

Course Specification

A. Course Information			
Final award title(s)	MSc Physiotherapy (Pre-registration)		
Intermediate exit award title(s)	Postgraduate Diploma in Health Studies Postgraduate Certificate in Health Studies These awards do not confer eligibility to apply for registration with the HCPC.		
UCAS Code		Course Code(s)	5009
	London South Bank University		
School	<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		
Division	Allied Health Professions		
Course Director	Terassa Taylor-Kaveney		
Delivery site(s) for course(s)	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: <i>please specify</i>		
Mode(s) of delivery	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify		
Length of course/start and finish dates	Mode	Length years	Start - month
			Finish - month
	Full time	2	September
	September		
Is this course generally suitable for students on a Tier 4 visa?	Yes		
Approval dates:	Course(s) validated / Subject to validation	May 2017	
	Course specification last updated and signed off	September 2021	
Professional, Statutory & Regulatory Body accreditation	Health and Care Professions Council (HCPC) Chartered Society of Physiotherapy (CSP)		
Reference points:	Internal	Corporate Strategy 2020 - 2025 School Strategy LSBU Academic Regulations	
	External	QAA Quality Code for Higher Education 2018 Framework for Higher Education Qualifications Subject Benchmark Statements Competitions and Markets Authority	

	<p>SEEC Level Descriptors 2021 Knowledge and Skills Framework (2010) Clinical Leadership Competency Framework (2010)</p> <p>HCPC: HCPC Standards of Conduct, Performance and Ethics (2016) HCPC Standards of Education and Training Guidance (2014) HCPC Standards of Proficiency – Physiotherapists (2013)</p> <p>Chartered Society of Physiotherapy: Learning and Development Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy (2015) CSP: Physiotherapy Framework (2013) CSP: Code of Professional Values and Behaviour (2011)</p>
B. Course Aims and Features	
<p>Distinctive features of course</p>	<p>The distinctive features of the MSc Physiotherapy course include:</p> <ul style="list-style-type: none"> • Meeting the HCPC Standards of Proficiency (2013) and HCPC Standards of Education and Training (2014), and enable successful students to be eligible to apply for registration with the Health and Care Professions Council. • Equipping individuals with the knowledge and skills required for eligibility to apply for registration with the Health and Care Professions Council as a Physiotherapist. <p>Provides an accelerated 2-year route to qualification in physiotherapy for graduates with good first degrees in a related field such as sports science, biology, physiology, health science or similar which has provided study in human anatomy and physiology. Successful completion of the course will confer eligibility for HCPC Registration as a UK Physiotherapist (subject to HCPC approval).</p>
<p>Course Aims</p>	<p>The primary aim of the MSc Physiotherapy course is for the graduating students to be competent physiotherapy practitioners who are fit for award, practice, purpose and the profession and are able to:</p> <ol style="list-style-type: none"> 1. Demonstrate strong professional role identity, autonomy, accountability and resilience 2. Behave as confident, competent and reflective practitioners who practise autonomously, compassionately, skilfully and safely whilst maintaining dignity, and promoting health and wellbeing, of patients 3. Act as ambassadors for the physiotherapy profession; 4. Foster independence in learning and commitment to continued

	professional development and lifelong learning
Course Learning Outcomes	<ul style="list-style-type: none"> • Students will have knowledge and understanding of: • A1 the biomedical, behavioural, physical and social sciences which • A2 a range of physiotherapy assessment models and techniques used in contemporary practice across the human lifecycle • A3 a range of communication models, tools and technologies that facilitate effective patient centred physiotherapy practice • A4 the role of therapeutic exercise, manual therapies and electrotherapeutic modalities and kindred approaches within physiotherapy practice. • A5 the role of the physiotherapist in the prevention of illness and injury and support of health and well-being • A6 how and why physiotherapists work as autonomous practitioners and as part of wider teams across health and social care • A7 a range of contemporary IT and information management systems sufficient to maintain patient records • A8 the role of other professions in health and social care in across a range of clinical context and physiotherapeutic environments • A9 the ethical, moral and legal issues in relation to physiotherapy practice and the profession of physiotherapy • A10 current service improvement and development methods, critical evaluation and research processes that support contemporary and evidence based physiotherapy practice • A11 a range of current performance standards and quality assurance mechanisms within physiotherapy and health and social care practice • A12 the political, social, economic and institutional factors shaping the health and wellbeing economy and how they inform physiotherapy practice • A13 legislative, policy, ethical and research frameworks that underpin inform and influence the practice of physiotherapists • A14 the philosophical foundations of policy and practice in physiotherapy.

