

# Student Learning Hours and Learning Strategies Project: Final Report

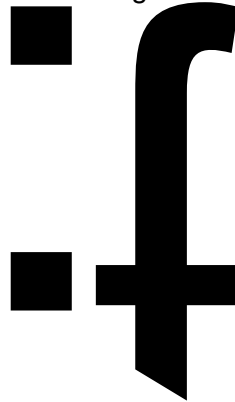
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30 December 2020

# Report

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## Executive Summary

The Student Learning Hours and learning Strategies study was commissioned to:

1. Investigate how students engage with different types of UoLW content and learning activities, both solo and collaborative, and thereby to
2. Support discussion on ways of enhancing programme design and operation to maximise opportunities for student success.

Data were collected from students undertaking four programmes: BSc. Computer Science ('CS'), the MBA, PG Laws ('PGL') and Professional Accountancy ('PA').

Data collection methods were:

1. An online survey (645 respondents)
2. Self-completed learning diaries (7 respondents)
3. Student interviews (7 respondents).

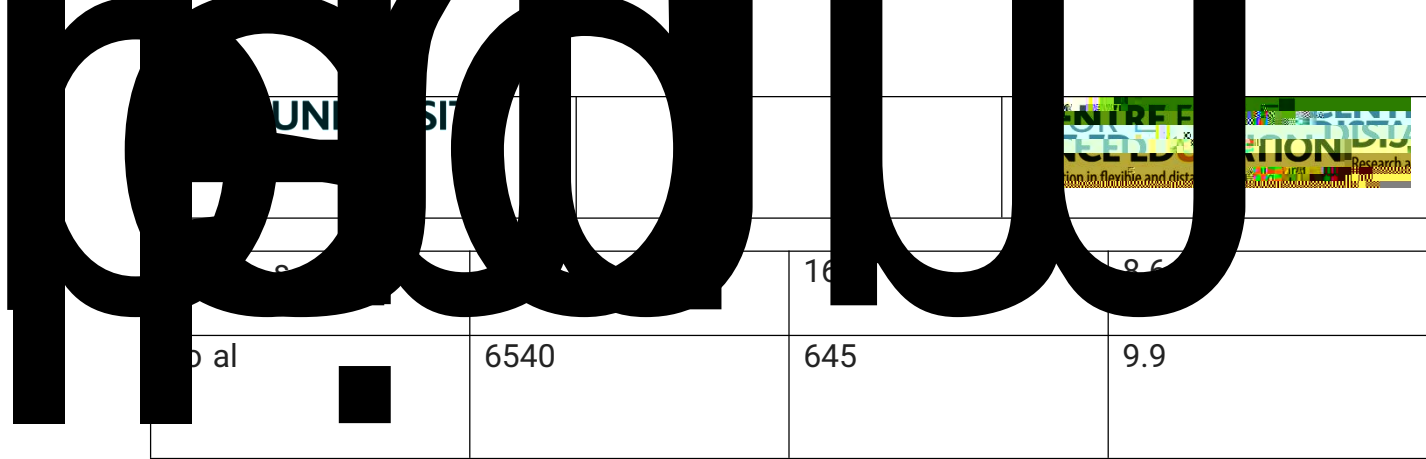
Principal findings include:

1. Wide variation in study times within and between programmes, both above and below programme teams' expectations/recommendations .
2. Overall, respondents are fairly evenly split between those who think they spend enough time studying (54%) and those who think they do not spend enough (40%). However, many say that family and work demands reduce the time available for study below levels they are comfortable with.
3. Student self-reported study behaviours vary widely in style and effectiveness.
4. Study guidance provided is followed to some extent by most respondents.
5. Students who follow the study guidance closely tend to spend longer studying than is expected by the programme team.
6. Learning content is reported to help learning more than do learning activities, and individual learning activities are reported to help learning much more than collaborative learning activities.
7. The four programmes covered by this study are satisfactory, or more than satisfactory, for students who are experienced, sophisticated, learners, but the eviden-<sup>nA</sup>

# Introduction

The Student Learning Hours and Learning Strategies study was commissioned by Sam Brenton,

1. Online



		16	8.6	
Global	6540	645	9.9	

While the numbers of learning diaries and interviews conducted are far too small to have a chance of being representative, they offer insights into the behaviours and views described in the survey.

We return now to the three research questions to see what the student data tell us about each.

### RQ1. How do student study hours and study patterns compare with programme team expectations?

#### Study hours

There are considerable variations in the amount of time respondents spend studying their programmes each week. Some of this variation can be explained by intended differences in the amount of study time for different programmes and by modes of study (PT/FT). The following table shows the range of study hours reported by programme with expected hours highlighted in white, while pink and green





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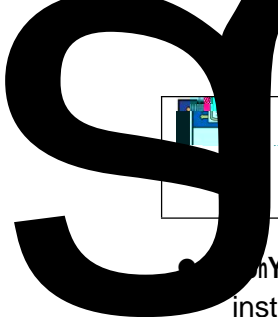




7	<p>           %\$ DfYj]c ig            YIUa            e i Ygh]cbg         </p>	5	1	1	11	457	2
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D	<p>           ) GY`Z!            UggYgg a Ybh            Y I YfW]gYg         </p>	2	5	7=	6=	433	4
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7	<p>           % J]XYcg            k]oq         </p>						







hYfUWh]jjhm. Respondents commented that webinar meetings are too much one-way instead of two way.

## Conclusions

Although there are