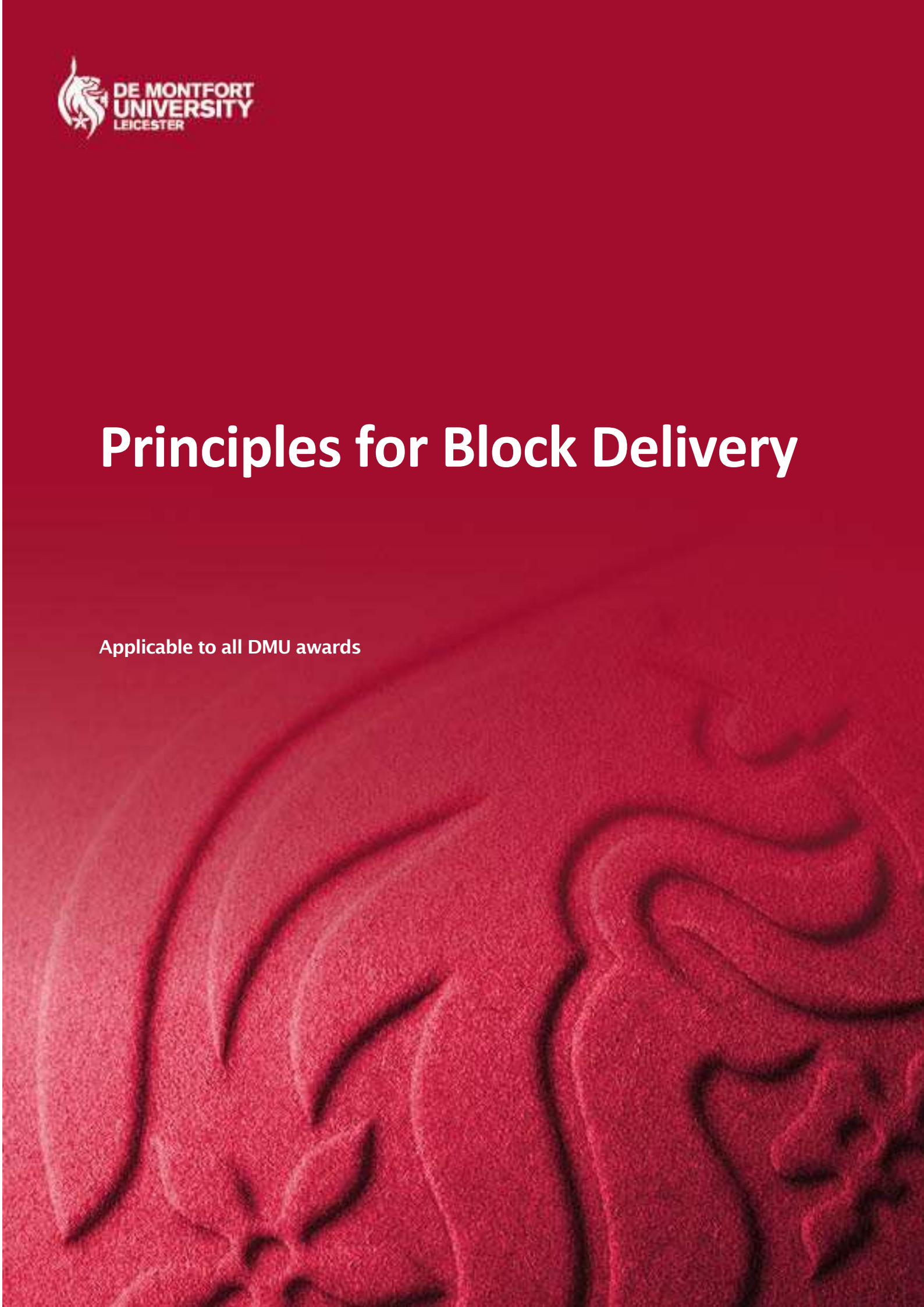
DE MONTFORT UNIVERSITY LEICESTER

Principles for Block Delivery

Applicable to all DMU awards



1. Introduction

1.1 The University is committed to creating a future-proof curriculum that is centred on the student experience.

1.2 The University's Principles for Block Delivery seek to support this commitment by implementing a delivery model which enables students and staff to focus on one subject at a time, providing time and space for creative pedagogies that facilitate deep learning and the building of stronger student communities.

1.3 These principles detail the key features and expectations of the University's Block Teaching Model and apply to the University's taught academic portfolio.

1.4 Any programmes looking to deviate from these principles must formally request an exemption via the relevant Faculty / Branch Campus Leadership Board and the University's Education Committee prior to programme validation or programme delivery approval.

