Interim guidance for addressing Hallam Model: principles in course validation paperwork

# Resources

* [Hallam Model SharePoint site](https://sheffieldhallam.sharepoint.com/sites/4038)
* [Inclusive Practice – academic resource website](https://blogs.shu.ac.uk/ip/?doing_wp_cron=1601380308.8785650730133056640625)
* [Guidance for Course Design and Planning Teams](https://blogs.shu.ac.uk/quality/files/2018/02/Section-2-Validation-Annex-1-Guidance-for-Course-Design-and-Planning-Teams.pdf) – NB: not yet updated for Hallam Model

# Introduction

The Hallam Model is a curriculum design and continuous improvement framework and drives our approach towards enhancing the student experience as part of our commitment to a distinctive applied curriculum within the **Transforming Lives** strategy. A full overhaul of new course validation paperwork is currently underway, and this will provide comprehensive guidance about the inclusion of the Hallam Model principles. However, new course validation panels now include consideration of how course design and planning teams (CDPTs) have incorporated the Hallam Model principles of Engage, Challenge, Collaborate and Thrive within the proposals for new courses. This document therefore provides interim guidance to CDPTs about how to address the Hallam Model within the existing documentation.

# The Hallam Model principles

The four principles should be included in every taught course proposal (UG and PGT). They should be embedded in courses in a way that is appropriate for the level of study, discipline area, student expectations and employer / regulatory requirements. They should not be viewed as additional to the standard course content or delivery but rather as themes for shaping the way a course is designed, taught, and experienced by learners.

The following is an extract from the University Hallam Model strategy which summarises elements of the Hallam Model:

Engage - Learning at Hallam engages with the world beyond the University.

The University provides engagement opportunities for all students through work-based learning, placements, embedded digital capabilities and structured programmes which provide services to the community beyond the university. Every course engages students with local, national, and global contexts.

Challenge - Learning is intellectually stretching by engaging students with real world problems, at the cutting edge of research and practice.

The University embeds intellectual challenge by engaging students with real-world problems, at the cutting edge of research and practice both in the UK and globally. Every course provides opportunities to generate, deploy and challenge research-based knowledge in ways which address societal issues.

Collaborate - Learning with, from and alongside others including opportunities to collaborate with local, national, and international partners

The University embeds collaboration by ensuring that all courses provide opportunities for students to work in teams, to develop entrepreneurial capabilities, and to explore beyond disciplinary boundaries. Opportunities to collaborate with partners locally and globally will be embedded in every course

Thrive - Learning enables students to thrive personally, culturally, and professionally

The University ensures that all students are offered a curriculum which drives personal success through comprehensive induction and transition activities, well-planned courses which build progressively on earlier achievement, with a well-designed and appropriate assessment.

# Guidance for Course Design and Planning Teams

Overall, validation panels will need to be assured that CDPTs have given serious consideration to each of the Hallam Model principles and used these to shape the design and delivery of the course.

## Prior to preparation and submission of validation proposal

At the design stage of a proposal, CDPTs can helpfully reflect on how the proposed modules reflect the Hallam Model principles. This can be used as a prompt for new ideas and curriculum innovation and may be combined with consideration of the Hallam Model Implementation Tool (see section 5, below). A sample “Post-it” exercise is available for illustrative purposes.

## Summary of Hallam Model principles / mapping document

It would be helpful if alongside the standard documentation, CDPTs include a concise overview and / or mapping of how the four Hallam Model principles have been embedded into the course and flagging any modules that are particularly important for delivering the principles. This should be limited to one page and may include:

* a narrative of how the principles will be delivered
* illustrate how the principles pervade the course at each level of study
* specify any modules that are particularly important for the delivery of the principles
* indicate key activities (e.g., field trips, placements, research projects, consultancy, global collaboration) that give effect to the principles
* identify any key risks and mitigations considered by the team.

