



<b>Reference points:</b>	Internal	Corporate Strategy 2020-2025 Academic Quality and Enhancement Website School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2018 Framework for Higher Education Qualifications Subject Benchmark Statements for Psychology (2019) PSRB Competitions and Markets Authority SEEC Level Descriptors 2021 Office for Students (OfS)

### **B. Course Aims and Features**

<b>Distinctive features of course</b>	<p>The MSc Programme in Addiction Psychology and Counselling at LSBU took its first students into all three years of the Programme in September 2005, the majority having graduated with the MSc, and entering the workplace with both documented experience and accreditation.</p> <p>The Programme capitalises on long-standing research collaboration between the Departments of Psychology at LSBU and The University of Kent, and until 2008 the associated PROMIS Research Group at the University of Kent. It recognises that Psychology has contributed greatly to the theoretical and practical development of treatment for addictions, from clinical psychology, but also and increasingly from cognitive, social, biological and health psychology. This degree programme focuses on training in addiction counselling and psychotherapy from a broad psychological perspective.</p> <p>Over the life to date of course, and its predecessor at the University of Greenwich, has developed close associations with many leading treatment centres and publicly funded drug and alcohol services. Many of the students on the course have been funded wholly or in part by their employers in centres and teams throughout London and the Home Counties. This has ensured that the course, whilst remaining intellectually stimulating and academically well informed, has a firm foundation in practical application.</p> <p>The overarching objective of the programme is to provide postgraduate evidence-based education and training in addiction psychology and counselling, for mature adults who wish subsequently to qualify professionally as counsellors specialising in the treatment of addictive disorders. Governmental policy continues to foster the provision of treatment for both substance and behavioural addictions, and health and social services are willing to sponsor their staff to be appropriately trained. Psychology has contributed greatly to the theoretical and practical development of treatment for the addictions, mainly from clinical psychology, but also and increasingly from social psychology and other related areas. This degree programme focuses on training in addiction counselling from a broad psychological perspective, and encompasses both substance and non-substance addictions.</p>
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	<p><b>Graduate attributes:</b> On completion of this course, our graduates are <b>expertly informed</b>, having an advanced and critical understanding of the psychological and therapeutic approaches surrounding the field of addiction. They are <b>eclectically skilled</b>, having an appreciation of different modes of treatment, and <b>experienced</b> having accumulated sufficient supervised clinical hours to gain accreditation. They are <b>emotionally mature</b> having undertaken significant personal development and reflection within the structure of the course and beyond. They are also <b>ethically focussed</b>, understanding the key ethical issues and standards present in the addiction field, and able to make their own judgements on how best to approach these in practice. These core attributes directly enhance our graduates' ability to work with clients facing addiction issues, in both agency/treatment organisations and in private practice.</p>
<p><b>Course Aims</b></p>	<p>The MSc Addiction Psychology and Counselling aims to: Elaborate the principal objective with reference to more specific aims which for convenience may be subdivided into three therapeutic counselling, and three theoretical psychology objectives, whilst recognising their essential interdependence, as follows:</p> <ol style="list-style-type: none"> <li>1. Psychological Theory       <ol style="list-style-type: none"> <li>a) Familiarise students with the main theories of the development of addictive behaviours (broadly defined to include both substances and behaviours), with reference to available empirical research studies.</li> <li>b) Familiarise students with the main psychological approaches to counselling and psychotherapy in relation to available evidence for their efficacy.</li> <li>c) Enable students to carry out research studies in the field of addiction using qualitative and quantitative research methods.</li> </ol> </li> <li>2. Addiction Counselling       <ol style="list-style-type: none"> <li>a) Equip students to assess psychological models of counselling approaches and to formulate working models appropriate to themselves and their clients.</li> <li>b) Equip students for entry into supervised professional practise as counsellors with particular expertise in the understanding and treatment of problems of addiction.</li> <li>c) Provide the training component required by relevant professional bodies (e.g., Addiction Professionals).</li> </ol> </li> <li>3. Interdependence of theoretical psychology and therapeutic counselling objectives The synergy between psychological theory and counselling practice will be addressed throughout in four main ways:       <ol style="list-style-type: none"> <li>i. The psychology research basis of all strategies and techniques of therapeutic counselling practice will be carefully examined.</li> <li>ii. Fundamental research in the psychology of addiction will be examined for its relevance to the practice of addiction counselling.</li> <li>iii. Counselling and therapeutic approaches will be evaluated in the light of health and social psychological research on the effectiveness of helping and coping strategies</li> </ol> </li> </ol>

