**Scenarios for ROPS**

***VLE walkthrough***

You have been asked by a member of staff to ‘observe’ their use of the virtual learning environment for usability and engagement. They are aware that they have fallen into the trap of using the VLE purely as a repository for lecture notes, handouts and resources. Students tend to use the site around coursework/exam deadlines but rarely during the rest of the course. How might you enable the staff member to explore the reasons for student non-engagement and improve engagement with the VLE?

***Use the space below to make notes about how you would facilitate this conversation:***

***Small Group Activity***

You have been asked by a member of staff to ‘observe’ one of their small group sessions. They are interested in the dynamics both within the group and also within their interaction with students. Students are expected to research outside of timetabled times, bringing back their learning to the group for discussion. The group are struggling to relinquish reliance on the staff member. How might you go about capturing the nature of the interactions and facilitation of the learning?

***Use the space below to make notes about how you would facilitate this conversation:***

***Large Lecture***

You have been asked by a member of staff to ‘observe’ one of their lectures comprising of 150 students in a tiered lecture theatre. They are concerned about whether students are actively engaging and the amount of learning taking place. Attendance is generally good, although has dropped off slightly from the beginning of the module. They have embedded some interactive activities to encourage engagement and need feedback as to whether this is working. How might you enable the staff member to explore student engagement?

***Use the space below to make notes about how you would facilitate this conversation:***

***Designing a module***

You have been asked by a member of staff to ‘observe’ to help them review a new level 6 module that they have just designed. They want to ensure that the learning outcomes of the module are clear to students and clearly aligned to both the assessment and teaching methodologies. How might you help them reflect and justify their reasoning for choices made and how these are communicated to both students and the validation panel?

***Use the space below to make notes about how you would facilitate this conversation:***

***Dealing with sensitive issues***

You have been asked by a member of staff to ‘observe’ a session where they are dealing with a sensitive issue that could highlight different prejudices amongst the student group. They are having to manage the direction of travel of the debate to ensure freedom of speech and meaningful debate whilst ensuring that students don’t overstep the line in terms of any protected characteristic. How might you enable the staff member to explore this issue?

***Use the space below to make notes about how you would facilitate this conversation:***