Student Learning Hours on the MOF

To help increase the transparency and usefulness of the information we make available to internal and external stakeholders, our Module Outline Form categorises the learning activities provided in our modules into one of the following four categories:

- **Scheduled learning and teaching activities**: timetabled activities with a member of staff present, may be either in a physical or virtual teaching space, that run synchronously.

- **Structured guided learning**: Structured learning and teaching activities developed by staff to support and scaffold student engagement with the module learning, but where the activities are undertaken by students or groups of students without direct staff supervision/participation.

- **Guided independent study**: Student’s self-directed study. Whilst these activities may include some staff guidance, i.e. providing a broad reading list, they are distinct from the more structured and directed activities associated with the module and completed without staff that are recorded under the structured guided learning category.

- **Placements/study abroad**: Activities linked to a period of study or work-based mobility.

The MOFS form provides a drop-down list of generic activity types into one of which all teaching and learning on the module should fit. It is not practicable to provide a full listing of all the subject-specific options that schools might like, but the rationale for teaching and learning box (free text) could be used to provide further information.

In order to help colleagues use the most appropriate category, the following definitions and examples are provided:

**SCHEDULED LEARNING AND TEACHING ACTIVITIES**

This broad heading should encompass all student learning activities which are formally scheduled and where students have access to a member of staff, teaching assistant or demonstrator, whether present-in-person or on-line.

**Lecture**

A formal taught session (normally delivered to the whole cohort on a module) which consists largely of the exposition of theory, themes, methodologies and techniques.

**Note**: In the Flexible Learning 2020 model the majority of lecture material should be delivered through non-synchronous activities (which are part of the Structured Guided Learning category below).

**Module talk**

A whole-cohort session for a module which can act as an introduction to the module establishing its content, approach and pattern of student learning activities; or as a concluding session, drawing together key elements of the module learning or as a ‘revision’ session. This may include occasional one-off synchronous talks or guest lectures, which are timetabled synchronous activities for the whole
module cohort. These sessions will run online and may be used in the Flexible Learning model for a very small number of sessions in a semester.

**Practical**
Undertaking work in a supervised environment in order to develop skills and develop professional practice, e.g. laboratory work; studio work.

**Small group teaching**
Small group sessions based on discussion and sometimes on students presenting papers to the group. There sessions for smaller groups of students may take place online or as present-in-person sessions on campus and could include seminars; tutorials; sessions doing problem solving exercises or maths problems.

**Workshops**
Sessions either held online or present-in-person on campus dedicated to skills development where students undertake prescribed work with staff present to advise and answer queries, e.g. IT workshops; technical work in accounting; library skills sessions.

**Fieldwork**
Undertaking supervised work outside the university or virtually to collect data and develop skills, e.g. field trips; archaeological excavations; site visits; cinema and theatre visits; visits to museums and galleries.

**Drop-in/surgery**
A session where a member of staff is available to answer student queries relating to one particular module at a pre-specified time; sometimes referred to as office hours, surgery, or guidance, consultation and feedback hours, which may occur online or present-in-person on campus.

**Dissertation/project-related supervision**
Supervision provided on a 1:1 or small group basis to support a dissertation or project.

**Scheduled on-line contact time**
An on-line activity e.g. lecture, seminar, supervision session or tutorial that takes place synchronously in a timetabled slot and in which students have access to a member of academic staff (for on-campus programmes as well as distance learning programmes).

*Note:* In the Flexible Learning 2020 model this MOF activity type should not be used. To provide staff and students with a more informative outline, the relevant more descriptive activity types noted in this document (e.g. using the Small Group Teaching option for any online seminars etc.) should be used.

**STRUCTURED GUIDED LEARNING**
Structured learning and teaching activities developed by staff to support and scaffold student engagement with the activities, but where the activities are undertaken by students or groups of students without direct staff supervision/participation. These activities are not formally timetabled and are non-synchronous. This is a broad category of activities that are structured parts of the module learning and teaching.

**Lecture materials**
Lecture materials, and activities based around these materials, which support students to engage with lecture content. These materials may include: short recordings or podcasts either made for this purpose or sections of existing ReCap recordings; readings from published work or work authored for this purpose covering key concepts and content; a curated set of external resources or activities; student tasks to support and reinforce understanding of key concepts.

