EST 1892 LSBU

Course Specification

<table>
<tr><th colspan="4">A Course Information</th></tr>
<tr><td>Final award title(s)</td><td>MSc Environmental and Architectural Acoustics</td><td>Course Code(s)</td><td>5226 FT
5228 PT</td></tr>
<tr><td>Intermediate award title(s)</td><td colspan="3"></td></tr>
<tr><td>Awarding Institution</td><td colspan="3">London South Bank University</td></tr>
<tr><td>School</td><td colspan="3">☐ ASC ☐ ACI ☒ BEA ☐ BUS ☐ ENG ☐ HSC ☐ LSS</td></tr>
<tr><td>Division</td><td colspan="3">Civil and Building Services Engineering</td></tr>
<tr><td>Delivery site(s) for course(s)</td><td colspan="3">☒ Southwark ☐ Havering ☐ Croydon
☐ Other: (please specify)</td></tr>
<tr><td>Mode(s) of delivery</td><td colspan="3">☒ Full-time ☒Part-time ☐ Both</td></tr>
<tr><td>Length of course</td><td colspan="3">
<table>
<tr><th>Mode</th><th>Length years</th><th>Start - month</th><th>Finish - month</th></tr>
<tr><td>Full-time</td><td>1</td><td>September</td><td>September</td></tr>
<tr><td>Part-time</td><td>2</td><td>September</td><td>September</td></tr>
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</td></tr>
<tr><td>Is this course generally suitable for students on a Tier 4 visa?</td><td colspan="3">Please complete the International Office questionnaire
Yes x (only FT) No
Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa, but other factors will be taken into account before a CAS number is allocated.</td></tr>
<tr><td rowspan="3">Approval dates:</td><td colspan="2">Course(s) validated</td><td>Revalidated September 2023</td></tr>
<tr><td colspan="2">Course review date</td><td>September 2028</td></tr>
<tr><td colspan="2">Course specification last updated and signed off</td><td>September 2023</td></tr>
<tr><td>Professional, Statutory & Regulatory Body accreditation</td><td colspan="3">• Chartered Institute of Building Service Engineers</td></tr>
<tr><td rowspan="2">Reference points:</td><td>Internal</td><td colspan="2">- Corporate Strategy 2020-2025
- Academic Quality and Enhancement Website
- LSBU Curriculum Framework
- School Strategy
- LSBU Academic Regulations</td></tr>
<tr><td>External</td><td colspan="2">- Engineering Council, Accreditation of Higher Education Programmes (AHEP4, Fourth Edition August 2020)
- Industrial Advisory Panel for programme support
- QAA Quality Code for Higher Education 2018</td></tr>
</table>

		- Framework for Higher Education Qualifications - Subject Benchmark Statements (2015) - Framework for Higher Education (FHEQ) Outcome Qualifications Descriptions for Level 4 - Competitions and Markets Authority - Office for Students (OfS) Guidance - SEEC Level Descriptors for Higher Education 2021 - Professional Statutory and Regulatory Bodies (PSRBs)

