

UCC Flexible Teaching & Learning Provision (FTLP) 2021-22

This document sets out some principles and considerations for planning the curriculum delivery in 2021-22.

The present FTLP follows on from the FTLP 2020-21 by building on the principle of hybrid delivery, first used at UCC in 2021-22. Although the vaccination programme in the UK has made significant progress since the first FTLP was written in May 2020, there remains a degree of uncertainty to which Higher Education institutions can commit firmly to one particular way of programme delivery in 2021-22.

However, UCC recognizes that students need clear information, ahead of a new academic year, about the range of teaching scenarios an institution is considering. The present document seeks to outline the range of options considered.

For the academic year 2021-22, UCC anticipates that teaching will be a mixture of on-campus delivery and working in the digital space to supplement in-person teaching.¹

University Centre Colchester will use a *flexible teaching & learning provision* (FTLP) for all its programmes. It is UCC's form of blended learning, based on offering between 45% and 65% of the taught course elements on campus. The latter is central to UCC's delivery, because it reflects our students' learning preferences, as documented in module evaluations and NSS feedback². The FTLP includes, but is not limited to, the following delivery methods:

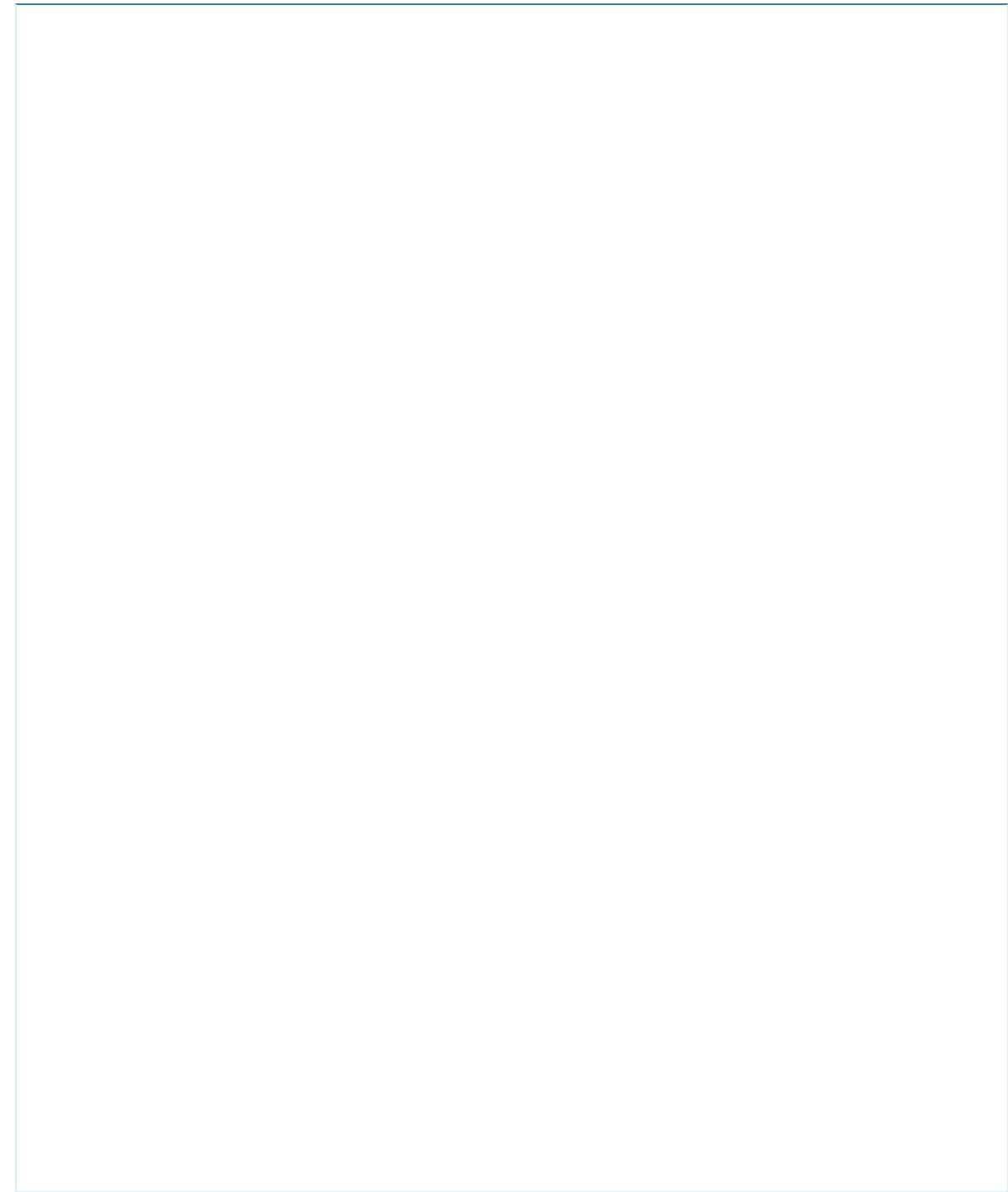
- on-campus teaching and in-person workshops;
- 'live' online teaching and using prerecorded learning resources;
- individual tutorials and supervision, which may be on campus and/or online.

However, should the need arise, the FTLP enables UCC to switch between delivery methods, ranging from flexible on- and off- campus working, to a complete online provision. The latter would normally apply if lockdown restrictions are imposed by the UK or regional governments, or as a result of guidance by Public Health England.

UCC continues to be guided by the advice offered by Public Health England and the UK Government, to ensure that staff and students minimize any risk to their health due to Covid-19. The *flexible teaching & learning provision* enables UCC to switch between delivery methods, and to review what is best for students on an ongoing basis.

¹ Tuition fees charged by Colchester Institute are for the programme of study attended. Colchester Institute will not discount or refund tuition fees as a consequence of circumstances beyond our control, including but not exclusive to fire, flood or other force majeure, adverse weather conditions, failure of public utilities or transport systems/networks, restrictions imposed by the government, cyber attack, terrorist attack or threat of, epidemic or pandemic disease, temporary staff absences or changes including those due to industrial action. However, the institution is committed to taking all reasonable steps to ensure that its students receive an appropriate amount of tuition or alternative academic provision.

² For programmes with professional body accreditation, the percentages given may need to be adjusted mid-year to be compliant with the professional body guidance concerned.



Academic content delivery:

During the academic year 2021-22, programme delivery should be based on the following overarching criteria:³

- Using a mixture of synchronous and asynchronous teaching enables UCC to offer programme delivery that is responsive to any changing requirements for social distancing.
- Taught element of **UoE courses**: up to 8 modules per year, 50% of which should be taught online.
- Taught element of **UEA courses**: either 1 out of 3 modules per semester should be taught online, or one out of two days per semester, whichever is applicable at the time.
- Taught element of **Huddersfield courses**: 2 out of 4 modules should be taught online.
- Taught element of **Pearson programmes**: between 33% and 50% of the 8 units should be taught online.
- All individual tutorials should be given online (even if a module is taught on campus).
- All individual final year dissertation/final major project supervision should be delivered online.

A rationale for which modules are delivered on campus needs to take into account both broader institutional agendas for quality and course-specific requirements. When deciding which modules could be offered online, UCC will consider the following:

- The delivery ratios above.
- Suitability of a topic and/or delivery to successful online provision.
- The potential delivery of a module content as an 'intensive' block, e.g. twelve days of three hours or six days of six hours.

³ Please differentiate between the 'taught element', i.e. taught group lectures/sessions and individual academic/pastoral tutorials. The latter should all be online, the former may or may not be.

- The delivery of top-up courses or individual modules/units through intensive study weeks either on campus or online.
- The student experience when switching between delivery formats.
- The impact on staff workload when using different forms of academic delivery.

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