	<ul style="list-style-type: none"> • A15 the concept of leadership and its application to practice • Students will develop their intellectual skills such that they are able to: • B1 discuss the knowledge base of the physiotherapy profession and theories underpinning the approaches used in physiotherapy practice. • B2 analyse and interpret the information gained from the assessment process, apply problem solving and clinical reasoning to plan, prioritise and implement physiotherapy whilst effectively taking into account the wider biopsychosocial needs. • B3 demonstrate clinical reasoning skills based on judgements made from the collection, interrogation and interpretation of data from a range of sources and provided by a variety of methods. • B4 recognise the complexities of the health care systems within which physiotherapy is practised. • B5 systematically evaluate and apply the scientific principles underpinning Physiotherapy practice.. • B6 systematically evaluate the legal moral and ethical issues relevant to the clinical situation and be able to identify the impact on physiotherapy practice. • B7 critically reflect on practice ensuring an evidence based approach to the professional role. • B8 critically review research designs and methods which are used to generate evidence in physiotherapy • B9 discuss the role of the physiotherapist in the overall management of the patient. • B10 recognise the value of research to the critical evaluation of physiotherapy practice. • B11 engage in the underlying principles of supervision. • B12 be able to work with individuals and/or groups to create activities and opportunities to promote learning and development. • Oral presentations • Students will acquire and develop practical skills such that they are able to: • C1 Practice as an autonomous professional, exercising their own professional judgement within their scope of knowledge
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	<p>and limits of competence, recognizing when ongoing referral is required as appropriate</p> <ul style="list-style-type: none"> • C2 apply appropriate physiotherapy assessment techniques taking into account physical, psychological and cultural needs of the patients and the clinical context or environment that they are working in. • C3 consistently demonstrate skills in communication, information giving and developing therapeutic relationships to support health and wellbeing and patient centred care. • C4 demonstrate levels of clinical decision making commensurate with the level of theoretical and practical understanding • C5 demonstrate flexibility in working in a variety of physiotherapy • C6 demonstrate the ability to manage their own caseload and work planning, organising, directing and facilitating appropriate action to ensure effective use of resources (financial, human, physical and technological). • C7 manage their continuing professional development in an independent way using the knowledge and skills gained to use and gather evidence in practice, and contribute to the discovery of new knowledge • C8 to promote continued learning and enable them to adapt to the challenges and opportunities of an ongoing career in • physiotherapy • Students will acquire and develop transferable skills such that they are able to: • D1 communicate effectively in both an inter and intra professional setting • D2 work effectively with others and perform as an effective member across a range of teams and/or physiotherapeutic environments • D3 meet the care needs of individuals and their significant others sensitively and respectfully having regard to the impact of illness and trauma and to socio-cultural differences • D4 use information and communications technology effectively, both in the practical situation and as a learning resource • D5 learn, think and problem solve independently in familiar and unfamiliar situations with an open mind
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	<ul style="list-style-type: none"> • D6 interpret numerical, statistical data and written instructions accurately and safely and maintain records appropriately • D7 identify and present material and the evidence base to support a reasoned argument • D8 critically reflect on practice / subject area using research evidence ensuring an evidence based approach to the professional role • D9 be accountable for their actions • D10 practise in a non-discriminatory manner
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C. Teaching and Learning Strategy

The course will use a blended approach to teaching and supporting learning. Interactive lectures will be used to introduce and provide new information and update existing knowledge. A range of online materials and learning resources will guide learning. Module leaders will provide material on-line and students are encouraged to explore his use of on-line technologies that provide virtual teaching and assessment environments. Other activities will include

- Simulated learning opportunities
- Seminars, discussions and small group exercises will allow the sharing of ideas, critical analysis and discussion
- Tutorials and small group work

A blended approach is used throughout the course, with face-to-face teaching supported and enhanced with a range of activities including online learning, group work, discussion and debate. Students can expect, as part of the teaching and learning strategy, to be pro-active participants in the development of intellectual skills through discussion and peer presentation and subject reporting.

Practical skills are normally developed through practical skills based sessions using group work, problem based approaches and clinical placements.

