



Learning, Teaching and Assessment Framework

2022-30

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The framework provides direction for all staff and clarifies the underpinning features of the learning, teaching and assessment experience at Sheffield Hallam University. It brings together several strategic projects relating to learning, teaching and assessment.





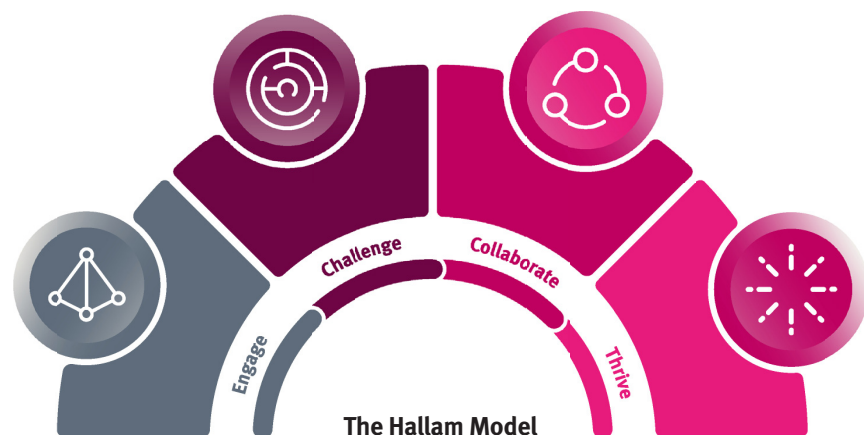
1. Vision for 2030

The learning, teaching and assessment experience for all students at Sheffield Hallam University is characterised by a dynamic, in-person experience that is digitally enabled, and which supports learning while on campus and when accessing learning remotely. Our staff are skilled and confident in delivering an inclusive and flexible approach that ensures all students are included, know that they matter, can achieve their potential, and are able to contribute fully to the vibrancy of the University community.

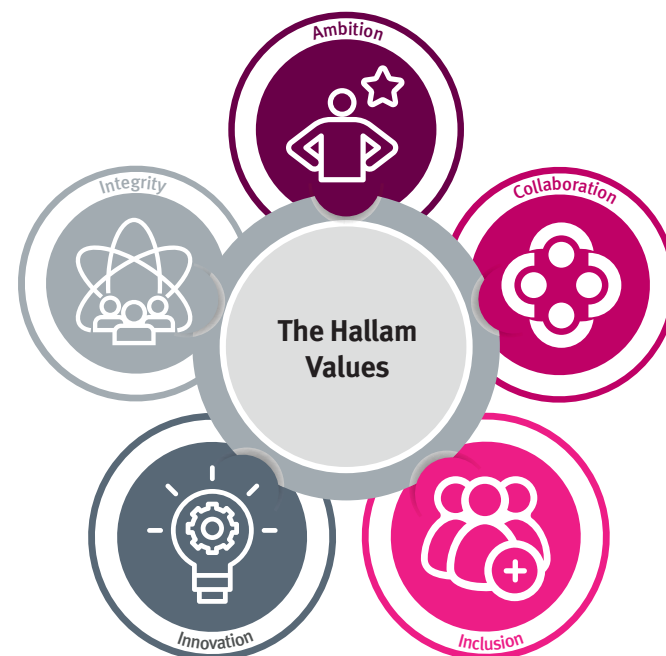
Our applied teaching inspires and challenges our students. Co-created learning and teaching activities engage students within innovative spaces and provide opportunities for them to develop into confident, collaborative, world-ready citizens. Our students use and apply knowledge in critical and creative ways, contributing to society and transforming lives.

2. Principles

The following principles underpin learning, teaching and assessment at Sheffield Hallam University. These principles are defined in Appendix 1.



The Hallam Model (Engage, Challenge, Collaborate, Thrive)¹ is embedded in our courses.



Learning, teaching and assessment is designed according to the commitments expressed in the Hallam Values (Ambition, Collaboration, Inclusion, Innovation, Integrity)².

¹ Hallam Model: <https://sheffieldhallam.sharepoint.com/sites/4038>

² Hallam Values: <https://www.shu.ac.uk/about-us/our-values>



The in-person experience on our campus, our digital environment and our partner locations are a key part of our core offer.



