Course Addendum: Changes to 2020/21 Teaching In Response to Covid-19

Whilst we hope to deliver as much activity on-campus as possible, the government's guidance and social distancing measures will inform how much teaching we can deliver face-to-face in the 2020/21 academic year. Working to government guidelines we have adapted the delivery of our courses to a model of blending learning, which consists of a mix of online and on-campus activities. We are equipped to move between blended learning to fully online, or face–to–face, as the Covid-19 situation evolves.

The learning outcomes of your course remain the same but there are changes to its delivery, assessment and structure, as set out in the Changes section of this document. The subsequent pages of this document contain the original teaching and learning schedule of this course, for your reference.

24th July 2020

Course Details

Course Title(s)	
4868	Business Foundation Course (FT)
Modules	BBS_S_BEN Business Environment BBS_S_BOS Business Organisation & Structures BBS_S_PPA Personal, Professional & Academic Development
Module Leader	Rasha Aly Ann Healey Stephen Bellas
Shared Modules?	N/A

Changes to the mode of delivery and course composition

Module code and name	Changes to delivery mode	Changes to contact hours		
BBS_S_BOS Business Organisation & Structures	All lectures (only) to move online. 2 hours per week face to face (seminar). 2 hours per week online (lecture). No change to the module hours: Contact hours for module: 60 Self-study hours for the module: 140 Total module hours: 200	N/A	N/A	N/A

BBS_6_PPA Personal, Professional & Academic Development	All lectures (only) to move online. 2 hours per week face to face (seminar). 2 hours per week online (lecture). No change to the module hours: Contact hours for module: 60 Self-study hours for the module: 140 Total module hours: 200	N/A	N/A	N/A
BBS_S_BEN Business Environment	All lectures and seminars are now online 2 hours per week online seminar. 2 hours per week online lecture. No change to the module hours: Contact hours for module: 60 Self-study hours for the module: 140 Total module hours: 200	N/A	N/A	N/A

Changes to assessment strategy

Any semester 1 assessment that was previously examination is now a 24-hour open book examination. Any semester 1 assessment that was to be completed in a group is now changed to an individual assignment. There are no changes to any of the weightings of the assignments.

For reference, the following pages contain the original teaching and learning schedule of this course, prior to the changes implemented in response to Covid-19.

A. Course Information	
Final award title(s)	Business Foundation Course
Intermediate exit award title(s)	
UCAS Code	**N001** **Course Code(s)** 4868
	London South Bank University
School	☐ ASC ☐ ACI ☐ BEA ☒ BUS ☐ ENG ☐ HSC ☐ LSS
Division	Business & Enterprise
Course Director	Helen Ismael
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Other: please specify
Mode(s) of delivery	☒Full time ☐Part time ☐other please specify
Length of course/start and finish dates	

Mode	Length years	Start - month	Finish - month
Full time	One year	September	June

Is this course generally suitable for students on a Tier 4 visa?	Please complete the International Office questionnaire Yes 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.

Approval dates:	Course(s) validated / Subject to validation	2015
	Course specification last updated and signed off	September 2019 - MH

Professional, Statutory & Regulatory Body accreditation	None	

Reference points:	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority

		SEEC Level Descriptors 2016

	B. Course Aims and Features	
Distinctive features of course	❖ Access to a Degree in the School of Business by studying a Business Foundation Course; ❖ Delivered in a university setting which allows us to acculturate the students into our academic ethos from the outset; ❖ Development of student social and cultural capital via a strong extra-curricular programme and peer mentoring and alumni; ❖ Embedded Personal Development Planning; ❖ Clear progression routes to a wide range of Degrees in the School of Business leading to professional qualifications or post graduate study; ❖ Located in the heart of one of the most vibrant and diverse capital cities in the world; ❖ Focus on enterprise, real world project work in a business, enterprise, voluntary or community organisation; ❖ A suite of current and relevant core modules; ❖ English language support for students with English as their second language.
Course Aims	The overarching vision of the Business Foundation Course is the creation of a high quality academic programme that provides a solid academic and experiential springboard for students to be able to embark on one of our Degrees in the School of Business and to thrive on these degrees based on this initial year of study having undertaken this bespoke course and a process of acculturation into the ethos and exigencies of a university degree. The aims are to: 1. Develop academically confident "level 4 ready" students through the provision of a supportive learning environment that nurtures the development and understanding of the academic and practical skills to apply to Business Management disciplines, theories and issues at foundation level and beyond. 2. Develop the capacity for independent thought, critical reflection, analytical and problem solving skills, entrepreneurial spirit, academic curiosity, creativity and strategic thinking in a broad business context at foundation level and in preparation for a relevant degree in the School of Business. 3. Enhance student employability through the embedding of a cohesive blend of professional and academic skills whilst simultaneously providing explicit career support and making available opportunities for project based learning opportunities in the local community, volunteering, networking and engaging in extra-curricular activities at university and beyond. 4. Deliver a future fit curriculum that is aligned to the Common First Year and Degrees Courses in the School and is responsive to the rapidly changing needs of the enterprise and the business world

