**University of Huddersfield Teaching, Learning and Assessment Methods Definitions**

The University uses a standardised set of teaching, learning and assessment definitions to be transparent and support conversations across the institution. These definitions play an important role in meeting CMA and reporting requirements, benchmarking, identifying trends and our ability to record and monitor our teaching and learning approaches.

This document includes:

1. Core definitions for Teaching and Learning Methods (used to explain contact hours)
2. Core definitions for Assessment Methods
3. Delivery Modes Definitions
4. An A-Z Glossary of learning and teaching terms
5. **Core definitions for Teaching and Learning Methods**

These broad definition headings are taken from the QAA (Explaining Contact Hours) and provide an outline of what a student will experience as part of the module and in all cases the teaching and learning activity could be delivered to the students in person on a face-to-face basis or accessed via alternative and interactive means using a range of media and technologies (VLE, blogs, screencasts, discussion boards, .....), which are expected to be explained in more detail in the learning strategy section of the module specification. The description of each definition has been developed by the University to provide clarity and guidance on our institutional approach.

Learning methods refer to the specific breakdown of activities that make up module contact hours using the QAA’s broad definitions outlined below. Types 1 - 7 represent scheduled activities that must be attended or completed by the student and include academic staff presence or activeinput.

A module delivered entirely as a Distance Learning module is generally expected to be recorded as Guided Independent Study - in this context distance learning relates to the University definition as defined in section D of the QA Procedures for Taught Courses - where students study at locations remote from the University such that teaching staff and students do not ever meet in the same physical location.

The time spent on formative assessment and formative feedback should be included within the calculation of learning and teaching methods where undertaken/delivered or under guided independent study where the student completes the work outside scheduled sessions

Time spent in summative assessment should be included in guided independent study.

Scheduled time is expected to reflect the actual time spent by students on the activity.

**1 Lecture** - *A presentation or talk on a particular topic. For Law this is referred to as* ***Large Group Session****.*

Lectures provide students with the opportunity to receive a presentation or talk on a particular topic. This can be delivered through a variety of methods ranging from the traditional face-to-face classroom setting to more interactive synchronous methods using a range of media and virtual technologies. Lectures are generally assumed to involve a large group of students, but this will vary depending on the nature of what is being taught, the overall size of the student cohort/year group, the stage of the course and other practical considerations (eg. room capacity).

**2 Seminar** - *A discussion or classroom session focusing on a particular topic or project. For Law this is referred to as* ***Large Group Session****.*

Seminars provide students with the opportunity to engage in discussion of a particular topic in more detail than might be covered in a lecture and could include the opportunity for group formative feedback on assignments. They can be tutor-led discussions or student/peer-led with an academic staff member present, are generally assumed to involve a smaller group of students than lectures and can be delivered virtually as well as face-to-face.

**3 Tutorial and Project Supervision** - *A meeting between a tutor or supervisor and one or a small group of students for feedback or detailed discussion of a particular topic, project or piece of work*

Tutorials and project supervision have a stronger emphasis on tutor/supervisor feedback, guidance and direction than seminars. Groups tend to be small or held on a one-to-one basis and can be delivered virtually as well as face-to-face.

**4 Practical Classes and Demonstrations** - *A session involving the development and practical application or demonstration of a particular skill or technique. For Law this is referred to as* ***Small Group Session***

Practical classes are taken to mean those types of classes where students engage in some form of practical exercise, which may contain elements of teaching or guided learning and are likely to be supervised or observed. Examples are laboratories, clinical simulations, recitals, language conversations, performances; transactional case study progression (law).

Demonstrations represent the demonstration of practical techniques or skills and could take place virtually or in person.

**5 Supervised Time in Studio/Workshop** - *A session in which students work independently, but under supervision in a studio, workshop or other structured session*

Workshops can refer to sessions that include mixed formats of delivery which involved students actively engaging in activities. Examples include time spent in design or engineering studios, rehearsal space for performance, practice law court, engaging in problem solving activities, the creation of artefacts etc. Sessions could be timetabled or ad hoc. The time spent in the studio/workshop is expected to reflect scheduled time in the studio when students should be present. The term workshop is used to refer to the format of the session and is not necessarily defined by its location.

