Course Specification

A. Course Information

Final award title(s)	Extended Degree in the Built Environment (Built Environment Foundation Year)
Intermediate exit award title(s)	

UCAS Code		**Course Code(s)**	Full-time: 3188 Part-time: 3189
	London South Bank University		

School	☐ ASC ☐ ACI ☒ BEA ☐ BUS ☐ ENG ☐ HSC ☐ LSS
Division	The Built Environment
Course Director	Carlos Gonzalez
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Other: please specify
Mode(s) of delivery	☒Full time ☒Part time ☒sandwich

Length of course/start and finish dates				
	Mode	**Length years**	**Start - month**	**Finish - month**
	Full time	4 years	September	July
	Full time with placement/ sandwich year	5 years	September	July
	Part time	6 years	September	July
	Part time with Placement/ sandwich year			

Is this course generally suitable for students on a Tier 4 visa?	Please complete the International Office questionnaire Yes No Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated.
Approval dates:	Course(s) validated / Subject to validation — 2005
	Course specification last updated and signed off — October 2019 DJ
Professional, Statutory & Regulatory Body accreditation	

| Reference points: | Internal | Corporate Strategy 2015-2020
Academic Quality and Enhancement Manual
School Strategy
LSBU Academic Regulations |
| | External | QAA Quality Code for Higher Education 2013
Framework for Higher Education Qualifications
Subject Benchmark Statements (Dated)
PSRB
Competitions and Markets Authority
SEEC Level Descriptors 2016 |

B. Course Aims and Features

Distinctive features of course	Not be confused with a Foundation degree, this course is designed primarily for the mature applicant who does not satisfy the requirements for entry to Year 1 of a degree course. An Extended Degree is a structured four/five-year course (when completed full-time), where the first year is designed to prepare students with the necessary knowledge and skills to undertake a degree-level course. On successful completion of this preparatory year students will naturally progress their studies with LSBU in any of its degrees in the built environment.
Course Aims	More specifically the Extended Degree in the Built Environment aims to: 1.　　Produce students with satisfactory knowledge and skills in drawing, design and art portfolio together with further appropriate skills in quantitative methods, scientific principles, and knowledge of the built environment, which, together with other studies, will provide the basis on which to follow an undergraduate course in architecture, architectural technology, or architectural engineering. 2.　　Produce students with the correct level of academic skills and technical knowledge drawn from a range of studies including quantitative methods, scientific principles, and those providing a specialist knowledge of the built environment etc. in order to follow pathways into the professions of surveying, construction management, public housing management, urban and environmental planning. 3.　　Respond to the University's mission for wider access for the local community to the university's courses through an extended course of study counting as year zero of a degree or HNC Diploma, for students who meet the general entry requirements, pass the diagnostic tests for entry, and complete the modules of study to an appropriate level for admission to their chosen course. 4.　　Develop transferable skills and learning skills together with the confidence to study at a higher and more demanding level. 5.　　Develop the technical, mental and practical skills required to research, collect, analyse and interpret information, solve problems, reach sound judgements and communicate information effectively. 6.　　Develop knowledge and understanding of the built environment, its disciplines, technology, demands and restraints in order that the student may make a decision regarding his/her correct career pathway. 7.　　Develop understanding of the personal discipline, skills and competencies required of a professional employed in the built environment arena.
Course Learning Outcomes	**a)　Students will have knowledge and understanding of:**

A1   Personal development in disciplined study skills and time keeping, setting and keeping priorities, team membership and group participation.

A2   The use of English language in both oral and written communication, essay and report writing, in presentations and in seminar and group discussion.

A3   The use of quantitative skills in the use of number, simple algebraic formulae, trigonometry, graphs and statistics.

A4   Knowledge of the built environment, the design- and construction-related industries, the main participants, their roles, linkages and inter-relationships and the context within which they work. The role of professionals in society and their professional and ethical responsibilities, expected standards of personal behaviour; the impact of construction activity on the environment and on society; the role of planning controls and relevant legislation.

A5   Fundamental aspects of architecture and an appreciation of design; basic technical knowledge of construction technology and in surveying; a basic knowledge of science and materials.

A6   The principles of the English legal system and of economics as applied to construction and the built environment.

A7   Information and communication technology relevant to technical functions and learning.

A8   Equip the student with the appropriate knowledge, technical and personal skills, to select and pursue a suitable course at technician or undergraduate degree level.

b) Students will develop their intellectual skills such that they are able to:

B1   Assemble information and data from a variety of sources and establish connections, to communicate information in an appropriate, effective and cohesive way.