## The Validation Template

The following sections of the Validation Template are highlighted as areas where the Hallam Model principles may be helpfully addressed. Note, it may not be appropriate to include Hallam Model references in every section – teams should use their professional judgement.

The left-hand column includes the existing guidance, and the right-hand column includes some additional Hallam Model guidance where relevant.

|  |  |
| --- | --- |
| Validation template section | Hallam Model relevance |
| **Rationale for Proposal:*** To inform the Validation Panel when considering this proposal, please provide brief background information including the target audience, the rationale for this development and specific factors that have influenced its design.
* This text should not contain strikethroughs. Track changes should not be shown on the Catalogue. The text should be the finalised version as it will display on SITS.

**Equality and Diversity:*** How have the University’s policies, guidelines and good practice in relation equality and diversity and inclusive practice have been considered as part of course planning and design process?
* What steps have been taken to ensure an inclusive curriculum?
* In what ways will the learning, teaching and assessment methods ensure inclusivity and equality of opportunity?
* Do the admissions criteria for this course ensure equality of opportunity for all applicants?

**Student Involvement in The Course Design Process:*** How have students been involved and actively engaged in the course design and development process? For example, consultation sessions with existing students, surveys, feedback questionnaires, focus group meetings, workshops, formal consultations.
* How many students participated in the design process?
* How have students' views affected the course design?
 | Outline how the Hallam Model has been used as an influence on the design of the proposal.The Thrive principle (enabling **all** students to achieve personal success) may be particularly relevant to inclusive practice and influence learning, teaching, and assessment approaches. It may be relevant to seek student views regarding potential content or activities that might reflect each of the four principles. |
| **Course Summary Information:*** Enter course summary information under the headings below - these summary statements provide key information in the course descriptor to enable applicants and students to gain an overview of the course.
* Please note this forms part of the Durable Medium that is sent to applicants - further guidance on the information that forms the Durable Medium is available as follows - please note the following word length recommendations:
* Course Summary (recommended word length 500 words, max. 750)
* Learning and Teaching Summary: How the Course is Delivered (recommended word length 400 words, max. 500)
* Employability Summary (recommended word length 400 words, max. 500)
 | This is an opportunity to reflect how the Hallam Model principles will be represented to students in ways that will be relevant and attractive to them. CDPTs are not required to slavishly follow the language of the Hallam Model but may convey the principles using student-focused narrative and examples such as placements, volunteering, field trips, problem solving, international experience, teamwork, skills development etc.  |
| **Course Learning Outcomes and Intermediate Awards:*** Enter course level learning outcomes under each heading.
* For further information on writing learning outcomes, visit the [Curriculum Design – academic resource site](https://blogs.shu.ac.uk/curriculumdesign/course-design-guide/learning-outcomes/?doing_wp_cron=1621952024.6243860721588134765625).
* Knowledge and Understanding
* Intellectual Skills
* Subject-Specific and/or Professional/Practical Skills
* Transferable/Key Skills
 | Aspects of the Hallam Model principles may be reflected where appropriate in the learning outcomes, for example, global awareness, commercial awareness, social context, clinical skills, research methodology etc.  |

# Module Descriptor Template

CDPTs are not required to reference the Hallam Model in every Module Descriptor Template but should ensure that when taken together the modules deliver the learning outcomes for the course and the four Hallam Model principles. Clearly a module may address more than one Hallam Model principle and CDPTs should not feel the need to artificially divide the principles.

# Examples of how the principles can be embedded within a course.

[The Hallam Model Implementation tool](https://sheffieldhallam.sharepoint.com/sites/4038/SitePages/Implementation-Tool.aspx) includes a wide range of examples of activities, modules or experiences that reflect the Hallam Model principles. These are indicative only and CDPTs should decide how to embed the principles in a way that is appropriate for their proposed course and student cohort. The tool also includes named colleagues who are available to provide further advice and support for CDPTs who wish to include or adapt the ideas in the tool.