	The Business Foundation Course provides students with a solid foundation in academic skills and business-related disciplines, instilling knowledge and practical skills that will prepare them for a Degree in the School of Business and which can add value to any company or organization. Moreover, students can personalize their preparedness for a degree of their choice by engaging in specific activities as part of the Innovation and Enterprise and Project modules, by undertaking specific extra-curricular activities and in the liaison with their dedicated peer mentors. The new proposed course structure has been specially designed to meet the School's strategic vision of developing skills, enterprise and enhancing professionalism along with improving the student experience. The teaching portfolio will also be enhanced in line with the School's Local Delivery Plan whilst simultaneously aiming to deliver economies of scale by offering a neat six x 20 credit modules common to all students.
Course Learning Outcomes	**a) Students will have knowledge and understanding of:** A1 The university academic environment, culture and ethos as well as the demands placed on students who embark on post-college study; A2: Contemporary structures, issues and concepts in business and organisations including enterprise, ethics, sustainability and business in a local and global context; A3: Organisations, the internal and external environment, how they are managed and the future needs of organisations; A4: The economic, social, legal, cultural and ethical impact of business and management decisions on both the organisation and its environment; A5: The main functional areas of business, how they inter-relate and integrate with each other; **b) Students will develop their intellectual skills such that they are able to:** B1: Identify appropriate sources of data to expand and apply knowledge to identify, formulate and focus on business problems including via case study analysis; B2: Undertake independent research into business and management issues either individually or as part of a team for projects and presentations; B3: Synthesise, appraise and evaluate data/evidence to develop argument and make sound judgements in accordance with basic theories and concepts of business and management B4: Assess source material and evidence and develop critical thinking skills applied to business contexts and issues; **c) Students will acquire and develop practical skills such that they are able to:**

C1: Demonstrate the application of knowledge through the production of coherent academic and vocational work in business contexts;

C2: Present information to a variety of audiences in a structured business form;

C3: Develop a degree of innovation, creativity and enterprise in business contexts and commercial/organisational settings;

C4: Be effective in the use of information and communication technology (ICT) for business applications, quantitative data used in business settings and produce written and oral tasks in suitable and accurate academic registers.

d) **Students will acquire and develop transferrable skills such that they are able to:**

D1: Acquaint themselves with new knowledge and skills as part of a lifelong learning strategy;

D2: Demonstrate academic and practical ability to manage future professional academic and career development;

D3: Communicate clearly, fluently and effectively in a range of styles appropriate to the context;

D4: Engage effectively in academic discussion and present arguments in a professional manner;

D5: Select, apply and evaluate appropriate numerical and statistical methods for business settings and challenges;

D6: Be effective within a team environment as well as being able to take initiative, ownership of task undertaking and completion, time management, prioritising academic work and other commitments;

D7: Be self-aware, sensitive and open to the diversity of people, cultures, business and management issues.

C. Teaching and Learning Strategy

The acquisition of knowledge and understanding will be delivered through a variety of strategies.

In-class
Lectures will deliver key topic areas across the academic.

Where possible, guest speakers from business and academia will bring specialisms and real world contextualisation.

Interactive seminars and workshops will support the lectures and have a strong focus on small group activities to encourage the active participation of students throughout the academic year, developing peer learning, the sharing of knowledge and support amongst the diverse student body. Students will also learn and be taught in ICT Labs where appropriate.

Examples of activities students will engage with during seminars are: question practice and case study analysis to reinforce and contextualise key lecture topics, debate and discussion. At level S there is emphasis on identification of appropriate sources and data to construct evidence base, challenging Manichean viewpoints, comparing and contrasting information and concepts, acquisition of knowledge and synthesis and introducing process thus question practice and repetition of process are key to learning.

An integrated formative and summative assessment and feedback process is a key component to a student's independent acquisition of knowledge and understanding.

Self-managed learning
Self-managed learning activities to supplement and consolidate classroom based activity include: reading texts and relevant journals, application of knowledge to additional problem based exercises, engaging in coursework, group discussion, review of key topics and examination preparation where appropriate. Many of these activities are supported by the virtual learning environment (VLE).

Throughout the Business Foundation Course the School intends to expand its use of technology for learning and assessment at undergraduate level through the common first year initially and then through core modules across the undergraduate suite of courses. Although there is already an expectation that every module will have a set of core materials available to students via the VLE, the School aims to use digital technology to increase academic support for students particularly at level 4; to improve the efficiency of our teaching and assessment processes; and eventually to transform student learning so that the student experience becomes truly 'blended' and extends well beyond the use of the VLE as merely a document repository.

The development of intellectual skills will be delivered via a structured and progressive strategy of support and delivered over the length of the course.

In-class
Seminars and workshops encourage student development in this area with the application of knowledge to business case studies and real life problems to develop critical evaluation of relevant information, and problem solving skills. In class debate allows the sharing of ideas amongst peers and the evaluation of opinions within a diverse student body to enable students to develop and evaluate arguments.

At level S in particular, support is given to basic cognitive skills development and student research practice via the PPAD & ELPAC Modules and in the Project.

The theories underpinning the cognitive process and elementary research techniques are delivered through lectures and supported via interactive seminars applying the theory to case study and discussion of issues arising.

As students move through the course their ability to evaluate and synthesise information, and their problem solving skills are developed through their application to more complex case study problems through which independence of thought and practice are developed.

Research skills are introduced via the PPAD & ELPAC Modules and in the Project Module.

Self-managed learning
Self-managed learning activities supplement in-class learning and will include the reading and critique of academic journals and their application to problem based exercises and peer debate. Links to core journals will be available via the VLE and on-line fora will be used to encourage debate and discussion of key issues.

Engagement with coursework and the examination preparation are also key strategies to develop these skills.

In-Class
Practical skills development is delivered via lectures and interactive seminars and workshops. Processes and techniques are demonstrated during lectures and are then developed and applied to questions and exercises during seminars to reinforce learning. Students will especially develop practical skills in the Project Module and in the Innovation and Enterprise Module but all Modules will require the learners to engage in practical tasks which will enhance their employability.

Self-managed learning
The School's Student Enterprise Strategy details the enterprise engagement opportunities that students will have made available to them which will help them develop and demonstrate innovation, creativity, and enterprise skills and these activities have been developed under the following headings.
1.   Business Solutions Centre, a student led consultancy service for clients based within the University, student run start-ups and small businesses within the local area.
2.   Links with societies, in particular student membership of the Institute of Directors, work as part of the Bright Futures Society, the Enterprise Society and the Student Advisory Committee.
3.   Induction, the School of Business supports the Enterprise Centre in a range of activities for induction, including the fresher's fair.
4.   Extra-curricular activities, the School runs a series of extra curricula activities focused around developing the entrepreneurial capability and entrepreneurial effectiveness of students.

D. Assessment

Formative
Formative assessment activities provide opportunity for developmental feedback and reflective learning and are a key feature of teaching and learning strategy throughout the course, to ensure students engage in a process of continuous learning.

In-class testing with peer marking and feedback is a key formative assessment method throughout the programme; this testing will be supported by additional on line tests via the VLE which provide students with automatic feedback as to performance.

As students' progress through the course, in class debate and discussion will provide students and staff with an understanding of the knowledge gained and areas of syllabi needing further reinforcement and delivery. This will allow staff to reflect on student performance and feed-forward into future delivery.

Summative
The summative coursework assignments used to assess knowledge and understanding are diverse and set within a wider business context.

Examples of the range of assessment types are multiple choice tests (at level S), business reports, case study analysis, project, essay and oral individual and group presentations

There is one examination in the Business Organisation & Structure Module.

Formative
The VLE and in-class presentations can provide formative feedback to both staff and students as to the development of key intellectual skills.

Summative
At level S, intellectual skills are mainly assessed through coursework as examinations tend to assess knowledge and understanding of basic processes.

It is important though that students tackle at least one examination so that they become accustomed to this form of assessment in preparation for their Degree course. This examination will take place in Business Organisation & Structure Module

Elementary research skills are primarily assessed via coursework. As students' progress through the course, assessment methods will reflect the expectation that students will exhibit greater autonomy in their learning, refine their intellectual skills, and approach their work in a more evaluative manner.

Formative
Formative assessment via in-class tests, observation, peer review and debate can inform students and staff concerning the progress that has been made in areas of skill development.

Summative
Summative assessment will be via coursework, individual and group coursework through which practical skills can be demonstrated. IT skills are necessary to produce each piece of coursework. In the Business Organisation & Structure module, a closed book examination will give students their first experience of an LSBU examination.

Formative
Peer and staff review on a variety of in-class activities can provide formative feedback to students on the development of their transferable skills. This will allow staff to reflect on student performance and feed forward into future delivery.

Summative
The summative assessment of transferable skills is delivered through a variety of methods.

Group work based on case studies is used to assess team working, leadership, communication and reflective skills.

Written communication is developed through report writing of both academic and business genres.

Verbal communication skills are developed through presentations within modules

Numeracy skills are embedded throughout all core modules.

E. Academic Regulations

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

F. Entry Requirements

In order to be considered for entry to the course(s) applicants will be required to have the following qualifications:

2018 Entry

- A Level DD **or**:
- BTEC National Diploma MPP **or**:
- Access to HE qualifications with Pass **or**:
- Equivalent Level 3 qualifications worth 64 UCAS points.

- Applicants must hold 5 GCSEs A-C including English and Maths, or equivalent (reformed GCSEs grade 4 or above).

We welcome equivalent qualifications from around the world.

English language qualifications for international students: IELTS score of 6.0 or Cambridge Proficiency or Advanced Grade C.

G. Course structure(s)

Course overview

- The course is structured around 120 credit or six 20 credit modules.
- The course is offered as a one-year full time course at level S pre-degree.
- The course has no optionality and all students follow the six core modules.
- The tables below show the modules offered in each semester of the course.

Business Foundation Course – **Full time**

	Semester 1		Semester 2	
Year 1	Personal, Professional & Academic Development	20	Leadership, Management & Working in Teams	20
	English Language, Professional and Academic Communication (only for students who are speakers of English as a Foreign Language).	20	Innovation & Enterprise	20
	Business Organisation & Structure	20	Business Foundation Course Project	20
	Business Environment	20		

Placements information

There is no placement opportunity on this programme.

H. Course Modules

Module Code	Module Title	Level	Semester	Credit value	Assessment
BBS_S_PPA	Personal, Professional & Academic Development	S	1	20	Coursework
BBS_S_EPA	English Language, Professional and Academic	S	1	20	Coursework

	Communication **(only for students who are speakers of English as a Foreign Language. Would replaces Personal, Professional & Academic Development.)**					
BBS_4_BOS	Business Organisation & Structure	S	1	20	Coursework
BBS_S_BEN	Business Environment	S	1	20	Coursework
BBS_S_LMW	Leadership, Management & Working in Teams	S	2	20	Coursework
BBS_S_IAE	Innovation & Enterprise	S	2	20	Coursework
BBS_S_FCP	Business Foundation Course Project	S	2	20	Coursework

I. Timetable information

This course is delivered over three days per week but this may be subject to change if change is needed to enhance your experience.

Outside of the standard delivery you are expected to engage in extra curricular activity, work placements and private study.

You can expect to receive a confirmed timetable during Welcome Week and you will be kept informed of any changes.

J. Costs and financial support

Course related costs

All of your course notes and learning materials are provided to you via our VLE, however you will be expected to purchase the core texts for each module and to supply your own stationery.

The university does have IT resources in the library (PCs & laptops) which you can use, however it would be beneficial to you if you had your own lap top device which you can use both in the classroom and for private study.

If you spend time away from the University on a placement or an internship then the cost of travel and suitable business attire is not included within your fee.

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding or
- http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding
- Information on living costs and accommodation can be found by clicking the following link- https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses

List of Appendices

Appendix A: Curriculum Map
Appendix B: Educational Framework (undergraduate courses)

Appendix C: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed 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 own learning and development as the course progresses.

Level	Title	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	D7
S	Personal Professional & Academic Development	TDA					TDA	T	T	TDA		TDA		TDA	TDA	T	TDA	TD	TDA	TDA	TD
S	English Language, Professional and Academic Communication	TDA					TDA	T	T	TDA		TDA		TDA	TDA	T	TDA	TD	TDA	TDA	TD
S	Business Organization & Structures	TD	TDA	TDA	T	TDA	DA	DA	DA	DA		TDA		DA	TDA	TD	DA	DA			TDA
S	The Business Environment	TD	T	TDA	TDA	D	TDA	DA	DA	DA		TDA		DA	TDA	TDA	DA	DA	TDA	TDA	D
S	Innovation & Enterprise	TD	DA	TDA	TDA	TDA			TDA		TDA	D	TDA	D	TDA	D			DA	DA	DA
S	Leadership Management & Operations	TD	TD	TD	TD	TD		TD	D			TDA	TDA		TDA	DA	TDA	TDA		TDA	TDA
S	Business Foundation Course Project	TD		D	D		TDA	TDA	TDA	TDA	TDA	TDA	DA	DA	TDA	TDA	DA	TDA	D	TDA	TDA

Approach to PDP	Level S
i. **Supporting the development and recognition of skills through the personal tutor system.**	This is a compulsory process to support student's transition into Higher Education. Students will meet their personal tutor at least three times in semester 1 and 2. If needed the number of these meetings can be increased to suit individual needs. All personal tutors will be trained life coaches As part of the Personal, Professional & Academic Development (PPADand English Language, Professional and Academic Communication (ELPAC) module students will meet in groups to discuss and identify their own individual SMART objectives related to the current course of study and career objectives. From this they will then work alongside their Personal Tutor to develop the Personal Development Plan for the coming semester and to be developed in all modules and finalised in the Project module. At the end of semester one beginning of semester 2 students will meet to review their semester one results and develop their plan. In semester 2 the personal development will focus on extra curricula opportunities for students to increase student engagement and to enhance their CVs. The division will work more closely with support services and societies and the student to ensure opportunities for personal development are supported.
ii. Supporting the development recognition of skills.	- Personal Tutoring - Personal, Professional & Academic Development (PPAD) - English Language, Professional and Academic Communication (ELPAC) - Diagnostic testing within the Personal, Professional & Academic Development (PPAD)module & English Language, Professional and Academic Communication (ELPAC) module - Signposting to necessary support functions via Personal, Professional & Academic Development (PPAD) and English Language, Professional and Academic Communication (ELPAC) module - Extra curricula activity programme running alongside core academic programme - Extracurricular language skills tied into assessment - Development of CV; PDP and reflection within the Personal, Professional & Academic Development (PPAD) & English Language, Professional and Academic Communication module & strategic and documented development of spread sheet and presentation skills across the programme - Numeracy developed throughout the modules - Microsoft office developed throughout modules - Team work specifically embedded in PPAD, ELPAC Business Environment, Leadership, Management & Working in Teams and the Business Foundations Project Module - PASS Peer Mentoring System
iii. **Supporting the development and recognition of skills through purpose designed modules and assessments**	All modules are designed specifically to develop skills.
iv. **Supporting the development and recognition of skills through research**	- Research techniques developed; referencing, bibliography, sources of information; academic journals, structure if a research report introduced in Professional Competencies - Basic research areas/ideas assessed in the PPAD & ELPAC module PDP coursework.

	• Business Foundations Project
v. Supporting the development and recognition of career management skill through engagement with real life work places, Enterprise Centre and in the Locality Project	• Support via personal tutoring and peer mentoring system; sign posting to extra curricula activity and student societies and encouragement to apply for voluntary work and part time work. • Working in collaboration with Employability Service and employers to maximise work placement opportunities • Volunteering opportunities provided by the Employability services other extracurricular activities. • The Innovation & Enterprise module will recognise enterprise & engagement with Entrepreneurs. • The Business Foundations Project enables students to work with outside agencies within the local area.
vii. Supporting the development of their skills and attitudes as a basis for continuing professional development	• Student Support • PDP • Professional Body contact • Employability Service for two years post graduate • Alumni/ guest speakers • PASS Peer Mentoring
viii. Other approaches to PDP	• Alumni • Lecturers exemplar of best practice • Industry Speakers • Professional bodies • Volunteering opportunities • Institute of Directors
ix. The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper based learning log or diary	• Personal, Professional & Academic Development (PPAD)- & English Language, Professional and Academic Com • munication (ELPAC) Learning through reflection and coursework via the development of a portfolio • PDP/ Learning log part of the personal tutoring process • Business Organisations & Structures – reflection on the type of organisation they want to work in • Business Environment – reflection on employability • Innovation & Enterprise reflection on enterprise • Leadership & working in Teams – reflection on Belbin • Semester 2 Personal Tutoring will require students to reflect on performance during the academic year • Business Foundation Course Project – reflection on project

Appendix C: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Appendix D: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

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