**6 Fieldwork and External Visits or Observation of Teaching Practice** - *Practical work conducted at an external site or a visit to a location outside the usual learning space*

Work, data collection, exploration or a visit at/to an external site to provide students with practical experiences of different environments, organisations, events or exhibitions relevant to and in support of their course of study. Fieldwork or visits may be supervised or unsupervised.

Fieldwork visits undertaken by staff visiting students in placement settings normally take place in the context of a business, professional or community/social organisation.

Observation of teaching practice normally takes place in the context of an external educational, learning or training organisation and provides trainee teachers with practical experience of teaching.

**7 Work Based Learning** - *Structured learning that takes place in the workplace*

A structured academic programme; controlled by the higher education institution and delivered in the workplace by staff of the institution or employer or both. Delivered as an integral part of and within the normal duration of the year of study for the students concerned and will be subject to the same academic supervision and rigour as any other assessed learning.

Teaching practice, in addition to supervised teaching, normally includes opportunities for the wider learning that constitutes the practice of a teaching professional (this may include, inter alia, aspects of curriculum development, assessment, course operation and administration, teaching team and inter-professional working, as well as the broad range of activities that contribute to the broad provision of positive learning environments). (Please also see the OfS definition of [*Learning in the Workplace for the Purposes of Determining Mode of Study*](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.officeforstudents.org.uk%2Fmedia%2Fafca1420-f50e-4b6d-a57f-aeddd413a221%2Fheses20-guidance.pdf&data=04%7C01%7CA.Powell2%40hud.ac.uk%7Cc244c137e6b54b0ffc9208d8e4a66777%7Cb52e9fda06914585bdfc5ccae1ce1890%7C0%7C0%7C637510750700008077%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=FVNH5TRx%2B%2F3nSl26sAL7cwgkVxI6Cg%2FwWGpcSuu8rbk%3D&reserved=0)*,* Annex H, paragraph 14)

**8** **Off the job training** *– Applicable to Degree Apprenticeships only*

Learning undertaken outside of an apprentice’s normal working duties, but within their working hours. Apprentices must spend at least 20% of their working hours doing Off the Job Training.

**9 On the job training** - *Applicable to Degree Apprenticeships only*

Learning undertaken during an apprentice’s working hours to help them perform their job.

**10 Placement and Year Abroad** - *Learning away from the institution that is either study abroad (for all or part of a year) or an organised work opportunity or managed placement not covered above*

Sandwich placement years and study years (or part years) at an overseas higher education institution, where there is some supervision by a member or staff or a mentor at the host employer/institution.

**11 Guided Independent Study** - *Independent study carried out by students - including distance learning*

Time in which students study independently, including the use of materials such as recordings, the time is not necessarily scheduled or timetabled and students are expected to be responsible for their own learning, with appropriate support from the institution. Examples include preparation for scheduled lessons, follow-up work, wider reading or practice, completion of assessment tasks, revision, data collection, literature review, meeting clients, market research, and product design. Expected to make up all remaining time not covered by any of the above, if desired further details and a breakdown of how this time is made up can be included in the learning strategy section of the module specification.

**Note relating to blended learning:**

In relation to delivery of the above the University may use face-to-face delivery at a physical location, virtual delivery, or a combination of both, blended delivery. The University uses the QAA’s definition of blended learning (please see our glossary in section 4 of this document).

1. **Core definitions for Assessment Methods**

The definitions provide a broad description of the summative assessment methods for inclusion on module specifications. The module specification document displays the percentage weighting allocated to each piece of summative assessment, the sum of which for any single module should equal 100%. These definitions are not intended to restrict innovation but to promote transparency. There may be instances where there is not an exact ‘fit’ of an assessment to one of the types below, but in such cases the type that best aligns should be used.

The time spent on formative assessment should be included within the calculation of learning and teaching methods above (either as part of the scheduled sessions where the formative assessment takes place or as part of the guided independent study).

