AUTUMN 2021-22 DELIVERY FRAMEWORK - APPENDICES

Table of Contents

AUTUMN 2021-22 DELIVERY FRAMEWORK - APPENDICES 1
Appendix 1 - Learning from the last year – student feedback 2
Appendix 2 - A blended learning approach 4
A combination of on campus and online learning – a blended learning approach. 4
Office for Students Six Core Components of Successful Digital Teaching and Learning 7
Thought piece - A Responsive Blended Learning approach 9
Appendix 3 - Learning from 2020/21 delivery 11
Appendix 4 – Draft refreshed course delivery principles 12
Hallam Model 13
Appendix 5 – Planning for timetable requests – simplifying approaches to delivery 14
Appendix 6 - Timetabling 16
Timetabling Timeline 16
Timetabling Enhancements 16
Building availability 2021/22 17
An update to the Timetabling Policy and Principles 18
Appendix 7 – Conditions and enablers to support delivery 25
Appendix 8 – Accountability and assurance reporting 27
Appendix 9 – Evaluative mindset 28
Appendix 10 – Assessing equality impact 29
Appendix 11 – Key dates and plan on a page 31
Appendix 12 - Supplementary Guidance, Infrastructure Support, other useful information 32
Further guidance and potential considerations mapped against the Course Delivery Principles 32
Infrastructure 34
Other support for students 35

Appendix 1 - Learning from the last year – student feedback

In listening to recent student feedback, we can learn what students want from their university experience (taken from 2020/21, Semester 1 MEQs Analysis and Student Pulse Survey)

- Make online learning engaging.
- Seminars should be interactive and delivered at an appropriate pace to enable interaction.
- Interaction and collaboration between students is designed into the programme of delivery and supported digitally.
- Interaction between students and staff is supported digitally.
- Break out rooms should be well-planned and managed.
- Sessions should be shorter and more frequent, with breaks.
- Engagement activities should be designed to encourage social interactions.
- Discussion with students is facilitated through a range of approaches including the use of small groups.
- Students with learning contracts are supported to engage in learning.
- One to ones between students and tutors are available either on campus or online.
- Practical modules largely delivered on campus.
- Deliver real-time (synchronous/live) sessions wherever possible.
- Approaches to delivering learning and teaching remain constant.
- Lectures and seminars are recorded and available for students. Where this is not practical alternative learning support is provided.
- Pre-recorded (asynchronous) learning episodes are of high quality.
- Teaching across multiple rooms should only be used where it is known to benefit students.
- Digital/online platforms are consolidated and consistently used to avoid confusion.
- Blackboard sites are organised and clear, allowing students to navigate easily.
- Wherever possible on campus delivery occurs on a different day to online delivery.
- Bookable and drop in study spaces are available on campus including in the library.

The work undertaken in semester 1 to develop contextual plans collated the top 5 observations about student and staff experience of delivering learning and teaching, which remain relevant and useful for planning 2021/22 delivery.

1. Students need to feel engaged and motivated. We therefore need to: • Provide a full and inspiring schedule of activities, whether on-campus or online, to incentivise engagement with learning opportunities and to reinforce time-management skills • Use 'big challenges' to create team cohesion – contributing to community, belonging and social learning • Create a 'sticky extended campus' where students want to dwell.
2. Students want face to face activities to be purposeful. We need to provide on-campus activities that: • Use resources not available online. • Demonstrate applied learning
3. We need to focus on student outcomes. This means: • Engaging with the Course Delivery Principles
4. Constant change is hard. This means:

- We need to provide stability where we can
- We need to illustrate the path ahead – create a line of sight between now and the end of a successful academic year.

5. Supporting students requires timely use of professional judgement in context to ensure we manage change effectively, this means contextual planning is needed.

Appendix 2 - A blended learning approach

A combination of on campus and online learning – a blended learning approach.

Government guidance during the Covid pandemic meant universities moved 'on campus' designed delivery to 'online' delivery (and back) in a reactive way in 2019/20 and 2020/2021. Our future intentions for learning, teaching and assessment will retain a blend of on campus and online learning. Our longer-term vision for learning and teaching will be developed as part of the Future Strategy Programme of work.

Learning from the last academic year is invaluable in preparing for 2021/22 with the opportunity of moving to a more controlled and proactive approach to planning the delivery and support of student learning. In terms of the student learning experience during the pandemic there have been approaches that have not worked so will not be repeated; some approaches that achieved the same high quality but done differently; and there are innovations and new approaches that add value and should be retained.

In preparing for this framework of guidance for 2021/22 delivery the Sprint group undertook a 'deep dive' exercise into blended learning (an appropriately balanced blend of on campus and online) by design. The exercise focused on designing and creating a blended approach to delivering learning from the outset rather than converting an on campus designed delivery to blended or online delivery.

The Sprint group discussed

- If our delivery design principles start with a blended approach, what needs to happen?
- What would the balance of online and on campus be?
- What and how much would happen on campus?
- What and how much would happen online?
- How do we build digital communities?
- What else will engage students and support student's learning, progression, and success?
- Self-Directed Learning (SDL) needs - What conditions, resource, support, infrastructure would we need for delivery? E.g. How do we approach technical resource (staff and equipment) support – generally and in support of SDL?
- How can we provide consistency, efficiency, effectiveness?

In framing the thinking, the group were given the following as context.

- Strengthen an engaging learning culture both online and on campus.
- Large lectures continue to be delivered online, in real time.
- Stop simultaneous online and in class delivery (unless working well).
- Digital space for student-led collaboration aids peer to peer learning and group work.
- Strengthening the remote offers of Academic Advising; Technical Services; Library Services.
- Autonomy for staff to choose the best approach for their course or module.

The outcomes of this 'deep dive' exercise follow, which form a good basis to prompt discussions at course/contextual level.

The blend of on campus and online learning will vary depending on the subject or discipline. Some courses, fine art for example, may require more on campus time than other

courses. While enabling a flexible approach to blended delivery, all courses will maintain engagement with the physical campus, its resources, and its services. A spectrum of how much online and on campus delivery of learning activity is proposed elsewhere in this document

The balance of online and on campus should encourage students to come onto campus. So, single sessions of 1 hour in a teaching room on any one day without setting clear expectations for additional on campus learning opportunities, including immersion in the physical estate, the services available, group work activity etc. is not appropriate. Timetabling principles are adapting to support this.

There are benefits to blocks of on campus delivery followed by extended periods of online delivery. Some apprenticeship programmes delivered in blocks of learning on campus have received excellent feedback as a structure. This may act as a positive proposition from a marketing perspective.