B Course Aims, Features and Outcomes	
Distinctive features of course	This course prepares students for a career as an acoustician. The course embraces recent industry developments, in particular, the inclusion of the ECUK UK Standard for Professional Engineering Competence (UK-SPEC) and gives students the opportunity to achieve the professional status of Chartered Engineer. The curriculum emphasises the development of traditional engineering numerical strengths coupled with an enquiring creative approach as required by employers. Developing the latter approach is sometimes culturally difficult but it is our aim to get students to eventually approach with relish a blank sheet of paper and an ill-defined, uncertain brief to which they can develop a rational solution. The principles of good acoustic design, environmental assessment, and noise control are studied in a thread of modules and applied in lab work, presentations, group projects, written assessments and by examination. We do seek to educate, rather than to merely train. Because acoustics is such a broad area, there is a wide range of different specialisms for students to consider after graduating, but our degree gives to our students a solid background and expertise for entering any of them. This course can be taken on the basis of a taught two days per week attendance or as a part-time course timetabled on one or two day/s -a-week attendance.
Course Aims	**The MSc in Environmental and Architectural Acoustics aims to:** 1. Produce graduates who are committed to a career in acoustics with a range of employers in a variety of countries. 2. Produce graduates equipped for research at the PhD level and to take up responsible professional employment both in the construction industry, consultancy, or design and become lifelong learners with an appreciation of the value to society of an education in engineering, physics, or architecture. 3. Produce graduates who have a breadth and depth of knowledge and understanding of the key aspects of acoustics. 4. Allow students to acquire and develop analytical and problem-solving skills, and subject-specific skills. To acquire and develop the ability to evaluate evidence, arguments, and assumptions, to reach sound judgements and communicate effectively. 5. Develop students who approach design problems creatively and who have the technical skills to see their ideas through to realisation. 6. Provide opportunities to those in full-time employment to study towards a post graduate degree in acoustics on a part-time basis. 7. Create an educational environment that may benefit from the practical experience of mature and part-time students. 8. Provide an engineering education, centred within the built environment that recognises the important roles of other professions in the development of the built environment and cultivates interaction and teamwork with these other professionals. 9. Provide students with the necessary academic qualification suitable to meet the requirements of further learning of a Chartered Engineer.
Course Learning Outcomes	The course outcomes have been developed concerning the Engineering Council's Accreditation of Higher Engineering Academic Programmes, **Fourth Edition (August**

	2020). The codes in brackets (M**1 to M18**) refer to the **AHEP4** and are mapped with the Learning Outcomes at LSBU, Appendix C. The curriculum map showing the modules in which the material that each of the learning outcomes covers is taught, developed, and assessed is in Appendix A. **M1** Apply a comprehensive knowledge of mathematics, statistics, natural science, and engineering principles to the solution of complex problems. Much of the knowledge will be at the forefront of the particular subject of study and information by a critical awareness of new developments and the wider context of engineering. **M2** Formulate and analyse complex problems to reach substantiated conclusions. This will involve evaluating available data using first principles of mathematics, statistics, natural science, and engineering principles, and using engineering judgment to work with information that may be uncertain or incomplete, discussing the limitations of the techniques employed. **M3** Select and apply appropriate computational and analytical techniques to model complex problems, discussing the limitations of the techniques employed. **M4** Select and critically evaluate technical literature and other sources of information to solve complex problems. **M5** Design solutions for complex problems that evidence some originality and meet a combination of societal, user, business, and customer needs as appropriate. This will involve consideration of applicable health and safety, diversity, inclusion, cultural, societal, environmental, and commercial matters, codes of practice and industry standards. **M6** Evaluate the environmental and societal impact of solutions to complex problems (to include the entire life cycle of a product or process) and minimise adverse impacts. **M7** Evaluate the environmental and societal impact of solutions to complex problems (to include the entire life cycle of a product or process) and minimise adverse impacts. **M8** Identify and analyse ethical concerns and make reasoned ethical choices informed by professional codes of conduct. **M9** Use a risk management process to identify, evaluate and mitigate risks (the effects of uncertainty) associated with a particular project or activity. **M10** Adopt a holistic and proportionate approach to the mitigation of security risks. **M11** Adopt an inclusive approach to engineering practice and recognise the responsibilities, benefits and importance of supporting equality, diversity, and inclusion. **M12** Use practical laboratory and workshop skills to investigate complex problems. **M13** Select and apply appropriate materials, equipment, engineering technologies and processes, recognising their limitations. **M14** Discuss the role of quality management systems and continuous improvement in the context of complex problems. **M15** Apply knowledge of engineering management principles, commercial context, project and change management, and relevant legal matters including intellectual property rights. **M16** Function effectively as an individual, and as a member or leader of a team. Evaluate effectiveness of own and team performance. **M17** Communicate effectively on complex engineering matters with technical and non-technical audiences, evaluating the effectiveness of the methods used.

	M18 Plan and record self-learning and development as the foundation for lifelong learning/CPD.

