**Annex B Recommended patterns of teaching (RPT) template**

**Part 1: template**

**[COURSE TITLE]**

**[Course part]**

[Course structure]

| **Paper** | **Term** | **Dept/**  **Faculty** | | **College** | | **Comments** |
| --- | --- | --- | --- | --- | --- | --- |
| **Lectures** | **Classes** | **Tutorials** | **Classes** | *Figures in this table are in hours unless otherwise stated.* |
| [1.] | MT |  |  |  |  |  |
| HT |  |  |  |  |
| TT |  |  |  |  |
| [2.] | MT |  |  |  |  |  |
| HT |  |  |  |  |
| TT |  |  |  |  |
| [3.] | MT |  |  |  |  |  |
| HT |  |  |  |  |
| TT |  |  |  |  |
| [4.] | MT |  |  |  |  |  |
| HT |  |  |  |  |
| TT |  |  |  |  |
| [5.] | MT |  |  |  |  |  |
| HT |  |  |  |  |
| TT |  |  |  |  |
| [6.] | MT |  |  |  |  |  |
| HT |  |  |  |  |
| TT |  |  |  |  |
| [7.] | MT |  |  |  |  |  |
| HT |  |  |  |  |
| TT |  |  |  |  |
| [8.] | MT |  |  |  |  |  |
| HT |  |  |  |  |  |
| TT |  |  |  |  |
| Notes | | | | | | |

**Part 2: Notes of guidance on using the RPT template**

The template has been designed to give an ‘at a glance’ summary for students as part of their course handbooks, but also to be available to colleges when they are planning their teaching. The key information captured is the type and volume of teaching (focusing on lectures, classes and tutorials, but with the flexibility to include other forms of teaching such as practicals), the year and term in which it takes place and who provides it, department / faculty or college.

**Minimum set of information to be included:**

* ***Type*** of teaching provision: lectures, classes, tutorials.
  + Practicals, data labs etc: number per term, pattern of occurrence (e.g. weekly, weeks 1-4 only)
  + project or dissertation/thesis supervision (number of tutorials/terms)
  + Revision classes
* ***Provider[[1]](#footnote-1)*** of teaching: department/faculty, college
* ***Amount*** of teaching: how many hours per term
  + Where teaching is provided only in a specific term or order, this should be specified.
  + Where teaching can be provided in any term (in agreement with tutors/departmental advisors), this should be noted.
* A statement that indicates that colleges may, where appropriate, provide teaching in different quantities or formats than that presented in the table.

**Optional information:**

* Details of who is responsible for allocation of tutorials, practical slots etc.
* Total number of courses/subjects/papers to be taken

**Completing the table**

**Course part** – Use a separate template for each part of the course, e.g. FPE, FHS Year 2, Part A.

**Course Structure** – this section can be used to give a brief overview of number of papers to be taken, any paper combination restrictions etc.

**Paper** – paper title and number (if numbered in the *Examination Regulations*)

**Term** – term in which the teaching takes place; if teaching only takes place for a particular paper in one or two terms, only include rows for those terms.

**Dept/Faculty / College Lectures / Classes / Tutorials** – Give the number of teaching sessions per term for each type of teaching. In the case of teaching provided by colleges, these figures are faculty/dept recommendations and individual colleges may choose to vary the pattern. NB: Lectures, classes and tutorials are assumed to be an hour in length unless otherwise noted.

**Comments** – use this column to add any additional information, particularly about college teaching for that paper, e.g. 4 classes on x, 4 classes on y, of the 8 tutorials students would normally only be expected to produce 4 essays, each class is 90 minutes long.

**Notes** – Use this section to add any necessary additional information, either for the whole table or for particular aspects (using \*,#,+ as necessary).

For courses with practical work use this section to briefly describe the practical components e.g. 13 days practical work. The detail is expected to be covered for students elsewhere in their course handbook. Alternatively, practicals may be listed as a paper where this makes more sense for a given course.

**The Notes box may also be used to describe teaching patterns in circumstances where a narrative format can capture the relevant information more effectively or efficiently than adding rows of the table.** For example, on courses which have a large number of FHS optional papers with similar teaching patterns, expressing this as e.g. ‘*The recommended patterns of teaching for 3rd year optional papers is 12-16 lectures and 8 tutorials’* rather than adding multiple rows of options listing identical teaching patterns, may be most effective.

**An appropriate statement, in the Notes section or above the table, should be included to recognise that colleges may provide different amounts or types of teaching than stated in the recommended patterns of teaching for a variety of reasons (e.g. individual student needs, differing numbers of contact hours depending on tutorial/class group sizes, etc).**

Adjust table layout as necessary: unnecessary columns/rows can be deleted i.e. if there are no faculty/college classes for any of the papers, or no teaching for a paper in a particular term. Add additional rows where required, including label rows if dividing by core/optional papers. Cells may be merged, for example where teaching provision is not clearly distinguished into specific terms or delivery formats.

1. For inter-collegiate classes and other similar arrangements, the provider in the RPT is the body perceived by the student as providing the taught provision, rather than the body funding that provision. [↑](#footnote-ref-1)