As we are an applied university, we need to be clear what this means in the context of every course/module and the balance of on campus and online learning. There may be a risk of losing this emphasis if the balance is not right. One to one meetings, including Academic Advising, have been well received online. Practical, hands on, applied activity needs to be on campus.

Careful consideration of the appropriate balance of blended learning needs to be given to particular student types including international students. There are opportunities not commonly acted upon prior to the pandemic, where a blended approach could enrich both home and international student learning experience. For example, placements in one country whilst learning remotely (accounting/Bank of England).

There is a need to think broadly about types of student engagement in learning and whether the full array of opportunities and strategies are being applied. For instance, teaching skill development on campus could then be supplemented by self-directed learning with remote access to online resources or loaning of equipment.

The move to enabling remote access to software via remote desktop, apps, increasing licenses, and the use of simulation packages has been phenomenal with some aspects being genuinely innovative. This approach needs to continue with ongoing enhancements.

TORS, mailing equipment out/delivering equipment – needs to continue to supplement applied learning.

Dual delivery (in class and real time online) is problematic and should only be used where it has been demonstrated to provide a good experience for all students.

Learner Analytics is now in place and will provide a more sophisticated method of monitoring student engagement in relation to both online and on campus learning experiences.

Student perceptions of Value for Money and an in-depth understanding of their expectations post pandemic will be important. Elsewhere in this document student feedback is shared which gives a

useful insight. However, one of the things we do know is that there is no student consensus on what students want and expect. Using the best pedagogic approaches (staff development opportunities are being defined and will be offered throughout the Spring and Summer) and ensuring that there is a clear rationale of the benefit of bringing students on campus where online could deliver the outcomes just as well are key.

Real-time delivery, whether on campus or online is valued by students.

Using digital content that students can engage with online at a time and place that works for them is valued by students (see 'thought piece' below).

One of biggest challenges over the last year has been building a sense of community/course/group work, particularly L0/4. Students want a facilitated approach to building both physical and digital communities as they need to interact with students (and staff) in different environments. The relationship between digital and on campus communities of learners should be as seamless as possible creating a concept of 'blended communities'. Delivering learning and teaching using a blended approach might benefit from team building/meet and greet on campus before going into online learning

Students want better quality contact with their peers including a social element. Integrated working with the Students' Union in this context will be developed over the summer. We already know that Students' Union societies work well with some groups of students e.g., international students.

Blended learning requires more structured staff development to enable colleagues to break any bad habits and to continually update skills to deliver high quality learning. Students also need ongoing support with using software/hardware/systems, we should not make assumptions that students have the right skills. The staff development offer in preparation for 21/22 is under development.

A blended delivery approach probably needs a rethink of how study skills are supported more generally.

Asynchronous learning could be used in offshore partner institutions. Although this has not been tried it would be efficient for delivery.

With online resources there is the opportunity for more resource areas/resource bank, reusing existing digital objects. Similar modules could be shared, e.g., multiple research methods modules could be consolidated and accessed from a resource bank.

Standardising the use of online tools, having fewer and better used digital technologies would be helpful in giving students a more consistent experience. Restricting the number of tools can also help with staff development, sharpening our offer, so have a few approaches and do them well.

Office for Students Six Core Components of Successful Digital Teaching and Learning

The Office for Students has recently written to the University outlining the following six core components of successful digital teaching and learning which we are required to deliver, and which are relevant to academic planning for Autumn 2021/22

1. Assess students' digital access on a one-to-one basis and address issues before learning is lost.
2. Inform students what digital skills they will need.
3. Involve students in designing teaching and learning.
4. Equip staff with the right skills and resources.
5. Make the digital environment safe for all students.
6. Plan how you will seize the opportunity for the longer-term.

Summary of recommendations

Redesign pedagogy, curriculum and assessment

- Design teaching and learning specifically for digital delivery using a 'pedagogy-first' approach
- Co-design digital teaching and learning with students at every point in the design process
- Seize the opportunity to reconsider how assessments align with intended learning outcomes.

Ensure digital access

- Proactively assess students' digital access on an individual basis and develop personalised action plans to mitigate any issues identified
- Build learning and procure technology around the digital access actually available to students, not the access they would have in a perfect world.

Build digital skills

- Communicate clearly to students the digital skills they need for their course, ideally before their course starts
- Create mechanisms that allow students to track their digital skills throughout their course and allow these skills to be recognised and showcased to employers
- Support staff to develop digital skills by incentivising excellence and continuous improvement.

Harness technology effectively

- Streamline technology for digital teaching and learning and use it consistently as far as possible
- Involve students and staff in decisions about the digital infrastructure that will be used and how it will be implemented
- Foster a culture of openness to change and encourage calculated risk-taking. Embed inclusion
- Review and evaluate whether provision is inclusive and accessible

- Design inclusively, build a sense of belonging and complement this with tailored support for individual students
- Adapt safeguarding practices for the digital environment.

Plan strategically

- Ensure a strong student voice informs every aspect of strategic planning
- Embed a commitment to high-quality digital teaching and learning in every part of the organisation
- Proactively reflect on the approach to the digital and physical campuses

Thought piece - A Responsive Blended Learning approach

The pandemic has highlighted the need for an approach to learning that can **flex with current and future external context**. Responsive Blended Learning (RBA) is an approach to learning that not only embraces contemporary learning and new ways of engaging across both the online and classroom-based learning space, but it also **creates a dynamic learning environment that can remain responsive to need and new challenges**. The use of the online learning space supports increasing engagement with contemporary flexible learning approaches such as the use of apps and podcasts for example as learning behaviour changes and learning across the extended campus is required. The enhanced student-centred focus also allows the student to engage at a time and place that suits, whilst reducing the reliance on the classroom space and changing the way the classroom is used within the learning process. The approach also maintains flexibility, enabling a full pivot to the online space if required, whilst **maintaining momentum of learning and allowing for increased collaboration, enhanced communities of learning and sharing of practice.**

Benefits

- Flexible approach that meets learning requirements that is practically deliverable e.g., can flex around classroom space, social distancing.
- Learning space use is driven by pedagogy and learning requirements – therefore student focused.
- Expectations remain dynamic - the learning approach meets the learning need rather than an expectation of a real-time event for example.
- Continued use of RBA across the online/ classroom space increases confidence, experience and enhances ability to support engagement through high quality learning materials.
- Promotes active participation by students, fosters inclusivity and learning communities, engagement, and development.
- Increased potential for co-creation of learning resources, which may support and promote higher order thinking.
- Supports self-directed learning and commitment and therefore contributes towards resilience.
- Increased responsibility and ownership for course and module lead to curate the learning.
- Potential for collaboration across Depts, Colleges and University.
- Evaluation can consider the student and their contemporary engagement rather than against the traditional classroom and possible static learning material.
- Reduces missed content and subsequent anxiety/ non-engagement.
- An RBA approach remains aligned with the shift across the business and employment sector with a shift to flexible working patterns and approaches.
- Extending a reach beyond the classroom can potentially merge taught and distance learners across a single VLE, removing the need to duplicate learning material.
- Easily marketed – learning will take place across a range of approaches such as online learning material, activity to help contextualise through to discussion and reflection. All can pivot across both approaches.
- Green – reduced travel, environmental impact, and costs.
- Wellbeing – more ability to tailor learning around personal circumstance, shifting engagement from 'University hours' to those that are learner focused.

