

Teaching Planning Principles 2023-24

During the pandemic, teaching planning principles were developed to support the timetabling and room allocation process. These principles reflected the constraints associated with health and safety considerations at distinct stages of the pandemic. There has been feedback to suggest that this continued practice would be helpful as we evolve our approach to support more active learning and as the shape of the campus changes over the coming years in light of the capital plan. In addition, improving our approach to timetabling and room allocation requires more developed and consistently applied timetable 'rules'. As such, the principles below support both the approach to teaching planning and resourcing through regular College liaison meetings and will be supported by timetabling rules that will be developed for, shared in advance of, and applied during the space allocation process for academic year 2023-24.

Planning Principles for Academic Year 2023-24 are proposed as follows:

The University has committed to a campus-based, active learning experience for students who are not on our fully online degree programmes. [Active learning](#) is likely to be supported to some extent by a blended approach to teaching, that is online experiences within an on-campus degree programme. Course documentation should describe the proposed course design and teaching and learning approach clearly to students and, where this entails an element of course redesign, courses may require consideration through the course approval process. It is not expected that courses will adopt online teaching as a strategy to meet as a single large cohort in the absence of a suitable large lecture theatre or other teaching space.

- Apart from the James McCune Smith Learning Hub, teaching spaces on campus cannot support cohorts of more than 300 students. Thus, the majority of 300+ cohorts will need to be double, or triple taught.
- Courses that by incorporating active learning experiences alter traditional teaching norms/patterns of use and/or require collaborative learning spaces, will be given priority in the allocation of such spaces. The specifics of this process will be clarified via the Space Planning Team and the Deans of Learning and Teaching. It is essential that Schools engage with the College meetings in discussions about their planned teaching approach at an early stage so that suitable spaces can be allocated and in order for prioritisation to be transparent.
- Schools will be asked to provide minimum and maximum sizes for sub-groups where there are multiple instances of a class (e.g., sub-groups for tutorials) rather than submitting requests for multiple rooms of equal size.
- Where feasible, larger spaces can be used to teach multiple, small sub-groups in parallel. This would be where Schools see merit in this from a course, teaching team and student perspective.

- A new minimum class size of 8 will be stipulated for all central space. Smaller groups can be taught together in a central room and Schools may wish to accommodate very small groups locally, but no central space will be allocated for fewer than 8 students.
- Capacities in teaching spaces will continue to be set based on collaborative-learning norms of 2sqm/person (min) except for fixed-seat lecture theatres.
- Laboratory teaching should proceed as normal with consideration given to the efficient use of laboratory space, dependant on the type of laboratory exercises planned.
- Planning for exams will continue to assume a mixed-diet of online and on-campus exams. A small number of digital exams on-campus may be possible but very early liaison with the Dean of Learning and Teaching and with the Space Management Team will be needed in order to explore options.

In support of this process and to reduce the need for late changes and reworking of allocations, in keeping with our published processes and deadlines, all courses for 2023-24 should be uploaded onto PIP and have the structure/delivery pattern built in CMIS by the end of April 2023. If this will prove problematic due to staff appointment dates, Schools should raise this with their Dean of Learning and Teaching in order that contingency plans can be put in place. No new courses can be approved without sign off from timetabling and the Dean to ensure that proposed timeslots and class sizes can in fact be accommodated.