Framework of Guidance for Autumn 2021-22 Delivery

A clear plan for delivery which provides a compelling and supportive offer to students, secures student experience, success, and progression.

Helen Best, Dean of Academic Strategy
Version 1 – March 2021

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[OBJ]

FOREWORD

This document provides direction, guidance and advice to colleges, departments and course team as they plan for learning and teaching delivery in the forthcoming academic year. It summarises and develops the extensive work undertaken by the Delivery Sprint Group and the outputs of further discussions and consultations.

It should be regarded as a live document. The point is made several times in the document about the need to build on the learning from this year. The learning goes on, further detail remains to be worked through in some sections and, as we have learnt, we are likely to need to adapt further over the coming months. This document will be developed and revised as we work through the process of planning for 21/22.

The planning process will be iterative as we determine the optimum approach to delivering an innovative and high-quality student experience that builds on the learning from our response to the pandemic, deploys our resources efficiently and effectively and is resilient.

Roger Eccleston

EXECUTIVE SUMMARY

1. The objectives of our approach to learning and teaching in 21/22 delivery.

    • It needs to be high **quality**, compelling and respond to student needs/choices.
    • It needs to be **resilient** to changes in guidance and other operational challenges.
    • It needs to move us **forward**, towards our long-term vision for learning and teaching.
    • It needs to do the above within the existing resource envelope.

2. Our overriding aim is to deliver the best possible student experience.

3. All courses should be designed to engage students with learning, with the physical campus and resources and facilities on offer, through interactions with each other and with staff (digitally and face to face); thus, providing a compelling and meaningful on-campus experience consistent with the Hallam Model and delivered through a combination of on-campus and online learning and teaching.

4. Our approach to delivery in 21/22 needs to build on learning from 20/21 and bridge to our future approaches to learning and teaching.

5. A course approach to student learning and engagement will be taken with course delivery models designed to engage students with learning, with the physical campus and resources and facilities on offer, through interactions with each other and with staff (digital and face to face).

6. Course will need to be resilient to changes, including those arising from Public Health guidance, and deliverable within resource constraints (staff and space).

7. We will plan for semester 1 and semester 2 21/22 separately. This provides flexibility and an additional step towards planning for the new normal.

8. Plans and planning will be contextual; delivery being applied in the context of the subject and department. This includes co-creation with students and utilising feedback from students on what is working well and what can be improved. This approach has worked well for semester 2 of 20/21 with local ownership, responsibilities and accountabilities providing a sound basis for further development.

9. Courses will be made up of a combination of on-campus and online provision. The proportions of each across courses will vary.

10. Teaching events that combine simultaneous on-campus and online delivery are not recommended unless they have proved to work well.

11. Taught sessions will be recorded and made available to students in line with the [Code of Practice for Recording of Taught Sessions](#).

12. Remote access to resources which support student learning will continue and where relevant be enhanced – TORS equipment loans; library services; remote desktop/apps.

13. The choice of module delivery will be academically led and ensure that, at a course level, the balance of delivery modes is optimised for student experience and success within the existing resource envelope.

14. Within departments, course teams should consider which learning and teaching activities are to be delivered on campus and which are to be delivered online. The frameworks in Section 3 will support these considerations.

15. They should then consider the student notional learning hours[1] (10 hours per credit point) as described in Section 4 and tabulate how they are distributed on each module and aggregated for the course to ensure that all students have a credible on-campus experience.

16. All course plans should be deliverable whether social distancing and space limitations are in place or not with as little change to the timetable as possible.

17. First draft plans will be reviewed by CDG and collated so resource pressures can be identified before further iteration if necessary.

