

# Programme Summary: Content & Style Guide: 2018-19

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# Introduction

This guide is intended to support the process of completing a UCL Programme Summary. The Programme Summary is a multi-purpose document which is intended as the single source of information pertaining to a UCL programme.

*N.B. The examples in this document were not written by the teaching departments (although may contain elements from the current prospectus) and are presented as a stylistic example only not as a true reflection of the programmes.*

## The Competition and Markets Authority

One of the key drivers for the move to Programme Summaries has been the necessity to review our published programme descriptions to ensure that the information we are publishing to students about the structure and content of their programmes, as well as the fees and financial information, is accurate and up-to-date.

The CMA requires that, in addition to information about the structure and content of the programme, students are given details of the compulsory characteristics of their programme such as the duration, location, total price and other relevant costs. The CMA considers that this information, published in prospectuses and online, as well as given verbally, becomes part of the terms of our contract with the student on acceptance of their offer.

If our programme descriptions and prospectus information are accurate and avoid guarantees which the university is unable to fulfil they should not fall foul of these expectations.

## Advice on the Sections of the Programme Summary

The textual sections of the Programme Summary should be addressed directly to the student, using "you will" rather than "students will" for instance.

The *Summary Description* and the *Outline Programme Structure* should be addressed to prospective and new students, taking care to avoid the use of abbreviations and jargon which would not necessarily be clear to prospective students.

### Summary Description

The summary description should be no longer than 250 words and describe the programme with reference to how students will engage with research and enquiry. It is important that any claims made about the department, its ranking, industry links, or other teaching accolades, class sizes, etc. must be easily evidenced.

This section should outline what the degree offers in terms of subject areas, research, study/work abroad opportunities as well as what makes the programme different from any other institution's offering.

This description is based on **MSc Earthquake Engineering with Disaster Management**:

The Earthquake Engineering with Disaster Management MSc combines specialist structural and earthquake engineering knowledge with an understanding of risk modelling for natural hazards in order to produce engineers who can deliver holistic design solutions and are able to work in engineering, catastrophe modelling and disaster management roles.

UCL Civil, Environmental & Geomatic Engineering (CEGE) hosts the Earthquake and People Interaction Centre (EPI Centre), a leading research centre in earthquake engineering (the largest in the UK), and provides an exciting environment in which to explore this new, multidisciplinary and constantly evolving science.

The programme has extensive links to industry through professional engineers and disaster managers who deliver lectures and seminars and support students on their research projects as industrial supervisors. You benefit from a voluntary field trip to the closest location of a recent major earthquake to study disaster management and the effects of the earthquake on the built environment, structural strengthening techniques and disaster management.

The outline programme structure does not need to be exhaustive, instead it should give students an understanding of the general structure of the programme. Specific modules should not normally be listed in this section unless their delivery is guaranteed to all students regardless of staff and resource availability; instead the subject areas which students can study on the programme should be given. For postgraduate research programmes where the focus is more emphatically on research this may include a description of the current research interests of staff in the department.

## **Outline Programme Structure**

In general, the following should be considered:

- Do not discuss the credit value of modules.
- Talk about the subject areas studied on the programme rather than specific modules. We are contractually obliged (once students have accepted their offer) to deliver the programme as we have advertised it, so that we do not mislead students about the content of the programme. It is advisable only to mention modules which will definitely run regardless of staff or resource availability (these are usually modules which are compulsory and integral to the programme).

- Break the programme down into relevant elements, for most undergraduate degrees this will be by year and for most taught graduate programmes this will be the taught and research components.
- Claims such as "you will work alongside world leading researchers" must be accurate and evidenced.
- Where pathways are included in the programme, the title should be specified for each pathway.

Several examples are given below for a range of programme types and structures. The following example is adapted from the current prospectus entry for **BSc Physics**:

The first year of the programme is designed to provide you with a firm foundation in quantum and classical physics, underpinned by mathematics and practical skills modules which include computer training.