C Teaching and Learning Strategy

This course is taught by delivering lectures, tutorials, individual and group works, laboratories, computer laboratories, and any other activity the module leaders consider relevant and useful for student learning. Information about resources can also be found on Home Page - London South Bank University (lsbu.ac.uk). Further, student can contact staff via Salesforce and the student services via MyAccount. In the case of MyAccount, students can do live Chat from the bottom right corner to get a prompt response. Students are supported throughout this strategy and the activities involved primarily through SAL and MyAccount as the default, with additional support offered via our VLE moodle, Microsoft Teams, emails, and direct face-to-face meetings.

LSBU provide access to laboratories, computer rooms, a library, equipment, and many other resources that can be found by visiting the Student Life Centre or talking to the academics and personal tutors.

Every academic provides surgery hours (in person and/or on Teams) and can be contacted by email, Teams messages and in person during the classes.

When necessary, due to professional, personal, health or other circumstances, hourly paid lecturers, PhD students, or any other qualified person can cover part of the lectures and activities of this course. They will be always supervised by academics covering the role of module leaders and course directors.

This course is delivered by a blended approach. This means the material and the delivery of the teaching include physical notes in many cases but electronic notes, recorded videos, and multimedia as well. All of this is offered to boost the learning process of students.

However, this course involves an understanding of concepts, attempting all the tutorial questions, watching videos, and reading articles and books. The effort must be continuous and steady throughout the academic year.

In the next paragraphs, a detailed teaching strategy is provided in connection with the modules and learning outcomes established previously.

Scientific principles underpinning Acoustics & Noise Control **(M1)** are taught. Environmental assessment and surveys are taught as practical subjects. Teaching methods include lectures, tutorial, laboratory experiments, computing, and online sources for self-study. Understanding of scientific principles is developed in *Architectural Acoustics*, *Sound and Vibration Control,* and in *Thermal Environment, Acoustics and Lighting* through computer workshops and laboratory work with both individual and group.

Students are taught about wider scientific methods and techniques in *Energy Resource and Use Analysis* and *Acoustic Laboratory* with a particular focus on risk assessment, health and safety management and project management (**M9** and **M10**). Students are also taught professional and ethical conduct (**M8**) in Energy and Engineering Project, as well as the commercial, economic, and social context of engineering (**M15**).

Sustainability principles and the ability to apply quantitative techniques (outcome **M7**) are taught across all modules but is one of the focuses of the *Thermal Environment, Acoustics and Lighting* module.

Teaching is through lectures, tutorials, laboratory work, field work and practical sessions. The application of health and safety is through risk assessment, which students are constantly introduced to in laboratory and field works. (Outcomes **M9-M10**) are developed in research and group design in *Acoustic Laboratory* at level 7.

Selecting and applying appropriate materials, equipment, engineering technologies and processes, recognising their limitations (**M13**) are covered across all modules but is the focuses of the *Sound and Vibration Control, and Theoretical Acoustics* modules.

Throughout the course students have module guides relevant to each topic of study, giving additional reading material which students are encouraged to use for private study to consolidate the formal learning process, and both broaden and deepen their knowledge and understanding in the subject area. All students are encouraged to become student members of the professional institutions, use their libraries and resources, and attend meetings.

Students are taught to interpret and assess their results and to understand engineering principles and to apply them to *analyse* key engineering processes (outcome **M2**) in *Theoretical Acoustics* and in *Thermal Environment, Acoustics and Lighting*.

The student's skills are further developed in the *Sound and Vibration Control* to solve real world engineering problems (**M5**).

The ability to Identify, classify and describe the impact of noise with analytical methods and modelling techniques (outcome **M4**) is taught in *Theoretical Acoustics* and in *Thermal Environment, Acoustics and Lighting Acoustics*.

Students are taught how to apply quantitative and computational methods to solve engineering problems and to implement appropriate action (outcome **M3**) in *Architectural Acoustics*.

Students are taught the necessity to understand end users' needs (outcome **M6**) in the *Theoretical Acoustics* module and develop this through the group design projects in the later module *Sound and Vibration Control*.

The skill of defining the problem and its various constraints (outcome **M4**) in *Theoretical Acoustics*. This is developed in the *Energy Resource and Use Analysis* module.