18. Department plans will be reviewed by the VC and DVC (A) in May.

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[1] https://www.qaa.ac.uk/docs/qaa/quality-code/explaining-student-workload.pdf?sfvrsn=7f45f981_8

SECTION 1 - BACKGROUND AND OVERVIEW

The global pandemic has had a significant impact on the way that learning, teaching and assessment has been delivered at Sheffield Hallam and as a result the organisation, staff, and students have changed. Colleagues across the University have consistently worked hard responding repeatedly to changing Government guidelines, but it has been hard to achieve a stable delivery pattern. Many new approaches and innovations have been implemented and have started to become embedded in expectations of staff and students which provides a springboard for the future. We now have 4-6 months to plan our approach to delivering and supporting student learning in 2021/22, building on our own learning from 2020/21, aligning to how expectations have changed, and taking the opportunity to bridge to future approaches to learning and teaching and a new normal.

In Feb 2021 an urgent piece of work was commissioned to explore how we transition from the crisis management approach adopted throughout the Covid pandemic to a managed approach towards the 'new normal'. A 'Sprint' group was formed with the following objective.

To develop a range of agreed approaches to delivery and student learning support for Sept 2021 that build on the learning during COVID and which engage and support students' learning, progression and success.

The Approach taken by the 'Sprint'
- Gathered, analysed and themed ideas, learning and opportunities.
- Deep dive into Blended by intent/design; Simplification & Course Structures; Pre-course & Extended induction as potential approaches.
- Considered the conditions, resource and support for these approaches in the context of consistency, efficiency & effectiveness.
- Reviewed and updated the 2020/21 Course Delivery Principles and the conditions required to deliver them in 2021/22.
- Undertook an initial assessment of the equality impact of blended learning on protected characteristics and different student types.

Five Key Outcomes

1. Outputs that were **out of scope** of the sprint – have been passed over to appropriate staff leads.
2. Outputs around **simplification & course structures** have been fed into the Future Strategy Programme; some simplification outputs in terms of Timetabling are included within this document.
3. Outputs that were for **longer-term consideration** have been fed into the Future Strategy Programme.
4. Outputs relating to **pre-course, extended induction and preparing students** are being fed into a project group to take this theme forward.
5. Production of a set of propositions around the approach to delivery of student learning in 2021/22.

This document focusses on number 5, which led to the following decisions on our approach to delivery in 2021/22.

i. All courses should be designed to engage students with learning, with the physical campus and resources and facilities on offer, through interactions with each other and with staff (digitally and on campus). Thus, providing a compelling and meaningful on-campus experience, consistent with the Hallam Model, delivered through a **combination of on-campus and online learning and teaching.**

ii. Our overriding aim is to deliver the best possible student experience whilst being resilient to changes, including those arising from Public Health guidance, and deliverable within resource constraints (staff and space).

iii. Planning for semester 1 and semester 2 takes place separately.

iv. The approach to planning for 21/22 will be **contextual** (department), extending and enhancing the approach taken in 20/21.

v. The College Delivery Group will **review** draft plans, **sign-off** final plans and **provide ongoing assurance**, reporting into Gold Group.

This document aims to provide a framework of guidance to support the agreed approach to delivering and supporting student learning in 2021/22.

The framework will help ensure consistency and simplicity and thereby provide clarity of the student offer, support the efficient and effective use of resources and expedite the timetabling process. It will set expectations and provide guidance on what is meant by 'delivered through a combination of on-campus and online learning and teaching'. It will also be a reference resource to infrastructure support and SHU services along with useful reference materials.

Planning Assumptions

In planning for delivery in Autumn 2021, a set of planning assumptions need to be applied.

a) On-campus delivery is likely to be predominantly in small groups.
b) The delivery plan provides stability of student experience.
c) There is a fixed envelope of resource, estate and staff.
d) The impact of Covid are likely to extend into 2021/22 academic year, with potential Public Health pressure points in Autumn 2021.
e) Delivery of modules and courses in Sept 2021/22 will involve varying degrees of recouping delayed learning; recovery as an organisation from the impact of the pandemic on our students; and of course, delivering the next year of study.
f) New starters and progressing students are likely to have skills/applied learning deficits.
g) Efficiency/cost improvement pressures remain.

We are anticipating a shift to post-pandemic working by the Autumn but Covid will continue to influence student and staff behaviours and there may be ongoing constraints. The Government will not announce its position on lifting temporary legislation fully until 21st June, so we do not have a clear indication about the ongoing need for, for example, social distancing. Our focus on small group teaching and a blend of online and on-campus delivery provides resilience against changes in public health advice, Government guidance, and consequent resource constraints. As time goes on, and messaging from Government becomes clearer, we will review our position and adjust as required.