In the second year you will take compulsory modules on quantum physics and its application to atoms and molecules, statistical thermodynamics, electromagnetic theory and further mathematics. This continues into the third year with modules on quantum and condensed matter.

In both the second and third years you will undertake practical laboratory and project modules and choose from an array of optional modules to further develop and enhance your knowledge on a range of physics topics.

The following example is based on **BA Fine Art**:

This programme is studio-based and structured around three areas: painting, fine art media, and sculpture. You will develop your own work with tutorial and technical assistance from specialist academic and technical staff.

Modules in the history and theory of art are taught throughout year one to three and help you contextualise your studio work and negotiate the relationships between making art and the ways in which art is interpreted, displayed, and understood.

In the second year you will have the opportunity to take an additional module from any other UCL department which may be related to your studio work or develop a further interest.

In the third year you will have the opportunity to spend one term studying abroad at one of a variety of institutions across the world (there are some additional costs associated with studying abroad).

The final year is entirely studio based.

The following example is based on **MSc Management**:

MSc Management offers two pathways for you to choose from:

**Generalist Pathway:**

In term 1, you will study Business Strategy, Accounting and Financial Analysis, Business Economics and Business Research Project. These modules set the foundation for the whole Master's, preparing you for further topics and for your research project. You will be exposed to concepts of research design and research methods in the first term, thus gaining the necessary knowledge to develop your research project during the whole year.

In term 2, you will study Decision and Risk Analysis, Financial Decision Making, Organisational Behaviour, and Markets and Customers. These modules further develop key concepts learnt in term 1, in addition to adding new topics. During term 2, you will also prepare your research project proposal, giving continuity to activities related to the module Business Research Project.

In term 3, you will choose one optional module (between three options: Strategic Project Management, Leading High Performance Teams, and Creative and Critical Thinking) - the choice depends on your particular career aspirations. Also in term 3, you will fully develop your Business Research Project, which may be a dissertation, a business plan or a literature review. As part of this module, you can also choose to prepare an optional consultancy project. Finally, in term 3 there is the option take part in a summer school at a partner international institution.

**Corporate Pathway:**

In term 1, you will study Corporate Strategy, Corporate Finance, and Business Research Project, and you will study a compulsory module related to your pathway: Students study Innovation Practices. These modules set the foundation for the whole Master's, preparing you for further topics and for your research project. You will also be exposed to the concepts of research design and research methods in the first term, thus gaining the necessary knowledge to develop your research project during the year.

In term 2, you will join the students on the Generalist pathway to study Decision and Risk Analysis, and Market and Customers. You will also study two additional modules related to your specialism. Students will study Operations and Technology Management, and Influence and

Negotiations. You will also prepare your research project proposal in term 2.

In term 3, you will choose one optional module (from the following: Project Management, Organisational Behaviour, Leading High Performance Teams, and Creative and Critical Thinking), depending on your particular career aspirations. You will also fully develop your Business Research Project, which may be a dissertation, a business plan or a literature review. As part of this module, you may also prepare an optional consultancy project. Finally, in term 3 there is the option take part in a summer school at a partner international institution.

## Employability and Graduate Attributes

The employability and graduate attributes section should contain a short paragraph about the types of skills and aptitudes which a student can expect to acquire having completed the programme successfully. This does not have to be entirely focused on employability - graduate attributes encompass research skills and subject knowledge. The emphasis should be placed on the type of destinations most appropriate for graduates of the programme.

The following example is for **BA History**:

The programme is designed to teach many transferable skills: how to gather and organise evidence; how to analyse it and present a structured argument; how to express yourself clearly both in writing and orally and how to undertake independent research and present findings in a way that is appropriate to the audience.

The following example is for **MSc Speech and Language Sciences**:

The programme is designed to teach you to apply knowledge from a range of academic subjects to speech and language therapy practice. Innovative and authentic learning methods help you to develop necessary skills such as team-working, assessment and therapy, and self-evaluation. The research-based curriculum promotes strong research skills, enabling you to evaluate and add to the evidence-base for the profession.

