

INFORMATION FOR STUDENTS

A guide to providing information to prospective undergraduate students

Developed by the Quality Assurance Agency for Higher Education on behalf of:



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CONTENTS

Introduction	1
Introductory course information	3
Entry requirements	7
Course structure and delivery	9
Module information	11
Teaching and learning	13
Assessment and feedback	17
Costs and financial support	19
Annex 1: Further information	22
Annex 2: Terminology	23

INTRODUCTION

ABOUT THIS GUIDE

This is a practical guide that aims to help providers present good quality information to prospective students. In writing the guide, we have considered research into student information needs and decision making, and consulted the advice published by the Competition and Markets Authority (CMA) and the expectations of the UK Quality Code for Higher Education.

It has been developed alongside changes to Unistats and the Key Information Set (KIS) resulting from the ‘Review of provision of information about learning and teaching, and the student experience’.

Higher education: consumer law advice for providers

In March 2015, the Competition and Markets Authority (CMA) published advice for higher education providers to help them comply with their consumer law obligations. This advice sets out the CMA's views on compliance in a number of areas, including the provision of information to undergraduate students. The CMA's views are not binding and only a court can determine, depending on the factual circumstances of the particular case, whether a breach of the law has occurred.

www.gov.uk/government/publications/higher-education-consumer-law-advice-for-providers

SCOPE

Although some of the information covered will be relevant to current students, the guide focuses on information to help prospective students in their decision making. It includes course-level information, as well as information on areas such as accommodation costs and financial support.

It includes those areas where data is no longer collected through the KIS, with the intention of ensuring that a comparable level of information is available on providers’ websites which can then be linked to from Unistats, as well as being accessed directly.

It is not intended to cover all of the information that providers must legally provide. For example, it does not extend to areas such as information about complaints processes. Providers should therefore read this guide alongside the CMA's advice.

PRESENTING INFORMATION FOR STUDENTS – SOME KEY PRINCIPLES

The information you present to students should be clear, transparent and accurate in order to help them make informed choices about where and what to study. It should not be misleading and terms should be written in clear, plain and intelligible language. It is important to bear in mind that the information you present to prospective students may be considered material to the contract that you agree with students at the offer stage. All information that you provide should be made accessible through your website.

When presenting information to students you should consider the following questions:

- Are you presenting students with the information they need to make an informed choice about where and what to study?
- Are you providing it in the place where they are most likely to look for it?
- Have you thought about how best to link information together so students can easily navigate it; are links clear, functional and easy to use?

- Is information accessible to the range of students who may wish to use it, for example in different formats?
- Is the language you have used appropriate? You should take care not to use language or abbreviations which, while well known in the sector, are likely to be unfamiliar to prospective students, unless further explained. Annex 2 of this guide includes some definitions of commonly used terminology.
- Do you have established methods/processes in place for reviewing and updating this information as appropriate?
- Have you considered whether there is information about a course that might be surprising to a student and highlighted this to them?
- Have you clearly explained the circumstances where changes might be made, and the notice period provided to students of any changes (without using a wide discretion to vary)?
- Do you have a clear policy process for informing students about when changes to courses do occur and is information on this readily accessible to users?

Can we provide indicative information?

If you cannot provide exact information at this time, you can provide prospective students with an indication, provided that you have a firm basis for what you have said and that you are clear that it is indicative. For example, in terms of class size you could say that, as an indication, your class sizes on a particular course have typically been between 10 and 15 students if this is what they have been in recent years.

What do we need to do if there are changes to the course?

Update information on your website as soon as changes are confirmed, so that prospective students have the most up-to-date information on which to base their decisions.

If changes happen between a student applying and being offered a place, make clear in the offer letter what has changed and where up-to-date details can be found. The student can then decide whether or not to accept the offer based on the current information.

If changes happen after a student has accepted an offer, this is effectively changing their contract and you must proactively inform them of the changes in a timely manner, and before enrolment. Any changes to terms, including making changes to the course composition, must be fair. To avoid needing to seek students’ express consent to changes to pre-contract information (course composition, length and costs), you should ensure that you make clear any changes that might occur and students should be able to understand the potential circumstances, nature and extent of any changes.

‘**Some of the uni websites were either very difficult to navigate or didn't have all the information I would have liked.**

COURSE TITLE AND AWARDING BODY

Students need to know the title of their course and the qualification they will receive on successful completion. Providers should supply the name of the professional body and/or institution with degree awarding powers that regulates the provision.

Name the award students will receive on successful completion of their course

The title of a student's qualification is crucial, as it encapsulates their years of study, and signifies what they will be working towards. Accurate information for prospective students is therefore essential and should include the qualification and course title, for example BA (Hons) Philosophy, FdSc Health Studies, or HND in Accounting and Finance.

■ Name the awarding body

Where the organisation that delivers the course is not itself the awarding body, for example when courses are franchised to collaborative partners, this should be made clear to prospective students. Students need to know whether the agreement between the awarding body and the delivery organisation requires renewal during their expected period of study and what would happen should it not be renewed.

“ Unis need to show that full time aren't their only courses, you can study alongside a job, family and other commitments. You don't have to be 18. ”

LENGTH OF COURSE

The length of a course is important when students are making choices, particularly if they are considering studying on a part-time basis, whether on campus or by distance learning. Prospective students feel that information about part-time study is often neglected in comparison with information about full-time study. Course length is part of the pre-contract information that you must legally provide.