Resources and challenges

- Staff training – Active learning, Blended approach, Use of Podcasts, need to widen digital ability.
- Culture change – focus on pedagogically driven required. Time and training.
- Short-term – identify links between different learning material/ signpost the learning pathway and through different learning spaces. Use of tools and support to support learning.
- Longer term – developing high quality engaging, inspiring and motivating learning material/ resources. Movement away from any direct transfer of learning material from face to face to online, material and activity will need to be re-designed and re-purposed.
- Develop approach using ABC model - podcast.
- Use 3E model (Enhance-Extend-Empower) – may take 1-2 years for full transition
- Resistance to engagement with online space. Possible preference for classroom only.

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Appendix 3 - Learning from 2020/21 delivery

Recommendations from 'Evaluating Hallam's Teaching and Learning Responses during the Covid19 Pandemic' - Phase 3 Report: Autumn Delivery, February 2021

Interaction:

- Provide well-designed and well managed opportunities for students to work with their peers within online activities and evaluate the effectiveness.
- Provide students with well-designed and well managed opportunities to discuss the module content and/or opportunities to interact with the content whilst they are learning asynchronously and evaluate the effectiveness. This should include pre-planned online contact time/space for personal support.
- Utilise successful online activities during on campus, social distanced, teaching to encourage interaction within a teaching session.

Engagement:

- Monitor levels of motivation, as a key contributor to student engagement, by using online engagement tools. Vary these approaches to learning and consider time/space for social interactions.
- Work closely with Academic Advisors to understand the students in each cohort as preference for delivery model is strongly linked to perceptions of personal risk and individual circumstances.

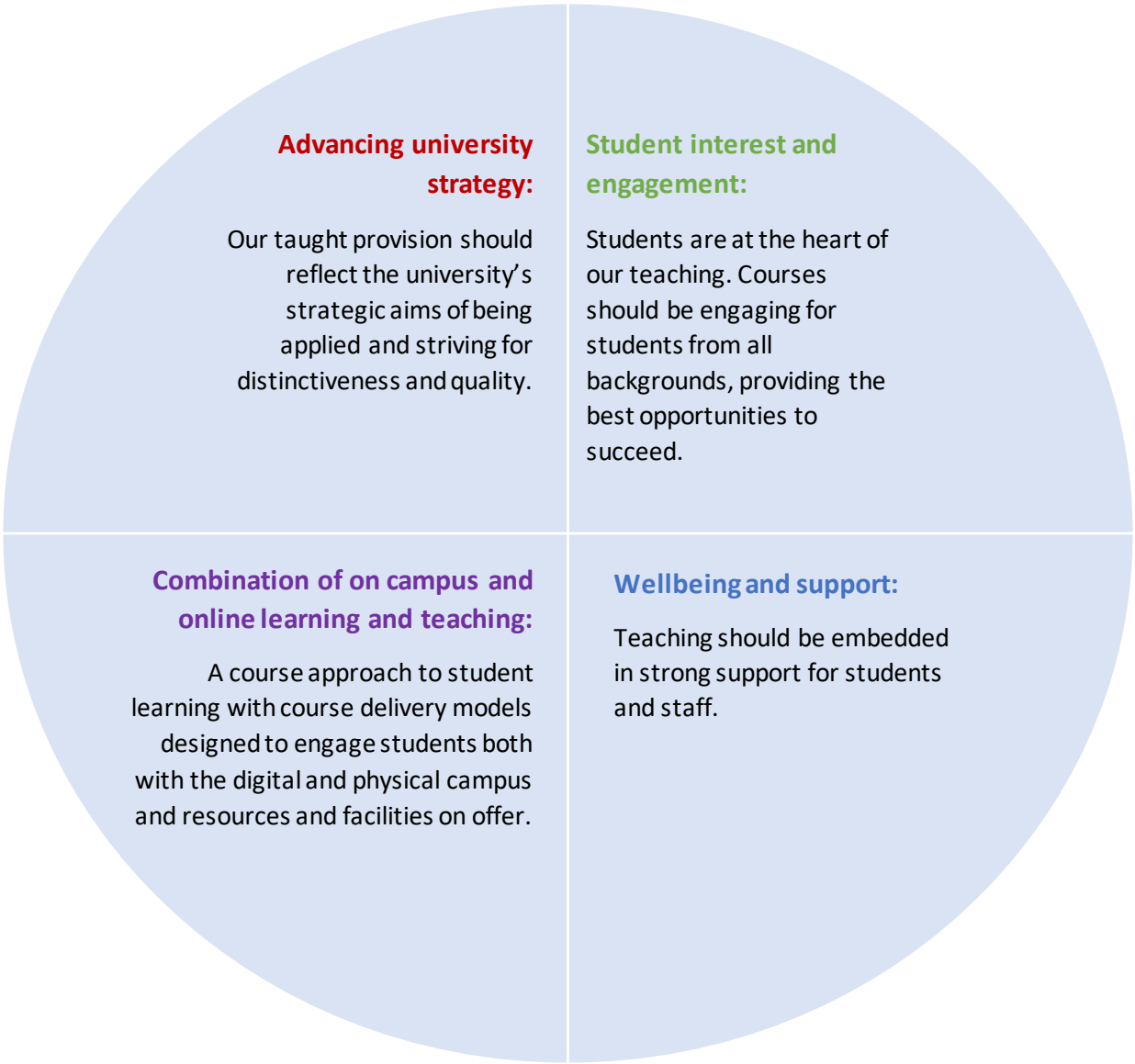
Communication:

- Reduce the frequency of institutional communication so students can focus on local communications, for example, on changes to timetabled teaching. This local, targeted communication needs to be quick and concise.
- Enable more coordinated communication within teaching teams, for example, utilising the function of MS Teams to reduce email burden.

Appendix 4 – Draft refreshed course delivery principles

The Course Delivery Principles (CDPs) are in the process of being refreshing to update them for Autumn 2021/22 delivery. The CDPs will continue to be used as the core framework to guide delivery of the student outcomes we need to achieve, recognising that this must relate to whole student experience and not only the way we deliver teaching.

