UCL Connected Curriculum Guide
Criteria for benchmarking taught programmes of study

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.

	a. Beginning	b. Developing	c. Developed	d. Outstanding
1. Students connect with researchers and with the institution's research	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 through talks, tours and/or demonstrations.	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 how their research fits into a global context. Where appropriate, they engage with enquiry into their own professional practice and that of others.	Students and staff have many opportunities both to learn about and to challenge the origins, nature and findings of academic research in their discipline, including its implicit values. Students regularly engage in dialogue with staff about their research and methods, including (where appropriate) enquiry into professional practice.	Students are integral to a research community in the institution, and are inspired by the practices and possibilities of research. Drawing on dialogue with researchers, students are able to present their own analytical reflections on the latest research in their field, wherever it is produced. Where appropriate, they engage with enquiry into their own professional practice and that of others. Both students and staff are able to challenge research that excludes perspectives from marginalised groups.
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 identify and 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.	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. via a connected sequence of core modules and/ or a longitudinal, cumulative portfolio). Students play a key role in the development of this learning narrative and are supported to challenge received ideas. Personal tutors provide support and guidance by taking a broad overview of students' progress and may have an advisory role with research-based activities.	Research and enquiry-based activities, with related student assessments, are embedded across the year(s) of study. There is a clear narrative of conceptual development, which students are able to articulate, developed through a connected sequence of enquiry-based activities. Students are critically aware and attuned to alternative perspectives, including those from marginalised groups. They take a lead in the development of their own learning narrative, and are able to demonstrate creativity in presenting a synthesis of their learning to an audience, for example via a capstone module and final year research project.
3. Students make connections across subjects and out to the world	Students make conceptual connections within modules and begin to apply these to other modules across the programme. Students become aware of how an academic discipline is framed and shaped by culture and language.	Students make conceptual connections between their own discipline and other disciplines (e.g. by taking a module in another subject area, and/or undertaking an interdisciplinary project). Students begin to recognise the implicit values underpinning the discipline(s) and how disciplines have been shaped historically.	Students explore the implications of multidisciplinary perspectives for addressing global issues and challenges. They develop a 'joined up' learning narrative, making connections across apparently disparate themes; this may be assessed, for example, via a special assignment, a cumulative portfolio or a student research conference. Students engage with contrasting perspectives, including those from marginalised groups.	Students are empowered to make connections and to study with peers and staff from across the discipline(s). Students make confident choices about broadening their learning both within and beyond the programme (e.g. by undertaking an interdisciplinary dissertation, engaging in a global citizenship programme, undertaking external internships and/or engaging with global networks which address bias, underrepresentation and marginalisation).
4. Students connect academic learning with workplace learning	Students develop abilities and dispositions for problem-solving and communication skills, relevant to the world of work, 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 reflectively 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 new 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.	Students are able to articulate the depth and breadth of their knowledge, skills and attributes to different external audiences, including future employers. They develop a disposition for lifelong learning and are highly confident in applying critical, enquiry-based and problem-solving approaches to conceptual and practical challenges in the workplace and in society at large. They understand inclusive work practices and are aware of the different kinds of cultural capital that people bring both to academia and to the workplace.
5. Students learn to produce outputs – assessments directed at an audience	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, working in groups and/or independently, have a number of opportunities to engage with diverse audiences through a variety of assessment modes. Students demonstrate knowledge of the complexity of their audiences.	Students co-develop 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 data, both in collaboration and independently, which inform and engage audiences effectively. Students have a sophisticated knowledge of the complexity and diversity of audiences.
6. Students connect with each other, across phases and with alumni	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 mentoring opportunities, both as mentor and mentee; the needs of students from excluded groups are met.	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 with diverse alumni in research and learning activities. Alumni are actively encouraged to contribute to mentoring schemes and to work with departments to enhance their educational provision.

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