### UCL Connected Curriculum Guide

Criteria for benchmarking taught programmes of study

<table>
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<tr>
<th>a. Beginning</th>
<th>b. Developing</th>
<th>c. Developed</th>
<th>d. Outstanding</th>
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<tbody>
<tr>
<td>Students are introduced to research topics, methods and different conceptual approaches in their discipline. They are made aware of some of the complex global challenges addressed by UCL's researchers. Students have the opportunity to encounter research staff and colleagues, through talks, tours and demonstrations.</td>
<td>Students become familiar with research topics, methods and different conceptual approaches in their discipline. They have formal and informal opportunities to engage with research staff (e.g. through the group activity “meet your researcher”) and discuss their research project, whatever it is produced. Where appropriate, they engage with inquiry into their own professional practice and that of others.</td>
<td>Students and staff have many opportunities both to learn about and to challenge the origins, nature and limits of academic research in their discipline, including its implicit values. Students regularly engage in dialogue with staff about their research and methods, and in appropriate ways, approach this to professional practice.</td>
<td>Students are integral to a research community in the institution, and are inspired by the practices and possibilities of research. They have many opportunities to engage in research and learning activities, including research staff, researchers and/or alumni. Students are able to present their own analytical refections on the latest research in their field, to engage in collaborative research, and to engage with people from other disciplines. Students also have opportunities to engage with research staff, researchers and/or alumni. Students are able to present their own analytical reflections on the latest research in their field, to engage in collaborative research, and to engage with people from other disciplines.</td>
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2. A throughline of research activity is built into each programme

- Students have opportunities across the year(s) of study to engage in research and enquiry-based activities. They are challenged to think critically, and to recognise different perspectives. Students are assessed on their own research as an integral part of the programme.

- Research and enquiry-based activities, with related student assessments, are embedded across the year(s) of study. There is a clear progression of concepts, understood by students (e.g. designed into a connected sequence of core modules). Tutors support students to use knowledge from diverse communities and engage critically with a range of different perspectives.

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3. Students make connections across subjects and out to the world

- Students develop abilities and dispositions for problem-solving and communication skills, relevant to the work of their discipline, within modules (e.g. through group work, project management, enterprise and leadership). Students become increasingly aware that they are developing a rich range of understandings, skills, values and attributes to take into their professional lives. They engage critically and reflexively in activities and approaches useful for life and employment, acknowledging the diversity of worldviews.

- Students are able to articulate conceptual connections between academic learning, workplace learning and life learning. They have regular opportunities to apply their learning and their skills of enquiry; for example, within scenarios or settings which reflect professional workplace cultures. Students develop self-reflexivity and an appreciation of the value of diverse and inclusive practices in professional life.

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- Students are empowered to make connections to and study with peers and staff across the programme(s). Students are confident choices about broadening their learning both within and beyond the programme (e.g. by undertaking an interdisciplinary dissertation, engaging in a global citizenship module, undertaking a capstone module and final year research project).

4. Students connect academic learning with workplace learning

- Students have an opportunity to produce at least one assessment directed at a particular audience. Output modes are selected to be appropriate to the audience (e.g. videos, group presentations, articles, blogs, essays).

- Students are engaged as partners in co-developing assessment activities with external audiences. They undertake multiple assessment activities directed at external audiences, using them to communicate the depth, breadth and applications of their intellectual enquiry. They develop advanced communication skills and appropriate digital skills, and can explain how each assessment output is appropriate to that particular audience.

- Students are engaged as partners in co-developing assessment activities with external audiences. They undertake multiple assessment activities directed at external audiences, using them to communicate the depth, breadth and applications of their intellectual enquiry. They are able to produce peer-reviewed ‘outputs’ and research activity, which inform and engage audiences effectively. Students have a sophisticated knowledge of the complexity and diversity of audiences.

- Students are empowered to enrich and promote their community, for example by initiating events and networks. They have frequent opportunities to meet, to engage in mentor schemes, and to work collaboratively in diverse groups. As group members they are able to facilitate inclusive approaches to decision-making and collaborative activities. Students engage in various activities and with diverse alumni in research and learning activities. Alumni are actively encouraged to contribute to mentorship schemes and to work with departments to enhance their educational provision.

5. Students learn to produce outputs – assessments directed at an audience

- Students work in diverse groups and have some opportunity to connect with students in other years. They have the opportunity to interact with alumni.

- Students have a number of opportunities through a variety of formats (e.g. through team-based activities, group projects, an undergraduate research seminar series) to connect with fellow students and with alumni in an active research and learning community. Staff and students are aware of inclusive approaches to forming groups.

- Students engage actively in a research and learning community, for example through sharing their work with academics, fellow students, researchers, and/or alumni. Departmental initiatives build bridges between undergraduate, postgraduate taught and postgraduate research students. Students have access to peer mentorship opportunities, both as mentor and mentee, and the needs of students from excluded groups are met.

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6. Students connect with each other, across phases and with alumni

- Students are introduced to research topics, methods and different conceptual approaches in their discipline. They are made aware of some of the complex global challenges addressed by UCL’s researchers. Students have the opportunity to encounter research staff and colleagues, through talks, tours and demonstrations.

- Students have opportunities across the year(s) of study to engage in research and enquiry-based activities. They are challenged to think critically, and to recognise different perspectives. Students are assessed on their own research as an integral part of the programme.

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This Guide is designed to enable you, in programme teams and where possible with students and/or alumni, to consider the extent to which your taught programme of study reflects the dimensions of the UCL Connected Curriculum, and agree on actions which will further enhance it. For more information visit: www.ucl.ac.uk/teaching-learning/connected-curriculum/support

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