■ Indicate the length of courses for both full-time and part-time modes of study

Course length can vary according to the mode of study (full-time or part-time) – the length of part-time courses will also depend on the range of intensity of study permitted by providers – and the options available to prospective students should be made clear. Where providers offer substantial part-time provision it may be helpful to provide separate prospectuses and web pages for full-time and part-time courses.

■ Indicate the start and end date of the course

Knowing the start date and end date of the course well in advance provides a focal point for prospective students in planning the commencement of their studies. A start and end date is particularly crucial to overseas students requiring a Tier 4 visa.

■ Indicate work or study placements that may affect the length of the course

Course duration may be extended by the inclusion of a work or study placement in the UK or abroad. Providers should make clear the duration of the placement, whether it is compulsory or optional, who is responsible for finding it, and the financial arrangements for students on placement.

LOCATION OF STUDY

For many students, their higher education experience is in a new place. Other students choose to study locally where there are family or work commitments.

■ Give the name and geographic location where the course will be delivered

Providers should supply information on the location(s) of study. This has significant impact on student choice, because for some it means relocating to a new place for a number of years. When choosing a university or college, students need to know whether teaching and learning takes place at a compact campus, a single building, or locations across the town or city, especially where travel between locations is necessary.

To help students understand the impact travel will have on their time and budgets, providers should supply further information if teaching is split across locations.

For example, if a free shuttle bus is not available, and it is the student's responsibility to travel between locations, this should be made clear to prospective students. Similarly, providers should also make it clear if students are likely to need to move campuses during their period of study.

Where awards are delivered by distance learning, providers should inform students about the location, duration and cost of any intensive face-to-face study periods they are required or advised to attend.

■ Provide details of the likely location of work or study placements in the UK or abroad

Advance information about any work or study placements that might involve travel away from the home campus will help students judge whether they are likely to meet the requirements of the course, as well as visa requirements if the placement is abroad. Some providers use placement maps or lists of placement providers and locations to facilitate this choice.

ACCREDITATION BY PROFESSIONAL AND REGULATORY BODIES

In some cases awards prepare students for entry into a regulated profession, such as nursing, engineering or law. This may mean additional criteria must be met before a student can qualify as a practitioner. In other cases awards prepare students for membership of professional bodies and offer full or part-exemption from their requirements.

■ Indicate where courses are accredited by a professional, statutory or regulatory body (PSRB)

In addition, providers should clarify the benefit to students of the accreditation obtained through successful completion of the course, and whether membership of the PSRB is dependent on further requirements, such as a period of placement, employment or further study after graduation. Providers should also make explicit where accreditation or qualification to practice is not obtained through completion of their course, where students may expect this.

Where the course is accredited by a PSRB, providers must state whether the accreditation agreement requires renewal during the expected period of study of prospective students and, if so, what the implication is for students who have already enrolled should it not be renewed.

INTRODUCTORY COURSE INFORMATION

TIMETABLE INFORMATION

Timetable information is helpful to students when choosing courses. Knowing the days and times of the week on which classes take place is useful for all students, and particularly for part-time students, mature students and carers, who work and have other responsibilities to reconcile with their studies.

Students with sporting or cultural interests will also wish to know if there is a teaching-free afternoon set aside for these activities.

Detailed information is not always available at key milestones of the application cycle. If this is the case, this should be made clear to students. In addition, it should be clear when students will be given a confirmed timetable for study commitments.

■ Indicate when students can expect to receive a course timetable

It is acknowledged that the logistics of timetabling is administratively burdensome and complex. However, students who need to reconcile study with family or work commitments will find an early indication of the timetable particularly helpful. Providers are encouraged to make timetables available as early as possible to prospective students.

Course information should make it clear when students can expect to receive their timetable.

Where there is a degree of consistency in course timetables from one academic year to the next, providers may consider making the current year's timetable available to prospective students on an indicative basis, but it must be clear to students that this is indicative information and may be subject to change.

Institutions should provide information, where part-time study is based on a full-time study timetable. For example, if a BSc in Computer Science is available to be studied in either full or part-time mode, and the full-time timetable spans five days, the provider should indicate that part-time study is available on this course and that students will be expected to attend lectures/labs/seminars that are based on the full-time timetable, which, dependent upon the agreed modules in the first year of part-time study, may mean attendance five days of the week.



INTRODUCTORY COURSE INFORMATION

EXAMPLE OF GOOD PRACTICE

This example of good practice is not intended to be exhaustive. Providers may wish to include additional introductory information such as entry requirements and tuition fees, which are dealt with elsewhere in this guidance.

Award: BA (Hons) Business Management
UCAS Code: NXXX
Location: University Centre Exton (and location of work placement)
Awarding body: University of Bexford

Students who complete the course successfully will receive a degree from the University of Bexford. The agreement between the University Centre Exton and the University of Bexford is reviewed every five years for developmental purposes and was last renewed in May 2015.

Professional body accreditation: Successful completion of this course satisfies the academic requirements for membership of the Chartered Association of Managers (CAM) The course has indefinite accreditation from the CAM but is reviewed periodically.

