

**APPG Template for Provision of Information for Prospective Students**

This document sets out a template and guidance for the provision of information on learning, teaching, assessment and affiliated course-related information for prospective students. It should be completed for submission alongside the APPG Course Approval Form. The information will be provided on the course webpages and direct links will be made from the Unistats website to that information.

Please follow the guidance in constructing your text. Write the text as second person narrative, ie with reference to ‘you’ (the student). It should be clear that the information provided is indicative of the typical student experience. It is advisable to review some examples of course information on the University webpages before you complete the text for your course.

Key -

**Bold text** = standard headings and should not normally be amended

Black text = standard text and should not be normally amended

*Blue italicised text*= guidance

Normal text = example

Green text = to be completed by author, and

Red text = for completion by Communications and Participation or Finance Department.

If the provided example text does not fit the particular circumstances of your course, please make appropriate amendments. Where you provide statistics give the year to which these relate and update annually.

Please ensure that any extraneous text is removed before submitting this form –

ie the guidance (blue text) and example text (yellow highlights).

If as a result of the planning and approval process details change, you should liaise with the Communications and Participation Department to ensure the text is updated.

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| --- | --- |
| 1 Course title: |  |
| 2 Author of document: |  |
| 3 Role: |  |
| 4 Date:  |  |

**Key features of the course**

**5 What makes *[insert course name]* at the University of Worcester special?**

*Provide a couple of short opening sentences on why potential students might wish to study this subject eg what significance does it have socially, globally, professionally, personally, and briefly what topics/elements are available through the UW curriculum. What makes this course distinctive from potentially similarly titled courses elsewhere? [Colleagues in Communications and Participation may reword some content to maximise its appeal to prospective students.]*

**6 Key features**

*Identify in bullet points the key features of the UW course eg unique project options, new/specialist equipment, flexible learning opportunities. [Colleagues in Communications and Participation may reword some content to maximise its appeal to prospective students.]*

**7 Location of teaching**

*If the course leads to a UW award but is delivered by a partner institution or delivered jointly with a partner institution make this clear, together with the specific locations for teaching. State that there is an agreement between UW and partner x for the partner to deliver the course either solely or in part, leading to an award made by UW. State that the partnership is reviewed on a scheduled basis and was last successfully reapproved or is planned to be reviewed in year x.*

*Otherwise state University of Worcester.*

**8 Accreditation**

*Identify whether the course is seeking/pending accreditation or recognition by a Professional, Statutory or Regulatory Body. State what the nature of that accreditation or recognition would be eg dual accreditation with the University as an integral element of the award, subsequent application for membership/accreditation, the professional recognition/ certification this would confer etc.*

*In the case of Higher Level or Degree Apprenticeships briefly explain the nature of the employer’s involvement.*

**9 Entry requirements**

*State the typical UW requirements for a course at its level and, additionally, any requirements specific to the subject, sector or PSRB requirements e.g. DBS, occupational health, travel requirements. If relevant, any of the latter must be flagged to applicants. Please note the entry requirements stated here and in the Programme Specification must be the same.*

**Teaching and learning**

**10 What will you study and when?**

*In this section, list the mandatory modules and current or planned optional modules by title for each year of the course. Add the following standard text after the module listing.*

Our courses are informed by research and current developments in the discipline and by feedback from students, external examiners and employers. Modules do therefore change periodically in the interests of keeping the course relevant and reflecting best practice. The most up-to-date information will be available to you once you have accepted a place and registered for the course. If there are insufficient numbers of students interested in an optional module, this might not be offered, but we will advise you as soon as possible and help you choose an alternative.

**11 Teaching**

*State the main teaching methods, and provide a sentence about each describing what is*

*involved/purpose in relation to student learning. Include a statement about meetings with personal academic tutor.*

*If relevant, include a sentence or two about work-based learning and placements, and or access to specialist learning resources/facilities.*

Example text:

You are taught through a combination of interactive workshops, lectures, seminars and laboratory practicals, fieldwork, practical activities etc. Interactive workshops take a variety of formats and are intended to enable the application of learning through discussion and small group activities. Seminars enable the discussion and development of understanding of topics covered in lectures, and laboratory practicals are focused on developing subject specific skills and applied individual and group project work.

In addition, meetings with personal academic tutors are scheduled on at least four occasions in the first year and three occasions in each of the other years of a course.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip you for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and also the personal academic tutoring system enables you to reflect on progress and build up a profile of skills, achievements and experiences that will help you to flourish and be successful.

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| **12 Contact time***Please follow the example text below to set out information about class contact. Estimate the amount of contact time per week, based on the specified time relating to mandatory modules and the norm for optional modules. Provide a bullet point list of the main types of contact time and give indicative class size (add to/amend the list as appropriate). This information is intended to be indicative of what a typical student might expect.*Example text In a typical week you will have around 15-16 contact hours of teaching. The precise contact hours will depend on the optional modules selected and in the final year you will normally have slightly less contact time in order to do more independent study. Typically contact time will be structured around:* x hours of interactive workshops
* x hours of (large group) lectures
* x-x hours of seminars in groups of around x students
* x hours of supervised lab practicals.