- Workshops / role play / simulation
- Enquiry based learning
- Tutorials
- Formative assessments
- Observation and demonstration of practices within clinical placements
- Group work

Transferable skills are normally developed through engagement with, and completion of tasks in the academic and clinical curriculum. Interprofessional learning, group activities, practical skills development using simulation, and problem based approaches in the academic environment will be supplemented and enhanced by clinical placement experience as part of a blended learning approach.

D. Assessment

Content, knowledge and understanding is assessed through a variety of means and is aligned to the practical or theoretical content of the modules. Intellectual skills are assessed through a variety of means, aligned to the academic level, theoretical or practical content of the modules.

Assessment tasks are drawn from the following:

- Written Examination
- Written Assignment
- Practical Examination
- Presentations
- Oral presentations
- Written Assignment
- Objective Structured Practical Examination
- E-activities
- Clinical Portfolio
- Presentation

E. Academic Regulations

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

F. Entry Requirements

- Honours degree recognised in the UK at 2:2 or above in a subject related to science or health, such as biology, sport science, physiology, behavioural science or health science, ideally with human anatomy and physiology content
- Values and attributes that are comparable to the NHS constitution

With

GCSE - 5 passes - English Language, Mathematics and 2 Sciences - Grades A-C

Potential students may also apply for exemption for certain modules on the basis of prior learning and/or experience through the AP(E)L process when applying. This will be reviewed by the APEL team in the school for consideration of exemption.

Consideration will also be given to other relevant qualifications recognised as equivalent to the above.

The admission and selection procedures outlined are based on the following principles:

- Fitness for practice
- An imperative to ensure flexibility of entry
- The course team's commitment to facilitate equal opportunities at the point of entry and throughout the course.

The university operates an equal opportunities policy where there is no discrimination in view of age, gender, race, marital status, sexual orientation, socio-economic background, disability or religious beliefs.

All offers of places on the course are conditionally based on:

1. Satisfactory outcome of an interview;
2. Occupational Health clearance;
3. Satisfactory outcome of an Enhanced Disclosure and Barring Service (DBS) check

Applications from candidates with disabilities are considered and assessment of abilities and needs undertaken sensitively. The safety of the potential students is an important consideration.

Students for whom English is not their first language must achieve a minimum score of 7.0 overall or equivalent (including 6.5 in written element and a minimum score of 7.5 in speaking, reading and listening element) for the International English Language Test Score (IELTS) [or TOEFL: 570 including 55 in the Test of Spoken English (TSE) and at least 5 in the Test of Written English (TWE)], at the time of application.

Application is by UCAS.

G. Course structure(s)

Course overview

Module Code	Module title		Credits
	Semester 1	Semester 2	
Level 7 (Year 1)			
AHP_7_057	Research in Health and Social Care		20
TPT_7_008	Human Science Foundation		20
TPT_7_010	Fundamentals of Clinical Practice 1		20
TPT_7_009	Rehabilitation		20
TPT_6_005	Clinical Application of Physiotherapy 1 – 3 x 5 week placements		0
Level 7 (Year 2)			
	Semester 1	Semester 2	
TPT_7_011	Fundamentals of Clinical Practice 2		20
TPT_7_012	Optimising Clinical & Therapeutic Outcomes		20
TPT_6_004	Clinical Application of Physiotherapy 2 – 3 x 5 week placements		0
AHP_7_051	Dissertation - Allied Health Sciences		60

Placements information

Year 1: 3x5 Week Practice Placement

Year 2: 3x5 Week practice placement

The courses are planned to ensure that students complete the requisite number of hours in both theory and practice (not less than 1,000 hours in assessed clinical practice). Practice learning opportunities will be in placements in local NHS organisations and community, private & voluntary sector agencies. A variety of theory and practical assessments assess and grade learning throughout the programme. Students must achieve the requisite academic credit and specified practice hours and competencies in order to be eligible for the appropriate academic award and professional registration as a Physiotherapist.

Academic and clinical blocks are structured to enable effective theory practice links to be established. The programme is designed to build theory and knowledge across a complexity and range of contemporary physiotherapeutic environments. Integration of knowledge and practice underpins all of the core modules, with specific specialist knowledge and skills being developed through the end of year 1 through to year 2.

