Module Contact Hours for Redesign 2016-17 to 2018-19 (‘Waterside Readiness’)

The University of Northampton is in the process of redesigning all its modules to ensure ‘[Waterside Readiness](https://www.northampton.ac.uk/ilt/current-projects/defining-abl/)’, as defined in Appendix 1. The purpose of this document is to provide module leaders with a tool by which to provide evidence to Programme Leaders and Faculty Executive for how module redesign work has impacted on the breakdown of [student contact time](https://www.northampton.ac.uk/ilt/current-projects/defining-contact-time/) between face-to-face and online contact time to ensure Waterside Readiness in order to:

* demonstrate the shift in learning and teaching at module level, particularly in preparation for institutional quality assurance processes (e.g. CoA); and
* support the Programme Leader to ensure that there is an appropriate learning and teaching strategy *across the programme* in line with ‘blended as the new normal’.

Once you have completed your form, you are advised to share it with your Programme Leader who is expected to provide a programme-level perspective on ‘Waterside readiness’ to Faculty Deans, who themselves will reassure the University Waterside Project Assurance Committee and the Board of Governors.

Please note:

1. This document is NOT for the purposes of workload allocation or timetabling.
2. The completed template is indicative of the learning and teaching strategy for a standard module. It may be adjusted depending on the learning needs of particular groups of students (e.g. Tier 4, part-time, Top-Up etc).
3. Completed forms will not be collected or stored centrally. They are simply a tool to inform subject and faculty discussions around ‘Waterside readiness’ that will also help to provide subject and faculty level overviews to the University.

The University Modular Framework (UMF) requires that approximately 25% of the overall module hours are allocated to student contact hours (e.g. approximately 50 hours for a 20-credit module). This may consist of a number of different teaching approaches, as detailed in the tables below. Your teaching approach should identify the proportion of total student contact hours that are provided in these different forms. Together with the hours for assessment and independent study, this should equal the overall module hours (i.e. 200 hours for a 20-credit module).

This template should be completed for each module within a programme. It indicates the planned mode of blended delivery following the redesign. The definitions of ‘Waterside Ready’ and ‘student contact time’ follow, along with a draft glossary of terms.

Experience from the pilot phase suggests that completing this form should take less than 15 minutes per module.

# Module Overview

Table 1: Key Module Information

|  |  |  |
| --- | --- | --- |
| **Programme(s) the module is part of:** | | |
| **Module (name and code):** | | |
| **Module Leader:** | | |
| **Module Credits:** |  | **Indicative number of students (whole cohort):** |
| **Validated Student Contact Hours in current Module Spec (includes all** [**face-to-face and online contact hours**](https://www.northampton.ac.uk/ilt/current-projects/defining-contact-time/)**):** N.B. Your redesigned module should still provide the same amount of student contact time. The difference between the pre-redesign and  post-redesigned module will be in the balance between face-to-face and online contact hours. | | |
| **Duration of the post-redesign module (in weeks):** 12 weeks / 24 weeks / either (flexible delivery) / other (please specify): | | |

Table 2: Indicative Standard Model

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Contact Hours Pre-Redesign** | | | |  | **Student Contact Hours Post-Redesign** | | | | |
| **Teaching Approach** (see Module Spec section on Contact Hours)  N.B. none of these options include the Independent Study or Assessment Hours elements from the Module Spec) | **Student Contact Hours**  **(# of different sessions x length in hours)**  **List all needed**  - 6 x 2 means 6 sessions of 2 hours’ duration | **Total student contact hours** | **Group size** |  | **Teaching Approach**  (see Module Spec section on Contact Hours)  N.B. none of these options include the Independent Study or Assessment Hours elements from the Module Spec) | **Student Contact Hours  (# of different sessions x length in hours)**  **List all needed** | **Total student contact hours** | **Change from Pre-Design (+/-)** | **Group size [[1]](#footnote-1)** |
|  |
| **F2F Lectures** (“broadcast”) |  |  |  |  | **F2F Lectures** (“broadcast”) |  |  |  |  |
| **F2F Interactive large group sessions** (e.g. TBL) |  |  |  |  | **F2F Interactive large group sessions** (e.g. TBL) |  |  |  |  |
| **F2F Interactive small group sessions** (generic space in groups of 30, e.g. seminars/workshop) |  |  |  |  | **F2F Interactive small group sessions** (generic space in groups of 30, e.g. seminars/workshop) |  |  |  |  |
| **F2F Interactive Labs or Specialist Sessions** (specialist space) |  |  |  |  | **F2F Interactive Labs or Specialist Sessions** (specialist space) |  |  |  |  |
| **F2F off-site activities** |  |  |  |  | **F2F Off-site activities** |  |  |  |  |
| **Work-Based / Placement Learning** |  |  |  |  | **Work-Based / Placement Learning** |  |  |  |  |
| **Online interactive, mediated learning activities with tutor input (synchronous & asynchronous)** | **Not applicable****[[2]](#footnote-2)** |  |  |  | **Online interactive, mediated learning activities with tutor input (synchronous & asynchronous)** | **Not applicable2** |  |  |  |
| **Other** (e.g. dissertation tutorial, scheduled drop-in session) – please specify |  |  |  |  | **Other** (e.g. dissertation tutorial, scheduled drop-in session) – please specify |  |  |  |  |
| **Total student contact hours** Must equal total validated student contact hours shown above | |  |  |  | **Total student contact hours** Must equal total validated student contact hours shown above | |  |  | |