Duration: 3 years (full-time)
4-6 years (part-time)
4 years (full-time) including a one-year work placement

Academic year: Full-time course: 11 September 20XX - 21 June 20YY
Part-time course: 11 September 20XX - 21 June 20YY
9 January 20XX - 18 December 20YY

Part-time study: When studied part-time, the duration of the course depends on the speed at which you wish to progress through it. This is called the 'intensity of study'. For example, studying half-time would be equivalent to 50 per cent intensity of study and would typically double the length of the course from three to six years. Please note that this does not necessarily mean that the modules you take in Year 1 will equate to 2.5 full days' attendance. As part-time study will mean attendance of some modules that are on the full-time timetable, it may mean that you will be required to attend modules timetabled over five days of the week. You may be able to change the intensity of study during your course. Please note that the four-year version of the course is not currently available on a part-time basis.

Work placements: If you would like to undertake a work placement between the second and final years of the course, our placement staff will work with you to try to identify a suitable opportunity and location for your work placement in the UK or abroad. Please refer to our placements map for further details and note that you are responsible for any costs incurred in travelling to and from your work placement, and for any accommodation costs. Further information on the likelihood of securing a placement, its impact on your course duration, and whether or not it will be paid are available from our [placements staff](#) [link].

Timetables: Timetables are normally available one month before registration. Please note that while we make every effort to ensure that timetables are as student-friendly as possible, scheduled teaching can take place on any day of the week. Wednesday afternoons are normally reserved for sports and cultural activities. Part-time classes are normally scheduled on one or two days per week, details of which can be obtained from the [course leader](#) [link].

ENTRY REQUIREMENTS

Entry requirements are the single most consulted piece of information by prospective students.

- **Provide information on, and distinguish the difference between, qualification entry requirements and any specific acceptance criteria; for example, if there is a ranking process, explain the criteria used and the standard typical and contextual offers**

Entry requirements give students their first indication as to whether they might receive an offer. Some students choose not to apply for courses for which they believe they are unlikely to achieve the required grades, while others see some motivational advantage in making choices that are stretching.

‘Entry info for me was important as I didn’t want to be really interested in a course yet not have the grades to apply.’

- **Information on entry requirements should include:**
 - academic entry criteria
 - non-academic entry criteria, for example requirements set by professional or sponsoring bodies
 - occupational health requirements
 - specific entry requirements, for example English or Welsh language requirements
 - standard typical offer and contextual offer, such as the application of POLAR3 or the index of multiple deprivation
 - how to apply through routes other than UCAS, where applicable
 - accreditation of prior learning or experience.

Providers should inform prospective students whether they will be interviewed, and whether the interview process will involve additional activities such as auditions or discussion of portfolios. Prospective students should also be informed if they will be required to perform additional tasks such as writing an admissions essay.



ENTRY REQUIREMENTS

EXAMPLE OF GOOD PRACTICE

This example of good practice is not intended to be exhaustive. The wording and tariff points used in this example are indicative, as is the list of entry requirements.

Award: BSc (Hons) Nursing - Child

UCAS Code: B000

Entry requirements 2017-18:

- our typical offer is 112 UCAS tariff points from at least two A Levels, or equivalent
- UCAS tariff points from Scottish Highers or Advanced Highers are accepted
- UCAS tariff points from the Irish Leaving Certificate are accepted
- Welsh Baccalaureate
- UCAS tariff points from BTEC level 3 Diplomas are accepted
- International Baccalaureate: full diploma, achieving at least 24 points
- Access to HE Diploma: at least nine credits must be achieved at Distinction grades, with all remaining level 3 credits at Merit grades
- a minimum of three GCSEs or equivalent at Grade C or above, including English and Maths
- Edexcel/BTEC National: Distinction/Merit
- National Literacy and Numeracy tests at level 2 or 3 will be accepted in lieu of GCSE English and Maths, but you will still require a minimum of three GCSEs qualifications other than those listed above will be considered on an individual basis.

International applicants

- If English is not your first language you will need an IELTS score of 7.0, with a minimum score of 6.5 in each component (Reading, Writing, Listening and Speaking), or an equivalent English Language qualification.

Additional requirements:

- a satisfactory Disclosure and Barring Service report
- a satisfactory Occupational Health Clearance
- it is a requirement of the Nursery and Midwifery Council that applicants pass numeracy and literacy tests - to be selected for interview you must achieve at least 11/15 in the literacy test and 9/12 in the numeracy test (you can try our [sample tests](#) [link])
- you must provide evidence of having been in general education for at least 10 years and of having studied within the last five years
- a face-to-face interview is required before an offer is made.

Credit transfer and accreditation of prior learning or experience:

If you have achieved a qualification such as a foundation degree or HND, or have gained credit at another higher education institution, you may be able to enter the course at level 5 or level 6. For further information please visit our [Credit Transfer](#) page [link]. Other qualifications and relevant work experience may also count for academic credit. Further information is available at our [Accreditation of Prior Learning](#) page [link].

COURSE STRUCTURE AND DELIVERY

Prospective students regard detailed information about the structure and delivery of the course as the single most important factor in making their decisions. This includes whether the course is based on terms or semesters, and the length and weighting of its constituent units, including work or study placements and final year major projects, where applicable. It is helpful to provide a brief overview of the academic content of the course, and to list the modules or course units that students can take.

The CMA advises providers to provide prospective students with access to their rules and regulations, and such information may be included here or elsewhere, at the discretion of providers.

COURSE OVERVIEW

■ **State the purpose and key features of the course as succinctly as possible**

Relate course content to the academic discipline/s and professional practice/s on which it draws, identifying its most relevant characteristics. It is helpful to prospective students if providers give an overview of what will be studied in each year of the course.

You may wish to indicate the kinds of discipline-specific and generic knowledge and skills students will acquire in taking the course, and how employability skills are developed.