Where an assessment activity could be recorded under a range of categories, Schools should develop a clear set of guidelines to ensure a consistency of approach at School or subject level.

Module specifications should include a description of the overall assessment strategy for the module, which includes a description of the formative assessment, the summative assessment tasks (grouped as below), which of the summative assessments are available for tutor re-assessment, which summative task is classed as the final assessment, whether the summative tasks are anonymously marked, whether there are any professional body requirements (for example the need to pass all elements), whether any tasks are peer or self assessed and a description of the assessment criteria for the module.

In all cases it must be made clear if the assessment is to be a group assessment, and if so, how this will be marked.

**1** **Exam** - *A question or set of questions relating to a particular area of study, completed under timed conditions*

This includes exams that take place during the formal University exam period at the end of the academic year, under exam conditions, or exams taken at other times of the year for example to meet professional body requirements (eg GDL and Nursing) or for non-standard delivery patterns (January starts or intensive or termly delivery mode modules). The assessment strategy should include details of whether the exam will be a seen or unseen, open or closed book and the duration of the exam. This definition does not include practical skills assessment, which is covered below.

**2 In-class Test** *- A question or set of questions relating to a particular area of study, completed under timed conditions*

This includes class-based and online tests and quizzes. Duration, scheduling and whether exam conditions apply need to be made clear. The scheduling of online tests should operate in such a way that students cannot access the same test at different times. In-class tests should not be scheduled to be held during the formal University exam period.

**3 Written Assignment** - *An exercise completed in writing (by hand or electronically)*

Written exercises (or coursework) such as essays, briefings on a topic, reports of an experience or activity, reflective logs (where not included as part of a portfolio), written critiques, in-class tests conducted under coursework conditions etc, which have a submission deadline, but which are not carried out under timed conditions. The assessment strategy should include details of the expected maximum or minimum word count for the assignment.

**4 Dissertation/Thesis/*Design Thesis*** - *An extended piece of written or architectural design work*

A substantial piece of writing deriving from independent research or a major project undertaken by the student under the guidance of a supervisor. *The identification and development of a design strategy and design proposals in response to a complex architectural/building design problem, often in conjunction with a client or interested party, resulting in a creative design solution.* The assessment strategy should include details of the expected maximum or minimum word count *and presentation requirements* for the dissertation/thesis/*design thesis*.

**5 Portfolio** - *A collection of work that has been produced over a period of time*

An inter-related collection of, for example, pieces of work, samples, analysis, developmental work, plans, drawings, storyboards, sketchbooks, lab/test results, reflective accounts/self-evaluations etc, usually connected by a topic or theme and organised and presented by the student in the format relevant to the subject studied. A portfolio receives a single mark and if any components receive distinct marks these must be delineated and weighted separately. The assessment strategy should include details of the expected or typical contents of the portfolio and an indication of the typical student effort required in hours or word count equivalence.

**6 Project Work** - *Outputs from project work not covered under any other category*

This can include a wide range of outputs such as, a piece of artwork or artefact, a final fashion collection, a new product, a poster, a business/client oriented solution, and the documented process by which the output has been realised. Where possible. the assessment strategy should include details of the nature of the expected output, whether project work is undertaken and submitted as an individual output or a group output and how group work will be marked (individual contribution/peer etc).

**7 Oral Assessment or Presentation** - *A conversation or oral presentation on a given topic*

This includes the range of assessments including discussions, debates, presentations, seminar papers etc. and can be undertaken individually or as a group. The assessment strategy should include details of the duration of the oral assessment/presentation and for group presentations how the work will be marked.

**8 Practical Skills Assessment** - *Assessment of a student's practical skills or competence*

This includes assessment of practical skills or competencies for example clinical skills; laboratory techniques; language skills (translation, comprehension, and conversation); music recitals; teaching skills; the planning and preparation of teaching and learning experiences and materials; and the provision of feedback to learners. The assessment strategy should include details of the nature of the assessment and any time constraints or limits for the completion of the assessment.