	<p>iv. By encouraging a research-based approach to own professional practice.</p>
<p><b>Course Learning Outcomes</b></p>	<p><b>a) Students will have knowledge and a critical understanding of:</b></p> <p>A1 The concept of addiction and its application to the use of different substances and behaviours in historical and socio-cultural contexts.</p> <p>A2 The psychological processes whereby individuals become excessively attached to substances and/or behaviours.</p> <p>A3 The psychological theories and areas of research relevant to generic and addiction counselling and the counselling relationship.</p> <p>A4 Professional and ethical issues in counselling generally and addiction counselling in particular.</p> <p><b>b) Students will develop their intellectual skills such that they are able to:</b></p> <p>B1 Critically read and appraise scholarly literature in psychology and counselling and related fields of study.</p> <p>B2 Contribute to the advancement of knowledge by designing and undertaking original research.</p> <p>B3 Critically assess the applicability of psychological concepts and research in biological, individual and social psychology to the prevention and treatment of addiction.</p> <p>B4 Contribute constructively to discussion and debate of contribution and application of theory to clinical and professional issues.</p> <p>B5 Develop a critical, personal understanding of the counselling process based on sound knowledge and self-reflecting experience.</p> <p><b>c) Students will acquire and develop practical skills such that they are able to:</b></p> <p>C1. Integrate models of working with clients and practise associated therapeutic skills.</p> <p>C2. Construct well-founded integrative approaches to addiction counselling with individuals in group, family and one-to-one therapies including 12-step, contemporary cognitive –behavioural approaches, motivational enhancement, harm reduction and related contexts.</p> <p>C3. Manage the emotional demands of working as an addiction counsellor.</p> <p>C4. Be equipped to contribute professionally and effectively to the development of services in the drug and alcohol field.</p>

	<p><b>d) Students will acquire and develop transferrable skills such that they are able to:</b></p> <p>D1. Think critically, effectively and creatively in the practical application of theory.</p> <p>D2. Relate professionally and respectfully to people in problematic circumstances.</p> <p>D3. Present complex ideas fluently both verbally and in writing.</p> <p>D4. Assess and respond appropriately to people on the basis of complex, conflicting and changing information and circumstances.</p>
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### **C. Teaching and Learning Strategy**

All our Modules contribute to the acquisition of knowledge as specified, but in particular these outcomes are achieved in the teaching of the first stage modules, Theoretical Foundations of Addiction and Counselling Psychology, Therapeutic Counselling Theory and Practice and Professional Practice in Addiction Counselling and, in the second year, the modules Advanced Addiction Psychology and Advanced Theory and Practice in Therapeutic Counselling and the Year 3 Research Project in Addiction Psychology/Therapy. Lectures, seminars and workshops, all involving a great deal of preparation by students and active participation in group discussion, are the main approaches to teaching. Greater information regarding the Modules concerned in achieving specific outcomes may be found in the Curriculum Map (see Appendix 1); and the Module specifications provide greater detail concerning teaching and learning strategies.

Detailed VLE sites contain both an overview of the course and a week-by-week breakdown of the material to be covered supports each Module. They also contain detailed information on the literature and other resources that support the Module and thus provide a major source of assistance for students' self-managed learning.

All Modules contribute to the development of the intellectual skills as specified, to a greater or lesser extent, but the following allocations indicate the principal Modules involved in the teaching and learning strategy for each outcome:

**B1** Theoretical Foundations of Addiction and Counselling Psychology, Therapeutic Counselling Theory and Practice, Advanced Addiction Psychology, Advanced Theory and Practice in Therapeutic Counselling, and the Research Project in Addiction Psychology/Therapy.

**B2** Research Methods in Professional Practice and the Research Project in Addiction Psychology/Therapy.

**B3** Theoretical Foundations of Addiction and Counselling Psychology, Therapeutic Counselling Theory and Practice Advanced Addiction Psychology, Advanced Theory and Practice in Therapeutic Counselling, Research Methods in Professional Practice, Research Project in Addiction Psychology/Therapy.

**B4** Therapeutic Counselling Theory and Practice, Professional Practice in Addiction Counselling, Advanced Theory and Practice in Therapeutic Counselling.

**B5** Therapeutic Counselling Theory and Practice, Professional Practice in Addiction Counselling, Advanced Theory and Practice in Therapeutic Counselling.