■ **State whether the course, or part of it, is delivered, or available to be delivered, in another language**

An example of this is that some providers in Wales offer courses that are delivered in part or wholly in Welsh.

■ **Explain how the academic year is organised**

Inform students whether the academic year is based on terms, semesters or other study periods, giving start and end dates so that students can plan their transition to higher education with as much notice as possible. Part-time and distance-learning courses may have more than one start date each year, and this additional flexibility should be drawn to the attention of potential applicants. As should any specific attendance arrangements such as daytime, evening, weekend or block-mode study.

■ **Explain the building blocks of the course**

Indicate how each year of the course is broken down into course units or modules, where appropriate, and the contribution made by these units to the end-of-year mark and to the final course mark.

‘ I would have preferred more information on the course including what modules we will be doing in each subject. ’

COURSE OVERVIEW

EXAMPLE OF GOOD PRACTICE

This example of good practice is not intended to be exhaustive. Providers may wish to include additional or more detailed overview information.

BSc (Hons) Computer Science

Course overview

This course will equip you with the specialist knowledge and skills needed to produce computer solutions from a robust mathematical and scientific base, as well as the employability skills needed to become a computer professional. It has been designed to meet the requirements of the computer industry and is underpinned by the research and industry experience of our staff.

Level 4 (Year 1 for full-time students) develops the underpinning knowledge and skills in areas such as programming and interface design that you will need to develop as an area of specialisation later in the course.

Level 5 (Year 2 for full-time students) begins the process of specialisation in areas such as software development, distributed systems and networking, digital technologies and web development. You acquire knowledge and practical skills using industry-standard systems engineering techniques.

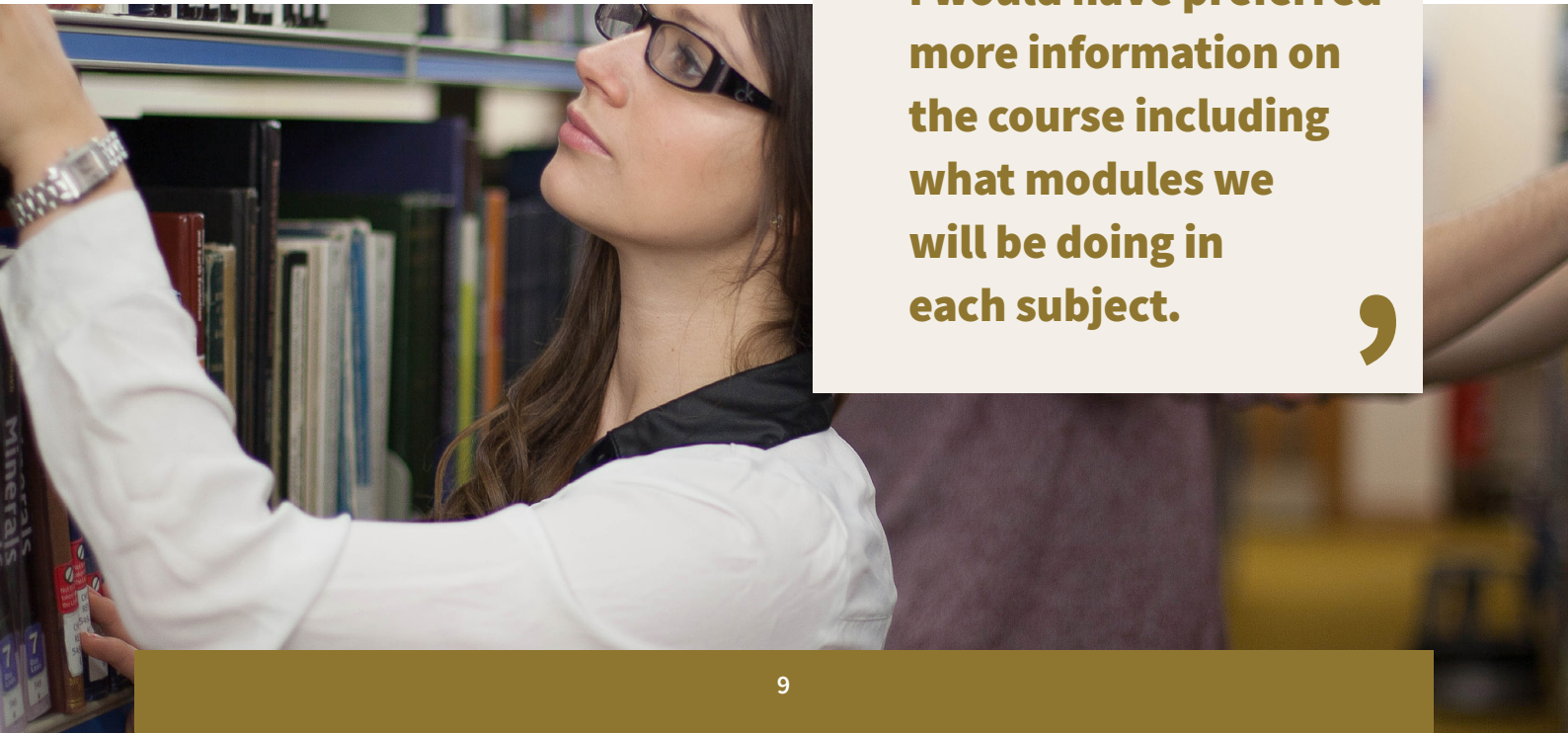
Level 6 (Year 3 for full-time students) focuses on advanced computing skills culminating in a major project. The major project develops your ability to work independently on a project of your choosing. Many students have found their major project to be of interest to potential employers.