**9 Performance assessment** *– Assessment of a student’s performance*

This would normally include assessment of a live performance in an arts or practice-based subject, but can include non-live formats provided the learning outcomes can still be satisfied and it is still the performance itself that is assessed.

**3. Delivery Modes Definitions**

**3.1 Delivery Modes**

A delivery mode is an approach or strategy for the delivery of a course that normally applies to the scheduling of the course.

**3.2 Types of Delivery Modes and their definition**

Delivery modes commonly used by the University together with their definition are:

1. **Block delivery:** The sector typically uses this term to cover two distinct modes, block delivery of module and block delivery of activity/learning method. The University has adopted the term for the latter, types of learning methods/activities grouped together delivered in designated blocks, as this mode has implications for international student visas. Learning methods types from modules for a course are grouped together and delivered in a single block - typically starting with face-to-face methods delivered in a block followed by a block of virtual methods and independent study, often to provide greater flexibility to students. If a course is using block delivery this must be identified in section 5 of the programme specification as it can have visa implications.
2. **Intensive delivery:** also commonly called block delivery but a distinction is made here to manage implications for visas associated with the block delivery mode above. Modules can be delivered in full in short blocks of time of normally 3-4 weeks (up to 6 weeks) and often sequentially. Modules must be delivered within the normal teaching timeframes, with a running term identified under the course structure, and conform to a standard CAB model.
3. **Yearly delivery:** Modules delivered across terms 1 and 2 (‘long and thin’)
4. **Termly delivery:** Modules delivered across a single term (‘short and fat’)
5. **Distance learning:** Distance learning is a course or module delivered solely by remote means. While DL is actually a location of study in OfS terms, it has been included under the University’s modes of delivery as it needs to be identified under section 5 of the programme specification; this is because a distance learning course is normally set up on a separate course code and separate module codes from any on-campus versions of the course.

Courses may use a combination of approaches and it may not be necessary to specify directly one of the approaches above on the Programme Specification unless a course is distance learning or block delivery; these must both be identified in section 5 of the programme specification (see 3.4). Other modes of delivery should also be identified using the course structure and/or learning and teaching and/or student support sections of the programme specification as appropriate.

**3.3 Modes of Study**

A brief definition of mode of study is given here to help make the distinction from mode of delivery. A student mode of study is a category given to the students’ attendance on the course and is recorded and reported on in the institution’s returns.

Commonly used student modes of study are:

1. Full-time
2. Part-time
3. Sandwich year out

Full-time / part-time modes of study must be identified in section 5 of the programme specification.

**3.4 The difference between Delivery Modes and Modes of Study**

While delivery modes describe the strategy or approach to delivery and scheduling of a course, modes of study classify the student’s attendance type. For course validation, the Programme Specification Document (PSD) needs to identify the mode of study under section 5 – this can be paired with a mode of delivery if appropriate. For example, in section 5 of the PSD ‘Mode of Delivery’ you might have:

1. Full-time
2. Part-time
3. Part-time, distance learning
4. Full-time, distance learning
5. Part-time, block delivery
6. Full-time, block delivery

**4. A-Z Glossary of learning and teaching terms**

Please bear in mind that these definitions are not necessarily regulatory terms or dictionary definitions, and, as always, there may be some grey areas – please contact Registry for further advice if needed. These are working definitions informed by the QAA’s paper *Building a Taxonomy for Digital Learning* (2020). They are designed to support conversations by promoting a shared understanding and feedback on them is very welcome to ensure they stay up to date and relevant.

