Course Specification

A. Course Information

Final award title(s)	BSc (Hons) Criminology with Journalism
Intermediate exit award title(s)	Cert HE Criminology with Journalism DipHE Criminology with Journalism

UCAS Code	M9P5	**Course Code**	5143

	London South Bank University
School	ACI / LSS
Division	Creative Technologies / Social Sciences
Course Director	Philip Hammond
Delivery site(s) for course(s)	Southwark
Mode(s) of delivery	Full time

Length of course/start and finish dates	Mode	Length years	Start - month	Finish - month
	Full time BSc	3	Sept	June

Is this course generally suitable for students on a Tier 4 visa?	Yes 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 validated	April 2019
	Course specification last updated and signed off	September 2020

Professional, Statutory & Regulatory Body accreditation	N/A

Reference points:	Internal	University, School of Arts & Creative Industries, and School of Law & Social Sciences Strategic Plans. LSBU Academic Regulations.
	External	UK Quality Code for Higher Education Subject Benchmarks – Communication, Media, Film and Cultural Studies (2016), Criminology (2014)

B. Course Aims and Features	
Distinctive features of the course	BSc (Hons) Criminology with Journalism is an interdisciplinary degree offered jointly by LSBU's School of Law & Social Sciences and School of Arts & Creative Industries. It brings together our established expertise in both social sciences and journalism to provide you with a fully-rounded education, offering you an exciting range of academic modules and topics while also allowing you to develop a variety of skills valued by employers. The course provides you with a solid grounding in key theories, concepts and debates in criminology and contemporary journalism.
Course Aims	BSc (Hons) Criminology with Journalism aims to: 1. enable students to acquire a critical understanding of how complex interactions between the state, the offender, the victim and the public lead particular acts to be framed as crimes; 2. to provide the analytical tools to enable students to develop innovative understandings of the role of the media in relation to problems of crime, criminal justice policy and the impact of crime in contemporary society; 3. to enable students to think critically about how laws and offenders are made and who avoids criminalisation and why; 4. to develop and sharpen students' cognitive, analytical, critical, communicative and interpretative skills; 5. to enable students to carry out independent academic/journalistic research and to apply practical research analysis and skills; 6. to enhance students' employment opportunities by developing their capacity to initiate and carry through complex intellectual and professional tasks both individually and with others.
Course Learning Outcomes	**A: Knowledge & Understanding** Students will gain knowledge and understanding of: **A1** the constructed nature of social problems, with a focus on crime; **A2** the impact of criminal justice on wider society and debates relating to crime and criminal justice; **A3** key criminological issues and debates; **A4** journalism as an object of academic enquiry and of historical and contemporary debates about journalism. **B: Intellectual Skills** Students will develop their intellectual skills such that they are able to: **B1** define and apply key criminal justice concepts; **B2** demonstrate critical awareness of key debates in crime and criminal justice; **B3** succinctly, accurately and clearly summarise and evaluate key points and arguments from academic texts in written and oral form; **B4** reflect critically on the constraints within which journalists work, in terms of ownership, regulation and audiences.

C: Practical Skills

Students will acquire and develop practical skills such that they are able to:

C1 collect empirical data and retrieve information from a range of sources;

C2 present, in written form, a coherent and reasoned piece of academic work;

C3 create effective journalistic content for the web;

C4 write, source and research a piece of journalism to a professionally acceptable standard.

D: Transferable Skills

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

D1 effectively communicate complex ideas both orally and in writing;

D2 work flexibly, creatively and independently, showing self-discipline, self-direction and reflexivity;

D3 initiate, manage and organise tasks both independently and as part of a group, and within time constraints;

D4 make effective use of IT skills.

C. Teaching and Learning Strategy

- Acquisition of *knowledge and understanding* takes place, at all levels, through a combination of lectures, seminars, workshops, small group exercises, individual and group projects/activities. These are supplemented by project-focussed tutorials at level 6. Learning is supported by private study structured through provision of comprehensive reading lists and the use of Moodle and other online teaching methods and resources. Seminar tutors seek to create an environment of free and open debate. An effort is made to engage all students in discussion in various ways such as through the use of small group exercises and the requirement that all students make seminar presentations.

- *Intellectual skills* are developed through lectures, seminars, and workshops as well as through formative and summative coursework feedback. Particular emphasis is placed on seminar discussion of key texts and other material. These assist student understanding of complex theoretical ideas and the relationship between theory and empirical enquiry.

- Acquisition of *practical skills* again typically takes place through a mix of lectures, seminars, workshops and tutorials, accompanied by online teaching support. The acquisition and development of practical skills are a particular focus of lectures, seminars and practice-focussed journalism teaching at level 4, and the project lectures and supervision at level 6. Students are encouraged to reflect on their skills through feedback on assessed work at all levels.

- *Transferable skills* are acquired gradually and through practice. Their initial acquisition is at level 4, but they continue to develop at subsequent levels. Acquisition of transferable skills again takes place through the mix of lectures, seminars, workshops, tutorials, and via formal and informal feedback.

D. Assessment

- Most modules include an element of formative assessment: assignments which do not count toward students' final grade but provide an opportunity for feedback on their academic development.

- There are a variety of assessment methods on the course, including written coursework (e.g. essays and reports), online quizzes, examinations and journalistic pieces. The majority of modules are assessed by coursework.
- *Knowledge and understanding* are tested in a variety of ways, with assessments tailored to the requirements of specific modules. Assessment types include: examinations, essay assessments of varying lengths, reports and presentations undertaken individually and in groups, research proposals and reports, reflective portfolios, and a final-year project.
- *Intellectual skills* are mainly tested through examinations and various coursework assignments. Students are encouraged to develop increasing autonomy in their learning as they progress through the course, refining their intellectual skills and approaching their work in a more critical and analytical way. This process culminates in the final project undertaken at level 6.
- A variety of assessment methods are used to assess *practical skills*. In addition to the examination and coursework assessment regime, the assessment of students' practical skills is central to student presentations at level 4, case-study type assessments at levels 5 and 6, and the final project at level 6.
- The assessment of *transferable skills* forms an integral part of standard coursework assessments. Students are expected to word process their coursework assignments. The final year project is designed to test all the transferable skills mentioned above.

E. Academic Regulations

The University's Academic Regulations apply for this course.

F. Entry Requirements

104 UCAS points.
- A Level BCC or;
- BTEC National Diploma DMM or;
- Access to HE qualifications with 9 Distinctions 36 Merits or;
- Equivalent level 3 qualifications worth 112 UCAS points
- Applicants must hold 5 GCSEs A-C including Maths and English or equivalent (reformed GCSEs grade 4 or above).
- We welcome 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 academic year is organised in two semester (across three terms);
- the building blocks of the course are modules: all are core (unlike in other combination courses with Journalism, the final year project has to be in Criminology because of subject benchmark requirements).

BSc (Hons) Criminology with Journalism – Full time

	Semester 1		Semester 2	
Level 4	Deconstructing the Crime Problem	20	Issues in Crime	20
	Introduction to the Criminal Justice System	20	Understanding Crime: Criminological Theory in Context	20
	Introduction to Broadcast Journalism	20	Journalism and Society	20
Level 5	Policing and Society	20	Researching Crime, Deviance and Justice	20
	Understanding Punishment: Penal Theory and Practice	20	Youth, crime and delinquency	20
	Journalism Futures	20	Investigative Journalism	20
Level 6	Gender, crime and justice	20	Contemporary Criminology	20
	Hate Crime	20	Crimes of the Powerful: States, Corporations and Human Rights	20
	Criminology Research Project			40

Placements information

You are encouraged to undertake voluntary work in a variety of criminal justice related agencies. Criminology students are currently volunteering in the police service, the prison service, legal advice, victim support, domestic violence and child abuse agencies, youth offending and youth mentoring schemes. Journalism modules are taught by academics who research journalism and news or who have worked professionally in the journalistic and television industries and by guest lecturers working in contemporary journalism.

H. Course Modules

Module Code	Module Title	Level	Semester	Credit value	Assessment
DSS_4_DCP	Deconstructing the Crime Problem	4	1	20	CW1: Online Quiz (30%) CW2: Essay (70%)
DSS_4_CJS	Introduction to the Criminal Justice System	4	1	20	CW1: Online test (50%) CW2: Online test (50%)
CRT_4_IBJ	Introduction to Broadcast Journalism	4	1	20	Portfolio (80%) Professional Conduct (20%)
DSS_4_IIC	Issues in Crime	4		20	CW1: Crime Survey Report (50%) CW2: Essay (50%)
DSS_4_UCT	Understanding Crime: Criminological Theory in Context	4	2	20	2-hour seen exam (100%)
CRT_4_JAS	Journalism and Society	4	2	20	Essay (100%)
DSS_5_	Policing and Society	5	1	20	2.5-hour exam (100%)
DSS_5_UPT	Understanding Punishment: Penal Theory and Practice	5	1	20	CW 1: Essay outline (20%) CW 2: Essay (80%)
CRT_5_JRF	Journalism Futures	5	1	20	Essay (100%)
DSS_5_	Researching Crime, Deviance and Justice	5	2	20	CW1: 3 x seminar reports (50%) CW2: 1 x statistics assignment (50%)
DSS_5_YCD	Youth, crime and delinquency	5	2	20	2500-word essay (100%)
CRT_5_IJR	Investigative Journalism	5	2	20	One journalistic piece (80%) Professional Conduct (20%)
DSS_6_GCJ	Gender, crime and justice	6	1	20	3-hour exam (100%)
DSS_6_	Hate Crime	6	1	20	CW1: annotated bibliography which will inform CW2 (40%) CW2: 2,500-word case study (60%)
DDS_6_CCR	Contemporary Criminology	6	2	20	CW1 Essay (50%) CW2 Essay (50%)
DSS_6_COP	Crimes of the Powerful: States, Corporations and Human Rights	6	2	20	CW1: annotated bibliography (40%) CW2: 2500-word case study (60%)
DSS_6_ PRJ	Criminology Research Project	6	1 & 2	40	CW1: Project Proposal (15%) CW2: Final Project (85%)

I. Timetable information
• Students can expect to receive a confirmed timetable for study commitments at the beginning of each semester;   • there is a teaching-free afternoon set aside for e.g. sporting/cultural activities every Wednesday.

J. Costs and financial support
Course related costs   • No extra course-related costs.   **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: Personal Development Planning (postgraduate courses)
Appendix D: 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 (Modules)	Code	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
4	Deconstructing the Crime Problem	DSS_4_DCP	X	X	X		X	X	X		X	X			X	X	X	X
4	Introduction to the Criminal Justice System	DSS_4_CJS	X	X	X		X	X	X		X	X			X	X	X	X
4	Introduction to Broadcast Journalism	CRT_4_IBJ				X			X	X			X	X				
4	Issues in Crime	DSS_4_IIC	X	X	X		X	X	X		X	X			X	X	X	X
4	Understanding Crime: Criminological Theory in Context	DSS_4_UCT	X	X	X		X	X	X		X	X			X	X	X	X
4	Journalism and Society	CRT_4_JAS				X			X	X	X	X			X	X	X	X
5	Policing and Society	DSS_5_	X	X	X		X	X	X		X	X			X	X	X	X
5	Understanding Punishment: Penal Theory and Practice	DSS_5_UPT	X	X	X		X	X	X		X	X			X	X	X	X
5	Journalism Futures	CRT_5_JRF				X			X	X	X	X			X	X	X	X
5	Researching Crime, Deviance and Justice	DSS_5_	X	X	X		X	X	X		X	X			X	X	X	X
5	Youth, crime and delinquency	DSS_5_YCD	X	X	X		X	X	X		X	X			X	X	X	X
5	Investigative Journalism	CRT_5_IJR							X		X	X			X	X	X	X
6	Gender, crime and justice	DSS_6_GCJ	X	X	X		X	X	X		X	X			X	X	X	X
6	Hate Crime	DSS_6_	X	X	X		X	X	X		X	X			X	X	X	X
6	Contemporary Criminology	DDS_6_CCR	X	X	X		X	X	X		X	X			X	X	X	X
6	Crimes of the Powerful: States, Corporations and Human Rights	DSS_6_COP	X	X	X		X	X	X		X	X			X	X	X	X
6	Criminology Research Project	DSS_6_ PRJ	X	X	X		X	X	X		X	X			X	X	X	X

Appendix B: Embedding the Educational Framework for Undergraduate Courses

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:
- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment *for* learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	Outcomes focus and professional/employer links All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.	Industry-accredited journalism provision; students are assessed on professional conduct in the Introduction to Broadcast Journalism module at level 4.
Embedded learning development	Support for transition and academic preparedness At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.	Embedded in Introduction to the Criminal Justice System, and Understanding Crime: Criminological Theory in Context and Journalism & Society modules at level 4.
High impact pedagogies	Group-based learning experiences The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to **professionalism** and **inclusivity**. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.	Included in the Introduction to Broadcast Journalism module at level 4.
Inclusive teaching,	Accessible materials, resources and activities	Teaching materials (guides, presentations, readings) are

learning and assessment	All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.	provided online via Moodle, and can be provided in other formats as necessary in accordance with the university's policies for supporting students with disabilities and dyslexia.
Assessment *for* learning	<u>Assessment and feedback to support attainment, progression and retention</u> Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to **excellence**.	Modules include various forms of formal and informal feedback, including formative assessment tasks, as detailed in the individual module statements.
High impact pedagogies	<u>Research and enquiry experiences</u> Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage **creativity** and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.	These opportunities are embedded in the modules Researching Crime, Deviance and Justice, Investigative Journalism at level 5, in preparation for the Research Project at level 6.
Curricula informed by employer and industry need / Assessment *for* learning	<u>Authentic learning and assessment tasks</u> Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an	This features in the modules Introduction to Broadcast Journalism at level 4 and Investigative Journalism at level 5.

	agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including **excellence**, **professionalism**, **integrity** and **creativity**. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.	
Inclusive teaching, learning and assessment	<u>Course content and teaching methods acknowledge the diversity of the student cohort</u> An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to **inclusivity** enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.	This is reflected in various modules, for example Youth, Crime and Delinquency, Gender, Crime and Justice, and Hate Crime.
Curricula informed by employer and industry need	<u>Work-based learning</u> Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, **professionalism** and **integrity**. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.	Students are encouraged to undertake voluntary work in a variety of criminal justice related agencies. Criminology students are currently volunteering in the police service, the prison service, legal advice, victim support, domestic violence and child abuse agencies, youth offending and youth mentoring schemes. Journalism modules are taught by academics who research journalism and news or who have worked professionally in the journalistic and television industries and by guest lecturers working in contemporary journalism.
Embedded learning development	<u>Writing in the disciplines: Alternative formats</u> The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and	Students develop skills of journalistic writing (the in Introduction to Broadcast Journalism and Investigative Journalism modules), as well as modes of academic writing appropriate to criminology across several modules, e.g. Researching Crime, Deviance and Justice.

	applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.	
High impact pedagogies	<u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u> Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including **inclusivity**, communication and networking.	This occurs in a number of modules, for example Introduction to Broadcast Journalism, Investigative Journalism, and Researching Crime, Deviance and Justice.
Assessment *for* learning	<u>Variation of assessment</u> An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.	There are a variety of assessment methods on the course, including written coursework (e.g. essays and reports), online quizzes, examinations and journalistic pieces.
Curricula informed by employer and industry need	<u>Career management skills</u> Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of **excellence** and **professionalism**.	This is embedded in a number of modules, for example This occurs in a number of modules, for example Introduction to Broadcast Journalism, Investigative Journalism, and Researching Crime, Deviance and Justice.
Curricula informed by	<u>Capstone project/dissertation</u> The level 6 project or dissertation is a critical point for the integration and synthesis of	Student complete a 40-credit research project at level 6.

| employer and industry need / Assessment *for* learning / High impact pedagogies | knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including **professionalism**, **integrity** and **creativity**. | |

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.

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	
2 Supporting the development and recognition of skills in academic modules/modules.	
3 Supporting the development and recognition of skills through purpose designed modules/modules.	
4 Supporting the development and recognition of skills through research projects and dissertations work.	
5 Supporting the development and recognition of career management skills.	
6 Supporting the development and recognition of career management skills through work placements or work experience.	
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	
9 Other approaches to personal development planning.	
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	

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