In the project students learn how to manage the project design process and to communicate their work (outcome **M15**). The communication skills are taught in *Architectural Acoustics* and Energy Resource and Use Analysis (writing, sketch up, presenting) (Outcomes **M17**) are developed further during *Energy and Engineering Project*.

Students appreciate the context of engineering (outcomes **M1-M2- M3-M4**) in *Theoretical Acoustics* and during the *Thermal Environment, Acoustics and Lighting* Modules. This is then taught and developed in most of the level 7 modules.

Understanding of materials, equipment etc. (outcome **M13**) and the laboratory practice (outcome **M12**) are largely taught and developed during the *Acoustics Laboratory* module, but they are further explored in *Sound and Vibration Control* using tutorials, laboratories, and computer workshops.

In their study, students are taught to use technical literature related to a specific discipline (outcome **M4**). This knowledge is developed in project work at level 7.

Relevant standards and guidance are used throughout the course (outcome **M5**) are taught in *Acoustics Laboratory, Theoretical Acoustics,* and *Architectural Acoustics,* and then developed further in *Sound and Vibration Control* as well as in *Energy and Engineering Project* at level 7.

Quality issues (outcome **M14**) are introduced in *Sound and Vibration Control*, in relation to the laboratory experiments taken in *Acoustics Laboratory*. The quality awareness is developed in *Energy Resource and Use Analysis* and in *Sound and Vibration Control*

Students' ability to work with technical uncertainty (outcome **M4**) is developed in all modules while it is also taught in research methodologies lectures in *Theoretical Acoustics, Thermal Environment, Acoustics and Lighting, and Energy Resource and Use Analysis modules*.

Group working skills (outcome **M16**) are taught in *Architectural Acoustics, Acoustics Laboratory* and in *Sound and Vibration Control modules*.
Life-long learning skills to plan and record self-learning (**M18**) are covered in Acoustic Laboratory and Energy and Engineering Project modules.

Students acquire their (**M17**) related skills of communication in *Acoustics Laboratory*, and *Energy Resource and Use Analysis* problem-solving in *Theoretical Acoustics*, Thermal Environment, Acoustics and Lighting, *Sound and Vibration Control*, computing in *Architectural Acoustics,* information retrieval in *Energy and Engineering Project* and working with others in *Architectural Acoustics, Acoustics Laboratory, and Energy Resource and Use Analysis.* Self-learning and personal development (outcome **M18**) are taught across all the modules and developed in the *Acoustics Laboratory*, and *Energy and Engineering Project* modules.
*Skills to adopt an inclusive approach to engineering practice and recognise the responsibilities, and benefits of EDI (**M11**) are covered in Energy and Engineering Project* module.

The ability to carry out a personal programme of work and exercising personal responsibility (outcome **M12** and **M18**) is part of *Acoustic Laboratory* and the *Energy and Engineering Project.*

D Assessments

General definitions

The assessment in this course is made by coursework (CW) and exams (EX).

CW can be in the form of tests, reports, quizzes, etc. (individual or in groups; on-campus and/or online via Moodle).

Exams are individual assessments and can be in the form of on-campus written exercises or online.

There are modules which are CW 100%, there are others with different weights on CW and exams. CW can have several components.

The modality is defined module by module in the module guides.

Details about weights can be found at **H. Course Modules** in these specifications.

This course, through its modules, includes summative and formative assessments for students to prepare for their exams.

Summative assessments are the assessments that define the student's official marks on coursework and exams.

A formative assessment is like a summative assessment, but the marks obtained (if any) are not part of the official assessment. These marks are just a tool for the student to test themselves. A formative assessment can be a previous year's coursework or exam paper, an original coursework or an original exam paper, quizzes, tests, etc. This will be decided and designed by the module leader.

Summative assessments can be reviewed and clarified after the students' requirements by the academic judgment will prevail (principle of academic judgment independence). When students are dissatisfied with their marks, they have an official appeal process to follow.

E Academic Regulations

The University's Academic Regulations apply to this course. Any course-specific protocols will be identified here.

https://www.lsbu.ac.uk/about-us/policies-regulations-procedures

Since this course is accredited, there are some extra regulations defined by the requirements by CIBSE and EI that in some cases can be more restrictive than the LSBU regulations. They are stated in these specifications and the course guide.

