**Expectations for Remote Teaching and Assessment in Trinity Term**

While migrating to remote teaching and assessment in Trinity Term 2020, the University aims to offer an educational engagement and value to all students, whether undergraduate or postgraduate, full time or part time, that is as close as possible to that delivered normally. This approach aligns with expectations set by the Office for Students and with statements made by other government ministers.

This document sets out the expectations of departments, faculties and colleges in delivering alternative provision during this exceptional period. It has been developed by the Education Steering Group (a panel of Education Committee set up to oversee the education COVID-19 response) and by the Teaching and Learning workstream which reports to it, and which includes student representation. Account has been taken of consultations with departments, faculties and colleges, and of student views expressed through the Student Union online survey and through extensive correspondence and discussions.

1. The value of an Oxford qualification to graduates. We fully expect Oxford degrees to maintain their high prestige and intellectual standing through the pandemic. We are taking steps to assure this by putting in place assessment regimes that maintain the rigour of our normal approaches, while being fair to students who are particularly disadvantaged by the pandemic.
2. The resources that go into an Oxford degree. Normal levels of teaching resource will still be available, augmented by the significant additional resource and staff effort that has been put into the rapid transition to online teaching and assessment.
3. Teaching and assessment provision. We set out below expectations of academic provision to all students in Trinity Term 2020:
4. Students sitting exams. The normal expectation for this term would be a mix of independent revision, revision classes or tutorials, and sitting exams which would then be marked. In all cases, an alternative assessment regime has been put in place which may involve a small reduction in the number of papers to be sat in light of the prevailing circumstances. Revision support should be provided at the same level as normal, including classes and consultations delivered online. There will be significant additional expenditure of effort by examiners and exam boards in ensuring overall fairness to the cohort as well as handling the expected increase in consideration of individual special circumstances. The alternative arrangements offered to individual students in conventional exams are also being replicated in the online replacements.
5. Students whose exams have been postponed to next academic year (e.g. second or third year undergraduates in MPLS, first year MPhil students). Students should expect a normal teaching load in Trinity Term, delivered through online lectures, classes and tutorials, and/or remote project work. This may include rearrangement of the timing of some course elements to permit Oxford-based project or class practical work to take place once face-to-face delivery is restored. In addition, it is likely to include bringing forward some material that would normally be delivered next Michaelmas Term, in order to make space for the postponed assessments.
6. Students whose exams have been cancelled (e.g. most first year undergraduates). Students should expect a similar teaching pattern to that which would normally have been delivered, i.e. completion and consolidation of the year’s teaching, through lectures, classes and tutorials. The term should include some form of formative assessment, with feedback given, to give tutors, students and their colleges a clear indication of their progress to date and their development needs.
7. Students not expecting to sit exams in Trinity Term. Assessment through coursework is broadly expected to continue as originally scheduled, although additional time may be allowed to complete and submit coursework. Teaching should follow the expected pattern, in terms of student workload expectations and the level of academic support provided, as far as is reasonable in the current circumstances. However, if it is necessary to reschedule teaching (by moving it to Michaelmas Terms 2020, for example) dates for the setting and submission of related coursework will need adjusting.
8. Students undertaking dissertations or project work. While the scope and format of the work may have had to be changed, projects should involve the same volume of work and intellectual rigour as normal for instance by the use of data collected so far, a shift to secondary data analysis, move to online data collection methods or systematic reviews as appropriate. The same academic input should be provided, in terms of overall guidance, support with writing, commenting on drafts etc. In addition, efforts should be made to substitute the day-to-day research environment through weekly online group meetings, social media groups or similar mechanisms, as appropriate.
9. Students expecting to spend large parts of Trinity Term on laboratory work or fieldwork. Students should be provided with equivalent academic experiences as far as possible, for instance by replacing experiments by computer simulations, or analysis and interpretation of experimental datasets. Replacement opportunities to acquire hands-on laboratory or fieldwork skills should be built into the next year of the course, possibly bringing forward some other materials into Trinity Term to make space.
10. DPhil students. Where possible, students should be working as normal, with appropriate levels of supervisory contact, seminars and group meetings delivered online. Students whose work is disrupted by lack of access to labs, archives or field sites should aim to restructure their work as far as possible, bringing forward reading, writing and data analysis tasks to fill the gap. Supervisors should actively support this process by discussing with students how they will progress their research
11. Support services. Full IT support remains available to students – this includes access to university email, VLEs, web services and licensed software. In response to the loss of physical library access the Bodleian Library has rapidly increased its online provision through improved online access to textbooks as well as primary research literature, and the expanded use of online reading lists linked to full text resources (ORLO). The Careers Service remains available and has increased its provision of 1 to 1 sessions to discuss careers matters to students in all years. Counselling, disability advice and other welfare support remains available and has been enhanced by the University’s launch of the Big White Wall online support system.
12. Communication. Arrangements for teaching and assessment in Trinity term should be clearly communicated to students.
13. In the event that government restrictions are eased, teaching and assessment in Trinity Term will continue as outlined above.
14. As a public body, the University has an active duty to consider the impact on equality in all decision making. The steps that we have taken to provide remote teaching in Trinity term embody many of the principles of inclusive education intended to eliminate attainment gaps for students with disabilities and for under-represented groups, such as providing recordings of lectures and the introduction of a service to convert files into a wide range of digital and accessible file formats.