Four principles of course delivery



Hallam Model

In addition to the Course Delivery Principles, the University's curriculum design principles are framed within the Hallam Model and help to ensure excellence in the way we deliver our mission to become the world's leading applied university. They are simple, clearly expressed and shape all we do. Explore the Hallam Model principles below to see ideas and links to existing programmes that may assist you to be even more creative and innovative in designing your curriculum through the Hallam Model lens. Hallam Model

Engage
Learning engages with the world beyond the university.

Challenge
Learning is intellectually stretching.

Collaborate
Learning with, from and alongside others.

Thrive
Learning enables students to thrive personally, culturally and professions

Appendix 5 – Planning for timetable requests – simplifying approaches to delivery

Approaches to delivery of student learning require significant planning to effectively inform the production of a stable timetable. Our approach to 21/22 is outlined earlier in this document, a balance of online and on campus learning, including lectures online; small group working; practical applied learning mostly delivered on campus etc.

We need to produce a stable, resilient and effective timetable which can be published in a timely way, where timetable change requests are minimised to the least possible, and which can be released to students at the earliest opportunity.

The resource constraints and regularly changing Government guidance throughout 2020/21 demonstrated the need for clear and straightforward delivery modes for student learning. This approach to simplifying delivery should be carried forward and embedded in 2021/22 wherever possible.

Simplifying delivery modes supports:

- **Student engagement** by providing a regular and reliable plan for their activities on a course.
- **Staff workflow** by ensuring that teaching delivery is planned, reducing the need for change requests immediately before or during the term.
- **Timetabling** - reducing the need for change requests.

Contextual planning allows timetable requests to reflect the needs of specific courses whilst delivering in line with expectations for 21/22. Consideration should be given to:

- Timetabling requests should prioritise real-time sessions (whether on-campus or online) that all students on the module are expected to attend.
- There is no preferred or standard delivery model recommended and decisions about delivery modes are dependent on the best student learning experience at course level.
- Courses will provide a rich and varied student experience through different learning environments, ensuring that all students have opportunities for on-campus learning as well as supported and high-quality online learning.
- Use of the 'timetable overlay' tool (currently being piloted) allows additional activities and extracurricular events to be presented to students as an overlay on their teaching timetable. Such activities may not belong to a particular module but can be made clear to students as an aide-memoir or to facilitate their time-scheduling/planning. It is also possible to add several overlays for different types of activities, for example course events, Department events, external events, etc.

Timetabling Requests

When thinking about timetable requests for Autumn 2021 there are a number of approaches that might be considered.

Examples of delivery include:

Conventional delivery

The standard delivery for a full-time course is spread across 12 weeks, typically with 2-4 hours of student/staff contact time per week for a standard 20-credit module. Assessment is generally carried out in the final 3 weeks. Students are typically studying 2 or 3 modules concurrently in each semester.

Block Delivery

Block Delivery refers to a delivery mode in which teaching on a single module is compressed into **4-6 weeks or less** followed by the next module and the next. Weekly learning hours remain the same as only one module is being studied at a time. Depending on the design of the curriculum and how discrete each module is from another, this may be a viable approach enabling students to focus on one module at a time. Timing of assessment would need to be considered as it could be 4 weeks module learning followed by 1 week assessment, prior to starting the next module, or all assessment happens at the end of the semester.

Block booking

Block booking space can maximise space usage but requires efficient local management. In addition to academic delivery hours on a module, block booking can be used for the delivery of on campus tutorials, practical sessions with TORS staff, or student-led small-group self-directed learning.

Consideration needs to be given to how much time is 'block booked' for teaching delivery against time available for Self-Directed Learning (SDL). For example, block booking space for a maximum of 3 hours in the morning and 3 hours in the afternoon allows students to book space for SDL around this time.

For example:

9-10am	10-1pm	1-2pm	2-5pm	5-6pm
SDL available	Learning session (timetabled) - **OR** SDL for specific module	SDL available	Learning session (timetabled) **OR** SDL for specific module	SDL available

Appendix 6 - Timetabling

Timetabling Timeline

Process for 2021/22 Academic year:

Monday 15th March	Timetable change requests open
Friday 16th April	Deadline for staff availability
Friday 30th April*	Deadline for 2021/22 Semester 1 requests ***Extensions to deadline by agreement with Helen Best***
Friday 23rd July	Deadline for 2021/22 Semester 2 requests
Friday 30th July	Semester 1 Timetable published to staff
Friday 20th August	Deadline for Semester 1 timetable changes
Monday 6th September	Publish Semester 1 Timetable to returning students
Monday 20th September	Publish Semester 1 Timetable to new students
Friday 10th December	Publish Semester 2 Timetable to staff (change window also opens)
Friday 17th December	Publish Semester 2 Timetable to returning students
Friday 7th January 2022	Deadline for Semester 2 change requests

Timetabling Enhancements

1. Link in MyTimetable to online teaching (Zoom and Microsoft Teams)

Investment was made in January 2021 to acquire this new functionality, following feedback from students who were finding it confusing on how to access online teaching. The function allows students to access an online (Zoom or Teams) meeting directly from MyTimetable meaning course teams do not have to communicate Zoom or Teams links in advance of any online teaching session. The new functionality is current being trialled in the Department of Finance, Accountancy and Business Systems. Feedback will be sought and shared after the Easter break to aid planning for wider scale roll out for Autumn 21/22 delivery.

2. Additional MyTimetable Calendar Overlay

The calendar overlay functionality provides course teams with an opportunity to add non-teaching and non-mandatory but supplementary or subject-related activities to a calendar which can be directly overlayed on a students' timetable without being physically timetabled.

A pilot project is currently underway within two departments (FABS and Sport & Physical Activity), Employability and the Students' Union, which aims to explore the opportunities available to us through this Timetabling Functionality.

Once the pilot is complete, feedback will be sought and will aid further planning for wider-scale roll-out for Autumn 21/22 delivery.

3. Effective Resource Allocation Project

This project supports the effective delivery of teaching and learning through improvements in space management. It looks to develop a closer connection between space planning and timetabling functions. The project is specifically focussed on developing an assisted approach to scheduling, that

can be used to improve the student experience, staff experience, and find efficiencies in the use of the estate.

Building availability 2021/22

All teaching space will be made available for Autumn delivery 21/22. All spaces that have already been made available through Semester 1 20/21 will be available. Of the buildings not yet re-opened, plans to prepare these for the Autumn. This includes the following:

- Willow Court
- Mews
- Chestnut
- Oaklands
- Main Building
- Main Hall
- City Gym
- Howard
- Arundel Building
- Southbourne

Spaces in EMB (not lab spaces) are being reviewed based on building infrastructure limits and Covid guidance, a separate update on this will be given in due course.