The Modules primarily associated with the acquisition of these outcomes are Therapeutic Counselling Theory and Practice, Professional Practice in Addiction Counselling and Advanced Theory and Practice in Therapeutic Counselling.

- D1 This outcome is embodied in the structure of the degree as a whole, firstly with respect to the pervasive demand in all Modules to relate psychological theory to counselling practice, secondly in the emphasis on adopting an evidence-based approach to practice and thirdly in the importance attached to contextual factors in research design and methodology.
- D2 This outcome is a product of the professional training provided by the degree, and is a skill with extensive applicability in the management of interpersonal relationships.
- D3 Verbal fluency and clarity stems from the demand in all Modules to express views in group discussion, and the training in the coherent conduct of counselling in group and one-to-one counselling, in the context of the counselling Modules.
- D4 Skills of interpersonal assessment and evaluation are important components of social and professional life generally, and are addressed in the psychology Modules, but more particularly inculcated in the practical counselling Modules of the programme.

#### **D. Assessment**

Essays, dissertation, clinical papers, presentations, class tests, professional task accomplishments (e.g. professional logs, case study, etc.) and supervisor's reports will be used in the formative and summative assessment of knowledge and understanding. Each Module is assessed individually and independently. A summary of the diet of assessment is included in Section H of this document (Course Modules). Assessment with respect to these outcomes are based variously on evaluations of active participation in role plays and modelling based on instruction by experienced practitioners, as well as observation and participant observation in treatment practice. In addition, students will be participating on a regular basis in case study supervision of their own and others' counselling practice. Throughout years 1 and 2 students are required to write self-reflective professional logs which are formally examined, and to achieve 100 hours supervised counselling practice. Fuller details are provided in the relevant Teaching and Learning sections of Module specifications. These skills will be assessed through the use of academic essays, clinical essays, dissertation, professional logs, [counsellor] core function essay, presentations, article summaries, 1 examination, supervisors' reports, role-plays and other professional assessments. Students are required to pass all Modules over the three years although it is possible to progress to a subsequent year of study with one incomplete Module with the only exception to this being progression to year 3 (Dissertation) the prerequisite for this being successful completion of the 2<sup>nd</sup> year research methods Module (PSY\_7\_RMP).

#### **E. Academic Regulations**

The University's Academic Regulations apply for this course:

[https://www.lsbu.ac.uk/\\_data/assets/pdf\\_file/0008/84347/academic-regulations.pdf](https://www.lsbu.ac.uk/_data/assets/pdf_file/0008/84347/academic-regulations.pdf)

In addition to the above, the MSc Addiction Psychology and Counselling also has the following attendance requirements:

As this course provides the formal training requirement for counsellor accreditation by Addiction Professionals registration we have required that students attend the full programme of classes. Hence:

1. Students will be required to attend all classes on each of the Modules. To satisfy the attendance requirements on any particular day, students must attend every class associated with a particular Module.
2. Students who do not have 80% fulfilment of the requirements as stated in 1. above will be deferred and required to re-attend the Module during the following academic year subject to the above University Academic Regulations.

## **F. Entry Requirements**

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

All applicants are interviewed by the Course Director in consultation with counselling staff members then being able to assess applicants in terms of their academic and professional suitability.

An honours degree in a relevant subject (e.g. psychology, social work, medicine, nursing, etc.), or

A higher national diploma in a relevant subject and a minimum of three years' post-qualification experience in a relevant field, or

A professional qualification recognised as being equivalent to an honours degree, or

a postgraduate diploma (e.g. PGDip in Psychology), or

appropriate equivalent skills and experience (AP(E)L).

All applicants have to demonstrate the following:

a) Intellectual ability to undertake postgraduate work. Applicants may, if appropriate, be asked to demonstrate such competence by undertaking a written critical analysis of a specified text. This is also assessed as part of the interview process in particular in relation to verbal evidence of familiarity with addiction and / or counselling related concepts and practice.

b) Relevant experience indicative of a motivation to specialise in the addictions area. Applicants will be expected to demonstrate such experience as part of the interview process, through work based experience (i.e. in the drug and alcohol field or other addictive behaviours, counselling, sponsorship, relevant social/community/voluntary work) or through certificated evidence of successful completion on non-honours level addiction and /or counselling courses. This information should be apparent on the application form, through referees' statements and will be explored as part of the interview process.

c) Suitability for counselling. Evidence indicative of the ability to cope with the emotional demands of counselling will be sought from references, the personal statement and the structured interview.