SECTION 2 - GUIDANCE FOR LEARNING & TEACHING DELIVERY 21/22

1. Our overriding aim is to deliver the best possible student experience.
2. Our approach to delivery in 21/22 needs to build on learning from 20/21 and bridge to our future approaches to learning and teaching.
3. Course will need to be resilient to changes, including those arising from Public Health guidance, and deliverable within resource constraints (staff and space).
4. The pandemic has changed the University and student preferences. We should not assume that most students want to return to a pre-COVID experience and given the diversity of our student population there will be a significant breadth in expectations. Students undoubtedly want a meaningful on-campus experience, but many have also appreciated and enjoyed the flexibility offered by the combination of online and on-campus learning and teaching.
5. There is a need to further expand the notion of student choice. All students will not necessarily prefer on-campus delivery to online for all elements of their modules. Students will now need to be convinced of the value of on-campus provision rather than online and that they recognise a clear benefit to accessing their learning in person on campus. For example, some students prefer to receive academic support face-to-face on campus while others prefer the convenience and accessibility afforded by remote access.
6. The objectives of our approach to learning and teaching in 21/22 delivery.
   a. It needs to be high **quality**, compelling and respond to student needs/choices.
   b. It needs to be **resilient** to changes in guidance and other operational challenges.
   c. It needs to move us **forward**, towards our long-term vision for learning and teaching.
   d. It needs to do the above within the **existing resource** envelope.
7. We need to be able to communicate a clear and compelling offer to new and returning students, setting clear expectations at the earliest opportunity.
8. Future learning and teaching will combine on-campus and online delivery[2] with some elements achievable in 21/22 (based on 20/21 experience) and further elements being built into longer term change through Future Strategy Programme workstreams.

Delivery Planning

9. A course approach to student learning and engagement will be taken with course delivery approaches designed to engage students with learning, with the physical campus and resources and facilities on offer, through interactions with each other and with staff (digital and on campus).
10. We will plan for semester 1 and semester 2 in 21/22 separately. This provides flexibility and an additional step towards planning for the new normal.
11. Planning for semester 1 needs to be initiated and undertaken in March/April. Detailed planning and development, including a comprehensive staff development offer, will continue thereafter.