SHEFFIELD HALLAM UNIVERSITY

March 2021

An update to the Timetabling Policy and Principles

PURPOSE OF THE PAPER

- The original timetabling principles framework and policy was presented to the Shaping Futures and Building a Great University Pillar Boards and ratified by ULT in December 2018.
- The framework of priorities is used for creation of student-centred timetables.
- This updated version reviews the principles framework to ensure that it reflects the needs of the University for the 21/22 academic year, in particular that principles support a blended learning approach and provide students with a stable teaching timetable.

SUMMARY OF CHANGES

- Revisions to some principles to reflect changes to teaching and learning and University objectives.

In summary, changes to the original principles are:

- A primary principle where possible to give sufficient time between on-campus and online synchronous teaching sessions. Ideally where course structures, staffing and estate availability allows to have online synchronous activities on a separate day to on-campus activities.
- It is expected that a blended learning approach will by design give students more flexibility around how they study. Considering this and to allow the flexibility needed to deliver other priorities, the principle of 'a day free of study' has been removed.
- Zoning of classroom-based teaching activities has been removed as a primary principle.
- Avoiding scheduling UG FT teaching on a Wednesday afternoon remains a principle but will not be possible while social distancing remains in place, as per existing arrangements for the 2020/21 academic year.
- Priority to optimise utilisation of space to deliver FSP priorities.

SHEFFIELD HALLAM UNIVERSITY

An Update to the Timetabling Policy and Principles

PURPOSE OF THE PAPER

To review and update existing principles to reflect changes to Learning and teaching and University strategic objectives.

INTRODUCTION

1. A blended learning approach will require changes to the teaching principles. Management of on-campus and online activities is essential to ensure a coherent student timetable.

2. Effective management of the teaching estate is also critical. Efficient timetabling is vital to support FSP priorities.

3. Due to a variety of constraints, complexities, and interdependencies the University needs to manage and agree guiding principles to ensure priority is given to those that will contribute most to meeting the latest business needs and have the greatest impact on improving student and staff experience. This paper uses the approved framework approach for a review of all current principles, requirements, and expectations.

PROPOSALS

Agreement on timetabling expectations

4. The timetabling principles provide a general set of rules and parameters for what a good timetable would look like. What is considered the 'perfect timetable' will, of course, vary for individual students and will depend on their personal circumstances, such as whether they commute, their subject discipline and level of study.

5. In the three tables below, items are either considered:

   Primary Principles: These items are considered to have the greatest impact in the order listed in creating a student focussed timetable and supporting the Students' Union. These will be measured and reported on to inform annual planning (see table 1).

   Universal items: These items should be considered norms, aspects that form the basis of timetabling process. These will be measured and reported on (see table 2).

Additional aims: These principles will only be included in initial scheduling where there is capacity after the primary principles have been considered. After draft timetables are published to academic staff, focus and effort will be on improving the inclusion of primary principles only, at this point change requests for these items will be declined. These items will not be measured or reported on (see table 3).

The tables below indicate whether each item is either: an existing principle, as detailed in the current version of the timetabling policy; an amended principle; or a new principle based on current requirements and expectations.

RANKING OF PRINCIPLES

Table 1 - Primary guiding principles

Priority order	Principle	Commentary	Existing principle and monitoring
1	Avoid consecutive online and on campus teaching activities	Allowing students to better manage their learning. Students require a gap between on-campus and online teaching sessions. Where course structure, space and staff resource permits, online teaching will be placed on a day without other on-campus teaching.	This is a new principle.
2	Teaching activities will be scheduled for no more than 4 consecutive hours without a break.	To enable students to engage fully in sessions. This is current practice but is only a staff principle in existing policy.	Existing principle. (measured)
3	Students will only be expected to travel into campus for two or more hours delivery.	To ensure that timetable is viable for students that commute, avoiding travelling time and expense for a single hour teaching session.	Existing for students only (measured)
4	To avoid where possible the scheduling of activities on a Wednesday	To ensure we fulfil this obligation to students and the SU. Note that this principle will only be applied in subject areas where teaching delivery	Yes (measured).

	after 13.00 for full-time, undergraduate students, to allow students to take part in Students' Union activities.	permits a free Wednesday afternoon due to available resources. Students that wish to participate in SU activities and have a Wednesday afternoon activity scheduled can request to move sessions where an alternative is available. Academic Departments to take greater role for communicating this option to students. ***Wednesday afternoons will continue to be available for all teaching activity while social distancing remains in place to ensure estate resources are available for teaching in smaller groups. The ability to move between seminar groups may also be limited.***	
5	To allocate student groupings as specified by department contacts where allocation is key for learning outcomes	Determined through teaching group allocations	Amended (Not measured)
6	Staff will be provided with a lunchbreak.	Staff will have appropriate breaks. To facilitate this may require changes to the staffing arrangements for teaching activities. Where this is the case, the Timetabling team will work with Academic Timetabling Leads to make necessary alterations.	Yes, for staff (Not measured)

Table 2 - Universal requirements

Item	Principle	Existing principle?
1	To timetable within and use the full standard teaching week. Any changes to the teaching week for the academic year will be made prior to the start of timetabling.	Yes, and amended to include using the full teaching week. (measured)
2	To schedule activities where possible at a consistent day and time for each occurrence. Timetable requests should not state a fixed day and time unless required by external factors like degree apprenticeship employers.	Yes (It is not currently possible to measure this)
3	The process for timetabling works towards optimising efficient utilisation of space to deliver a FSP priority to achieve more	Amended

	efficient and sustainable operations. The aim is to use space better so we can deliver more activity from reduced space.	(measured)
4	Staff availability and changes are owned and managed by faculty teams with reference to The Process for Academic Staff Planning for Teaching. Staff availability statistics will be made available to faculties.	Yes (measured)

Table 3 - Additional aims for consideration during initial scheduling (in no particular order)

Item	Principle	Commentary	Existing principle?
1	To normally timetable a gap of no more than three hours between on-campus synchronous teaching sessions		Yes
2	Sequencing of lecture and seminar/practical sessions	Only where sequencing is essential. Sequencing requests approved through consultation with Academic Timetabling Lead.	Expectation but no existing principle
3	When constructing the timetable, staff time for teaching and business needs will reflect the staff allocation provided to the timetabling team.	Staff availability will be approved via faculty and recorded in the timetabling system. Changes via AWP without change to teaching timetable (i.e., day and timeslot of teaching activity).	Yes
4	Except by agreement with the lecturer concerned, a lecturer will not be timetabled to teach more than two evening sessions per week, to teach in all three sessions of the day (normally 9:00-13:00, 13:00-17:00, and 17:00- 21:00) or to teach in the morning and the evening session of the same day.	Changes via AWP without change to teaching timetable (i.e., day and timeslot of teaching activity).	Yes
5	Non mandatory activities e.g., drops-ins, placement briefings will be included on timetables where possible.	Will be resolved through new web portal.	Yes

A note on sequencing of teaching (additional aim no. 2)

6. Sequencing is the order between lecture and seminar sessions and is generally requested to take place within each week. Often module leaders expect a module's lecture to precede seminar/practical sessions. While there are certain areas where this style of delivery is a legitimate requirement, there are others where this constraint is preferential. Sequencing can be incorporated on a small scale, but not on a large scale due to the potential for conflicting sequencing between modules and physical constraint of the estate.