Note: Applicants who have had an addictive disorder, must normally have experienced at least two years in recovery immediately prior to starting the course.

### **Personal Therapy**

Students will be expected to have experience of counselling/therapy during their training. Apart from the anticipated personal benefits, students who are in therapy are better able to appreciate and benefit from training than those who are not, principally because they can access better the client's alternative perspective.

## **G. Course structure(s)**

### **Course overview**

A three year part-time programme is currently provided. At the successful conclusion of two years' study, students who exit at that stage will have qualified for the award of the Postgraduate Diploma in Addiction Psychology and Counselling. As such, it is envisaged that they will have satisfied the required training component for professional and counsellor accreditation by Addiction Professionals. All Modules are compulsory and there are no alternative pathways.

Those who successfully complete Year 2, including the clinical hours, will be enrolled on Stage 3, and will complete a research dissertation. Students who successfully complete the dissertation will be awarded the MSc in Addiction Psychology and Counselling.

Students who wish to exit the Programme at the successful conclusion of Year 1 will be awarded the Postgraduate Certificate in Addiction and Counselling Studies.

Students are required to have undertaken at least a part-time counselling placement by the time they enter Stage 2, and at the conclusion of Stage 2 and/or before entering Stage 3 should have concluded at least 100 hours supervised and documented counselling in accordance with counsellor accreditation requirements of Addiction Professionals. Students are required to register details of programme-related placements with the Placement Supervisor, and to keep such information up-to-date. Completion of documented hours by the end of Stage 2 is a pre-requisite of progression to Stage 3.

Students are encouraged to join Addiction Professionals to participate in their conferences, and to start taking the necessary steps to qualify for National Counsellor Accreditation Certification (NCAC) of Addiction Professionals. Some taught Modules require visits to Treatment Centres and participation in their activities, and students may be asked to undergo a criminal involvement police check. They will be expected to be cognizant of Addiction Professionals' code of practice, and to act in accordance with Centre expectations whilst on the visit.



Full time	Semester 1		Semester 2	
	Level 4	PSY_7_PPA : Professional Practice in Addiction Counselling		20 CAT
PSY_7_TCT : Therapeutic Counselling Theory and Practice		20 CAT		
PSY_7_TFA : Theoretical Foundations of Addiction and Counselling Psychology		20 CAT		
Level 5	PSY_7_AAP : Advanced Addiction Psychology		20 CAT	
	PSY_7_ATP : Advanced Theory and Practice in Therapeutic Counselling		20 CAT	
	PSY_7_RMP : Research Methods in Professional Practice		20 CAT	
Level 6	PSY_7_RPA : Research Project in Addiction Psychology/Therapy		60 CAT	

### Placements information

Before joining the course, students are required to gain experience/employment in the addiction field, and/or basic counselling skills. However, students are required to have at least a part-time counselling placement by the time they enter Stage 2, and at the conclusion of Stage 2 and/or before entering Stage 3 should have concluded at least 100 hours supervised and documented counselling in accordance with counsellor accreditation requirements of Addiction Professionals. Students are required to register details of programme-related placements with the Placement Supervisor, and to keep such information up-to-date. A list of placement organisations is provided and the Placement Supervisor conducts interviews with each student in order to discuss appropriate options. However, ultimately it is the students' responsibility to find their own placements.

## H. Course Modules

The Modules are as follows:

Year 1:

Theoretical Foundations of Addiction and Counselling Psychology (20 credits) [Semesters 1 and 2],  
Therapeutic Counselling Theory and Practice (20 credits) [Semesters 1 and 2] and  
Professional Practice in Addiction Counselling (20 credits) [Semesters 1 and 2].

Year 2:

Advanced Addiction Psychology (20 credits) [Semesters 1 and 2],  
Advanced Theory and Practice in Therapeutic Counselling (20 credits) [Semesters 1 and 2] and  
Research methods in Professional Practice (20 points) [Semesters 1 and 2].

Year 3:

Research Project in Addiction Psychology/Therapy (60 points) [Semesters 1 and 2].

