

What are structured weekly teaching and learning hours?

As part of the Curriculum Transformation Project there will be a requirement to have a minimum number of structured weekly teaching and learning hours, with different expectations for each level. These are:

- Level 4 - 15-18 hours (5-6 per 20 credit module) +1 course hour;
- Level 5 - 12-15 hours (4-5 per 20 credit module) +1 course hour;
- Level 6 - 9-12 hours (3-4 per 20 credit module) +1 course hour (Note that Project/ dissertation modules may have different hours)

What does this look like for courses?

Scheduled learning and teaching hours can vary in form, whom it is with and delivery mode. Learning hours will include formally timetabled synchronous face-to-face sessions, such as seminars, workshops, labs, supervised time in studios, lectures. They can also include scheduled one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project.

More information on the structured teaching and learning hours is [available on the Office of Teaching and Learning SharePoint Site](#).

Important Note: The allocated scheduled learning hours (e.g.15-18 hours at Level 4) are to be allocated to learning activities from the **Scheduled Learning and Teaching Contact Hours** category **only**.

The suggested Quali categories listed against each type of activity are to be seen as a guide only. It is understood that different disciplines approach the design of the course differently, and may label the activities on MID's in a different way.

Table 1. Learning Hour Categories			
Category	Counted Towards Hours?	Example Learning Activities	Quali Categories
Scheduled Learning and Teaching Contact Hours <i>(Allocated scheduled learning hours)</i>	Yes	Teaching Sessions Including seminars, workshops, lectures, labs, supervised studio or workshop activity, feedback sessions. This list is not exhaustive. • Delivered on-campus, an external site or online • These will usually be mandatory timetabled events	• Laboratory • Lecture • Practice • Seminar • Studio • Tutorial • Workshop • Demonstration
	Yes	Project supervision	• Project Supervision

		One to one or small group supervision may sometimes not appear on student timetable depending on how and where the support is delivered. But it must be clear to students how much time they can expect for project supervision and how this support is delivered and, where applicable, how meetings can be booked or arranged	
	Yes	Field trips and educational visits; - Mandatory trips and visits (Note that optional trips do not count as part of the Scheduled learning and teaching hours) - Usually included on student timetables	- Fieldwork - External Visits
	Yes	Mandatory Course hour - The weekly 'course hour' is to be used for course-level activities to help develop the course identity - This will be a mandatory, timetabled weekly session	N/A - To be included in timetables but not in MIDs.
	Yes	Scheduled skills support sessions specific to the module or course Examples include using library resources and searching for literature; planning careers in the specific course area; development of a particular skill such as a practical or digital skill. - some of these might be delivered by professional services colleagues (e.g. library staff, careers staff, success coaches). - These will be timetabled so it is clear to students when and where they need to attend these	- Practice - Other - Demonstration
	Yes	One-to-one support One to one support hours may be included in the scheduled learning hours where they are scheduled and available to all students. General bookable "office hours" do not count in the scheduled teaching and learning hours The sessions are available to all students on a module or course	- Tutorial - Other

		• Some may be timetabled in a specific venue or scheduled online slot. • Some may take place in offices or other venues not on the CMIS system- where this is the case course teams must ensure students know when and where they should attend	
Guided or Directed <i>(To be identified as part of the student learning journey)</i>	No	Asynchronous directed activities - Completed by the student without tutor contact - For example, watching recorded learning materials, completing specific worksheets or formative MCQ tests, completing suggested pre reading for teaching sessions	• Guided
	No	Asynchronous tutor-mediated activities that take place in online environments; - It is recognised that much student support is provided asynchronously, through online forums, email and social media. It is important that these are clearly communicated as directed/curated learning activities within the module as part of the student learning journey.	• Guided
	No	Student-student interactions that are taking place as part of a scheduled learning design; • E.g. students working on specific group work tasks including peer feedback and assessment activities	• Guided • Other
	No	Recommended support sessions and activities • Students may also be signposted to relevant general support sessions (in addition to those provided specifically for their course) e.g. Sigma and CAW workshops, general employability events, enhancing futures events, external webinars	• N/A
Independent	No	Self-study and Independent work or research on tasks including assessments	• Self-guided

*(To be identified as part
of the student learning
journey)*