CONDITIONS NEEDED FOR SUCCESS

7. A variety of review of Timetabling over previous years have noted timetabling complexities and constraints. These included: available space and the estate, start dates and durations of modules, new course validations and changes to delivery, patterns of teaching, student numbers and class sizes, availability of staff and assessment methodology. These factors both individually and collectively continue to impact on overall quality of the timetable which can be achieved as identified by an independent review of timetabling by SUMS.

Course design and delivery

8. It is not always possible to meet all principles where the design of a course is in some part dictated by external body requirements or a high demand for a limited resource, this include both space and staff. Students may also opt into sessions that take place out of core hours (such as language courses). These types of constraint are not visible from viewing a single student's timetable but become apparent when taking an overview of all course components and the usage of spaces.

9. Table 2 highlights the difficulties in providing UG students in the Department of Computing with the free Wednesday afternoon principle, due to limited availability of specialist space.

Conformance against UG Wednesday afternoon principle

Academic Year	*16/17*	*17/18*	*18/19*
Department of Computing	66.1%	55.3%	45.2%

10. Where the delivery of teaching activities is planned to be uneven across a course (e.g., 60 credits delivered weekly and 60 credits delivered in even weeks only) the principles cannot be applied evenly which may lead to a poor student experience.

11. If the modes used for delivering teaching are not considered at the time of course and portfolio design then the available resources may not allow principles to be met. A

Department would need to opt out of principles where there is a justified pedagogical need to do so, so realistic student expectations can be set. This supports the SUMS review recommendation around Space Management and Timetabling teams having an involvement in programme sign-off.

Stability and minimal change

12. The high volume of changes post publication destabilises the timetable and reduces the overall quality of the schedule for students. Stability of the timetable and conformance against principles is impacted by staffing of teaching activities. This may be a result of academic work planning activity, fractional contracts, flexible working, sickness, staff departures/arrivals, staff availability or the use of associate lecturers. Changes to staffing, and therefore published timetables are continuous throughout the timetabling cycle and the academic year.

13. However, another driver for continuous change is the need to improve department engagement and planning in order to inform the data collection process in February and subsequent review of the draft timetable. It is also important that there is clear separation between 'must haves' where effort should be expended for the largest return on improving NSS Scores (described as primary guiding principles) and items that are 'should haves' or otherwise desirable to individual staff or students which may be approached differently or have less return for the overall student experience.

ACTIONS AND RECOMMENDATIONS

14. To adopt the updated guiding principles, which will be embedded in the timetabling via collaboration between the Timetabling team and Academic Timetabling Leads.

15. Timetable requests should avoid stating a fixed day and time unless required by external factors like degree apprenticeship employers. Activities will be scheduled where possible at a consistent day and time for each occurrence.

16. Due to pressure on resources sequencing needs to be kept to the minimum required. Where sequencing is essential to the delivery of a module the seminar/practical in the first week of term is either used as a module introduction or does not take place. A seminar is then added at the end of the semester (which is historically underused). This practice is already embedded in some Departments. A request to approve 'in week' sequencing per department/course will only be carried out prior to the start of each timetabling cycle.

Appendix 7 – Conditions and enablers to support delivery

Organisational enablers to support delivery

The Dean of Academic Strategy will provide coherence to the implementation of the necessary conditions and enablers for Autumn 2021 delivery. This will involve extending the integrated working practices that have been in place during the Covid pandemic including close collaboration with DVA Academic; Deans of College; Dean of Students; Heads of Department; Head of Technical Services; Head of DTS; Director of Estates and Facilities; and other Professional Service colleagues. The Silver groups will oversee activity in ensuring conditions and enablers are in place for effective Autumn delivery.

The sprint work and current experience identified the following areas which will ensure measures are in place.

- Provide updated Course Delivery Principles and a framework of guidance for 21/22 including assurance reporting.
- Working in collaboration with Estates and Facilities to support building openings and opening times; and on campus learning and experience (f2f; social learning; building communities). Estate infrastructure changing the use of spaces to suit blended delivery e.g., more social learning spaces/learning centres.
- Working with Dean of Students to standardise and develop online platforms and to ensure support is in place for digital interaction between students and staff.
- Further investment in equipment, hardware, and software to enable greater self-directed learning e.g., equipment loans for learning away from campus – build into business planning and budget setting.
- Working with DTS to embed a legacy of the innovations in remote access to resources and understanding of where further investment is needed.
- TORS will continue to work collaboratively for technical provision in the same way as this year but building on learning and student feedback.
- Dean of Students to develop the approach to exams and assessment which supports an inclusive and blended approach to delivery.
- Providing strong development of staff skills and confidence through
    - a robust academic development offer
    - a managed approach to sharing good practice
    - Support in developing student peer to peer; digital; mentors; buddies; group work
    - Advice, guidance on building digital communities
    - Pre-recorded learning episodes are of high quality
    - Developing staff digital literacy staff development required.
- Ensuring appropriate employee relations and partnership working with the Trade Unions and with the Student Union.
- Commissioning timetabling process improvements.
- Commissioning ongoing innovation in learning resource support (TORS; DTS; ADev; Digital skills; Employability and Enterprise; learning centre).
- Commissioning advice, guidance, and development opportunities (ADev; Digital skills; T&L; Employability and Enterprise).
- Working with colleagues in Marketing and Communications on the SHU-wide communications (staff and student).

