decisions, and defined processes for recording such decisions and communicating them to the School when required.

5.2 What is the School expecting you to do?

The below information provides guidance on the main steps departments will need to take in relation to course and programme information, including staggered CAPIS submission deadlines.

1. Week 2/3 - Departments consider substantial changes to courses (suspend/amend)

Confirmation of which courses will run in 2020/21 is a building block for programme regulation updates and timetabling. Departments have been asked to simplify the curriculum next year. Information provided by the Planning Division will help inform decisions, but as with normal year-to-year changes to availability, departments should consider the impact on 'outside' programmes and share information with other departments if the suspension of courses is likely to significantly impact 'outside' students.

The freeze on new courses in 2020/21 has also impacted new course proposals, with deadlines already communicated to departments for confirming the postponement of new course proposals yet to be considered by USSC, GSSC, and RDSC:

- USSC proposals – confirmation of cases to proceed to the committee or postpone by **13 May**
- GSSC proposals – confirmation of cases to proceed to the committee or postpone by **18 May**

The rationale for simplifying the curriculum is multifaceted. So too are the factors involved in considering changes. One underlying factor for programme regulation changes links back to timetabling, in that in order to have enough space and time to accommodate a socially distanced campus or time-zone specific teaching blocks, we need to create some capacity through course suspensions. Please refer to guidance on

timetabling for further information about how we will need to approach this challenge. Data provided by the Planning Division will also be useful for this process.

5.3 How do we make a start?

1. By the end of Week 4, **29 May** - Departments to confirm the suspension of existing courses or courses already approved by USSC, GSSC, and RDSC.

Departments must communicate decisions about course suspensions for 2020/21 to TQARO and Timetables by the end of week 4 at the latest. Earlier confirmation would be very welcome too. Departments should email Timetables@lse.ac.uk and Ard.Capis@lse.ac.uk with confirmation of the courses (title and code) that they wish to suspend. For the avoidance of doubt, exceptional fourth consecutive suspensions will be permitted under this process.

2. Course guide submission via CAPIS

Preparing for flexible models of teaching and learning, with campus provision complemented by high quality online collaborative activity, creates several challenges for updating course-level information in CAPIS. Aside from the timing of this exercise and the fact that some courses have already been updated and submitted, the time required by departments to consider and design changes to provision will necessitate a certain amount of flexibility in our usual processes. Planning is ongoing and the guidance will be kept under review, but we would ask departments to make changes to CAPIS as detailed below:

A) Step 0 – The update of CAPIS guides will be staggered to provide time for departments to adjust course information as required. However, by delaying the submission of guides in CAPIS, the guides will remain editable. Department staff will therefore be asked to stick to strict rules about not editing specific sections of the guides after certain dates. This is essential to enable TQARO and Timetables to process changes, whilst leaving the annual review process open longer to facilitate other changes. Departments are therefore encouraged to assign responsibility for the oversight of CAPIS submissions to a named individual if this is not already the case.

B) Step 1 – **Availability** – knowing which course will run next year goes hand-in-hand with knowing on which programmes those courses will be offered. To facilitate timetabling and regulation updates, departments are asked to consider any changes to availability as a first step. Suspensions will have already been confirmed by **29 May**, but should other adjustments be required – to optional course lists for example, or as a result of efforts to simplify the curriculum across programmes – departments are asked to update the availability sections of the CAPIS course guides no later than the end of ST06 **12 June**. This includes sections 3.2.1, 3.2.2, 3.2.3 and 3.2.4. TQARO can advise on this process as needed, but ideally we would minimise changes to core provision, especially if substantive changes for 2020 have already been processed and advertised/communicated to students.

   Important: Departments **should not submit** guides at this point. TQARO will query the availability data via Business Objects to enable updates in other systems and to programme regulations, but we will not be able to identify changes to the data in CAPIS after this point but prior to submission. It is **essential** therefore that no changes are made to availability data in CAPIS after 12 June. Queries about changes should be sent to Ard.Capis@lse.ac.uk, although no guarantee is given that late adjustments will be possible.

C) Step 2 – **Title** (optional courses only), **teacher responsible, course content, indicative reading** – flexible models of delivery should not impact the core intended learning outcomes of the course or the content to any significant degree. However, this information should be updated as required in the usual fashion during this period.