Learning, teaching and assessment provide opportunities for personalisation.



The use of digital technology in the curriculum is driven by pedagogical considerations and learning outcomes.



Student experience, advancement and inclusion is at the heart of all that we do.



Work-based and applied learning is at the core of all our students' experiences.



Sustainability, climate action, social and corporate responsibility shape our decisions about design, delivery, and development of our portfolio.

3. Key Features

Five features of learning



L1. Learning takes place in a collaborative learning community, supported by a vibrant campus and online environment.



L2. Learning is digitally enabled, engaging students with a blend of in-person and online experiences.



L3. Learning experiences are designed to be inclusive and equitable for all students.



L4. Learning experiences are applied, problem-based, and connected to real-world and workplace challenges in the regional and global community.



L5. Learning is enriched by research and innovation, using relevant technology to support curiosity-based enquiry.

Five features of teaching



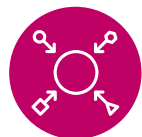
T1. Teaching enables social learning and collaboration between staff and students, creating a dynamic learning community.



T2. Teaching uses the spaces on campus creatively and is digitally enhanced to extend the campus beyond the physical spaces.



T3. Teaching experiences are co-created, enabling a flexible and negotiated approach.



T4. Teaching is inclusive, recognises student individuality and provides a range of learning opportunities.



T5. Teaching inspires and challenges students with real-world and research informed scenarios.

Five features of assessment



A1. Assessment methods offer flexibility, personalisation, are inclusive, and enable students to understand their own learning.



A2. Assessment is designed to meet course learning outcomes with course and level-based assessment a core approach.



A3. Assessment is designed to assure academic integrity, fairness, and consistency.



A4. Assessment for learning and assessment literacy is embedded in all course design.



A5. Assessment is authentic and relates to real world experiences to improve graduate skills and outcomes.

Appendix 1

Common Language

The Hallam Language for Learning³ provides clarity and communication of learning design and management. Application of a consistent language helps us better articulate our provision.

Definition of Terms

- **Assessment for learning** means integrating formative assessment activities and feedback into the learning experiences undertaken by students, thus informing their progress.
- **Assessment literacy** is the ability of students to understand and engage with the requirements of different assessment types in higher education: assessment across a course can be designed to embed this.
- **Blended learning** is a combination of any proportion of in person and online learning activities as part of a coherent course offer.
- **Digital learning** broadly describes the use of any electronic technology, independent of, or integral to online environments for the delivery of learning, teaching or assessment.
- **Digitally enhanced learning** describes the use of technological tools to facilitate interactive and participative learning in the physical and virtual environment.
- **Distance learning** mostly comprises online learning activities. Although the term is useful for marketing purposes as it is widely understood, it is not precise enough to describe the specific design of courses and modules.
- **Flexible learning and personalisation** offer a diverse range of students' choices about when, where, and how they learn⁴.
- **Hybrid learning** is when synchronous sessions are delivered simultaneously in person and online.
- **Learning-focused teaching** prioritises student learning as conceptual development and understanding, rather than solely acquisition. Teaching should engage students in active-reflective construction of course content, rather than compliant acceptance (Light et al, 2009).
- **Research-enriched learning** includes research-based, research-oriented, research tutored, and research led approaches (Healey 2005), enabling research to inform the whole of the learning experience.
- **Social learning** is related to Bandura's (1977) ideas that we learn from observing and interacting with others.

References

- Bandura, A. (1977) Social learning theory. Englewood Cliffs, NJ: Prentice Hall.
- Healey, M. (2005) Linking Research and Teaching to Benefit Student Learning, *Journal of Geography in Higher Education*, 29:2, 183-201.
- Light, G., Cox, R., and Calkins, S (2009) *Learning & Teaching in Higher Education: The Reflective Professional* [second edition], London: Sage

³ Hallam Language for Learning: <https://blogs.shu.ac.uk/teaching/files/2021/07/Hallam-Language-for-Learning-2021.pptx>

⁴ Advance HE Flexible Learning <https://www.advance-he.ac.uk/guidance/teaching-and-learning/flexible-learning>

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