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[2] See for examples: https://repository.jisc.ac.uk/8150/1/learning-and-teaching-reimagined-a-new-dawn-for-higher-education.pdf and https://ofslivefs.blob.core.windows.net/files/Gravity%20assist/Gravity-assist-DTL-finalforweb.pdf.
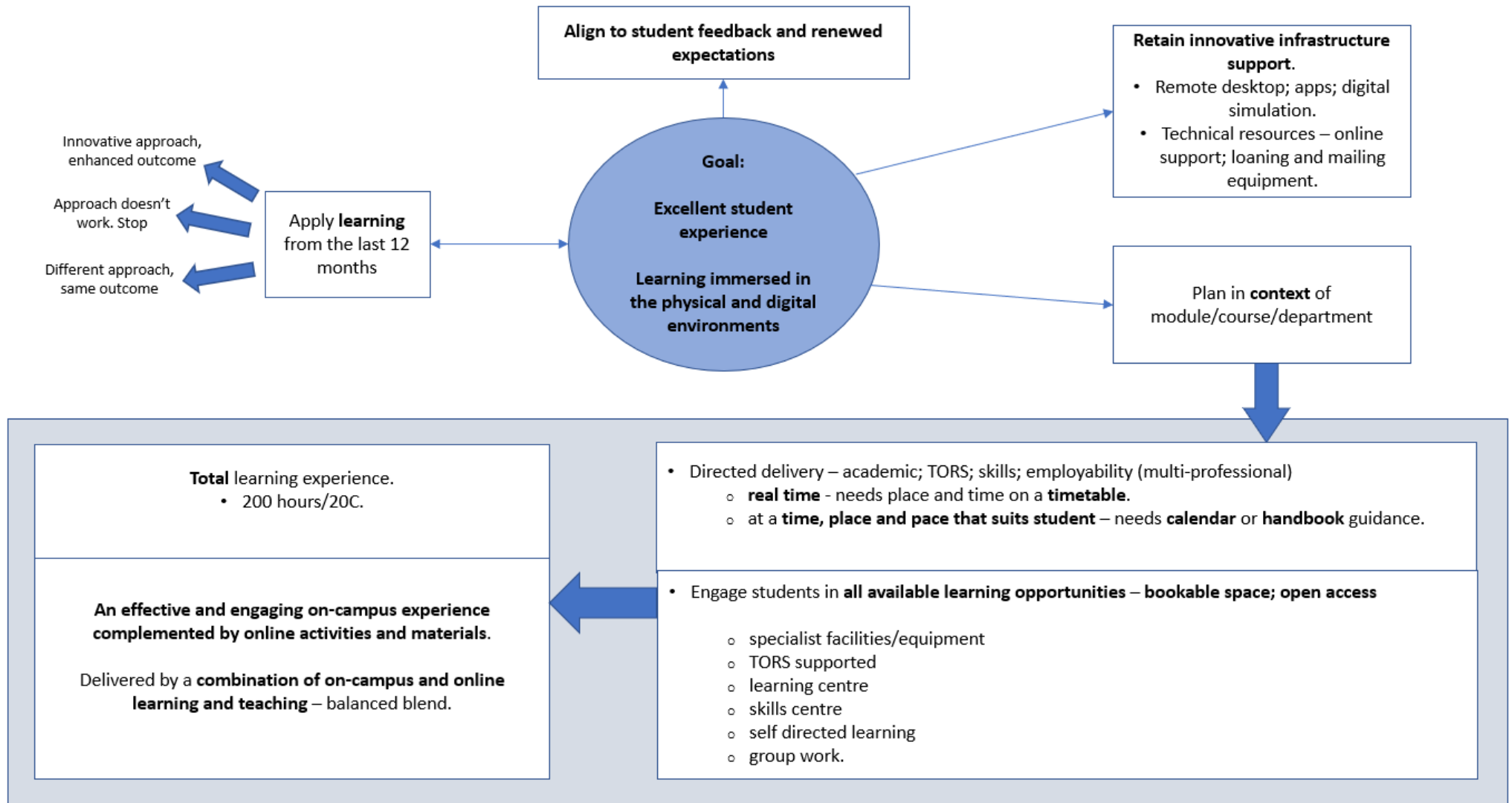
12. Planning for semester 2 needs to be undertaken in June and July with timetabling request deadlines in July (subject to change based if the semester 1 deadline is extended).

13. Plans and planning will be contextual; delivery being applied in the context of the subject and department. This includes co-creation with students and utilising feedback from students on what is working well and what can be improved. This approach has worked well for semester 2 of 20/21 with local ownership, responsibilities and accountabilities providing a sound basis for further development.

14. All courses will be made up of a combination of on-campus and online provision. The proportions of each across courses will vary (parameters set out later in this framework).

15. On-campus components will be based on the elements of the course that are best delivered on campus and how that can be done most effectively. It is expected that this will include, but not be limited to
    a. practical activities, including labs, performance, and studio work.
    b. directed and self-directed learning in specialist facilities.
    c. group work.
    d. tutorials.
    e. employability activities (live projects, simulated environments).

16. Remote/online components will include, but not be limited to
    a. real time delivery of lectures (live streaming).
    b. real time online tutorials.
    c. provision of recorded material for students to engage with at an appropriate time.
    d. online activity that helps to contextualise, support and advance the application of learning.
    e. online activity to support collaboration and an extended learning community.

17. Teaching events that combine simultaneous on-campus and online delivery are not recommended unless they have proved to work well.

18. Taught sessions will be recorded and made available to students in line with the Code of Practice for Recording of Taught Sessions.

19. Remote access to resources which support student learning will continue and where relevant be enhanced – TORS equipment loans; library services; remote desktop/apps.