D) Step 3 – **Teaching and assessment** (formative and summative) – the impact of designing flexible models of teaching and learning may impact contact hours, teaching type (lecture, class/seminar, synchronous/asynchronous) and assessment more significantly. To provide time for these details to be considered and updated we have set a preliminary **final course guide submission** deadline of **26 June**. Planning is ongoing, but initial requirements for the update of this information in course guides is as follows:

Teaching – due to the way data in CAPIS is translated into text in the course guide and the possibility that mixed models of both on-campus and online provision may be required, we would suggest removing the tabular teaching data for all courses (section 3.3.1) and replacing it with a high-level description of teaching hours and type in the free text box (section 3.3.2). This can include a generic statement about on-campus provision and a separate statement about online activities, for example:

This course is delivered through a combination of classes and lectures totalling a minimum of 20 hours across Michaelmas Term / 40 hours across Michaelmas Term and Lent Term. This year, some or all of this teaching will be delivered through a combination of virtual classes and flipped-lectures delivered as short online videos. This course includes a reading week in Week 6 of Michaelmas Term.

Please remember that without the tabular data in CAPIS, the Timetables team will have no mechanism to cross-check CAPIS data with the timetabling data they already have, so departments must ensure Timetables are informed of any changes to the structure of teaching sessions (type, duration, frequency etc.). See the information about timetabling for further guidance.

Assessment – formative coursework should be updated in the usual way in sections 3.5.1 and 3.5.2. For summative assessment, as CAPIS is integrated with SITS and we create student assessment records using CAPIS data, we require the assessment data to be entered in CAPIS in the usual fashion. However, to accommodate the possible use of online assessment similar to summer 2020, departments are asked to create an Assessment Group (or groups) in addition to the standard assessment. For example:

Assessment group 1:

Exam (70%, duration: 3 hours, reading time: 15 minutes) in the summer exam period.

Class participation (10%) in MT and LT.

Case analysis (10%) and online assessment (10%) in LT.

Assessment group 2:

Take-home assessment (70%) in ST.

Continuous assessment (30%) in MT and LT.

Assessment group 1 details assessment for on-campus delivery and Assessment group 2 details assessment for online delivery.

Reminder: The Assessment Service Change Project (ASCP) team previously asked departments to confirm whether they would like to move their summer exams for any MT 0.5 unit courses to the January exam period for the 2020/21 academic year. Please can you ensure that any changes to assessment periods are reflected in your course guide submissions via CAPIS as part of the course guide review. TQARO will then pass details of the additional January exams onto the Exams Team in the SSC so that they can build this into their plans for the January 2021 exam period.

E) Step 4 – As stated above the **final CAPIS submission deadline** will be **26 June**. After this time changes will only be possible in exceptional circumstances.

Timeline

Actions	CAPIS update deadline
Course suspensions/withdrawals	29 May
Course availability, including outside options and General Course	12 June
Other details (title, content, reading, teaching, assessment)	26 June

Section 6: Concluding points and key contacts

We hope the LSE Curriculum Shift 2020 Framework will be a useful starting point and guide for colleagues across the School as you design and prepare flexible teaching and learning approaches for the new academic year in the face of continuing uncertainty about COVID-19.

The Curriculum Shift Guide is also being developed into a new website on the Eden Centre webpage. This will enable us to develop and add new resources, templates, FAQs and examples of good practice over time in response to your questions and needs.

In the meantime, here is a list of key contacts for you:

Professor Dilly Fung, Pro-Director (Education)	Dilly.fung@lse.ac.uk
Dr Claire Gordon, Director, Eden Centre for Education Enhancement	c.e.gordon@lse.ac.uk
Mark Thomson, Academic Registrar	m.t.thomson@lse.ac.uk
Nyssa Lee-Woolf, Head, Education Enhancement Projects, LSE Curriculum Shift 2020	n.lee-woolf@lse.ac.uk
Tom Hewlett, Head, Teaching Quality Review and Assurance Office	t.w.hewlett@lse.ac.uk
Your Eden Centre **departmental advisers**	info.lse.ac.uk/staff/divisions/Eden-Centre/Departmental-Advising
Eden Centre inquiries – for questions about curriculum changes, designing education, online community building, academic mentoring and student partnership	eden@lse.ac.uk
Eden.Digital inquiries – for questions about the use of technology in teaching and learning	Eden.digital@lse.ac.uk
Questions about inclusive education – **Dr Akile Ahmet**, Eden Centre	a.ahmet@lse.ac.uk
Queries about changes to CAPIS	Ard.Capis@lse.ac.uk
Queries about Timetables	Timetables@lse.ac.uk
Welcome and orientation 2020	j.hay@lse.ac.uk and lse.generalsecretary@lse.ac.uk
LSE LIFE – for questions about study skills support for students	lselife@lse.ac.uk
LSE Library	Library@lse.ac.uk

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