H. Course Modules

All modules are core

FHEQLevel	Title	Credits	Code	Assessm	Sem
7	Human Science Foundation	20	TPT_7_008	MCQ 40% Practical 60%	1
7	Fundamentals of clinical; practice 1	20	TPT_7_010	Practical viva 100%	1
7	Rehabilitation	20	TPT_7_009	3000 words Essay 100%	2
	Clinical placements (3x5 weeks) Linked to fundamental clinical practice			Assessmen t report form after each placement 100% 40% Pass IPL Task P/F	Both
7	Fundamentals of clinical practice 2	20	TPT_7_011	30 min viva 100 %	

	Clinical placements (3x5 weeks) Linked to fundamental clinical practice			Assessment report form after each placement 100% 40% Pass IPL Task P/F		
7	Optimising therapeutic and clinical outcomes	20	TPT_7_012	3000 word essay 100%		
7	Research in Health & Social Care	20	AHP_7_057	4000 word essay 100%		
7	Dissertation - Allied Health Sciences	60	AHP_7_051	Summative 12,000-word	Both	

I. Timetable information

Students are expected to be available for teaching Monday-Friday 0900-1700Hrs. Wednesday afternoons and one other self directed study day allocated each week. Student will be notified of any changes via the VLe.

J. Costs and financial support

Course related costs

Student Advice is a free, confidential service for all students that offers: advice and guidance on finances and money management and help with any personal, emotional or academic issue. Student Advice is not a counselling service but can help students find the support needed from a counsellor if required. Advisers are available on a one-to-one basis, either in an hour-long appointment or in a 15-minute 'Quick Query' drop-in sessions. studentlife@lsbu.ac.uk

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

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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	Credits	Code	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	A14	A15
7	Human Science Foundation	20	TPT_7_008	T D A	T D A		D				T D	D	T D A					
7	Fundamentals of clinical; practice 1	20	TPT_7_010	T D A	T D A	T D A	T D A	T D A		D	T D A	T D	T D	D	D	D	D	T D A
7	Rehabilitation	20	TPT_7_009	T D A	T D A	T D A	T D A	T D A	T D A		D A	T D A	T D A	T D A	T D A	T D A	T D A	D
	Clinical placements (2x5 weeks) Linked to fundamental clinical practice			D	D	D	D	D	D A	D A	D	D	D A	D	D	D		D
7	Fundamentals of clinical practice 2	20	TPT_7_011	D A	T D A	T D A	D A	D A	T D	D	T D A	T D	T D	D A	D	T D A	T D A	D A
	Clinical placements (4x5 weeks) Linked to fundamental clinical practice			D	D	D	D	D	D A	D A	D	D	D A	D	D	D		D A
7	Optimising therapeutic and clinical outcomes	20	TPT_7_012	T D A	T D A	D A	D A	T D A	T D A	T D A	T D A	T D A	T D A	D	T D A	T D A	D	D A
7	Research in Health & Social Care	20	AHP_7_057							T D A		T D A		T D A	T D A		T D A	D
7	Dissertation - Allied Health Sciences	60	AHP_7_051							T D A		T D A		T D A			T D A	

¹ Clinical Log Books and a reflective diary will form part of the induction week, along with an introduction to its use for clinical experience recording and a record of learning. This will be linked to PDP planning as per SHCR.

Modules				Course Outcomes															
FHEQLevel	Title	Credits	Code	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	C1	C2	C3	C4
7	Human Science Foundation	20	TPT_7_008	D A		D A		T D A		D	D	D							
7	Fundamentals of clinical practice 1	20	TPT_7_010	T D A	D	T D A		T D A	T D	D	T D A	T D A		D	D	D	T D A	D A	D
	Clinical placements (4x5 weeks) Linked to fundamental clinical practice			T D A	D A	D A		D A	D A	D	D	T D		D A	T D A	D A	D A	D A	D A
7	Rehabilitation	20	TPT_7_009	D	T D A	T D A	T D A	D A	T D A	T D A	T D A	T D A	D	T D A	T D A				
7	Fundamentals of clinical practice 2	20	TPT_7_011	T D A	D	T D A	D	T D A		T D A	T D A	T D A	D A	D A	D A	D	T D A	D A	D
	Clinical placements (4x5 weeks) Linked to fundamental clinical practice			D	D A	D A	D	D A	D A	D	D	T D A	D	D A	D A	D A	D A	D A	D A
7	Optimising therapeutic and clinical outcomes	20	TPT_7_012	D	T D A	D T D A	T D A	T D A	T D A	T D A	D A	T D A	D	D	D A		D	D	D
7	Research in Health & Social Care	20	AHP_7_057		D A	T D A	D	T D A	T D A		D A		T D A						
7	Dissertation - Allied Health Sciences	60	AHP_7_051		D A		D A	T D A			D A		T D A						

² Clinical Log Books and a reflective diary will form part of the induction week, along with an introduction to its use for clinical experience recording and a record of learning. This will be linked to PDP planning as per SHCR.

