**Information for Prospective Students on learning, teaching and assessment: guidance for producing text.**

This document sets out a template and guidance for the provision of information on learning and teaching and assessment for prospective students. This 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.

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

**Blue italicised text = guidance, and**

**Normal text = example.**

**An outline template for completion follows the guidance.**

**If the provided text does not fit the particular circumstances of your course, please make appropriate amendments.**

**Teaching and Learning**

**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. 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 4 occasions in the first year and three occasions in each of the other years of a course.

You have an opportunity to undertake a semester long placement in the second year of the course, supervised for agreed projects by a work-based mentor and a University tutor.

You use industry-standard design software and have access to engineering and computer laboratory facilities throughout the course.

**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 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

**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 do 25 hours independent study, and a student with 15 hours contact time would be expected to do 22 hours independent study.*

Example text

In addition to the contact time, you are expected to undertake around 22 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.

**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 56 per cent of University 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 [link].

**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 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

**Feedback**

*Please use the example text below.*

Example text

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 feedback on formal course work assessments within 20 working days of hand-in.

**Template for provision of information for prospective students**

**Course title:**

**Author of document: Role:**

**Date of completion:**

**Teaching and Learning**

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 through the personal academic tutoring system enables you to reflect on progress and build up a profile of skills, achievements and experiences that will enable you to flourish and be successful.

**Teaching**

You are taught through a combination of….

In addition, meetings with personal academic tutors are scheduled on at least 4 occasions in the first year and three occasions in each of the other years of a course.

You have an opportunity to ……

**Contact time**

In a typical week you will have around xx – xx 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 class contact time will be structured around:

* …
* …

**Independent self-study**

In addition to the contact time, you are expected to undertake around xx hours of personal self-study per week. Typically, this will involve …..

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.

**Teaching staff**

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 …..

Teaching is informed by the research and consultancy, and xx per cent of course 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 [link].

**Assessment**

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 …..

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

Year 2

Year 3

**Feedback**

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.

***Once this form has been completed, please forward a copy to your IQC secretary.***