The course operates on a modular basis that provides flexibility and choice. Most modules count for 15 academic credits, although some, such as the major project in your final year, are double-weighted and count for 30 credits. Each credit taken equates to a total study time of around 10 hours. Total study time includes scheduled teaching, independent study and assessment activity.

Full-time students take modules worth 60 credits per semester, with part-time students taking proportionately fewer credits per semester. All students take a total of 120 credits per level and 360 credits for the degree as a whole. Your overall grade for the course and your degree classification are based on the marks obtained for modules taken at levels 5 and 6.

The full-time course has one start point in September, while the part-time course has start points in September and January.

A copy of the [rules and regulations governing the course](#) is available [link].



MODULE INFORMATION

Module or course unit or information enables students to understand the building blocks of the course and how they relate to the subjects in which they are interested. In order to help them understand workload requirements, students should know how many course units or modules they will be expected to take concurrently per term, semester or year.

Students may choose a course because it contains modules that are led by academic staff by whom they particularly wish to be taught because of their reputation in the field. This can lead to disappointment if these staff members leave the institution or are otherwise unavailable to deliver the modules concerned. CMA guidance advises providers to inform students about the general level of experience or status of the staff involved in delivery the different elements of the course. If institutions choose to routinely name the staff involved then they should include a caveat that the staffing of modules is correct at the time of writing, and that, if there should be any changes, how and when they will be informed of changes. Providers should state that staffing of modules is indicative where this is the case.

Students may be similarly disappointed when an optional module advertised in the course prospectus or website that they particularly want to take does not ultimately run.

■ **Provide information on compulsory and optional modules**

Providers should include a list of the compulsory modules to be taken as part of the course as well as the potential optional modules available.

■ **Make it clear if optional modules may not run and how they will be chosen**

Where the viability of optional modules depends on a combination of student demand and staff availability, or course information advertises more optional modules than actually run, providers should make this clear to students. For example, if a course lists 50 optional modules, of which 25 run on average, course information should make it clear that although the choice of optional modules appears to be substantial, only 50 per cent of the modules listed will run in a typical year.

If optional modules are not guaranteed to run, prospective students should be told how and when the optional modules running in the following term, semester or year will be decided and offered or allocated to students. Students may be disappointed and raise objections with providers if they are led to believe that the full range of optional modules advertised in the course prospectus or website will run, and that they will be able to take whichever ones they choose. Providers should also explain how and when students will be informed of any changes.

“ **Most important was the module information showing the coverage of the subject we would be studying** ,



MODULE INFORMATION

EXAMPLE OF GOOD PRACTICE

This example of good practice is not intended to be exhaustive. Providers may wish to include additional information such as the assessment methods for each module, or the modules associated with different pathways through the course.

Module map

This module map provides a list of the modules that make up your course.

Each module is worth a specified number of credits: you take a combination of compulsory and optional modules, enabling you to cover key subject knowledge while developing your own interests. You must take modules worth a total of 120 credits at each level of the course. The number of optional modules you can take depends on the number of core modules at a given level, and you have more choice in later parts of the course.

Our teaching is informed by research, and modules change periodically to reflect developments in the discipline. You can always find the most up-to-date information about your modules and who is teaching them in our [module catalogue](#) [link] and in module guides.

If we have insufficient numbers of students interested in an optional module, this may not be offered. Typically, around a quarter of optional modules do not run due to low interest or unanticipated changes in staff availability. If an optional module will not be run, we will advise you as soon as possible and help you choose an alternative module.

The modules available on the course are as follows.

Year 1 for full-time students (Level 4)

Semester 1		Semester 1	
Compulsory modules	Credits	Optional modules	Credits
Semester 2		Semester 2	
Compulsory modules	Credits	Optional modules	Credits

Year 2 for full-time students (Level 5)

Semester 3		Semester 3	
Compulsory modules	Credits	Optional modules	Credits
Semester 4		Semester 4	
Compulsory modules	Credits	Optional modules	Credits

Year 3 for full-time students (Level 6)

Semester 3		Semester 3	
Compulsory modules	Credits	Optional modules	Credits
Semester 4		Semester 4	
Compulsory modules	Credits	Optional modules	Credits

TEACHING AND LEARNING

Students' understanding of how they will learn and be taught influences their choice of course. Some providers make programme specifications available to prospective as well as current students. While this is helpful it is nonetheless advisable to provide summary information about the approach to teaching and learning on the course. Students have commented that workload information is rarely provided in course information and that they have been surprised by how much time is involved in studying for a higher education award.

■ Provide an overview of teaching and learning activities

Identify the types of classes and class activities that are typically used to deliver the course, for example: lectures, workshops, seminars, tutorials, supervisions, practical classes or workshops, studio work and fieldwork. Give an indication of typical class contact hours for level 4 study and whether the pattern changes at levels 5 and 6. In some disciplines, such as those with a studio, performance, laboratory or other practice element, class contact hours may include scheduled and supervised learning activities as well as lectures, seminars and tutorials. In such cases it may be helpful to provide a brief note relating these activities to their disciplinary context.