Modules				Course Outcomes													
FHEQLevel	Title	Credits	Code	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10
7	Human Science Foundation	20	TPT_7_008					D			D		D	D		D	
7	Fundamentals of clinical practice 1	20	TPT_7_010	T D	T D	D	T D				T D A	T D A	D	D	D	D	T D
	Clinical placements (4x5 weeks) Linked to fundamental clinical practice			D A	D A	D	D	D	D	D A	D A	D A	D		D	D	D A
7	Rehabilitation	20	TPT_7_009	T D A		D A	D A	D			D	D	T D A	D A	T D A	D	D A
7	Fundamentals of clinical practice 2	20	TPT_7_011	T D A	T D A	D	T D A	D A	D A	D A	D A	D A	D	D A	D	D	D A
	Clinical placements (4x5 weeks) Linked to fundamental clinical practice			D A	D A	D	D A	D	D	D A	T D A	T D A	D	D A	D	D A	D A
7	Optimising therapeutic and clinical outcomes	20	TPT_7_012	T D A	D	D A	D A	D	D		D	D	D A	D A	D A	D	D A
7	Research in Health & Social Care	20	AHP_7_057			D A	D A				D A	D A	D A	T D A	D A	T D A	D A
7	Dissertation - Allied Health Sciences	60	AHP_7_051			D		D			D	D	D A	T D	D A	D A	D A

³ Clinical Log Books and a reflective diary will form part of the induction week, along with an introduction to its use for clinical experience recording and a record of learning. This will be linked to PDP planning as per SHCR.

Appendix B: Personal Development Planning

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

Approach to PDP	Level 4	Level 5	Level 6 (equiv to L7 MPhysio)	Level 7 MSc (pre-registration)
1. Supporting the development and recognition of skills through the personal tutor system.	Allocation of new students at induction to Personal Tutor.	Students are seen by their Personal Tutor once per semester.	Students are seen by their Personal Tutor once per semester.	Allocation of new students at induction to Personal Tutor.
	The level and type of support offered through the personal tutor system is outlined in the Scheme Guide given to new students.	The personal tutor documents academic and practice achievements plus personal and pastoral support on an individual basis.	The personal tutor writes a reference on completion of the course.	The level and type of support offered through the personal tutor system is outlined in the Scheme Guide given to new students.
	The personal tutor documents academic and practice achievements plus personal and pastoral support on an individual basis.		The personal tutor documents academic and practice achievements plus personal and pastoral support on an individual basis.	The personal tutor documents academic and practice achievements plus personal and pastoral support on an individual basis.
2. Supporting the development and recognition of skills in academic modules.	Essay writing, learning technology and study skills at level four.	Critical reading, critical appraisal, learning technology and IT skills at level five.	Literature evaluation and critical writing skills at level six. Consolidating learning technology skills.	Support provided for students in relation to their assessed needs. Support and referral to the Centre for Learning and Development when appropriate.

	Library sessions to support the development of basic literature searching skills.	Library sessions to support the development of intermediate literature searching skills.	Library sessions to support the development of advanced literature searching skills. Assignment preparation is undertaken during the	Library sessions to update advanced literature searching skills. Assignment preparation is undertaken
	Support provided for students in	Support and referral to the		

	relation to their assessed needs. Support and referral to the Centre for Learning and Development	Centre for Learning and Development when appropriate.		
3. Supporting the development and recognition of skills through purpose designed modules.	Module Guides clearly identify transferable skills and competencies which are related to the	Each module has a specific profession focus to develop a body of skills in the profession which is planned and sequential.	Skills development is assessed in the practice environment.	Skills development is assessed in the practice environment.
	Provision of workbooks may be used to facilitate the learning and development of knowledge as applied to practice.	The practice-based modules focus on the development of knowledge and skills to achieve required competencies in practice.	Modules underpin the knowledge and skills required for a competent practitioner.	
	E-learning and blended learning approaches support the underpinning skills acquisition.			

Appendix C: 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 learning
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