# Appendix 1: Definitions

## Waterside Readiness

A module or programme can be described as being ‘Waterside Ready’ when it meets the following criteria:

**The module is taught through student-centred activities that support the development of subject knowledge and understanding, independent learning and digital fluency. Our face-to-face teaching is facilitated in a practical and collaborative manner, clearly linked to learning activity outside the classroom. Opportunities are provided for students to develop autonomy, Changemaker attributes and employability skills.**

There are two primary considerations here: redesign of the learning and teaching strategy is key, but any redesign work will also need to consider the variety of space that will exist at Waterside.

## Student Contact Time

Our definition of student contact time is as follows:

**Student contact time refers to the tutor-mediated time allocated to teaching, provision of guidance and feedback to students. This time includes activities that take place in face-to-face contexts such as on-campus seminars, labs, studios and workshops, as well as off-site work-based learning, placements and educational visits. Student contact time also includes tutor-mediated activities that take place in online environments. Online contact time can be synchronous (using real-time environments such as Skype or Blackboard Collaborate) or asynchronous (using tools such as tutor-moderated discussion forums, blogs or wikis). Online contact time is always characterised by personalised tutor presence and input within a specified timeframe. This definition is based on the one provided by the QAA (see page 4 of** [**this document**](http://www.qaa.ac.uk/en/Publications/Documents/contact-hours.pdf)**).**

**Student contact time, together with time allocated for independent study and assessment, determines the total student study hours for a module or programme. Although there are separate hours allocated for each of these activities, they should always be clearly linked together in order to support effective learning.**

**A 20 credit module at Northampton = 200 student study hours = 20 CATS (HEFCE Credit Accumulation and Transfer Scheme)**

**The University of Northampton defines high quality contact time as structured, focussed, purposeful and interactive.**

# Appendix 2: Glossary

## What is NOT ‘contact time’

**Assessment Activities** – This is NOT recorded under Contact Hours. It is expected to be undertaken normally without tutor input and is typically outlined in the Module Spec or NILE.

**Independent Study** – This is NOT recorded under Contact Hours. This is work that students are expected to undertake on their own or collaboratively. It is typically outlined in the Module Spec or NILE, but there should be no expectation on the part of students that tutors will interact.

## Student Contact Time

**Interactive Small Group Sessions** – This is recorded under Contact Hours. These are **face-to-face** interactive sessions, for example seminars or workshops. These sessions will normally be taught in groups of up to 30. Specialist space is not typically required.

**Specialist space sessions** – This is recorded under Contact Hours. These are **face-to-face** sessions, usually in small groups, that make use of specialist space, for example laboratory sessions.

**Interactive Large Group Teaching** - This is recorded under Contact Hours. These are **face-to-face** interactive sessions, for example team based learning or workshops. These sessions will normally be taught in groups greater than 30. Specialist space is not typically required.

**Lectures -** This is recorded under Contact Hours. Reserved for those occasions where there is a requirement to bring a cohort together (e.g. guest lectures, cohort induction).

**Off-site Activities** – This is recorded under Contact Hours. Please list these separately, as appropriate.

**Online learning activities with tutor input** – This is recorded under Contact Hours. This category comprises sessions where students work individually or in groups on learning activities that are categorised primarily by being facilitated online (through NILE). They are part of a package of work that could include something to read, watch or listen to, followed by active online engagement including interaction with the tutor. They may be synchronous or asynchronous. These activities are likely to feed in to face-to-face sessions either as preparation, follow-up, or midway through an activity, or any combination thereof. They are an integral part of the learning and teaching for the module.

**Other** – This is recorded under Contact Hours. Use this row if you have other types of learning or teaching not covered in the previous options, e.g. dissertation tutorials.

**Work-Based or Placement Learning** – This is recorded under Contact Hours. It refers to any period of planned activity whereby students engage with a third-party work-place as an integral part of their programme of study, and where there is transfer of direct supervision of the student to the third-party[[3]](#footnote-3).

1. There are likely to only be a handful of large capacity rooms at Waterside. See Appendix 2 for an explanation of the ‘Lectures’ and ‘Interactive Large Group Teaching’ rows which provide additional context. [↑](#footnote-ref-1)
2. This is largely asynchronous work, so “quantity x length” does not apply. What is important is the number of hours and the shift from pre-redesign, in the cells to the right of this one. [↑](#footnote-ref-2)
3. Please note that when completing the Module Specification to inform the KIS return, then a module that is specified as a WBPL module (i.e. a ‘P’ module) is entered in its entirety, as Placement. [↑](#footnote-ref-3)