

Guidance for scheduling teaching

This guidance aims to provide a degree of coherence across the University's approach to blended learning whilst enabling teams to design unified experiences within and between modules that are appropriate for their programme and student cohorts. It is aligned to the 2023-24 [timetabling guidance](#).

It is recognised that:

- a. factors, such as the pressures currently faced by practitioners within the NHS, may affect the capacity of a programme to enact all its recommendations.
- b. during certain periods the nature of scheduled activities on a given programme may require more, or less, time on campus than recommended here.



Placements. The guidance *does not apply to periods where students are on placement, or immediately preparing for placement (e.g., Introductory weeks), when achieving the recommended balance of on-campus and off-campus learning may be unrealistic or unsuitable.*

1. Number of on-campus days.

Students should have a **minimum of three days a week** where face to face activity is scheduled on campus. On Wednesdays, timetabling is generally between 9am and 1pm, in order to retain the afternoon for social interaction and SU clubs and societies.

2. Number of off-campus days.

Students' weekly learning should include **on average one to two days (and at least one day)** of learning where they are not required to be on campus (see 4 below).

3. On-campus days should:

- where possible contain more than one kind of activity, so there is variety across the day, e.g.
 - Practical/hands-on teaching
 - Small group teaching
 - Interactive seminars/collaborative workshops
 - Whole class lectures
 - Whole-class interactive sessions in lecture theatres/teaching rooms
- include **regular breaks** for students, e.g. a lunch break, and regular breaks (designed in and enacted by teachers in-class) where there are blocks of 2h+ sessions (e.g. 10 mins after every 40-50 mins).
- Some online and/or independent learning may be expected as part of an on-campus day, for example where students need to do follow-up research after a PBL session. If possible, consideration should be given to how/where students can engage with these aspects of their learning whilst on campus.
- Whole class interactive sessions may be built into a learning week or scheduled towards the end of a module, in order to consolidate learning and develop higher order thinking.

4. Single lectures.

On-campus days should be 'worth coming in for', and so scheduling a day on campus with a single (e.g. 50 minute) lecture *and no other activity* should be avoided. Where this is not possible such single sessions should be either:

- in teaching spaces equipped to facilitate optional remote attendance via Teams ('hybrid' session). A requirement for hybrid teaching should be signalled to the Timetabling team.
 - or, redesigned for asynchronous learning (bite sized lecture on Canvas) off-campus.
5. **Off-campus days** should:
- involve a range of activities from clearly structured directed asynchronous learning, such as
 - engaging with bite-sized lectures, formative assessment or learning checks,
 to more independent self-directed learning, such as:
 - wider reading and research, reviewing on-campus learning, preparing for formal assessments etc.
 - be designed to integrate coherently with on-campus days, ensuring that there is a *manageable balance for students* within the overall learning design. For example there should be sufficient time for students to work through asynchronous lecture or other preparatory material that is required as preparation for on-campus activities.
 - In the main live lectures should take place on-campus and extensive scheduling of live online sessions should generally be avoided (see 4 for the exception of single short lectures). For sessions that are designed to augment on-campus face-to-face teaching (e.g. Q&A, collaborative work, etc.), use may be made of live online interaction.
6. **Lecture Recordings.**
- All live lectures must be recorded and made available to students in line with the [Live Teaching Recording Policy](#).
 - The use of previous years' live lecture recordings for asynchronous online learning is discouraged, although may be necessary in cases where, for example, an expert guest lecture cannot be repeated. In such cases, students should be made aware of the reason for using a previous live lecture recording.
 - Where it is unavoidable to use a previous year's live lecture recording, the recording must be carefully reviewed before it is used for asynchronous learning.
 - Programme teams are encouraged to make use of the recording facilities and hands-on support for making high quality asynchronous online resources that can be requested from CTiE. Pedagogy and Effective Educational Practice guides and resources, as well comprehensive guidance on supported learning technology resources is available on this website.
7. **Building relationships.**
- Whether in small group or large group teaching, or for example through study groups, course planning and teaching delivery should include deliberate opportunities for students and staff to develop relationships, build community and sustain connections. Such opportunities might include: expressing and sharing lived experiences, linking personal interests to the curriculum, the articulation of personal learning goals.
8. **Support for learning.**
- Particularly at the early stages of study (typically first year), students should be supported to develop their capacity to learn in a digital environment (both on-campus and remotely), to become self-directed in their learning, to interact with teachers and to collaborate with peers.
- Learning checks (which might include formal assessments) should be designed-in to help teachers identify where students are struggling or falling behind.
 - Students should be signposted to self-access [learning development](#) resources within the Study+ module on Canvas, and/ or have access to course specific guidance on efficient and effective blended study.

9. **Personal tutoring (Undergraduate only)** As a *minimum*, all personal tutors should meet with their tutees once a semester i.e. twice during the academic year. In addition, for *first year students*, tutors should meet with their tutees very early on in the academic year and preferably in person; this can be a group or individual meeting. There should then be another individual meeting later in the first semester, and another in the second semester. In-person meetings are usually preferable, but where appropriate tutees can be given the option of meeting in person or online. Further details regarding personal tutoring is available at this [link](#).
10. **Student Feedback.**
It is recommended that a session is identified towards the end of a teaching block/module where students are invited to give feedback on their learning experience and have time to fill in the Student Online Learning and Teaching Survey (SOLTS).