20. The choice of module delivery will be academically led and ensure that, at a course level, the balance of delivery modes across the course is optimised for the student learning experience and success.

21. Course delivery will be guided by:
    a. Updated Course Delivery Principles, which include alignment with the Hallam Model.
    b. Ensuring that delivery is compelling and relevant to ensure student engagement building on learning from the 20/21 session.
    c. Adopting a multi-professional and integrated approach to delivery including academic, ToRS, Skills Centre staff etc.
    d. Developing student communities both digitally and in person.

22. Course teams should consider which learning and teaching activities are to be delivered on campus and which are to be delivered online. The model described on Section 3 will support these considerations.

23. They should then consider the student notional learning hours[3] (10 hours per credit point) as described in Section 4 and tabulate how they are distributed on each module and aggregated for the course to ensure that all students have a credible on-campus experience.
24. Course teams should consider timetabling approaches (p. 23) delivery approaches that will optimise quality, student experience and resources.
25. First draft plans will be reviewed by College Delivery Group (CDG) (Silver Group) and collated so resource pressures can be identified before further iteration if necessary.
26. Department plans will be reviewed by the VC and DVC (A) in May.

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[3] https://www.qaa.ac.uk/docs/qaa/quality-code/explaining-student-workload.pdf?sfvrsn=7f45f981_8

Summary

Align to student feedback and renewed expectations

Retain innovative infrastructure support.
- Remote desktop; apps; digital simulation.
- Technical resources – online support; loaning and mailing equipment.

Innovative approach, enhanced outcome

Approach doesn't work. Stop

Different approach, same outcome

Apply **learning** from the last 12 months

Goal:

Excellent student experience

Learning immersed in the physical and digital environments

Plan in **context** of module/course/department

Total learning experience.
- 200 hours/20C.

An effective and engaging on-campus experience complemented by online activities and materials.

Delivered by a **combination of on-campus and online learning and teaching** – balanced blend.

- Directed delivery – academic; TORS; skills; employability (multi-professional)
  - **real time** - needs place and time on a **timetable**.
  - at a **time, place and pace that suits student** – needs **calendar** or **handbook** guidance.

- Engage students in **all available learning opportunities** – **bookable space; open access**
  - specialist facilities/equipment
  - TORS supported
  - learning centre
  - skills centre
  - self directed learning
  - group work.

SECTION 3 - A MODEL TO PLAN FOR DELIVERY AND SUPPORT OF STUDENT LEARNING

Laurillard (2012) sets out six types of learning activity (*Acquisition, Inquiry, Discussion, Practice, Collaboration, Production*) and suggests that a balanced mix of several or all these different types is important for effective learning.

A meaningful and compelling experience which engages students.

Acquisition
Learning through **acquisition** is what learners are doing when they are listening to a lecture or podcast, reading from books or websites, and watching demos or videos (the teacher controls the narrative of learning).

Inquiry
Learning through **investigation/Inquiry** guides the learner to explore, compare and critique the texts, documents and resources that reflect the concepts and ideas being taught (learner in control of his own learning, and skills development. They navigate through the resources themselves. No intrinsic feedback from the resources, student cannot tell if their learning is improving. The essence of inquiry learning is that the learner develops their knowledge and understanding through activities that are as close as possible to the authentic practice of the discipline.

Collaboration
Learning through **collaboration** embraces mainly discussion, practice, and production. Building on investigations and acquisition is about taking part in the process of knowledge building itself. Collaboration is tougher than discussion because of the need to produce something together – "the externalized fruit of the negotiated discussion". It is about taking part in the process of knowledge building itself through participation not acquisition. Participation and negotiation with peers. The fact that the students have to agree drives iteration.

Discussion
Learning through **discussion** requires the learner to articulate their ideas and questions, and to challenge and respond to the ideas and questions from the teacher, and/or from their peers. The pedagogic focus is the value of reciprocal critique of ideas and how this leads to the development of a more conceptual understanding.

