Introduction and scope

1. Accurate and accessible information assists students to:
   - understand what is required if they are to achieve the standard of the award for which they are registered;
   - understand their responsibilities in respect of their own learning;
   - understand their responsibilities as members of the academic community and, where relevant, their responsibilities with regard to professional conduct;
   - know how to derive maximum benefit from the opportunities for learning available to them;
   - know how to make use of support services;
   - understand the regulatory framework which governs decisions about progression and awards;
   - know how to make use of the mechanisms that exist to enable students to express their views and to make complaints.

2. Similarly, accurate and accessible information assists staff to:
   - understand their roles;
   - understand the policies and procedures within which they must work;
   - give students advice that is consistent with regulations;
   - know where to obtain advice on policies, procedures and services;
   - understand the institution's strategies and priorities.

3. This section of the Quality Manual provides an overview of the information provided by St George's to prospective and registered students and the way in which that information is made available.

Competition and Markets Authority (CMA)

4. Guidance from the Competition and Markets Authority (CMA) to providers of higher education programmes indicates that consumer law applies to the relationship between HEIs and students. Students must be given the information they need to make an informed decision before they apply. This information includes:
   - the course content and structure
   - the total costs of the course including tuition fees and any additional costs associated with the course, such as field trips, lab equipment or bench/studio fees
   - terms and conditions, including any rules and regulations that students are bound by.

5. Before, or at the latest when, offering a place to a student, you must tell them of any changes since they applied and give 'pre-contract information' which includes course information and costs, information on complaints handling, and any cancellation rights.

6. To meet consumer law obligations to prospective students, detailed information on St George's, its programmes of study and its regulations and procedures are published on the University website. This information is outlined in table 1. University level information is supplemented by detailed programme specific information for enrolled students.

Programme level information useful to students is outlined in table 2. Table 3 provides guidance on module information. There is no expectation that programme and module information will be published in hard copy. Typically, programme information is made available on Canvas with embedded links to relevant pages.

Quality assurance of student information

7. Students will be asked periodically to comment on the usefulness of the information available to them either by means of institutional or programme-based surveys.

Information about St George's and its programmes of study

8. Information published by St George's about the institution and the programmes it offers is set out in table 1.

Table 1: Information about St George's and its programmes of study

Programme specifications - Definitive publicly available information on the aims, content, structure and intended learning outcomes of each programme
Student Charter
General Regulations for Students and Programmes of Study - Overarching regulations that apply to all St George's programmes and students
Student Concerns and Complaints Procedure
Academic Appeal Procedure
Student Disciplinary Procedure
Attendance and Engagement Policy
Student Entry Agreement
Procedure for Consideration of Fitness to Study or Practise
Tuition Fee Policy
Procedure for Additional Assessment Arrangements for students with disabilities or specific learning difficulties
Procedure for consideration for an extension to a maximum period of Study
Disclosure and Barring Service Policy
Procedure for consideration for an extension to a maximum period of study
Procedure for consideration for a final discretionary attempt at an assessment
Student Disciplinary Procedure
Religious Observance and Assessments Policy
Procedure for considering allegations of Assessment Irregularity
Feedback Policy (St George's Policy on feedback to students on their performance in assessment)

Programme information

9. Information about individual programmes that St George's makes available to students is set out in table 2.

Table 2: Programme-level information

Domain	Description
Contextual information	The award, the award title, mode(s) of study, duration of the programme and term dates.
Contact information	The staff with a role in the management and administration of the programme and the arrangements for contacting those staff.
A brief description of the programme	• the rationale for the programme; • its aims and learning outcomes; • overview of the content (based, for example, on an account of the main themes and topic areas to be developed). • Timing and purpose of placements if applicable
Programme structure	A diagram showing modules by term (or semester) and by year and the status (core/optional) and credit rating of each module.
Teaching and learning plans	The weekly teaching and learning programme showing the indicative study time for each module broken down into contact time, periods of self-study, clinical practice and research or project work.
Programme management	The allocation of responsibilities for the programme (eg course director, module leads, chief and responsible examiners, placement coordinators, project allocation, careers advice and guidance).
Administrative support	Details of the departments that have an administrative or other role in supporting the delivery of the programme.
Tutorial support	Arrangements in place to provide academic and pastoral support at the programme level (with reference to key centrally delivered services).
Responsibilities of students	Any conduct and behaviour expectations that students are expected to abide by with reference to any professional relevant to practice.
Assessment	An overview of the scheme of assessment to include: • Role of formative assessment • Methods; timing; weightings; pass marks • assessment criteria and marking schemes • arrangements for feedback (with reference to the St George's Feedback

	Policy)
	• opportunities for re-assessment
	• consideration of mitigating circumstances;
	• progression regulations
	• criteria for the award.
Student engagement	The ways in which students will be invited to comment on their experience as learners e.g. through course committees, programme and module evaluation, UNITU and the mechanism for responding to student comments.
Resources	The nature and location of all resources such as library, computing, laboratories, simulation suites, skills web-based resources.

Module information

10. Module information will help students to understand the purpose of the module and the way in which it relates to the programme of which it is a part. The module handbook will also explain the academic and administrative requirements that students will have to meet if they are to successfully complete the module. The information is an expanded version of the module descriptor approved when the programme is validated.

Table 3: module information

Domain	Description
Contextual information	• the title and code • level and credit value • student study hours: broken down to show class contact and student-managed hours • the term in which the module is offered; the number of weeks; start and finish dates; • status i.e. core or optional; • pre and co-requisite modules; • a summary of the assessment tasks specific to the module.
Contact information	The module leader and other key members of the module team and the arrangements for contacting those staff.
A brief description of the module	• the aims and learning outcomes • overview of the content • skills and attributes that students are expected to acquire or develop during the module • Relationship to other modules.

Teaching and learning plans	The weekly teaching and learning programme showing the indicative study time broken down into contact time and location, periods of self-study, clinical practice and research or project work. For each week: • the staff taking the session; • the location of the session; • the class activities scheduled for that week; • the topics, concepts and techniques to be covered; • the reading required as preparation for the session; • information about the resources available to support student learning that may be relevant to the session; • any follow up activities expected of students.
Assessment	An overview of the scheme of assessment to include: • Role of formative assessment • Methods; timing; weightings; pass marks • assessment criteria and marking schemes • arrangements for feedback (with reference to the St George's Feedback Policy) • opportunities for re-assessment • consideration of mitigating circumstances; • progression regulations • criteria for the award.
Student engagement	The ways in which students will be invited to comment on their experience as learners and receive feedback on their comments.
Resources	Any resources that students will need to use during the module. They can be text based, video based, databases or websites. They can be categorised as core or optional. Students can also be given advice about the core texts that it would be useful to purchase.