## Alumni Information

The alumni information section should contain a brief paragraph about the most impressive, prestigious, or successful alumni from the programme. The claims made here must be evidenced but would typically include employment at well-known or prestigious organisations, further study or research, or involvement with important projects in the field.

The following example is based on **Master of Laws**:

Most alumni from this programme have pursued careers in the legal profession and some graduates have chosen to pursue professional qualifications to become solicitors or barristers. Alumni have gone on to work in a variety of areas including human rights organisations, governments, and corporate law firms, whilst others pursue further study or a career in academia.

## Teaching and Learning Methods/Strategies

This section should describe the teaching and learning methods used. This is usually completed within the Department or Faculty.

This should include how teaching and learning methods are interpreted and embedded within the specific Programme curriculum and practice. A statement should be used to express the purpose and value of a programme (not bullet points). The statement can be approached in several ways. One possible approach is to briefly outline the scope and relevance of the discipline or subject area and then clarify why studying the subject is worth considering. This "distinctiveness" could be because of the department's research profile, the approach to teaching or because of such added-value elements as working in an inter-disciplinary environment or undertaking 'hands-on' field work or industry experience.

Responding to the below questions, may help you write a Teaching and Learning statement:

- what teaching and learning methods are used on the Programme?
- how does the Programme exploit new opportunities for enhancing the student experience to shape opportunity-based learning environments?
- how does the Programme engage external communities and find appropriate practical contexts to enhance students' learning experiences?
- what are the qualities and behaviours that students learn for employability and how you help students to recognise they have such qualities and behaviours?

The following example is for **BA History**:

The programme will introduce you to a range of periods and societies through survey and more detailed modules that will examine different approaches to history. You will learn through a mix of lectures, seminars and discussion classes and group work, as well as undertaking private reading and research. A module will typically involve about two hours of contact time and 8 hours of private study per week. All seminar groups have a maximum of 15 students; final-year dissertation subjects at a maximum of 10.

# Programme Learning Outcomes

Learning outcomes and Learning aims for the programme, should be numbered and divided into the following sections:

- (A) Subject-Specific Knowledge
- (B) Intellectual, Academic and Research Skills
- (C) Practical and Transferrable Skills

The following example is for **BA History**:

## **(A) Subject-Specific Knowledge**

On successful completion of this programme you will be able to:

1. Demonstrate knowledge a body of historical knowledge covering a long time span and more than one society or culture.
2. Compare the histories of difference countries, societies or cultures
3. Identify the varieties of approach to understanding, constructing and interpreting the past
4. Demonstrate knowledge of the development of history as a discipline
5. Be able to use different historical methodologies

## **(B) Intellectual, Academic and Research Skills**

On successful completion of this programme you will be able to:

1. Read, analyse and reflect critically on the writings of historians
2. Read, analyse and reflect critically and contextually on texts and other primary sources, including visual and material sources like paintings, coins, medals, cartoons, photographs and films
3. Develop and sustain historical arguments in a variety of literary forms, formulating appropriate questions and utilizing evidence
4. Design, research and present an extended piece of historical writing, using original source material
5. Address historical problems in depth, involving the use of contemporary sources and advanced secondary literature
6. Engage with and reflect upon the criteria by which academic work is assessed
7. Understand the uncertainty, ambiguity and limits of knowledge

## **(C) Practical and Transferable Skills**

On successful completion of this programme you will be able to:

1. Demonstrate an appropriate awareness of audience in the presentation of research findings and communicate information, ideas, problems and solutions to both specialist and non-specialist audiences
2. Express arguments clearly and fluently both orally and in writing;
3. Work collaboratively and participate in a group discussion;
4. Defend an independent point of view in argument;
5. Manage time and work to deadlines;
6. Deploy a range of web-based technologies

## Types of Assessment Undertaken as Part of the Programme

Assessment serves a range of purposes. The main purpose of assessment is to measure student learning in a way that recognises it through the award of credits.