Practice
Learning through **practice** enables the learner to adapt their actions to the task goal, and use the feedback to improve their next action. Mostly done on an individual basis it is an essential part of the learning process. Feedback may come from self-reflection, from peers, from the teacher, or from the activity itself, if it shows them how to improve the result of their action in relation to the goal.

Production
Learning through **production** is the way the teacher motivates the learner to consolidate what they have learned by articulating their current conceptual understanding and how they used it in practice.

The following template may be useful in shaping thinking around where learning can be supported or delivered and for what purpose.

ACTIVITIES & EXPERIENCE	MUST BE ON CAMPUS	SHOULD BE ON CAMPUS	COULD BE ON CAMPUS *OR* OFF-CAMPUS	SHOULD BE OFF CAMPUS (INC. ONLINE)
Acquisition			▉▉▉▉▉	▉▉▉▉▉
Inquiry			▉▉▉▉▉	▉▉▉▉▉
Collaboration	▉▉▉▉▉	▉▉▉▉▉	▉▉▉▉▉	
Discussion	▉▉▉▉▉	▉▉▉▉▉	▉▉▉▉▉	
Practice	▉▉▉▉▉	▉▉▉▉▉		
Production	▉▉▉▉▉	▉▉▉▉▉		

SECTION 4 - GUIDANCE FOR DELIVERY HOURS / STUDENT OFFER
Delivery and Study Hours: A Multi-Professional Approach

Rationale

A broad and balanced student experience should comprise a combination of learning and teaching delivered directly by academics and other professional service colleagues and additional directed or self-directed activities. Often, focus is placed on the in-module delivery and assessment of academic content, but it should also be recognised that other areas play a key role in shaping students and developing their experience with us.

Developing the concepted of a multi-professional approach is therefore advantageous. This will help to leverage and recognise the skills and specialist knowledge of all stakeholders involved in providing the rounded student learning experience. For example, this includes those who provide study skills support, student support and advice, technical demonstrations and related technical support, employability related guidance, as well as those delivering and assessing the in-module academic content.

The aim of multi-professional working is to allow module and course teams to consider the students' total learning experience and place this at the centre of planning for delivery. It requires clear definition of the hours that students engage in different types of learning activity, delivered by academic, technical or other support colleagues as well as the hours students are expected to undertake themselves in terms of directed or self-directed study, group work or individual work. Some of this activity falls into the approach to module delivery and some into course delivery. This starts to express more clearly the learning offer to students which can then be clearly communicated, thus defining student expectations. This then forms the basis of a planning tool for stakeholders to indicate how much resource is likely to be required.

Implementation

1. **Module learning hours**. Describes the total hours of learning for a module, and is based on the hours per credit, for example a value of 200 hours learning activity for a 20-credit module. This value includes real-time academic delivery, additional stakeholder input, directed and self-directed learning (where students access SHU resources and specialist facilities), access to pre-prepared online materials, and the time to undertake and produce assessments. The proportions of time for each activity is determined in context and at the discretion of module and course teams. Approaches may vary per module, depending on context, pedagogy, and availability of resource.

   Typically, the following activities would count towards module learning hours:

   - Real time online lectures, tutorials, seminars.
   - On campus tutorials, seminars, workshop/studio/lab classes.
   - Pre-prepared (asynchronous) online learning – at a time which suits.
   - Technical demonstrations face-to-face on campus, pre-prepared online by TORS staff.
   - Student self-directed study, reading or revising – individual work.
   - Use of specialist facilities for directed or self-directed learning – individual or group work.
   - Field trips/work.
   - Assessment preparation and production.

2. **Course hours**. Represents activities that are provided outside of the usual module envelope, but which all contribute to the overall student learning experience. Including.

- Academic advising.
- Student support and advice.
- Study skills and study support classes (report writing, presentation skills,
- Employability, careers and placement advice.
- Placement support and placement preparation sessions (CV writing workshops, application writing, etc).
- Guest speaker sessions.
- Additonal course-level events (shows, competitions, field trips, etc).
- Hallam Welcome and induction activities.

The table below provides a structure for allocating overall hours for a 20C module (numbers are examples and not guides).