■ Give indicative class sizes where possible

Students may find it helpful to have some context for this information. For example, a lecture might be attended by over 100 students, providing little opportunity for interaction. However, this could be followed by seminars with the lecturer, in smaller groups of perhaps 15-20 students, to focus on specific aspects of the lecture topic and enable discussion and interaction. It should be clear where information provided is indicative and this should be based on what has happened in the past.

■ Indicate the importance and volume of independent learning required

Students are often surprised by the amount of work they are expected to do outside the classroom. Consequently, they need to be informed about its importance, the amount of work required and the resources available to support that work. This includes generic resources such as libraries and learning zones, and subject-specific resources such as laboratories, studios and performance facilities, and language centres.

■ Indicate the workload involved in studying on the course

Understanding the likely workload is a key factor in a student's ability to cope with the demands of higher study. Students armed with this information can make better informed choices about the compatibility of study with family life and the need to work alongside their studies.

■ Provide an overview of learning and disability support

Provide details of the learning support services that students can access, as well as information about their opening hours. The latter are particularly important for part-time students. Outline the support available to students with disabilities including mental health difficulties and learning difficulties such as dyslexia. Identify any accessibility issues that are likely to impact on students with a physical impairment who use a wheelchair or other mobility equipment.

■ Provide information about the staff who teach on the course

Prospective students are interested to know who will be teaching them. Where appropriate, it is helpful to provide information on the pool of staff that may be teaching the module. Staff profiles can be used and might include academic qualifications, research interests, professional and practitioner experience, teaching qualifications, and Higher Education Academy and national teaching fellowships. It is important, however, that students are not given the impression that certain individuals will take classes or deliver lectures if this cannot be guaranteed.

Indicate whether some teaching will be undertaken by postgraduate research students. It is helpful to identify the types of class they may teach (for example tutorials, seminars) and whether training has been provided.

TEACHING AND LEARNING

EXAMPLE OF GOOD PRACTICE

This example of good practice is not intended to be exhaustive. Providers may wish to include additional information such as the percentage of staff who have fellowships with the Higher Education Academy.

BSc (Hons) Engineering

Teaching and Learning

Teaching

You are taught through a combination of lectures, seminars and laboratory practicals. Seminars enable you to discuss and develop your understanding of topics covered in lectures in smaller groups of around 16-18 students. In addition, you have timetabled meetings with your personal tutor. You use industry-standard design software and have access to engineering and computer laboratory facilities throughout your course.

At level 4 you typically have around 15-16 contact hours per week, typically consisting of:

- 6 hours of lectures
- 2-3 hours of seminars
- 7 hours of supervised lab practicals
- 1 hour per fortnight of one-to-one meetings.

Independent learning

When not attending lectures, seminars and laboratory or other timetabled sessions you will be expected to continue learning independently through self-study. Typically, this will involve reading journal articles and books, working on individual and group projects, undertaking research in the library, preparing coursework assignments and presentations, and preparing for examinations. Your independent learning is supported by a range of excellent facilities, including the library, the learning zone, and our engineering and computer laboratories.

Overall workload

Your overall workload consists of class contact hours, around 15 hours' independent learning, and assessment activity plus field trips, with each credit taken equating to a total study time of around 10 hours. While your actual contact hours may depend on the optional modules you select, the following information gives an indication of how much time you will need to allocate to different activities at each level of the course.

Level 4: 32 per cent of your time is spent in timetabled teaching and learning activity

Teaching, learning and assessment: 384 hours
Independent learning: 816 hours

Level 5: 28 per cent of your time is spent in timetabled teaching and learning activity

Teaching, learning and assessment: 336 hours
Independent learning: 864 hours

Level 6: 22 per cent of your time is spent in timetabled teaching and learning activity

Teaching, learning and assessment: 264 hours
Independent learning: 936 hours

Academic support

Our Academic Support Team provides help in the following areas:

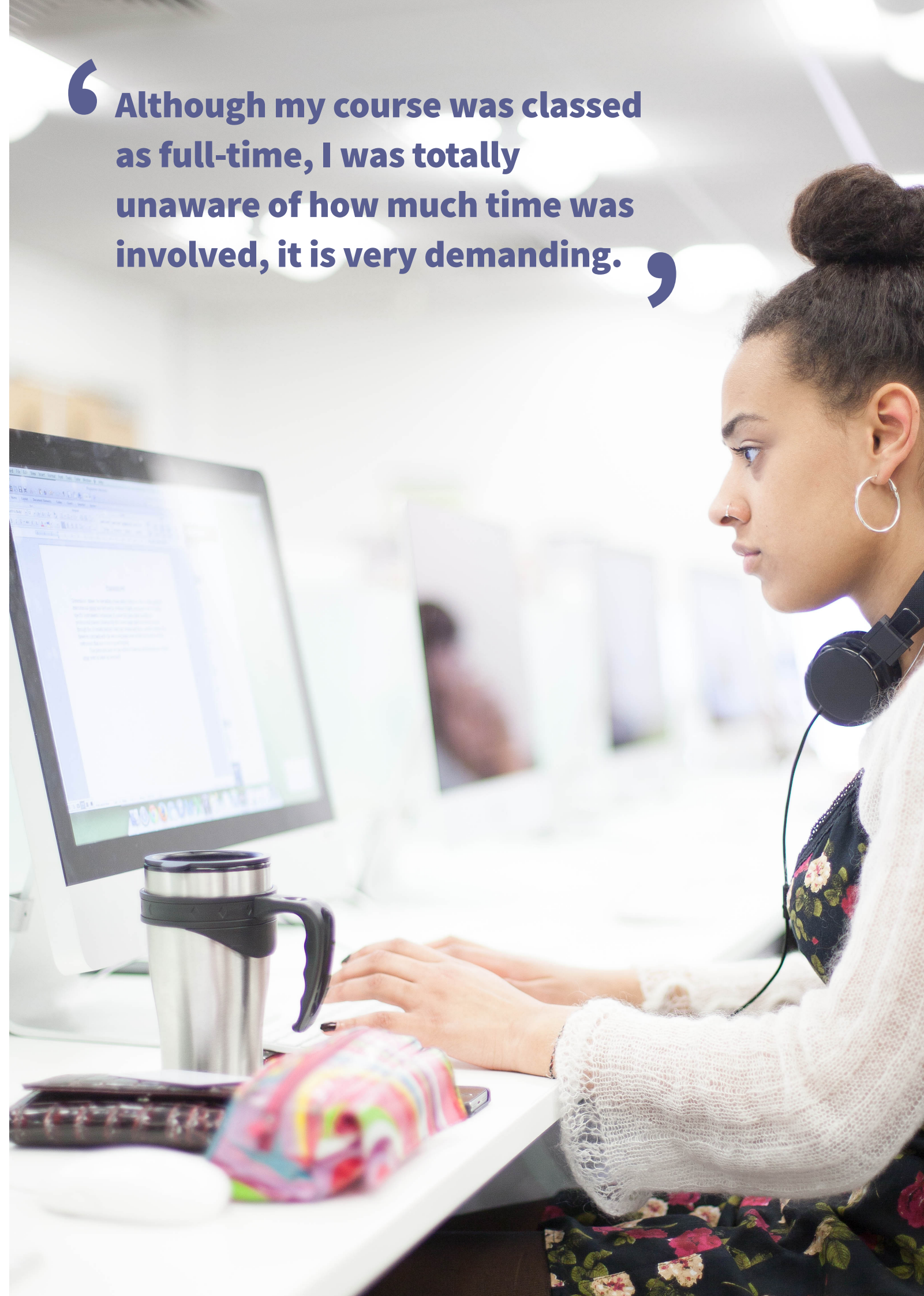
- study skills (including reading, note-taking and presentation skills)
- written English (including punctuation and grammatical accuracy)
- academic writing (including how to reference)
- research skills (in conjunction with the library)
- critical thinking and understanding arguments
- revision, assessment and examination skills (including time management).

Our Disability Advice and Support Service helps students with additional needs resulting from disabilities such as sensory impairment or learning difficulties such as dyslexia.

Teaching staff

You will be taught by an experienced 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. Our teaching is informed by the research and consultancy we undertake, and 56 per cent of our lecturers have a teaching qualification. You can learn more about our staff by visiting our [staff profiles](#) [link].

‘ Although my course was classed as full-time, I was totally unaware of how much time was involved, it is very demanding. ’



Students surveyed as part of the review of Unistats and the Key Information Sets stated that they would like course information to contain more detail about the types and frequency of assessment. Similarly, the National Union of Students recommends that feedback on both formative and summative assessment should be provided throughout the course. Providers should be mindful that prospective students may not be as familiar as current students with some of the terminology used in higher education. For example, when informing students about 'formative assessment' opportunities, providers should explain the meaning of the term; similarly, when informing students about 'compensated passes', they should explain the timing of assessments and the approximate balance of coursework and examinations contributing to it.

A common student concern is the time taken to mark their assessed work and to return it with appropriate feedback, and providers should explain their policy in this regard.

- **Inform students about progression:**
 - the modules that are compulsory, which must be successfully passed before progression to further modules, or progression to the next academic year of study
 - explain all consequent scenarios, including degree classification, if required modules for progression have not been assessed as 'passed'
 - the modules that are compulsory and how many credits must be successfully passed in order to achieve a degree classification
 - clearly signpost to information about compensated passes and its impact, if any, on assessment, progression and degree classification
 - clearly signpost to information about plagiarism and its impact on assessment, progression and degree classification.

- **Inform students about the availability of formative assessment**
- **Provide an overview of summative assessment:**
 - the types of assessment used by the course (for example, written examinations, coursework, performance and practical examinations)
 - the percentage of assessment by coursework, exams, examinations and performance
 - the frequency of assessment.
- **Explain arrangements for returning marked work and providing feedback**



EXAMPLE OF GOOD PRACTICE

This example of good practice is not intended to be exhaustive. Providers may wish to give additional information about, for example, the assessment methods used on the course.

Assessment

The course provides you with opportunities to test your understanding of the subject informally before you complete the formal assessments that count towards your final mark. Each module normally contains at least one piece of practice or 'formative' assessment for which you receive feedback from your tutor. Practice assessments are developmental and any grades you receive for them do not count towards your module mark.

There is a formal or 'summative' assessment at the end of each module. Assessment methods include written examinations and a range of coursework assessments such as essays, reports, portfolios, performance, presentations and your final year major project. The grades from formal assessments count towards your module mark.

Percentage of the course assessed by coursework

The balance of assessment by examination and assessment by coursework depends to some extent on the optional modules you choose. The approximate percentage of the course assessed by coursework is as follows:

Year 1*		
50 per cent coursework	40 per cent written exams	10 per cent practical exams
Year 2		
50 per cent coursework	40 per cent written exams	10 per cent practical exams
Year 4		
70 per cent coursework	30 per cent written exams	

Feedback

You will receive feedback on all 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 help you learn and you are encouraged to discuss it with your module tutor.