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| **Apprenticeship** | A job with training. This includes the training and (where required) end-point assessment for an employee. The full definitions of an approved English apprenticeship (standards) can be found in Part 1 of the Apprenticeships, Skills, Children and Learning Act 2009. |
| **Asynchronous learning** | ‘Learning that does not occur in the same place or at the same time for a whole cohort. Students can access resources and communicate at any time and are not restricted to accessing this learning at any specific time. Enables students to learn at their own pace in their own time.’ |
| **Blended learning/delivery** | ‘a 'blended' approach, usually defined as a combination of virtual and onsite learning’ |
| **Block delivery****(by activity/learning method)** | The sector typically uses this term to cover two distinct modes 1. block delivery of module and 2. block delivery of activity/learning method. The University has adopted the term for the latter, types of learning methods grouped together delivered in designated blocks, as this mode has implications for international student visas. Learning methods for a module or course are grouped together and delivered in a single block, typically starting with face-to-face methods delivered in a block followed by a block of virtual and independent study methods. This term would normally be used in reference to a mode of delivery for a course.  |
| **Delivery method** | This would incorporate a change in learning method hours at module level where this also refers to a change to teaching and learning strategy more broadly for a course. |
| **Delivery mode** | An approach or strategy for the delivery of a course or module. See section 3. |
| **Delivery pattern** | This is the scheduling of modules and the structure of the course or aspects of the course; the order, duration and timing of when modules might be delivered. |
| **Distance learning** | Distance learning in this context applies to an entire course or module that is delivered remotely, where students’ mode of study will be recorded as a distance learner. Onsite contact would be limited to induction only. See section 3 |
| **End-point assessment (EPA)** | An assessment that takes place at the end of an apprenticeship, to make sure apprentices have reached the necessary level to be awarded an apprenticeship. |
| **Entry point** | This is the month and year that a particular course has an intake. Course structures with module scheduling must be provided for each entry point onto the course. |
| **Flipped learning** | ‘A pedagogical approach which provides detailed individual instruction to individual students placing the onus on them to use digital resources to gain understanding of content, concepts or theories related to learning outcomes. This happens outside of a physical space. Students are then invited into a virtual or physical space to articulate and discuss their findings and are guided by teaching staff to ensure that gaps in knowledge are filled and further enquiries directed appropriately. This approach is designed to 'flip' the more didactic approach of lecture or tutorial-based instruction, followed by a more flexible approach to articulating what has been learned and any further enquiry.’ |
| **Flexible learning** | ‘Using different modes of study and technologies of learning to enable students to manage their studies around other commitments and priorities and providing freedom of choice for learners of ways and times to learn, for example, through digital lectures or evening learning sessions.’ |
| **Gamification** | ‘Method of teaching using games principles to enhance learning and engagement. This often involves the application of game-design elements and principles in non-game contexts, for instance, a set of activities and processes to solve problems by using or applying the characteristics of game elements. Often, this manifests as students being set, and completing, a series of tasks which contribute to reaching an overall goal. The aim of this approach is to maximise students' enjoyment and engagement through capturing their interest and inspiring them to continue learning.’ |
| **Guided learning** | ‘When a student is being taught, supervised or instructed by an assessor, tutor or another person who facilitates learning and development. Guided learning takes place whether both physically - onsite at a provider - or remotely via digital means.’ |
| **Learning methods** | Learning methods are identified at module level with hours recorded for each method. The University uses a taxonomy approved by UTLC to support data and CMA requirements. |
| **Mixed mode** | See blended learning. |
| **Onsite** | This is being used as a reference to physical attendance on campus in keeping with QAA definitions. |
| **Physical distancing** | This is being used in place of social distancing in keeping with QAA definitions |
| **Sequentially timetabled module delivery** | Also commonly called block delivery but a distinction is made here to manage implications for visas associated with the block delivery mode by activity/learning method. Modules can be delivered in full in short blocks of time of normally 6 weeks or less and often sequentially. Modules are still allocated a term and should fit the standard CAB model. |
| **Synchronous learning** | ‘Learning that takes place with participants all engaging with material in real time, although not necessarily in the same place (for example, some students may participate onsite while others may participate remotely, both at the same time).’ |
| **Virtual delivery/methods** | This is being used in reference to online learning in keeping with QAA definitions |

**Please see the QAA’s *Building a Taxonomy for Digital Learning (2020)* for a full list:**

<https://www.qaa.ac.uk/docs/qaa/guidance/building-a-taxonomy-for-digital-learning.pdf>

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