**Note:** In the Flexible Learning 2020 model the majority of all lecture material should be delivered through non-synchronous activities.

**Academic skills activities**
Activities developed by staff as part of the module learning, but undertaken by students without supervision, which support the development of their general or discipline-specific academic skills. This may include, for example, guided critical reading activities, technical exercises, maths problems, or virtual laboratory classes and analysis of results.

**Structured research and reading activities**
Students undertaking specific research or reading activities developed and directed by academic staff as a core part of the module learning. These could include reading a specified article in preparation for a synchronous session; reading and answering questions on a paper or text individually or in small groups; undertaking research as individuals or groups for a presentation or student-led contribution to small group teaching.

**Structured non-synchronous discussion**
An on-line discussion that takes place non-synchronously over an extended period of time, in which students participate online discussions (often through the VLE). These structured discussions would include input from a member of staff for example: providing direction and focus for the discussions; explicitly linking the discussion boards to other elements of the module learning activities; responding to and further engaging with students’ posts; a Q&A approach for key module concepts, context or queries about the learning activities. Such discussions could also be structured to be used prior to, or following, synchronous module activities to support student engagement in their learning.

**GUIDED INDEPENDENT STUDY**
This broad category refers to independent and fully self-directed student activity and covers the range from reading and preparation, through to students completing assessed work.

**Note:** In the Flexible Learning 2020 model where student learning activities are developed and directed by staff these should be recorded under the appropriate option in the Structured Guided Learning category. Additional student learning hours that form part of the independent study on a module should be recorded in this category of Guided Independent Study under the appropriate activity.

**Assessment preparation and completion**
Undertaking assessments, both summative and formative, including related reading and drafting; formative written reports or essays; computer-based assessment at time of student’s choosing; summative formal examinations of all types; in class tests whether formative or summative

**Directed research and reading**
Students undertaking independent and self-directed research or reading e.g. following the module reading list or accessing wider self-identified resources, viewing a film, DVD or performance; visiting a museum or gallery.
Skills practice
Students working on their own in order to improve technique and develop skills, e.g. technical exercises; maths problems; studio work; music rehearsal/practice.

Project work
Work undertaken individually or in groups on student projects. This might include the collection and analysis of materials, the measurement of other phenomena, the design and performance of experiments, the design and construction of devices, research in support of the development of a business plan or other practical work for a real or imagined customer.

Reflective learning activity
Undertaking directed work of a reflective nature, in which students reflect on the knowledge they have acquired or the skills they have developed. This may sometimes be linked to a placement or to the development of professional skills, e.g. reflective diaries; learning logs; e-portfolio where attached to a module; blogs.

Student-led group activity
Group work by students undertaken without staff being present, e.g. students undertaking a specified task (e.g. project meeting) in a group without staff present or on-line collaborative activities.

Independent study
Work carried out by students independently as part of their studies on the module, covering such things as writing up lecture notes, revision and general reading.

Online discussion
An on-line discussion, often through the VLE, which students participate in or initiate. Note: In the Flexible Learning model where these online discussions are a structured part of the module learning and include staff input, these should be under the ‘Structured non-synchronous discussion’ activity type in the ‘Structured Guided Learning’ category.

Distance learning advance preparation
Independent study completed via distance learning in advance of students undertaking an on-campus or off-campus programme or module.

PLACEMENT/STUDY ABROAD
This broad category refers to placements or internships in an organisation which form part of the programme, as well as to study abroad.

Employer-based learning
Undertaking work in an organisation in a work-context as part of the degree programme. This may include being physically based at the employer’s location or a virtual placement working for the employer remotely at a distance. Students may undertake the normal duties of an employee or may undertake a project related to the organisation.

Study abroad
Study in a university abroad as part of the degree programme or during an intercalating year. This may include being physically based at partner university or studying at the partner university online if a physical period of study abroad is not possible.
**Distance learning on placement**
Guided independent study (including assessment preparation and completion) undertaken off campus, during a period of placement or study abroad.

**Clinical training**
Training set in a variety of clinical settings, which provides the opportunity for students to integrate, consolidate and apply the knowledge, skills and attitudes accumulated from other course components. May in some circumstances include the clinical management of patients.

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