**Appendix 16a Teaching and Learning Definitions**

**Year-long placement modules**

120 credit placement modules that run the length of an academic year or longer do not need to be included in the data collection spreadsheet. Where a programme has a compulsory or optional placement year this will be shown at programme level on Discover Uni.

**Teaching and Learning Methods**

*Definitions for each of the different methods have been provided by the Quality Assurance Agency for Higher Education (QAA) and the Office for Students (OfS.*

**Number of hours** – the number of hours must total the relevant total for the credit value of the module. (This is based on the credit value of the module where 1 credit point is equal to 10 hours.)

**Independent study** – the number of hours for independent study will be the remainder of time left after scheduled teaching and any placement/year abroad/work based learning time has been given.

**Placement/year abroad** – if this is an optional part of the module then only give the number of hours if more than 50% of students have chosen to do a placement/year abroad.

**Formative assessment** – if the module contains any formative assessment then this is included as part of the teaching and learning data. Which category it will be included in will depend on the nature of the assessment and it is likely to be guided independent study.

[Note:Automatic checking – the calculation in column (‘check total T&L hours’) will display the total number of hours based on the information entered. If this does not equal the total number of hours given in column G then the text will automatically be formatted red. Once you have finished entering the teaching and learning data please check this column to make sure that the number of hours adds up to the correct amount.]

**Proportions to be used to generate programme UNISTATS**

These will automatically be calculated based on the information entered for the teaching and learning methods. It will be this data that will be used for each module and amalgamated with others for each programme.

In determining the proportion of time spent in each type of activity it is expected that providers will use the convention that **one credit point equates to 10 learning hours**. Given that the time in scheduled learning and teaching activities and placements is likely to be most accurately measured**, it is expected that the proportion in guided independent study will typically be derived as the number of hours remaining after taking into account hours spent in placements and scheduled learning and teaching activities.** In all cases the three percentages must sum to 100%.

**IMPORTANT: Calculating Scheduled Hours**

It is important that the hours recorded as scheduled activity for each module is an accurate reflection of the actual hours spent as directed learning. Scheduled activity can include both face to face and virtual activity, as well as drop in sessions if students are in practice free to attend such sessions i.e. they don’t have other scheduled activity taking place at the same time.

The QAA have developed an indicative list of learning and teaching methods, reproduced below, which can also be found on the [QAA webpages.](https://www.qaa.ac.uk/docs/qaa/quality-code/contact-hours-guidance.pdf?sfvrsn=cc45f981_8)

|  |  |
| --- | --- |
| **Activity** | **UNISTATS Category** |
| LectureA presentation or talk on a particular topic. | Scheduled |
| SeminarA discussion or classroom session focusing on a particular topic or project. | Scheduled |
| TutorialA meeting involving one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project. | Scheduled |
| Project supervision A meeting with a supervisor to discuss a particular piece of work. | Scheduled |
| DemonstrationA session involving the demonstration of a practical technique or skill. | Scheduled |
| Practical classes and workshopsA session involving the development and practical application of a particular skill or technique. | Scheduled |
| Supervised time in studio/workshopTime in which students work independently but under supervision, in a specialist facility such as a studio or workshop. | Scheduled |
| FieldworkPractical work conducted at an external site. | Scheduled |
| External visitA visit to a location outside of the usual learning spaces, to experience a particular environment, event, or exhibition relevant to the course of study. | Scheduled |
| Guided independent study ∞ | Independent |
| Work-based learning\*Learning that takes place in the workplace. | Placement |
| Placement ∞Learning away from the institution that is neither a year abroad nor work based learning. | Placement |
| Year abroad ∞Any study that occurs overseas | Placement |

\* The definition has been modified from that used by the QAA to more closely align with inclusion in scheduled learning and teaching activities. The definition given is consistent with that used in student support regulations.

 ∞ These categories are not included in the QAA document on contact hours.

**The time spent on formative assessment should be included within the calculation of learning and teaching methods.** The categories in which formative assessments are included within the learning and teaching activities will depend on their exact nature. For example, a class test may contribute to both scheduled learning and teaching activities (for the time spent taking the test) and guided independent study (for the time spent revising/preparing for the test).

**Lecture: A presentation or talk on a particular topic**

The term 'lecture' covers everything from the traditional model, where a single member of the institution's staff or an affiliate introduces ideas or delivers facts to a group of students, to approaches that might be much more interactive, involve a variety of contributors, make use of a range of media and technologies, and take place virtually as well as in person. Lectures are assumed, in general, to involve larger groups of students than do seminars and tutorials but size will vary depending upon the nature of what is being taught, the size of the overall student cohort, and practical concerns.

**Seminar: A discussion or classroom session focusing on a particular topic or project**

Seminars are defined as sessions that provide the opportunity for students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture - the extent of interaction will depend on the delivery method. A typical model would involve a guided, tutor-led discussion in a small group. However, the term also encompasses student or peer-led classes with a staff member or affiliate present. As with lectures, use of technology means seminars may take place virtually. Seminars are assumed in general to involve smaller groups of students than lectures, but size will vary depending upon the nature of what is being taught, the size of the overall student cohort, and practical concerns.

**Tutorial: A meeting involving one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project.**

Tutorials may be distinguished from seminars for the stronger emphasis that they place on the role of the tutor in giving direction or feedback. Tutorials can happen virtually as well as face-to-face.

