

# **Definitions and Guidelines for Teaching Delivery Modes and Workload for Postgraduate Taught Papers, College of Humanities and Social Sciences**

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## **Background**

Postgraduate teaching and research is recognised as one of the distinguishing features of university education. The College of Humanities and Social Sciences offers a wide range of postgraduate programmes, with qualifications at Certificate, Diploma and Degree level, spanning both traditional Arts subjects and a diverse array of professional/applied subjects.

Over time, as the College and its postgraduate programmes have expanded and diversified (across both subject areas and campuses), the modes of teaching delivery have also diversified. In the interests of equity for students, and clarity of understanding for staff, consistency in terminology and practice is desirable. The *Definitions and Guidelines* proposed below should assist in achieving this goal. They apply only to taught postgraduate papers.

Three principles underpin the *Definitions and Guidelines*:

1. That students enrolled in postgraduate papers should be offered high-quality teaching to promote their learning.
2. Although mode of delivery imposes certain constraints, equivalence in the extent of teaching contact time across different modes of delivery should be sought.
3. Discussion and interaction between teacher and students, and amongst students, is an important hallmark of postgraduate education that promotes the development of a culture of scholarship. Such interaction may occur via face-to-face contact, or via equivalent online formats.

## **Definitions and Guidelines**

Three modes of teaching delivery are currently recognised: Block, Extramural and Internal. Each mode is defined below, accompanied by guidelines regarding the nature and quantity of associated contact time, and the supporting materials provided to students. Regardless of mode of delivery, all papers observe the normal start and end dates of semesters.

## **Workload**

Irrespective of the teaching delivery mode; the weekly workload for a paper corresponds with its credit value (15 or 30 credits) and duration (one or two semesters); it incorporates all contact time and independent study. The total workload for a 15-credit paper is 150 hours and for a 30-credit paper it is 300 hours. Time defined as teaching contact refers to the formal interaction between the teacher and the class for purposes of facilitating learning, promoting discussion and/or instituting other collaborative work among students relating to the course content. Such interaction may take the form of regularly scheduled seminars, intensive-contact or block courses and/or online forums.

Papers in any of the three teaching delivery modes may utilize online learning environments (via Stream) to a greater or lesser extent. Depending on the e-learning category of a paper, the extent and nature of study through online means will vary and range from 'optional', to

'recommended' to 'required'. Materials may be provided via print-based and/or digital formats.

### ***Block Mode***

Teaching is delivered in one or more extended face-to-face sessions on a Massey campus, at which attendance is absolutely compulsory. The teaching contact time for a block mode paper extends over larger blocks of time, but the total amount of teaching time is what is usually associated with an internal mode paper. The following guidelines provide the total amount of required teaching contact in block course papers. It is expressed in hours and days. The conversion from hours to days is based on six hours of teaching per day. (*Note: The critical value is hours, so if a teaching day is longer than six hours, then fewer days of teaching would be required.*) Normally, attendance at block teaching sessions is both preceded and followed by private study, which may include assessment components. Assessment components may also occur during the block teaching sessions. Before and after block courses, students will have contact with the teacher through virtual office hours, or through online or phone consultations.

#### Guidelines for Required Teaching Contact Time:

- 15-credit papers should have typically between 24 – 30 hours (4 – 5 days) of face-to-face teaching contact.
- 30-credit papers should have typically between 48 – 60 hours (8 – 10 days) of face-to-face teaching contact.

#### Required Supporting Material:

- Administration Handbook containing such information as learning outcomes, assessment structure and course assignments, teaching programme and block course schedule, and bibliography.
- Books of Readings, if they are applicable.

#### Optional Supporting Material and Teaching:

- Study Guides
- Additional web-based teaching

### ***Distance(Extramural) Mode***

Teaching is delivered at a distance through a combination of study materials in digital and/or print format. For distance students contact time and/or directed activity typically involve engagement in a range of interactive learning opportunities, delivered fact-to-face via contact courses and/or through virtual means such as *online forums or tutorials*. Students will have contact with the teacher throughout the duration of the paper via virtual office hours, or through online or phone consultations. To promote learning and scholarship at a distance it is expected that students regularly engage in interactive learning.

#### Guidelines for Required Interactive Learning Time:

- 15-credit papers should have typically between 12 – 18 hours of interactive learning.
- 30-credit papers should have typically between 24 – 36 hours of interactive learning.

#### Required Teaching and Supporting Material:

- Administration Handbook containing such information as learning outcomes, assessment structure and course assignments, teaching programme and bibliography.
- Study Guides
- Books of Readings, if they are applicable.

#### Optional Teaching

- Additional teaching may be provided through contact courses that are voluntary or strongly recommended, or through online contact.

#### ***Internal Mode***

Teaching is delivered in regular face to face sessions on a Massey campus. Sessions are held on a weekly or at least a fortnightly basis. Class contact time per week is determined by the credit value of the paper (15 or 30 credits) and the duration (one or two semesters).

#### Guidelines for Required Teaching Contact:

15 credits, single semester	2 to 2.5 hours per week	(24 -- 30 hours total)
15 credits, double semester	1 to 1.25 hours per week	(24 -- 30 hours total)
30 credits, single semester	4 to 5 hours per week	(48 -- 60 hours total)
30 credits, double semester	2 to 2.5 hours per week	(48 -- 60 hours total)

#### Required Supporting Materials:

- Administration Handbook containing such information as learning outcomes, assessment structure and course assignments, teaching programme and course schedule, and bibliography.
- Books of Readings, if they are applicable.

#### Optional Supporting Materials:

- Study Guides
- On-line components

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