Module Hours for [module name / module code]		
On Campus	Lectures	
	Tutorials	24
	Seminars	
	Labs, workshops, studio sessions	24
	Technical demonstrations by TORS staff	4
	Assessment preparation and production	60
	Use of specialist facilities for directed or self-directed learning - inidivdual or group work	60
	Dissertation/project meetings with tutor	
Online	Real-time online lectures	8
	Real-time online tutorials, seminars, workshops	
	Pre-prepared (asynchronous) online learning	4
	Pre-prepared (asynchronous) online technical demonstrations by TORs staff	
	Group work meetings with other students	16
	Online dissertation/project meetings with tutor	
Other	Module events (external visits, field trips, residentials, etc)	
	Module guest speaker sessions	
	Other self-directed learning acivities (reading, research, revision, watching media, etc)	
	Module size (credits)	20
	Total module hours	200
	Module hours	200
Course Hours		
	Academic advising	1
	Student support and advice	2
	Study skills and study support classes/guidance (on-campus	
	Study skills and study support classes/guidance (online)	
	Employability/careers guidance	2
	Placement support and placement preparation (CV writing, application writing, interview techniques and practice)	4
	Guest speaker events	
	Additonal course events (shows, competitions, external visits, field trips, residentials, etc)	
	Extra curricula activities, meetings, social events, clubs, etc.	8
	Course hours	17

Key dates and plan on a page

Planning for the 2021/22 Academic Year

	March 2021	April 2021	May 2021	June 2021	July 2021	August 2021	September 2021

Key Dates

- Module Option Choice
- Easter
- Extra Teaching Week
- Exams
- Confirmation & Clearing (from 10th August)
- Course Modifications Deadline (31st March)
- Quality Lead Modifications Approval Deadline (15th April)
- BTE Validation submission deadline (29th April)
- SSA Validation submission deadline (25th May)
- College wide Validation (BTE – 20th May)
- College wide Validation (SSA – 15th June)
- Student Experiential & Enrichment Activity

Annual Cycles

- Strategic, Financial & Student Number Planning
- Deadline
- Consolidation of plans
- Plans : ULT Sign Off
- Plans : Final Sign Off
- Plan Implementation
- Quarter 3 Performance Reviews
- Quarter 4 Performance/Annual Reviews

Academic Activities

- PDR Season
- First Draft Work plans
- Academic Workplans
- Workplans complete
- Workplan Adjustments
- Marking (First Sit)
- Assessment Boards (First Sit)
- Marking (Referrals)
- Assessment Boards (Referrals)
- Marking (PG Diss)
- Assessment Boards (PG)
- Extended Marking for RRAAs
- Extended Marking for RRAAs
- Extended Marking for RRAAs
- Teaching Preparation
- Enrolment & Induction
- Teaching starts (4th Oct)
- Resource Management (staff & Estate) Semester 1
- Timetabling Data Collection (Semester 1)
- Data Collection deadline
- Resource Management (staff & Estate) Sem 2
- Timetabling Data Collection (Semester 2)
- Data Collection deadline
- Sem 1 Timetable Published to staff
- Staff can submit Sem 1 TT change requests

Typical Preparation activities include:
- Planning, creation, review & modification of teaching materials; schedules; assessment & marking schemes; reading lists
- Delivery meeting & discussions – module teams; subject group level teams; staffing
- moderation activities (internal & external)
- Personal thinking time; learning; training & development
- Module management; standardisation; Blackboard threshold standards
- Recruitment activity
- Planning/coordination of wider engagement opportunities; events; enrichment

Sprint Outputs

- Sprint Outcomes Confirmed
- Outcomes shared
- Out of Scope ideas and actions – being taken forward by various leads for implementation for 2021/22 Delivery
- Pre-Course and Extended Induction Activities – Planning being taken forward by project team
- Pre-Course and Extended Induction Activities – 2021/22 Delivery & Implementation

Timetabling

- Data Collection deadline
- Semester 1 Timetable Development
- Process Changes
- Data Collection deadline
- Semester 2 Timetable Development