Compensation

A compensated pass could be awarded under the criteria of the exam board if a minimum of 40% is achieved at a component level (CW and/or EX) and a minimum of 40% is achieved at the module level (Module Mark). Compensation is only considered when students exhausted their four attempts to pass the module.

A maximum of 20 credits can be compensated, throughout the whole course, excluding the Final Year Project.

Condonement

No Condonement of modules is allowed in this course.

F Entry Requirements

Applicants for admission to the course should normally possess one of the following qualifications:

In order to be considered for entry to the programme applicants will be required to have the following qualifications:

(i) A first degree in an appropriate discipline. Normally a lower second class would be considered a minimum, but third class may be acceptable depending on age and experience.

(ii) Cognate degrees in appropriate disciplines (e.g., physics, chemistry, or mathematics) will be accepted provided the candidate demonstrates some knowledge of acoustics. For example, graduates recently transferring into the industry.

(iii) Other qualifications may be accepted depending on age and experience. This category would normally be reserved for mature candidates who have had several years of experience in acoustics.

(iv) An exemption from up to 5 modules is possible if a student has passed or is about to pass the *Institute of Acoustics (IoA) Diploma in Acoustics and Noise Control.* The exemptions will depend on the specialist units chosen on the *Diploma in Acoustics and Noise Control* course.

G Course Structure

Course Overview
The Course is delivered on a semester pattern; each semester is 15 weeks in duration.
Students study six modules at Level 7.

Semester 1
Theoretical Acoustics (L7)
Acoustics Laboratory (L7)
Thermal Environment, Acoustics and Lighting, (L7)

Semester 2
Energy Resource and Use Analysis (L7)
Architectural Acoustics (L7)
Sound and Vibration Control (L7)
Energy and Engineering Project (L7)

FULL TIME

Year	Semester 1	Credits	Semester 2	Credits	Level	
1	Theoretical Acoustics	20	Sound and Vibration Control	20	7	Core
	Acoustics Laboratory	20	Architectural Acoustics	20	7	Core
	Thermal Environment, Acoustics and Lighting	20	Energy Resource Materials and Use Analysis	20	7	Core
			Energy and Engineering Project	60	7	Core

PART TIME

Year	Semester 1	Credits	Semester 2	Credits	Level	
1	Theoretical Acoustics	20				
	Acoustics Laboratory	20	Architectural Acoustics	20	7	Core
2	Thermal Environment, Acoustics and Lighting	20	Sound and Vibration Control	20	7	Core
			Energy Resource and Use Analysis	20	7	Core
			Energy and Engineering Project	60	7	Core

H Course Modules

M. Code	Module Title	Level	Semester	Credit value	Assessment Ex/Cw
EUB_7_???	Theoretical Acoustics	7	1	20	50/50
EUB_7_135	Acoustic Laboratory	7	1	20	-/100
EUB_7_960	Thermal Environment, Acoustics and Lighting	7	1	20	50/50
EUB_7_962	Energy Resource and Use Analysis	7	2	20	-/100
EUB_7_121	Architectural Acoustics	7	2	20	-/100
EUB_7_???	Sound and Vibration Control	7	2	20	-/100
EUB_7_205	Energy and Engineering Project	7	2	60	-/100

J Costs and financial Support

Information on tuition fees/financial support can be found by clicking on the following link –

Information on tuition fees/financial support can be found by clicking on the following link:
http://www.lsbu.ac.uk/study/undergraduate/fees-and-funding or
http://www.lsbu.ac.uk/study/postgraduate/fees-and-funding
https://www.lsbu.ac.uk/international/fees-and-funding

Information on living costs and accommodation can be found by clicking the following link:
https://www.lsbu.ac.uk/student-life/our-campuses/southwark/cost-of-living

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Appendix A: Curriculum Map
Appendix B: Personal Development Planning
Appendix C: Terminology

Appendix A - Curriculum Map AHEAP4

This map provides a design aid to help course teams identify where course outcomes are being assessed (A) within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation, and external examining processes. Making the learning outcomes explicit will also help students to monitor their learning and development as the course progresses.

