

As part of your report on [Teaching and Student Support](#), consider the following prompts that concern your distance teaching and programmes. These prompts will be applicable for papers and programmes that are formally approved as 'DL', but they will also be relevant for 'OC' papers and programmes that are hybrid in nature or have components that facilitate flexible and online learning.

Strategic Alignment

- What are the goals of your distance learning programmes or suite of papers?
- How do those goals align with the aspirations of your department/programme and division?
- How do your distance learning offerings contribute to your department/programme and division response to [Pae Tata](#) (including the [Teaching and Learning Plan](#), [Pacific Strategic Framework](#), [Māori Strategic Framework](#), [Sustainability Framework](#), [Learner Success Plan](#), [Disability Action Plan](#), [Internationalisation Framework](#)) and other plans relevant to the specific programme under Review such as the [University of Otago Rural Health Plan](#) and the [Interprofessional Education \(IPE\) Strategy](#).
- What range of initiatives or activities exist that capitalise on making use of the distance mode to achieve departmental, divisional or University goals?

Student Services and Support

- What range of initiatives or activities exist to actively support your distance students?
- What range of activities or initiatives exist to ensure facilitation of distance student access and use of academic, functional, technical and welfare services and support? In particular, consider this question with regard to *international* students.
- What are you doing well?
- How do you market your distance courses to potential students?

Course Design and Teaching

- How have your distance programmes been developed *specifically* for online and distance teaching and learning?
- What evidence do you collect to demonstrate the quality of your distance papers and programmes and/or quality of the integrated distance components?
- How do you manage staff workload and succession planning for all staff, both academic and professional, who contribute to distance teaching and learning, but particularly for those who are new to it?
- What range of professional development and support initiatives or activities exist for both teaching and administrative staff, no matter their experience, role or set of responsibilities?

Partnerships and Relationships

- What are the internal (UO), but external (to department/programme) relationships required to sustain/maintain/develop the distance programme, and how are they developed or maintained?
- What external (to UO) relationships/partnerships are needed to sustain/maintain/develop the programme, and how are these supported?

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