**Project supervision: A meeting with a supervisor to discuss a particular piece of work.**

The term 'project supervision' is used to refer to the meetings that a student or group of students would have with a supervisor, to plan, discuss, and monitor progress on a particular piece of work, such as a dissertation or extended project. Meetings can take place virtually or in person. The size of a project supervision meeting will depend upon the number of students involved in the work concerned, and the nature of that work but supervisions will frequently also take place on a one-to-one basis.

**Demonstration: A session involving the demonstration of a practical technique or skill**

Examples might include the demonstration of laboratory skills, clinical skills, performance art or fieldwork techniques. Demonstrations can take place virtually or in person. The size of a demonstration is likely to depend upon the number of students involved in the work concerned, as well as the nature of that work, but could also take place on a one-to-one basis.

**Practical classes and workshops: A session involving the development and practical application of a particular skill or technique**

Examples are wide ranging and could include a laboratory class, recital, artefact handling/identification, language conversation, sports match and so on. Practical classes and workshops might incorporate elements of teaching or guided learning, and they are at least likely to be supervised or observed.

These sessions are more likely to take place in person but, depending on the nature of the subject, may also be conducted remotely.

The size of a practical class or workshop will depend upon the nature of the activity. Workshops are likely to involve at least a small group of students but practical classes could take place on a one-to-one basis.

**Supervised time in studio/workshop: Time in which students work independently but under supervision, in a specialist facility such as a studio or workshop**

Examples might include time spent in an art or design studio, or in a rehearsal space such as a workshop theatre. It could be timetabled or take place on an ad hoc basis. Peers as well as staff or

affiliates may be involved. Due to the nature of the activity, it is unlikely to take place virtually. Supervised time in a studio/workshop might involve a group or individual.

**Fieldwork: Practical work conducted at an external site**

Examples of fieldwork might include survey work and other forms of data collection, excavations and explorations. The work might be unsupervised or supervised, and supervision could be provided by staff or appointed representatives. Some fieldwork may be conducted virtually. Fieldwork might be conducted in groups of various sizes, or by individuals, depending on the nature of the work involved.

**External visits: A visit to a location outside of the usual learning spaces, to experience a particular environment, event, or exhibition relevant to the course of study**

Examples are wide ranging and could include a visit to a business or industrial site, built environment site, museum or collection, to attendance at a performance or exhibition. These visits might be unsupervised or supervised, and supervisors could include staff or appointed representatives. Site visits may be carried out in groups of varying sizes, or by individuals, depending on the nature of the visit and the location.

**Guided independent study**

Higher education is distinguished from general and secondary education by its focus on independent learning. Scheduled learning and teaching activities typically feature alongside time in which students are expected to study independently, which may itself be 'guided'.

Guided independent study might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, revision, etc. The relative amounts of time that students are expected to spend engaged in scheduled activities and guided independent study varies between courses.

In all cases, students are expected to be responsible for their own learning, with appropriate support being provided by the institution.

Such support can be via a variety of means, including, for example, through the provision of study skills training, feedback on assessed work, access to libraries and learning spaces, language skills training, etc.

**Placements: Learning away from the institution that is neither a year abroad nor work based learning**

The term covers any learning, other than years abroad and work-based learning that takes place through an organised work opportunity, rather than in a university or college setting, and includes managed placements. Some supervision or monitoring is likely be involved, and may be carried out either by a member of staff or a mentor within the host organisation. Due to the nature of the activity, placements are unlikely to take place virtually. Students might undertake placements individually or in groups, depending on the nature of the workplace and the learning involved.

**Work-based learning: Structured learning that takes place in the workplace**

**The definition given below differs from that included in the QAA list.**

Work-based learning is a core feature of foundation degrees and may also occur in other programmes. It is a structured academic programme, controlled by the higher or further education institution, and delivered in the workplace by academic staff of the institution, staff of the employer, or both.

Unlike work experience, which is one element of a course such as a sandwich placement (whether for the whole or part of a year), work-based learning is at the heart of a student's learning programme and must be subject to the same level of academic supervision and rigour as any other form of assessed learning. It includes:

* The imparting of relevant knowledge and skills to students
* Opportunities for students to discuss knowledge and skills with their tutors
* Assessment of students' acquisition of knowledge and skills by the institution's academic staff, and perhaps jointly with an employer.

Work-based Learning should be regarded as substituting for learning that under other circumstances would normally take place within the institution. The inclusion of an element of work-based learning should, therefore, not extend the normal duration of a course.

Learning in the work place or other placements that do not meet the definition of work-based learning given above should be treated as placements for the purposes of the UNISTATS.

**Year abroad: Any study that occurs overseas**

This should include any study that occurs overseas whether for all or part of a year. Where only part of the year is studied abroad it should be weighted accordingly in determining the learning and teaching methods for the year.

**CLARIFICATIONS**

The following definitions or clarifications have been provided by AQS (after ensuring that they do not contradict the QAA/OfS definitions listed above) to assist staff and to try and ensure consistent use of terminology.

**Virtual sessions**

It is useful to note that most of the teaching and learning definitions above do consider virtual sessions to be included in the definition as well as physical ones (for example an online, scheduled message board session with students and a member of staff