2. Block teaching

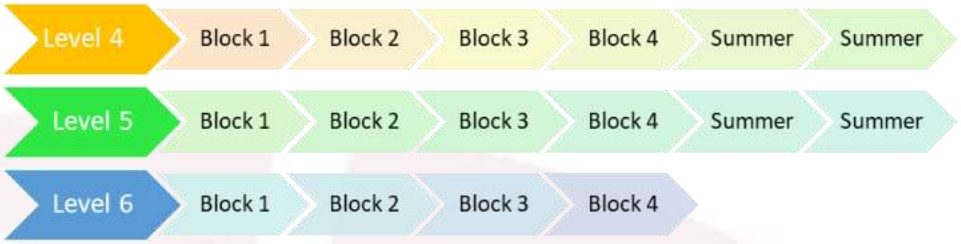
2.1 Block teaching is the University's principal delivery model for taught undergraduate and postgraduate programmes. Where possible, all taught undergraduate and postgraduate programmes will follow this block delivery model, taking into account professional body, placement, and other external requirements.

2.2 Block teaching is a model of delivery where students take one module of learning at a time before proceeding on to the next. Such an approach is based on pedagogic thinking which highlights the importance of deep and active learning strategies where students are engaged in learning that has a strong problem-based approach over a shorter period of time.

2.3 The University's standard academic calendar for undergraduate and programme programmes can found here on the University's external website: Academic calendar

3. Programme and credit structures

3.1 A typical three-year full-time undergraduate degree should normally be structured as follows:



3.2 A typical 12-month full-time postgraduate degree should normally be structured as follows:



3.3 Each block should normally contain a single 30-credit module.

3.4 Two 15-credit modules may be delivered in one study block once per academic level.

3.5 Two 30-credit modules may be delivered across two study blocks once per academic level. Alternatively, one 30-credit module may be delivered alongside two 15-credit modules (one per block) once per academic level.

3.6 A single 60-credit module may be delivered across two study blocks at Level 6 of an undergraduate degree and Level 7 of a postgraduate or integrated masters degree.

3.7 Credit values and durations for apprenticeship assessment modules (formerly known as End Point Assessments) will be determined by the assessment plan for the relevant apprenticeship standard.

3.8 Module optionality should not normally be offered at Level 4 for undergraduate programme but may be offered at Levels 5 and 6 (and 7 for integrated masters).

3.9 Module optionality may be offered for postgraduate provision.

4. Teaching and learning hours

4.1 A 30-credit module notionally equates to 300 hours of learning, including scheduled and independent study and assessment time.

4.2 A typical undergraduate degree (i.e. Bachelor's with Honours) equates to 360 credits, comprising 120 credits and 1200 notional hours of learning per academic level.

4.3 A typical postgraduate degree (i.e. Master's) equates to 180 credits and 1800 notional hours of learning.

4.4 Scheduled contact time should normally equate to a minimum of 20 percent of the total learning hours per module and relate to synchronous learning (e.g lectures, seminars,

workshops, and practicals). For instance, a 30-credit module should normally involve a minimum of 60 hours of scheduled contact time. Formal teaching should not normally exceed 6 hours in any one day.

4.5 Time dedicated to working towards and undertaking summative assessment should normally equate to a minimum of 20 percent of the total learning hours per module. For instance, students should normally dedicate a minimum of 60 hours to summative assessment for a 30-credit module.

5. Assessment

5.1 All modules should involve both formative and summative assessment.

5.2 Formative assessment should be used to gauge and scaffold student learning in preparation for summative assessment.

5.3 Summative assessment should be used to formally assess student learning and achievement against module learning outcomes.

5.4 The volume of assessed work should be manageable and reasonably distributed throughout the module (and programme). A 30-credit module should normally have no more than three pieces of summative assessment. However, one or two pieces of summative assessment is preferred.

5.5 The final summative assessment for a module should normally be scheduled in the final week of the module.

5.6 Assessments and feedback should be planned and scheduled so that students can make use of it to inform their work in subsequent assessments.

5.7 The following table details the University's maximum assessment tariffs for a 30-credit module:

Assessment	Word count	Duration	Other
100% coursework	5,000 words	-	-
100% practical examination and take-home papers	-	5 hours	-
100% controlled examination	-	3 hours	-
100% media presentation (e.g. film or video)	-	-	12 minutes of content

Assessment	Word count	Duration	Other
100% non-text-based work (e.g. lab work such as tables and diagrams, architecture drawings)	-	-	30 pages of content or equivalent

5.8 The above assessment tariffs should be contextualised for summative assessments of differing weightings and modules of different credit values.