- Collating and sharing findings from student voice activities.
- Providing central oversight of key planning activities (timetabling; module choice etc)

In addition, support for implementation for departments and courses will be provided through:

- Associate Deans Teaching & Learning (AD T&L) will lead and coordinate implementation of these principles in the colleges
- The Teaching and Learning Leadership (TaLL) team will ensure University-wide consistency and coordination
- Student Experience, Teaching and Learning (SETL) and the Dean of Students will provide support and advice to course teams
- Business Engagement, Skills and Employability (BESE) will provide guidance on the Highly Skilled Employment modules as flexibility will be needed in how work experience and placements are delivered
- The Academic Development and Diversity (ADD) team will provide institutional oversight of and support for ensuring equity and inclusivity in provision
- The TaLL team and Academic Quality and Standards (AQS) will provide clear guidelines to course teams to ensure and provide quality assurance and enhancement, including approaches to course performance review
- The Student Engagement Evaluation and Research (STEER) team within SETL will provide guidance and support to ensure that a diverse range of student voices inform the development and evaluation of provision

Support from central communications

We have a range of central channels and an existing communications framework that we can use to communicate the overarching messaging and share the ongoing planning, as below:

- College newsletters
- SLG email - fortnightly
- All staff email - weekly
- VC/DVC all staff video - weekly
- Academic digest – weekly
- Managers Brief - fortnightly
- Student Digest - fortnightly
- VC all student video – as required

Support with local Comms

Direct communications to students from their academic team is key. Students want, appreciate and engage with communications from their lecturers in a way that cannot be matched by broadcast messaging.

As with the content of your course planning, you should think creatively about how to capture your students' attention and enthusiasm in the way you articulate your planned course delivery.

Consider what your key messages are and any innovative ways you can convey these.

Appendix 8 – Accountability and assurance reporting

Framework for accountability and assurance reporting.

Academic planning happens in the context of the subject discipline at module and course levels leading to contextual plans for departments. The key accountabilities for effective contextual planning and for providing assurance are as follows:

Role	Accountability
Dean of College	Accountable to DVC (Academic) via College Delivery Group for contextual delivery across the College being in accordance with the Course Delivery Principles
Head of Department	Accountable to the Dean of College for development and delivery of contextual plans that align to the Course Delivery Principles and framework for delivery in Autumn 2021. Responsible to the ADTL for provision of assurance reports.
AD Teaching & Learning	Accountable to Dean of College for collation of assurance reports from College.

Appendix 9 – Evaluative mindset

Planning for Autumn delivery will no doubt involve trying new approaches; building and enhancing existing approaches; and generally striving for continuous improvement. Building in evaluation of these changes and enhancements is important. Student Engagement Evaluation & Research (STEER) has a bank of resources for 'Your Evaluative Mindset' that are intended to build evaluative capacity and capability of all staff, so they can design and deliver effective evaluations.

Academics all have an evaluative component to their role. This could be how (and why) to change teaching, learning and assessment practices, how to evidence the outcomes of a new or recent project, how to measure the impact of student engagement initiatives, or how to evidence professional or personal development.

Detailed information and resources around evaluative mindset are available here: https://blogs.shu.ac.uk/steer/evaluation/your-evaluative-mindset/

Appendix 10 – Assessing equality impact

In planning for delivery, it is important that our practices are assessed to ensure such practices do not disadvantage or discriminate against any protected characteristic or specific student type.

Protective characteristics include:

Age	**Race**
Disability	**Religion & Belief (including no belief)**
Gender Reassignment	**Sex**
Marriage & Civil Partnership	**Sexual Orientation**
Pregnancy & Maternity	**Caring Responsibilities**

Furthermore, we need to be mindful of different student types (not exhaustive):

International	**UK and International (TNE) Collaborate partners**
PGT (UK & International)	**Distance Learners (UK & International)**
Part-time (UG/PG; UK & International)	**Commuter Students**
Foundation Year	**Students in digital poverty**
International Foundation Year/Pre-sessional English	**Mature Students**
Apprenticeships	**Student parents and carers**

Within the 'Sprint' an initial exercise looking at the impact of blended delivery on the characteristics and student types above, was undertaken.

Some examples include

Protected Characteristic: Disability
Impact: Could be both positive and negative, depending on individual learning contracts
Impact Explanation: Negative impact could include heighten accessibility issues for some students in engaging with digital technologies and resources. A positive impact could include reduced barriers for students having to engage with the physical university estate.
Mitigating steps: Could include course teams to have completed the mandatory web accessibility training module

Student Type: Commuter Students
Impact: Could be both positive and negative.

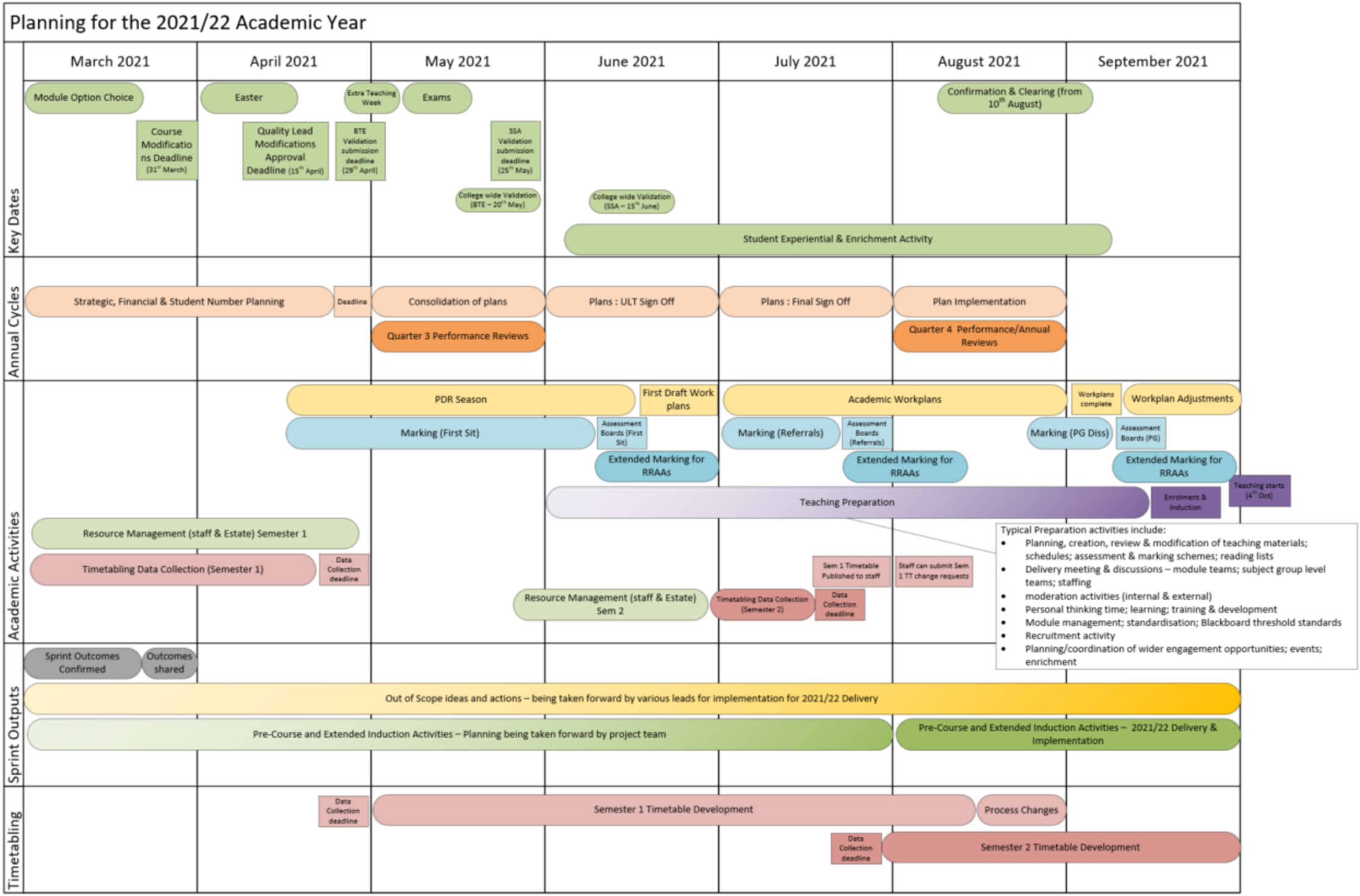
Impact Explanation: Negative impact could include having to come on to campus for 1 or 2 hours at a time, or on the same day with a large gap between sessions. Positive impact could include having to commute to campus less as there is increased online delivery.
Mitigating steps: Could include planning on campus delivery in blocks.