	AHEP4 Learning Outcome Code																	
Modules	**M1**	**M2**	**M3**	**M4**	**M5**	**M6**	**M7**	**M8**	**M9**	**M10**	**M11**	**M12**	**M13**	**M14**	**M15**	**M16**	**M17**	**M18**
Theoretical Acoustics	TDA	TDA	TDA	TDA		TDA												
Acoustics Laboratory			TDA			TDA		TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA		TDA
Thermal Environment, Acoustics and Lighting	TDA	TDA		TDA			TDA											
Energy Resource and Use Analysis			TDA														TDA	
Sound and Vibration Control	TDA	TDA			TDA	TDA			TDA	TDA				TDA	TDA		TDA	TDA
Architectural Acoustics		TDA	TDA		TDA		TDA					TDA	TDA	TDA		TDA	TDA	
Energy and Engineering Project			TDA	TDA				TDA		TDA	TDA				TDA		TDA	TDA

Appendix B: Personal Development Planning

A variety of terms are used in higher education to describe a process undertaken by individuals to gather evidence on, record and review their own learning and achievement, and identify ways in which they might improve themselves academically and more broadly. The term Personal Development Planning (PDP) is proposed to describe a structured process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal educational and career development. The purpose of this tool is to help HE
teaching staff to explain where PDP is being used within a course or portfolio of modules.

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	The Year Tutor is the personal tutor of a specific year The next person to support the student's issues is the Course Director who is responsible for all the students or the course (full-time and part-time Course). The Course Director works together with the year tutors to solve issues and support the development and recognition of the student effort. This is brought to the attention of all students at induction and regularly during the year. There are open surgeries offered by all staff for two hours per week in each semester.
2 Supporting the development and recognition of skills in academic modules/modules.	All modules are structured so that, over the course of the study, the combination of coursework introduces and develops the technical skills at postgraduate level in the fields of experimentation, hands-on computer modelling, structural/traffic/coastal design exercises, critical analysis, analysis methodologies, data interpretation and verification, and research methodologies. Assessed coursework, in stages, provides the feedback for the consolidation and improvement of these academic skills.
3 Supporting the development and recognition of skills through purpose designed modules/modules.	The main technical skills required for a postgraduate acoustics course are covered in all the taught core modules over the year. In particular, the application of design and analyses skills runs throughout the course in the subjects of Measurement and Control through to Architectural Acoustics and the Masterclass in Acoustics.
4 Supporting the development and recognition of skills through research projects and dissertations work.	The Project module covers the literature gathering and review, referencing techniques, technical writing, results presentation, and research methodologies. The LSBU Librarian (Engineering Section) demonstrates the in-house facilities available for off-line and online searches for papers, journals and articles. The Project module is based on an individual work undertaken over a period of four months (FT). A student meets with the supervisor on a term-time weekly session of about fifteen minutes to discuss and monitor progress.
5 Supporting the development and recognition of career management skills.	An academic staff member, who is the Liaison Officer for the Institution of Acoustics or the Chartered Institute of Building Services Engineers, briefs the students on the benefits of the student membership of both the institutions. Visits to the local branch of the Institution of Acoustics are organised outside of the main course, local activities are offered, and routes to Chartered Engineering are discussed. Students are encouraged to use the LSBU Careers Office for CV preparation, interview skills and job vacancies.

6 Supporting the development and recognition of career management skills through work placements or work experience.	Students are encouraged to take internships in the Summer.
7 Supporting the development of skills by recognising that they can be developed through extracurricular activities.	Students are directed to some of the wealth of resources available in London, such as exhibitions, museums, fairs, lectures and conferences.
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	Notices of lectures and presentations at the Institution of Acoustics and Chartered Institute of Building Services Engineers are brought to the students' attention.
9 Other approaches to personal development planning.	Any lecturer can guide the student about his or her personal development planning.
10 The means by which self-reflection, evaluation and planned development are supported e.g. electronic or paper-based learning log or diary.	Weekly meetings for the Project between the student and the supervisor. Written and/or verbal feedback on assessed coursework.

Appendix C: Terminology

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students, outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social earning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions