Supporting students in self-isolation

This document provides some guidance to course teams when supporting students who are not able to come to the scheduled on-campus sessions as they have to self-isolate. The guidance does not specifically cover the elements delivered on campus which may not easily be replaceable with digital activities (e.g. practicals in labs), but course teams should discuss these when the students' absence is for a long period.

The guidance is divided into roles, with the final section on signposting applying to all.

Course Director/Administrator

- Ensure that relevant course team members (including administrators, teaching staff, demonstrators, etc.) are aware of which students are self-isolating and if they have any specific disability that needs to be supported. Only share the information with staff who need to know
- Ensure all course team members apply the digital code of conduct for digital events and interaction
- Ensure that self-isolating students have as far as practically possible an equitable experience, including the level of personal contact
- Liaise with PAT/module tutor if student has queries or makes requests that they can't deal with at their level (including students' procedures such as extenuating circumstances), and pass them on to own manager if you cannot deal with them
- Work with your Head of School to determine whether the delivery of the whole course needs to move to fully digital mode, if a large number of students and/or academic staff have to self-isolate
- Liaise with your Head of School about managing staff resources in the event that some members of the course team are unable to pursue their learning and teaching duties

Module Leaders/Tutors

- Ensure your module Blackboard contains regularly updated information needed by all students on the module to be able to organise their independent learning time in an effective and flexible way https://cccu.canterbury.ac.uk/Project-2020-21/home.aspx
  - Use the "flipped" model of L&T to provide the knowledge/content acquisition using varied written and recorded material (using ReCap, for instance) and make sure these are as accessible as possible, following Blackboard Ally guidance
  - Provide a learning roadmap of how and when to engage with the learning activities, and by which deadlines (with some flexibility, except for summative assessments). Allow for personalisation of learning, according to student's learning style, pace of learning, etc.
  - Include information and activities relating to assessment literacy, in addition to the assessment brief.

- Include information for students on Blackboard and in communications about how to prepare to be 'lockdown/isolation ready' to ensure continued learning and engagement
- As live streaming of on-campus sessions are not possible (unless in exceptional circumstances), record activities occurring in the classroom environment/on campus which are linked to knowledge/content using ReCap, and publish them on your Blackboard
- If live sessions are held digitally, using Bb Collaborate or Zoom, ensure elements linked to knowledge/content acquisition are recorded
- Promote independent study skills development, with links to modules on the Learning Skills Hub

- Regularly communicate with all students via the usual digital means (emails, announcements), and respond to student's queries in the time agreed at course level
- Ensure that self-isolating students have as far as practically possible an equitable experience, including the level of personal contact
- Use MS Teams for tutorials with student
- Report back any sustained lack of engagement to Course Director

Personal Academic Tutor (PAT)
- Follow the PAT Policy and Guidance to communicate with and support tutees most effectively, and identify any difficulty they may have
- Use emails and MS Teams to organise tutorials with students. If these do not suit the student, discuss other possible options for communications
- Signpost students to relevant webpages or CCCU department for specific issues they may have (as per list below...)
- Encourage students to disclose to Student Support, Health and Well Being, any pre-existing or current mental health or other health issues
- Ask students if they would like family or friends involved in support for mental health or other difficulties
- Check with students if their self-isolation will have an impact on their completion of summative assessment. If needed, support the student when applying for extenuating circumstances, through the usual processes of self-certification or TLAs
- Consider using the new Student Engagement Dashboard and report any sustained lack of engagement to Course Director

Guidance for signposting
The student self-isolation webpage helps the course team signpost students if they have questions relating to their self-isolation:

- How students can report symptoms: fill in the CCCU form, get tested, raise any other issues and seek support.
- How to access local NHS services/GP
- Where and how students with declared disabilities can have specific needs supported
- Accommodation services
- Library services, including the Learning Skills team
- Wellbeing and mental health support services

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