There is an expectation of course teams to undertake Equality Impact Assessments when planning for delivery.

The full Equality Impact Assessment Guidance Document is available in the Equality Impact Assessment SharePoint page. The guidance asks staff to complete a Screening Document in the first instance. If you find that your plans will have significant negative consequences for one protected group, or negative consequences for a number of protected groups, a Full Equality Impact Assessment will be required.

From the examples above, and those which are identified through your own assessments are there questions that need to be answered or steps to be taken to ensure your planned delivery does not negatively impact on individuals or groups of students?

Appendix 11 – Key dates and plan on a page



Appendix 12 - Supplementary Guidance, Infrastructure Support, other useful information

Further guidance and potential considerations mapped against the Course Delivery Principles

Advancing University strategy

Hallam Model Principles Website	you have explicitly aligned the course to the Hallam Model Principles of Engage, Challenge, Collaborate, Thrive?
Flexible Sandwich Placements	you have embedded the delivery of work experience / placements in your course?
Highly Skilled Employment Principles	co- / extra-curricular activities / Field Trips / have been planned and risk assessed in light of COVID-19
Web Accessibility Guidance	learning opportunities will meet web accessibility legislation and be inclusive and accessible to all students?
Support for online Delivery	staff are engaging with the staff development opportunities on offer to support delivery?
Academic Development Sessions	peer-review of the teaching will take place within the different models of delivery planned?

Student interest and engagement

Planning and Delivering Blended Learning guidance	on-campus activities have been identified via Academic Timetabling Leads?
	you have worked with TORS to maximise the use of specialist teaching space within social distancing guidelines?
	all students will have all their teaching and learning activity timetabled (including independent learning and study and additional opportunities for face-to-face support)?
Learning Groups	students can be allocated to the same learning group for all the modules on their course?
Student Engagement	you have built into your teaching delivery models activities to engage students with their learning?
Online sessions	'live' learning sessions will be recorded and made available to students via the relevant blackboard site
Library Learning Resources	reading lists will be updated and resources digitally available to students at the start of semester 2

Assessment	adjustments have been made for online delivery of assessments including any S2 online exams?
	assessment guidance for S2 will be available to students at the start of the semester?
	your delivery model includes formative assessments to support student engagement and learning?
Inclusive Practice	you have considered the equality impact of your teaching delivery on diverse student groups?

Flexible delivery

Course Delivery	your approaches to learning and teaching are well-suited to the combination of on-campus and online learning?
	all teaching activity can be delivered online if necessary?
	students (including those in vulnerable groups) who are not able to attend campus sessions will have the opportunity to engage with the learning opportunities and resources remotely.
CMA guidance	the modifications and/or simplification you have made to your courses are consistent with Competition and Markets Authority (CMA) guidance and include plans to communicate changes to students?
	all the PSRB and regulatory requirements for delivery and assessment will be met?
Flipped Learning	all lectures to large groups will normally be delivered asynchronously as pre-recorded videos in 'bite-size' chunks and available on-line?
Staffing Resource	your course delivery is sustainable within standard AWP allocations

Wellbeing and support

Wellbeing at SHU	Colleagues are aware of the support offered by Student Wellbeing services and where to signpost students. Students will know how to access wellbeing support
Hallam Welcome Digital First framework	welcome activities will build community and help students navigate their learning environment?

Hallam Digital Skills	welcome activities will support students to develop their digital learning skills?
Academic Advising Essentials	students will know how to access support from their Academic Adviser, Student Support Adviser and Employability adviser?
The Skills Centre	support for 'return to learning' will be in place through Academic Advisers and Student and Academic Services?
Support for online Delivery	colleagues are aware of professional development they can access to improve or enhance their digital proficiency?
Hallam Guild	colleagues are sharing best practice and ideas with each other either through local or Hallam Guild communities of practice?
University Guidance	How confident are you that risk assessments due to COVID-19 are in place, and staff understand their roles and responsibilities in implementing these?

Infrastructure

Infrastructure Support	Links to further information	Key contacts
Business Partner Model	provide expert advice on: TORS DTS TT HR Finance	
Employability and Enterprise	Semester 2 Employability and Transition offer.	Leads - Conor Moss Contact - Esther Kent
DTS		Leads - Simon Briggs Contact - Dave Thornley or Andy Roche
Timetabling		Leads Helen Best, Philip Wain and Ashley Hopps Contact – ATL or Timetabling Hub Manager
Estates	Reopening the Campus	Lead - Dan Ladbury Contact: Jon Childs
ToRS	Statement of service Access to technical Services key dates	Lead - Richard Cutting Contact: Technical Manager
Coordination of key planning activities	AWP, PDRs, TT, Module choice	DVCA

Other support for students

Social and Extra Curricular Offer – Winter 2020/1 Sport at SHU	Leads - Nick Woolley / Claire Gandy
Gold paper - Assessment support offer 20/21 MyHallam Assessment Support information - For detailed information, guidance and support regarding assessments	Lead - Neil Mckay
MyHallam information – Student support	Leads - Claire Gandy, Mellissa Jacobi, Esther Kent
Students Union Student Support Sheffield Hallam Students' Union - Home	Lead - Andrew Adegbola -
The skills centre	Lead - Nick Woolley