**Transformed Course Information**

*Purpose: the material information required for marketing purposes at this stage. We are obliged to provide material information to students about their course which forms part of their contract with us. Once we have made them an offer, material information should not be changed without their consent.*

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| **Transformed Course Information** | |
| **Course title** |  |
| **Course level** | UG/PGT (*delete as appropriate*) |
| **Course type** | (*See* [*guidance*](https://teachinghub.bath.ac.uk/curriculum-transformation/required-information/) *on relevant options*)  *For PGT courses, this will include whether mode of study is full-time or part-time.* |
| **Intended final qualification** | *(e.g. BSc (Hons), BEng (Hons))* |
| **Intended award title** | *(This will appear on the certificate; should be an approved title)* |
| **Duration** |  |
| **Owning department** |  |
| **Variants** | *Off-campus activity type(s), if applicable. Please delete as appropriate:*  *Year-long work placement*  *Year-long overseas study*  *Year-long combined work and study*  *2 x semester work placements*  *Professional placement(s)* |
| **Main location of study** | *Please delete as appropriate:*  *Bath*  *Distance Learning*  *Other (please state)* |
| **Awarding body** | [University of Bath] |
| **Entry requirements** | *Are entry requirements changing from those currently listed in the 2022/23 course pages? (Y/N) - If Y, please state proposed changes.* |
| **Designated alternative programmes (DAPs)** | *Within NFAAR, programmes designated as specific alternatives for situations where a student does not meet the criteria to remain on their current programme of study. Not all programmes will have a DAP.* |
| **Exit awards** | *Available early/alternative exit awards – awards available if student cannot /does not complete intended award. Please delete as appropriate:*  *CertHE (unnamed)*  *DiplHE (unnamed)*  *PG Cert (unnamed)*  *PG Dip (unnamed)*  *PG Cert (named)*  *PG Dip (named)* |
| **Additional costs and extra requirements** | *Costs beyond tuition fees that may / will be incurred. Anything that students may feel is surprising.*  *Please provide information on equipment or other materials to which students will need access. All students will be expected to have regular access to a computer, headset and microphone as a minimum.*  *Please also provide information on any additional expectations for instance the requirement to undertake a DBS check.* |
| **Academic year of entry** | [2023/24] |

**Course Description**

*Purpose: the material information required for marketing purposes at this stage: student-focused text for use in the digital prospectus (hence character limits). We are obliged to provide material information to students about their course which forms part of their contract with us. Once we have made them an offer, material information should not be changed without their consent*. *It is possible to make small changes to this information up until 31 July 2022 if these are required at Phase 3.*

*Audience: prospective applicants/students (although this text will be reviewed and endorsed by signatories, the use of student-facing language is encouraged as appropriate for the intended output)*

*Note: this is an updated version of the course description text provided at Phase 1.*

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| **Course Description** | | |
| **Course Summary**  1-2 sentences on what the course is about.  *(Maximum 160 characters)* |  | |
| **Course Approach**  General subject and how does Bath approach the subject.  If applicable, what do you gain from the different pathways?  *(1,200 characters)* |  | |
| **Learning and Teaching**  The approach to blended learning for 23/24 is subject to consideration. Please tailor the statements provided to the requirements of your course. We will ask you to make adjustments to this text at Phase 3, once the University’s approach is agreed.  *(1,200 characters)* | Example (*please tailor as appropriate*):  We provide a flexible high-quality blended learning experience delivered online and in person on campus.  You should expect to spend approximately 35 to 40 hours a week studying on your course. These hours consist of structured activities and independent learning.  You can expect to spend between X to X hours engaged in structured learning activities per week, of which the majority will be in timetabled sessions on campus, and the remainder online.  Timetabled sessions delivered in person on campus will be a mix of lectures, seminars, tutorials, laboratories, studios.  Online activities may include following a recorded lecture, or other learning materials, or joining a timetabled live interactive session through Teams or Zoom.  The remainder of your time outside these structured activities will be spent in independent learning which includes individual research, reading journal articles and books, working on individual and group projects, preparing coursework assignments, presentations, or revising for exams.  You will be expected to work on your own and as part of a group. | |
| **Assessment**  Please tailor the statements to the requirements of your course. Please provide an indication of the overall assessment methods. Changes tothis information can be made at Phase 3. However,changes should be kept to a minimum. | Example (*please tailor as appropriate*):  You will be assessed by a range of methods designed to develop and test your skills and knowledge. These include closed and open book examinations, essays, reports and presentations.  X to X % of your course will be assessed through examinations.  Approximately X% will be assessed through practical work  X to X % will be assessed through coursework.  The balance of assessment methods will vary throughout your degree.  In your final year you will be expected to complete a project or dissertation. You will primarily be assessed as an individual but may also be assessed as part of a group. | |
| **Specialist Facilities**  Detail unique facilities that will support student learning (e.g. specific lab spaces, equipment). Written in non-specialist language. *(400 characters)* |  | |
| **Professional development**  Preparation for placement and graduate positions. Employability skills.  *(400 characters)* |  | |
| **Placement/study abroad**  If applicable.  What will a student gain from this? What preparation is provided? Examples of employers/locations. Is it compulsory/paid/ extra funding required?  *(1000 characters each for placement and for study abroad as applicable)* | *Please describe opportunities for undertaking a placement or study abroad on the course.*  *Placement opportunities can’t be guaranteed but you will receive tailored support from our specialist team to help you secure a placement.* | |
| **Careers**  Type of positions students are recruited to, including some recent employers.  *(400 characters)* |  | |
| **Professional Accreditation**  Details on accreditation if applicable *(250 characters per accrediting body*) | *If the transformed course is to be reaccredited please tailor the statement below as appropriate.*  Our courses have been accredited by the xx for a number of years. The xx conducts a reaccreditation exercise every few years or when we make changes to the course. We are currently going through this reaccreditation process and are awaiting the outcome of this evaluation. | |
| **Course highlights**  Please outline **three** key learning and teaching features that have enabled you to realise the Phase 1 course vision (aligning these to the principles of Curriculum Transformation).  *Max 250 characters (including spaces) for each highlight statement.* | *Note: these may be finessed and used for marketing and promotional material in the future (hence the character limit).* | |
| **Optional units**  Optional units are not displayed in the prospectus in order to give us the flexibility to change them as necessary. Please describe the overall range of options by level of study within the context of the course, to give students an indication of what they will be studying.  *Max 1000 characters for each course-year overview (including for placement/ year abroad overview)* | *Each section below should be used to explain the role that optional units play in that year of the course and list appropriate options. This may be in the form of themes studied, or specific unit or topic titles, depending on the specific nature of those options. This description should not change during the lifecycle of that cohort.*  *Please complete all applicable sections or state ‘N/A’.* | |
| ***FHEQ level*** | ***Total credits (ECTS)*** | ***An overview of the option choice in this year of study.*** |
| FHEQ level 4 |  |  |
| FHEQ level 5 |  |  |
| FHEQ level 6 |  |  |
| FHEQ level 7 |  |  |
| ***Placements and Years Abroad*** | **Title:**  (*Title will depend on the course variant. Whether it is a work placement/professional placement or study abroad.)* | |
| FHEQ level: | ***Total credits***  ***(ECTS)*** | *This section should explain what the external activity is (professional placement/work placement or study abroad), outline what the experience will entail and the skills gained. This description should not change during the lifecycle of that cohort.* |