Module Code	Module Title	Level	Semester	Credit value	Assessment
PSY_7_TFA	Theoretical Foundations of Addiction and Counselling Psychology	7	1+2	20	1. One critical article summary (1000 words) (33%) 2. Recovery story essay (2000 words) (33%) 3. Short answer questions (34%)
PSY_7_TCT	Therapeutic Counselling Theory and Practice	7	1+2	20	1. One clinical essay of 2,500 (50%) 2. One core functions essay (case study) of 3,000 words (50%)
PSY_7_PPA	Professional Practice in Addiction Counselling	7	1+2	20	1. Two professional logs of 2,500 words (30% each) 2. 1X One process report of 2,500 words (40%)
PSY_7_AAP	Advanced Addiction Psychology	7	3+4	20	2 x 2,500 word essays (50% each)
PSY_7_ATP	Advanced Theory and Practice in Therapeutic Counselling	7	3+4	20	1. Two professional logs of 2,500 words (15% each) 2. One case study of 5,000 words worth 70% accompanied by a portfolio detailing required counselling work/supervision undertaken over the academic year (minimum of 50 hours client work in order to be permitted)

					to present the case study) along with comments from placement line managers and personal supervisor(s) including the supervisor of the case study. 3. Documentation of 100 supervised counselling placement hours (pass/fail)
PSY_7_RMP	Research methods in Professional Practice	7	3+4	20	1. 2,000 word quantitative research proposal (50%) 2. 2,000 word report qualitative project proposal (50%)
PSY_7_RPA	Research Project in Addiction Psychology/Therapy	7	5+6	60	This module is assessed by a dissertation (100% of the final mark for the module) of between 8,000 and 10,000 (quantitative, systematic review) and 10,000, - 12,000 (qualitative) words

### I. Timetable information

Years 1 & 2: Single day of week, 10:00 – 18:30

Year 3: Individual research supervision sessions to be arranged by student/supervisor

### J. Costs and financial support

#### Course related costs

- In addition to tuitions fees, students are expected to purchase their own books and learning materials.

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#### 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/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.

Units		Programme outcomes																	
Title	Code	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4
Theoretical Foundations of Addiction and Counselling Psychology (20 credits)		D T A	D T A	D T	D T		D T A		D T A	D T	D T				D T	D T A		D T	
Therapeutic Counselling Theory and Practice (20 credits)		D T A	D T	D T A	D T A		D T A		D T	D T	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A
Professional Practice in Addiction Counselling (20 credits)				D T A	D T A		D T			D T A	D T A	D T A		D T A	D T A	D T A	D T A	D T A	D T A
Advanced Addiction Psychology (20 credits)		D T A	D T A	D T A			D T A		D T A	D T A	D T A	D T A			D T A	D T A		D T A	
Advanced Theory and Practice in Therapeutic Counselling (20 credits)		D T A	D T A	D T A	D T A		D T A		D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A
Research Methods in Professional Practice (20 credits)				D T A	D T A		D T A	D T A	D T A	D T A					D T A	D T A	D T A	D T A	
Research Project in Addiction Psychology/Therapy (60 credits)		D A	D A	D	D A		D A	D A	D A						D T A	D A	D	D A	

D-developed, T-taught and A-assessed.

## 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 7
1 Supporting the development and recognition of skills through the personal tutor system.	Each student is provided with a tutor with the intention of this remaining constant throughout the duration of the programme. Students meet their personal tutor on the first day of the first year the course. 1-1 tutoring meetings are scheduled during the consolidation week additionally as required.
2 Supporting the development and recognition of skills in academic modules/modules.	Skills developed in all modules. Research methods module and research project module provide a very clear pathway for the development and application of research skills.
3 Supporting the development and recognition of skills through purpose designed modules/modules.	No purpose-designed modules; skills development and recognition of the same is addressed and assessed throughout the portfolio.
4 Supporting the development and recognition of skills through research projects and dissertations work.	Research methods module. Research project module (dissertation).
5 Supporting the development and recognition of career management skills.	Exploring addiction related theories (aetiology and maintenance). Counselling modules (clinical skills training and the use of assessment and formulation, reflective assignments and professional skills reports).
6 Supporting the development and recognition of career management skills through work placements or work experience.	Students are encouraged and supported in seeking an appropriate clinical placement from the beginning of the course.
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	Students invited to attend the internal Research Seminar series throughout the year and that of the Centre for Addictive Behaviours Research group (CABR).
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	The clinical placement provides an opportunity to evaluate practice in the workplace and demonstrate ability to transfer knowledge. Development of clinical skills on the therapeutic counselling modules.
9 Other approaches to personal development planning.	Seminar activities and clinical supervision.
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	Clinical placement (use of personal and professional logs and case studies). Use of online feedback system enables students to monitor their own academic development.

## 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]

<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