This section should include details of the types of assessment undertaken on the programme, with reference to the balance of these across the programme (e.g. where modules are typically assessed 50% by coursework and 50% by exam). Where generic terms such as 'Dissertation' or 'Examination' are used, a short summary of what this includes must be reflected. It is accepted that further detail may be included in handbooks or assessment briefs, but the detail provided here should give students a clear indication of what is expected.

The following example is for **BSc Human Sciences**:

You will be assessed by a variety of methods, including unseen written examinations, Multiple Choice Questions (MCQ) short and long answer questions, in class essays, lab reports, and presentations (poster, PowerPoint, video), culminating an interdisciplinary dissertation.

# Terminology and Taxonomy

## Programmes

A **programme** is an approved, coherent path of study with specified learning outcomes leading to a specified qualification in a specified field of study.

The term "Programme" should be used in all instances rather than "Course".

## Modules

A **module** is a self-contained, formally structured learning experience with a coherent and explicit set of learning outcomes and assessment criteria.

The term "Module" should be used in all instances rather than, for instance, "Course", "Unit", or "Subject".

## Credits

**Credit** is awarded to a student on successful completion of the outcome associated with a particular block of learning at a specified academic level. In line with the Framework for Higher Education Qualification (FHEQ) and Qualifications Frameworks in the European Higher Education Area (FQ-EHEA). UCL credits are based on a 40-hour week over an Academic Year, or 37.5 hours per week over a Calendar Year.

Credits must be converted to the European Credit Transfer System (ECTS) using the following ratio: 1 FHEQ credit = 0.5 ECTS credits = 10 notional learning hours. All UCL documentation should refer to FHEQ credits, rather than the now redundant course unit system (1 course unit = 30 credits) or ECTS credits. This should simply be written as "30 credits".

In the descriptive, marketing-oriented text, the detailing of the credit values of modules should be avoided. Further information can be found in the [Qualifications and Credit Frame work](#) section in the Academic Manual.

# Formatting

## Lists and Numbering

In general bullet-pointed lists should use the black circle bullet point, e.g.:

The following items:

- Item 1
- Item 2
- Item 3

Where ordered lists are used, they should be clear and hierarchical. It is recommended for clarity that numbers are used for the first level of the hierarchy, letters for the second. Lists with more than two levels of hierarchy should be reconsidered as they may not be sufficiently clear to the intended audience and may not be suitable for the medium.

The following items:

1. Item 1
  - a. Sub-item 1
  - b. Sub-item 2
2. Item 2
3. Item 3

## Font Style

### Word Document Version

When completing the form in MS Word all text should be 11pt Arial, the use of **bold**, underline, and *italics* should be sparing. The font colour should be set to black. Footnotes should not be used when completing the form in order to preserve the integrity of the text when information from individual form fields is transposed to a new system.

### Portico Data Collection System

When completing the form via the online collection system (used to collect data for extant programmes) the font and text size should be set at the default and the use of **bold**, underline, and *italics* should be sparing. Extra care should be taken when copying and pasting data from other sources that no additional formatting is carried over. When using the online editor the eraser button can be used to clear any such formatting.

## Use of Hyperlinks

Hyperlinks should not be used in lieu of including the required information, they may however be useful in offering additional detail such as selections of modules currently offered on a programme, or the research interests of current staff.

Where hyperlinks (links to web pages) are included in the text they should be inline, e.g.

For more information visit the [Department of Computer Science](#) website.

Rather than:

For more information visit the department website at  
<http://www.cs.ucl.ac.uk/home/>.

Where hyperlinks are used inline the text of the link should be descriptive (as per the first example above), **never use "click here"** in web pages - this is particularly important for visitors using screen readers or other adaptive software for accessibility.