Key Points

1. A University Policy on Block Teaching was introduced at the start of session 2012/13.
2. Block Teaching refers to any arrangement of classes where the teaching and student learning are compressed into an intensive block of a period between 1 to 6 weeks.
3. All new and existing programmes must adhere to the University Policy on Block Teaching.
4. There are two forms of block teaching, both of which require approval of the Studies Committee:
   (1) "true" block teaching, where this is the most appropriate pedagogic model for a programme;
   (2) "conversion" of an on-campus/conventional delivery model to block teaching for practical purposes.
   The University Policy on Block Teaching focuses on the "conversion" type.

Block Teaching: Design and Approval

Category 1 ("True") model

Proposals for both Category 1 ("True") and Category 2 ("Conversion") models
Supporting Statement to USC or PSC to address four issues:

i. Rationale for block approach
ii. Overview of course design, including how students will study using this approach, and periods of learning before/after the block teaching

Category 1 Proposal submitted to Studies Committee for approval

Emergency use of block teaching (e.g. staff illness)
- Proposal to relevant Dean of the University, addressing standard four issues.
- Students supported in accordance with Policy.

Category 2 ("Conversion") model

Category 2 Proposal to address in addition:

- Eight points of course design:
  i. Formal teaching to be limited to 6 hrs per day and 25 hrs over 5 days. Approval required for durations above this limit.
  ii. Formal teaching period to include sessions for students to consolidate learning and ask questions.
  iii. Each staff member limited to teaching 25 hrs over 5 days
  iv. Member of staff to be available in person to answer queries after block teaching (email is not sufficient)
  v. Course design must incorporate 150 hours of learning.
  vi. There must be structured learning before and after the block so that students are prepared and can then test their understanding.
  vii. Block teaching must include problem-based learning to allow for reflection.
  viii. As per all courses, block teaching courses must incorporate: formative assessment, informative feedback, learning support during assessment, skills development, minimum presence on VISION.

- Differences between conventional and block methods

Category 2 Proposal submitted to Studies Committee for approval

References and Further Information

Contact: quality@hw.ac.uk
Policy on Block Teaching: https://www.hw.ac.uk/services/docs/blockteachingpolicy.pdf
Learning and Teaching Policies and Procedures: https://www.hw.ac.uk/services/academic-registry/quality/learning-teaching/policy-bank.htm