We aim to provide you with feedback within 10 working days of hand-in (practice assessment) and 20 working days of hand-in (formal coursework assessment).

*You must achieve a pass mark of 50 and above in all Year 1 compulsory modules as a prerequisite, before progression to Year 2 optional modules.

COSTS AND FINANCIAL SUPPORT

Finances are a consistent concern for students and providers should ensure transparency and clarity of the information provided in this regard. Course costs are cited by many students as crucial information, but accommodation in and around the location of study and day-to-day living expenses are also major items of expenditure. Providers can help students' budgeting by providing a breakdown of these costs before the course begins.

COURSE COSTS

■ **Provide clear information about the tuition fees students will be charged for the duration of the course**

This should be provided for full-time and part-time UK/EU students and for overseas students. Indicate any planned increases, which must be absolute or tied to a verifiable index.

■ **Provide information about other course-related costs**

Inform students about which course-related costs are included in the tuition fee and which are not. The latter may include additional expenses such as books or other learning materials, materials fees, specialist equipment, uniforms or other clothing required for work placements, and the cost of field trips.

Cost of the course was vital in deciding whether I could do it or not at all.

ACCOMMODATION AND LIVING COSTS

Information about accommodation, living costs and budgeting is crucial to students and providers should endeavour to supply as much information as possible to inform students about the likely cost of accommodation in and around the location of study, including college and university-owned, and, where available, private accommodation. This information will in many cases be located elsewhere on the institutional website and providers should ensure that it is easily accessible via a link from course information. Providers should also tell students the likelihood that they will get university accommodation if they want it, and if this changes over the academic years of the course.

FINANCIAL SUPPORT

■ **Provide information about financial support available to students**

When choosing their course, students need to know about any bursaries or scholarships that are available. Providers should make easily accessible information about scholarships, bursaries and prizes, including value, eligibility and deadlines for the submission of applications.

Providers should indicate whether they offer other types of financial support such as free or discounted laptop computers, software or core textbooks.

Alternative providers should make clear whether a course is eligible for financial support to cover living and/or course costs through the Student Loans Company.

COURSE COSTS

EXAMPLE OF GOOD PRACTICE

This example of good practice is not intended to be exhaustive. Providers may wish to give additional or more detailed information.

BA (Hons) Fine Art

Duration: 3 years (full-time)
4-6 years (part-time)
4 years (with placement year outside the UK)

Fees

For the academic year 2017-18 the tuition fees for this course are:

	UK/EU	Overseas
Full-time	£9,250	£11,250
Part-time	£4,625	N/A
Placement year (Full-time route only)	£500	£500

The University intends to increase full-time tuition fees from £9,000 to £9,250 for UK/EU students starting their courses in September 2017, provided that it satisfies the government's Teaching Excellence Framework. Part-time fees will be increased pro rata (from £4,500 to £4,625). It is not possible to confirm fees for future academic years, as these are dependent on Teaching Excellence Framework outcomes, but the maximum increase in each year will not exceed the rate of inflation, as measured by the Consumer Price Index (CPI).

The following course-related costs are included in the fees:

- loan of cameras and related equipment required for photography modules
- compulsory visits to museums, galleries and exhibitions in the UK
- annual £50 printing allowance
- heavily discounted fees during the (optional) placement year spent outside the UK.

We make a small charge of £500 to cover our costs in liaising with the host institution, monitoring your personal well-being and academic progress, and visiting you at least once while you are abroad.

The following course-related costs are not included in the fees:

- the estimated cost of your art materials over three years (around £150 per year, on average)
- the optional field trips to Bologna, Rome and Venice (approximately £400 each at current prices)
- additional printing over and above the £50 annual allowance
- the cost of books that you might wish to purchase.

Accommodation and living costs not included in the fees

This information can be obtained from our [Accommodation Services](#) home page [link].

Sources of financial support

If you receive funding from Student Finance you may be eligible to apply for additional benefits. Details can be obtained from our [Student Services](#) home page [link].



Bursaries, scholarships and prizes

The University also provides a number of scholarships and prizes for undergraduate students, which you may be eligible to apply for. Some of these are available to students on any course (such as sports scholarships, study abroad scholarships, and bursaries offered by charitable trusts) and some are specific to Fine Art (such as the Annual Public Art Prize, and the Turner Prize for the best final year major project in Art). You can check your eligibility for these types of financial support, along with their value and application deadlines, at our [Scholarships, Bursaries and Prizes](#) website [link].

In addition to the above we encourage students to enter national art competitions, and a number of students have won cash prizes in recent years.

ANNEX 1

FURTHER INFORMATION

Providers may find the following sources of information helpful for further guidance on the areas covered above:

[CMA consumer protection law: compliance advice](#)

[Revised operating model for quality assessment](#) (HEFCE, 2016)

[The Quality Code, Part C: Information about Higher Education Provision](#) (QAA)

[UK Review of Information about Higher Education, Review of Institutions' Websites](#) (HEFCE, 2016)

TERMINOLOGY

In providing information to prospective students, providers may find it helpful to use the definitions of key higher education terms provided below.

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
course unit	see 'module'
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that involves limited or no face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students
higher education provider	an organisation that delivers higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general, lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social learning
material information	information students need to make an informed decision, such as about what and where to study
modes of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules

module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective students	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider
regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential; sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions