

## Course Specification

| <b>A. Course Information</b>  |  |   |   |                |              |               |                |           |           |           |        |  |      |  |  |
|---|--|---|---|----------------|--------------|---------------|----------------|-----------|-----------|-----------|--------|--|------|--|--|
| <b>Final award title(s)</b>   | BSc (Hons) Professional Nursing Practice (Palliative Care) (PT)<br>Graduate Certificate Professional Nursing Practice (Palliative and End of life Care)<br>Graduate Diploma Professional Nursing Practice (Palliative and End of life Care)  |   |   |                |              |               |                |           |           |           |        |  |      |  |  |
| <b>Intermediate exit award title(s)</b>                                 | Graduate Certificate Professional Nursing Practice (Palliative and End of life Care)<br>Graduate Diploma Professional Nursing Practice (Palliative and End of life Care)   |   |   |                |              |               |                |           |           |           |        |  |      |  |  |
| <b>UCAS Code</b>  |  | <b>Course Code(s)</b>                             | 3795 – BSC<br>5522 – Grad Cert<br>5523 – Grad Dip |                |              |               |                |           |           |           |        |  |      |  |  |
|   | London South Bank University   |   |   |                |              |               |                |           |           |           |        |  |      |  |  |
| <b>School</b>   | <input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS  |   |   |                |              |               |                |           |           |           |        |  |      |  |  |
| <b>Division</b>   | Adult Nursing  |   |   |                |              |               |                |           |           |           |        |  |      |  |  |
| <b>Course Director</b>  | Bridget Moss   |   |   |                |              |               |                |           |           |           |        |  |      |  |  |
| <b>Delivery site(s) for course(s)</b>                                   | <input type="checkbox"/> Southwark <input checked="" type="checkbox"/> Havering <input type="checkbox"/> Croydon<br><input type="checkbox"/> Other: please specify   |   |   |                |              |               |                |           |           |           |        |  |      |  |  |
| <b>Mode(s) of delivery</b>  | <input type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify   |   |   |                |              |               |                |           |           |           |        |  |      |  |  |
| <b>Length of course/start and finish dates</b>                          | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Mode</th> <th style="width: 25%;">Length years</th> <th style="width: 20%;">Start - month</th> <th style="width: 35%;">Finish - month</th> </tr> </thead> <tbody> <tr> <td>Part time</td> <td>6 via CPD</td> <td>September</td> <td>August</td> </tr> <tr> <td></td> <td>Open</td> <td></td> <td></td> </tr> </tbody> </table> |   |   | Mode           | Length years | Start - month | Finish - month | Part time | 6 via CPD | September | August |  | Open |  |  |
|   | Mode   | Length years                                      | Start - month                                     | Finish - month |              |               |                |           |           |           |        |  |      |  |  |
| Part time   | 6 via CPD  | September   | August  |                |              |               |                |           |           |           |        |  |      |  |  |
|   | Open   |   |   |                |              |               |                |           |           |           |        |  |      |  |  |
| <b>Is this course generally suitable for students on a Tier 4 visa?</b> | No   |   |   |                |              |               |                |           |           |           |        |  |      |  |  |
| <b>Approval dates:</b>  | Course(s) validated / Subject to validation  | July 2017   |   |                |              |               |                |           |           |           |        |  |      |  |  |
|   | Course specification last updated and signed off   | September 2022                                    |   |                |              |               |                |           |           |           |        |  |      |  |  |
| <b>Professional, Statutory &amp; Regulatory Body accreditation</b>      | None   |   |   |                |              |               |                |           |           |           |        |  |      |  |  |
| <b>Reference points:</b>  | Internal   | Corporate Strategy 2020 - 2025<br>School Strategy |   |                |              |               |                |           |           |           |        |  |      |  |  |

|                                       |   |  |
|---------------------------------------|---|--|
|                                       |   | LSBU Academic Regulations<br>Academic Quality and Enhancement Website  |
|                                       | External  | QAA Quality Code for Higher Education 2018<br>Framework for Higher Education Qualifications<br>Subject Benchmark Statements<br>PSRB<br>Competitions and Markets Authority<br>SEEC Level Descriptors 2021<br>OfS Guidance |
| <b>B. Course Aims and Features</b>    |   |  |
| <b>Distinctive features of course</b> | This course has been designed to enable health and social care professionals to enhance care provided to patients and families facing physical, psychosocial and spiritual issues associated with life-limiting illness. It is based on the core competences and principles for health and social care professionals working with adults at the end of life (National Health Service (NHS), 2012) and aligns with DH and HEE priorities for workforce development in palliative and end of life care. It reflects the multi-professional nature of palliative care and health and social care professionals are given the opportunity to learn together; therefore, student learning is facilitated by a multi-professional teaching team using a Blended Learning Approach with a particular emphasis on linking theory to practice.   |  |
| <b>Course Aims</b>                    | The aims of BSc (Hons) Palliative and End of life Care for practitioners to be able to: <ul style="list-style-type: none"> <li>• Equip participants with the specialist knowledge and skills required to provide impeccable symptom assessment and management using a palliative care approach.</li> <li>• Equip participants with the knowledge and skills to be able to explore psychosocial, ethical and spiritual issues encountered by patients and their families/cares; enabling them to develop strategies that can effectively provide support.</li> <li>• Advance participants skills and knowledge in caring for and managing people with dementia and other non-malignant conditions within a palliative care context</li> </ul>  |  |
| <b>Course Learning Outcomes</b>       | <p><b>A Students will acquire knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>• A1. Critique and integrate evidence-based knowledge of the underlying pathophysiology of end of life disease processes, and apply this knowledge to achieve best practice in managing symptoms using a palliative care approach.</li> <li>• A2. Describe the pathophysiology pertinent to common advanced non-malignant conditions and its impact on patient care.</li> <li>• A3. Analyse the main psychosocial, cultural, ethical and spiritual issues in palliative care and their impact on patients, families/carers and the bereaved.</li> <li>• A4. Demonstrate a understanding of how research is used to generate new knowledge, inform practice and.</li> <li>• A5- Demonstrate a basic knowledge of statistical techniques.</li> </ul> <p><b>Students exiting with the Certificate will have achieved A1-A4.</b><br/> <b>Students exiting with a Diploma will have achieved A1-A5</b><br/> Reflective Literature Review</p> <p>A6 - Demonstrate the ability to critical review relevant published research and other literature relevant to the identified area of Clinical Practice.</p> <p><b>Students exiting with a BSc will have achieved A1-A6</b></p> |  |

**B Students will develop their intellectual skills such that they are able to:**

- B1.- Analyse the use of evidence based tools and theories of pain and symptom management.
- B2. Discuss the evidence of effectiveness of traditional and innovative interventions; including non-pharmacological approaches to guide practice, enhance clinical decisions and manage symptoms effectively.
- B3. Analyse the role of effective communication and therapeutic relationships in providing psychosocial and spiritual care.
- B4. Evaluate the evidence base of new and existing strategies pertinent to providing psychosocial and spiritual care.
- B5. Discuss the knowledge and evidence base which underpins the principles of palliative care, and critically evaluate their impact on improving quality of life and death amongst people with dementia and other non-malignant conditions.
- B6. Apply current national policies and guidelines relevant to dementia and other non-malignant conditions
- B7. Critically analyse an area related to palliative care by utilising appropriate methodological approaches.

**Students exiting with the Certificate will have achieved B1, B2.**

**Students exiting with a Diploma will have achieved B1-B4**

Reflective literature Review

- B8-Further develop their ability to critically review/analyse published research and other literature.

**Students exiting with a BSc will have achieved B1-B6**

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

- C1. Conduct a thorough assessment of common and difficult distressing symptoms in palliative care.
- C2. Demonstrate person-centred care tailored to meet the needs of patients.
- C3. Recognise and respond to the needs of marginalised populations, sexual minorities and different cultural groups.
- C4-Further develop self –directed learning strategies self-evaluation skills and problem solving skills
- C5-Utilize skills in reflection and an ability to critically analyze own and others

**Students exiting with the Certificate will have achieved C1-C4.**

**Students exiting with a Diploma will have achieved C1-C5**

Reflective literature Review

- C6-Demonstrate the ability to select an area of Clinical Practice that integrates aspects of their Pathway of Study practice

**Students exiting with a BSc will have achieved C1-C6**

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

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• D1. Contribute to the interdisciplinary team's clinical decision-making regarding the choice of appropriate, evidence based interventions to manage pain and other symptoms effectively.</li> <li>• D2. Demonstrate effective advanced communication skills within a complex multi-professional environment.</li> <li>• D3. Explore and discuss key ethical dilemmas in palliative care and analyse clinical complexities which require ethical decision-making.</li> <li>• D4 - Communicate with patients/users and carers' in at an appropriate level and in an appropriate style to have meaningful dialogue</li> </ul> <p><b>Students exiting with the Certificate will have achieved D1-D4.<br/>Students exiting with a Diploma will have achieved D1-D4</b></p> <p>Reflective literature Review</p> <p>D5-Use of information technology in developing or managing change</p> <p><b>Students exiting with a BSc will have achieved D1-D5</b></p> |
|--|--|

### **C. Teaching and Learning Strategy**

A range of teaching and learning strategies will be employed within this course; including, seminars, lectures, workshops, tutorials, action learning groups and online resources and activities (discussion forums, e-tivities, etc.). The course is designed to reflect the multi-professional nature of palliative care and health and social care professionals are given the opportunity to learn together; therefore, student learning is facilitated by a multi-professional teaching team using a Blended Learning Approach with a particular emphasis on linking theory to practice.

Students will have access to learning resources and IT support at LSBU during the duration of their study. Every specialist module will commence with an induction to the use of virtual learning environment (VLE) (Moodle), online library and other resources available at the university and the hospice.

### **D. Assessment**

The course utilises a variety of assessment strategies that have been designed to reflect the interdisciplinary nature of palliative care practice and to respond to the learning needs of students from different clinical backgrounds; in addition, ensuring that all the learning outcomes are met.

The course comprises a range of assessment methods including problem based case-scenario multiple choice question exam, case study assignment and oral presentation.

Assessment methods are specified in each module descriptor and are designed to cover the learning outcomes of the modules.

### **E. Academic Regulations**

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

The school follows the university regulations apart from:

- Learners will not be eligible for compensation in the modules as a pass in all elements of assessment is required to demonstrate competence.

### **F. Entry Requirements**

Working in a Palliative Care or end of life clinical setting with a minimum of six months.

120 Credits at level 5 or equivalent. Registration on a professional register as appropriate.  
A minimum of six months experience in the area of practice and an ability to complete the competences required.

### G. Course structure(s)

#### BSc (Hons) Professional Nursing Practice ( Palliative and End of life Care )

**Core Module** Palliative Approaches to Pain & Symptom Management (20credit);

WHN\_6\_128

**Core Module** : Psychosocial, Ethical & Spiritual Aspects of Palliative Care Practice (20 credits)

WHN\_6\_129

**Core Module** : End of Life Care: Dementia & Other Non-Malignant

20credit);  
WHN\_6\_127



#### Graduate Certificate in Professional Nursing Practice (Palliative and End of Life care)

**Optional Module**  
e.g Mentorship  
(20 credits: level 6)

**Additional Optional Module required if 20 credits reflective literature review is chosen**

e.g. Long term Conditions(20 credits: level 6)

**Core Module** :Research Methods and Processes (20 credits: level 6)



#### Graduate Diploma Professional Nursing Practice Palliative and End of Life care Unclassified Degree Professional Nursing Practice Palliative and End of Life care (Exit award only )

**Core Module** Reflective literature Review (40 / 20 credit level)

#### BSc (Hons) Professional Nursing Practice( Palliative and End of Life care)

| <b>Module Code</b> | <b>Module Title</b>   | <b>Level</b> | <b>Semester</b> | <b>Credit value</b> |
|--------------------|---|--------------|-----------------|---------------------|
| WHN_6_128*         | Palliative Approaches to Pain & Symptom Management                    | 6            | 1               | 20                  |
| WHN_6_129*         | Psychosocial, Ethical & Spiritual Aspects of Palliative Care Practice | 6            | 2               | 20                  |
| WHN_6_127*         | End of Life Care: Dementia & Other Non-Malignant                      | 6            | 2               | 20                  |
| WHN-6-106*         | Research Methods and Processes  | 6            | 1/2             | 20                  |
| HAN_6_005          | Reflective literature Review (40 / 20 credit level)                   | 6            | 1/2             | 20/40               |

### Placements information

None

### H. Course Modules

| <b>Module Code</b> | <b>Module Title</b>   | <b>Level</b> | <b>Semester</b> | <b>Credit value</b> | <b>Assessment</b>           |
|--------------------|---|--------------|-----------------|---------------------|-----------------------------|
| WHN_6_128          | Palliative Approaches to Pain & Symptom Management                    | 6            | 1               | 20                  | 1. MCQ<br>2. Case Study     |
| WHN_6_129          | Psychosocial, Ethical & Spiritual Aspects of Palliative Care Practice | 6            | 2               | 20                  | 3000 word essay             |
| WHN_6_127          | End of Life Care: Dementia & Other Non-Malignant                      | 6            | 2               | 20                  | 3000 word essay             |
| WHN-6-106          | Research Methods and Processes  | 6            | Both            | 20                  | 4000 word essay             |
| HAN_6_027          | Reflective literature Review  | 6            | Both            | 40                  | 8000-word literature review |
|                    |   |              |                 |                     |                             |
|                    |   |              |                 |                     |                             |
|                    |   |              |                 |                     |                             |
|                    |   |              |                 |                     |                             |
|                    |   |              |                 |                     |                             |

### **I. Timetable information**

- Timetable will be on moodle

### **J. Costs and financial support**

#### **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: Personal Development Planning (postgraduate 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.

| Modules |   |            | Course Outcomes |        |        |        |        |        |        |        |        |        |        |    |        |             |             |        |        |        |        |        |        |        |        |             |             |   |
|---------|---|------------|-----------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|----|--------|-------------|-------------|--------|--------|--------|--------|--------|--------|--------|--------|-------------|-------------|---|
| Level   | Title   | Code       | A1              | A2     | A3     | A4     | A5     | A6     | B1     | B2     | B3     | B4     | B5     | B6 | B7     | B8          | C1          | C2     | C3     | C4     | C5     | C6     | D1     | D2     | D3     | D4          | D5          |   |
| 6       | End Of Life :Dementia & Other Non-Malignant Conditions          | WHN_6_127* |                 | T<br>A |        | T<br>A | T<br>A | T<br>A |        |        | T<br>A | T<br>A |        |    | T<br>A |             |             |        |        | D<br>A |        | D<br>A | T<br>D |        |        | T<br>D<br>A | T<br>D      |   |
| 6       | Palliative Approaches to Pain and Symptom management            | WHN_6_128* | T<br>A          |        |        | T<br>D | T<br>A | T<br>A |        | T<br>D |        |        |        |    |        |             |             | T<br>D | T<br>D |        |        | T<br>D | T<br>D |        |        | T<br>D<br>A | T<br>D<br>A |   |
| 6       | Psychological, Ethical and Spiritual Aspects of Palliative Care | WHN_6_129* |                 |        | T<br>A | T<br>D |        |        | T<br>A | T<br>A |        |        |        |    | D      |             |             |        | T<br>D | D<br>A | D<br>A | D<br>S |        | D<br>A | T<br>A | D           | D           |   |
| 6       | Research methods and process                                    | WHN-6-106* |                 |        |        |        | T<br>D |        |        | T<br>D | D<br>A | A      | D<br>A |    | D      | T<br>D<br>A | T<br>D<br>A |        |        |        |        | D      | D      |        | D      | D           | D           | D |
| 6       | Reflective literature Review                                    | HAN_6_027  |                 |        |        |        | D<br>A | D<br>A |        |        | D<br>A | D<br>A | D<br>A |    | D<br>A | D<br>A      | D<br>A      |        |        |        | D<br>A | D<br>A |        | D<br>A | D<br>A |             | D<br>A      |   |



## Appendix B: 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 6   |
|--|---|
| 1 Supporting the development and recognition of skills through the personal tutor system.                | Each student will be assigned a named academic contact as a personal tutor this may be the module leader or course director for the pathway or a member of the course team. The personal tutor will provide academic guidance and pastoral support across the course of study and review wider academic progress. Formal meeting will be scheduled once every academic year to facilitate progress review and provide academic feedback. Additional meetings can be arranged as required. <b>Evidence: personal tutor records</b>   |
| 2 Supporting the development and recognition of skills in academic modules/modules.                      | Students will be supported to develop their academic skills and be able to work at level 6. This will be facilitated through tutorials, workshops and feedback from formative assessments. Skills for learning team will provide a workshop at the beginning of each semester on critical thinking, and academic writing. Students can access additional support through the student centre as needed. The module leaders and teaching team will provide tutorials on assessments and review draft work of students as needed. Assessment feedback will also provide guidance that will assist further academic development. <b>Evidence: Formative and summative assessment feedback; personal tutor / module leader records</b> |
| 3 Supporting the development and recognition of skills through purpose designed modules/modules.         | An academic supervisor will be allocated to each student undertaking their final module. The role of the academic supervisor is to assist students by providing advice and guidance on how to prepare, and structure the review and guide them in the specialist area. All students will be allocated 9 hours of personal supervision for support and feedback on draft work. <b>Evidence: Supervision records</b>  |
| 4 Supporting the development and recognition of skills through research projects and dissertations work. | The Course Director for each course pathway and works closely with senior clinical staff in each speciality to continue to identify priorities to be included within courses. This will ensure that the course remains current and support the development of new relevant knowledge and skills. In addition, the speciality courses are designed in accordance with local and national competences / standards <b>Evidence: Minutes of meetings with senior clinicians and stakeholders across trusts</b>  |
| 5 Supporting the development and recognition of career management skills.                                | Students on this course are expected to have a minimum of 6 months post registration experience in a related area of practice and are able to achieve the relevant competences of the course. All students will need the support of managers and identification of relevant clinical mentors/ assessors that meet NMC mentor requirements <b>Evidence: Reflective accounts; case studies</b>  |