In year two 4 days per week will be spent in placement for one semester. |

**13 Independent self study**

*Provide a statement of expected independent study time per week. A student with 12 hours of contact time per week would typically be expected to undertake 25 hours independent study, and a student with 15 hours contact time would be expected to undertake 22 hours independent study.*

Example text

In addition to the contact time, you are expected to undertake around 25 hours of personal self-study per week. Typically, this will involve completing online activities, reading journal articles and books, working on individual and group projects, undertaking research in the library and online, preparing coursework assignments and presentations, and preparing for examinations.

Independent learning is supported by a range of excellent learning facilities, including The Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

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| **14 Duration***Set out possible patterns eg:** *3 years full-time*
* *4-6 years part-time*
* *4 years full-time including one year placement.*
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**15 Timetables**

Timetables are normally available one month before registration. Please note that whilst we try to be as student-friendly as possible, scheduled teaching can take place on any day of the week; and some classes can be scheduled in the evenings.

**16 Teaching staff**

*Provide a general statement about the teaching team, including the percentage of permanent staff who have HE teaching qualifications or Fellowship of the HEA.*

Example text

You will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes senior academics, professional practitioners with industry experience, demonstrators and technical officers.

Postgraduate research students who have undertaken teacher training may also contribute to the teaching of seminars under the supervision of the module leader. Teaching is informed by the research and consultancy, and (as at insert date) 56 per cent of Zoology lecturers have a higher education teaching qualification or are Fellows of the Higher Education Academy. You can learn more about the staff by visiting our staff profiles [insert link].

**17 Assessment**

*Please follow the example text below to set out information about assessment, providing general statements about formative assessment and the main forms of summative assessment. Follow this by a bullet point list detailing the typical assessment diet for a student in each year of the course. This information is intended to be indicative of what a typical student might expect.*

Example text

The course provides opportunities to test understanding and learning informally through the completion of practice or ‘formative’ assignments.

Each module has one or more formal or ‘summative’ assessments which are graded and count towards the overall module grade. Assessment methods include written examinations and a range of coursework assessments such as essays, reports, portfolios, performance, presentations and a final year independent studies project.

The precise assessment requirements for an individual student in an academic year will vary according to the mandatory and optional modules taken, but a typical formal summative assessment pattern for each year of the course is:

Year 1

x formal examinations of x hours duration

x essays

x practical reports

x individual or group presentations

Year 2

x formal examinations of x hours duration

1 reflective and skills portfolio relating to work placement

x essays

x practical reports

x individual or group presentations

Year 3

Major independent study project of approx xxxxx words

x formal examinations of x hours duration

x essays

x practical reports

x individual or group presentations.

You will receive feedback on practice assessments and on formal assessments undertaken by coursework. Feedback on examination performance is available upon request from the module leader. Feedback is intended to support learning and you are encouraged to discuss it with personal academic tutors and module tutors as appropriate.

We aim to provide you with feedback on formal course work assessments within 20 working days of hand-in.

**18 Employability**

*Provide an outline of the main career paths that the course could lead to. Refer to opportunities for postgraduate study either directly, or affiliated CPD/transition routes. Reinforce any particular advantages of studying this particular course at UW in preparing for the future eg its applied nature, its work-based or placement opportunities, opportunities for voluntary work etc. Where relevant include the latest statistics on the % of graduates in employment and/or further study (or similar statistic) giving the date for the statistic, eg ‘100% of our 2016 graduates were in employment or further study six months after graduation’.*

**Costs**

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| **19 Tuition fees***This information will be supplied centrally by the University’s Finance Department.* Note that there is a charge for retaking modules. |

**20 Course-related costs included in the fees:**

*This information will be supplied centrally by the University’s Finance Department.*

**21 Course-related costs not included in the fees**

*Make general reference to day-to-day costs for printing, stationery, books etc. Plus anything specific such as specialist equipment eg art, electronic or sports equipment, lab jackets, uniforms, cost of accreditation to professional bodies, need to be able to drive etc. Be clear if students are multi-site based eg taught at the University and also a partner college or have placements to attend whether or not there is any collective transport (eg minibus) provided or travel costs can be reimbursed or whether these are the student’s responsibility.*

**22 Accommodation**

*This information will be supplied centrally by the University’s Communications and Participation Department.*

**23 Sources of financial support**

Most financial support is available from Student Finance England [www.gov.uk/studentfinance](http://www.gov.uk/studentfinance). The University’s Money Advice Service can provide information about student money; this can be accessed through [firstpoint](https://www.worc.ac.uk/your-home/firstpoint.html).

**24 How to apply**

*Provide UCAS code for full time entrants and link to* [How to apply](https://www.worcester.ac.uk/journey/undergraduate-applications.html) *page for part time where applicable.*

**25 Who to contact in the case of queries**

*Provide details of key contact in the School:*

and

Admissions Office

01905 855111
admissions@worc.ac.uk