|   |  |
|---|--|
| <p>6 Supporting the development and recognition of career management skills through work placements or work experience.</p> | <p>With the support of Course Director, module leader, and personal tutor, students studying at level 6 are expected to be able to identify their specific needs and develop an action plan to develop these skills. In addition, student learning will be facilitated by a multi-professional teaching team using Blended Learning Approach. Students from different disciplines will engage in learning activities on Moodle.</p> <p><b>Evidence: Reflective accounts; participation in online discussion forums where applicable and e-tivities</b></p> |
| <p>7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.</p> | <p>Most health and social care professionals are required to demonstrate continuing professional development to maintain registration with their professional body. Course director and personal tutor will support this development.</p> <p><b>Evidence: Reflective accounts; personal tutor records/ re validation portfolio</b></p>   |
| <p>8 Supporting the development of the skills and attitudes as a basis for continuing professional development.</p>         | <p>Course Director, and module leaders will support student personal development plan (PDP) through ongoing discussions and feedback. Students will be supported to identify a career pathway appropriate to meet their PDP.</p> <p><b>Evidence: Reflective accounts; personal tutor records</b></p>   |
| <p>9 Other approaches to personal development planning.</p>   | <p>Students are encouraged to participate in critical reflection throughout the assessment strategy on this course. In addition, students are encouraged to participate in online learning activities that promote reflection and evaluation. Personal tutors will focus on the appropriate approaches for PDP for each student and the advantages of electronic versus paper-based learning log.</p> <p><b>Evidence: Reflective accounts; personal tutor record; formative and summative assessments; Moodle.</b></p>                                     |

## 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]

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

|                                     |  |
|-------------------------------------|--|
| <b>higher education provider</b>    | organisations that deliver higher education  |
| <b>independent learning</b>         | 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                                 |
| <b>intensity of study</b>           | 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  |
| <b>lecture</b>                      | a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials  |
| <b>learning zone</b>                | a flexible student space that supports independent and social learning   |
| <b>material information</b>         | information students need to make an informed decision, such as about what and where to study  |
| <b>mode of study</b>                | different ways of studying, such as full-time, part-time, e-learning or work-based learning  |
| <b>modular course</b>               | a course delivered using modules   |
| <b>module</b>                       | 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 |
| <b>national teaching fellowship</b> | a national award for individuals who have made an outstanding impact on student learning and the teaching profession   |
| <b>navigability (of websites)</b>   | the ease with which users can obtain the information they require from a website   |
| <b>optional module</b>              | a module or course unit that students choose to take   |
| <b>performance (examinations)</b>   | a type of examination used in performance-based subjects such as drama and music   |
| <b>professional body</b>            | an organisation that oversees the activities of a particular profession and represents the interests of its members  |
| <b>prospective student</b>          | those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider   |

|                             |  |
|-----------------------------|--|
| <b>regulated course</b>     | a course that is regulated by a regulatory body  |
| <b>regulatory body</b>      | an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities  |
| <b>scholarship</b>          | a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'   |
| <b>semester</b>             | 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)  |
| <b>seminar</b>              | 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                              |
| <b>summative assessment</b> | formal assessment of students' work, contributing to the final result  |
| <b>term</b>                 | 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)   |
| <b>total study time</b>     | the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment  |
| <b>tutorial</b>             | one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project  |
| <b>work/study placement</b> | 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 |
| <b>workload</b>             | see 'total study time'   |
| <b>written examination</b>  | 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  |