B2   Identify issues with reference to pertinent argument and evidence.

B3   Evaluate current procedures and approaches used by construction professionals.

B4   Investigate routine and general problems and apply technical solutions, balancing factors such as good design, risk and cost, social impacts and benefits to society.

B5   Evaluate aspects of construction design, technology and sciences in preparation of acquiring higher specialist skills in engineering, architecture, urban design, surveying or aspects of management of process.

B6   The use of quantitative methods as a tool to solve technical problems in practical situations.

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

C1   Use scale in the interpretation and preparation of maps, plans, drawings and model making.

C2   Demonstrate basic competence in engineering and architectural drawing.

C3   Understand elementary principles of measure, cost, document, and programme for construction work.

C4   Use software packages that are relevant to the modern built environment professional.

C5   Understand the principle use of materials, the nature of forces applied to those materials and their consequent limitations in practical construction situations.
C6   Use numbers as a tool in quantifying and solving practical problems.

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

D1   Communicate effectively by oral, written and visual means in a form appropriate to the intended audience, with appropriate acknowledgement and referencing of sources.
D2   Apply statistical and numerical skills at an appropriate level in practical situations.
D3   Use information and communication technology (ICT) to locate and access information and communicate information to others.
D4   Work effectively as a member of a team.
D5   Manage time and work to deadlines.
D6   Learn effectively and independently.

C. Teaching and Learning Strategy

- Acquisition of the above is achieved by a combination of lectures, seminars, tutorials, practical work, project work, directed reading, and coursework. Laboratory-based practical demonstration and experimentation, together with project workshop exercises contribute to real understanding. Tutor-led seminars and discussion are an important factor in teaching students about the professions, the relevance of law and economics, the role of key contributors in the development of the built environment and its social impact. The use of film and slides is important in portraying the history of building and design. Information technology is taught in Study Skills in Semester 1 to enable students to access the increasing resources on the Web and to use IT in their coursework. Subsequent modules will extend these skills.
- Intellectual and technical skills are developed progressively through the teaching and learning course. Skills are developed through worked examples, through hands-on applications, drawing and model making, laboratory and classroom exercises, discussion in class, both staff and student led, and by formal essay and report writing in coursework and for pin-up presentations subject to critique and public exhibition.
- C1 and C2 are principally taught in practical skills and art subjects and developed in the integrated project. C3 is taught during Integrated Project and partly in Constructing the Built Environment. C4 is taught in Study Skills specifically as elementary computer skills/applications and it is developed progressively by the student throughout the course. C5 is taught through Principles of Construction Science, and it is often used in a practical situation by testing models in the Integrated Project module. D6 is taught primarily through the Construction Mathematics module and developed and applied in applications in the Practical Skills module, the modules containing design and science, and in Integrated Project.
- D1-D6 (with the exception of D2) are taught initially in Study Skills and developed throughout the course. D2 is taught primarily in Construction Mathematics and as a tool in further modules. D1, D5 and D6 are developed in all modules. D3 is developed progressively from the IT component in Study Skills to the more specialist requirements in Integrated Project. The further modules will develop the use of Library and Information Services, the use of online access etc. and Blackboard support. D4 is specifically developed in Integrated Project. D5 is learnt rather than taught through students managing their time to meet coursework deadlines. D6 is required throughout the course and is supported by direction and guidance provided in the module guides.

D. Assessment

Assessment is principally by coursework and continuous assessment involving a combination of in-course tests, essays, reports, analytical exercises, use of software, seminar presentations and critiques, individual and group work culminating in full participation in the integrated project. Where provided for in specific modules, by examination also.
All practical skills are assessed through coursework and project work.
Quantitative skills are assessed primarily in Construction Mathematics and then in further modules. Communication skills are assessed through all means of assessment already mentioned. D3, D4, D5 and D6 are continually assessed in Integrated Project, in the presentation standards of the design and project. Teamwork is assessed in all group project work. D5 and D6 are implicitly assessed by all forms of assessment.

E. Academic Regulations

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

F. Entry Requirements

The entry requirements are very flexible in keeping with the aims of the scheme to provide entry to HE for candidates lacking standard qualifications. The general expectation is that entrants should have evidence of educational achievement or experience equivalent to five GCSEs at grade C or better, including Mathematics and English. Mature candidates may be admitted on the basis of experience alone and AP(E)L can be applied in some instances, particularly for students in employment. Candidates below the age of 21 need additionally to have studied at least one subject to the equivalent of A-level.

Students will enrol for one of the designated pathways of the Faculty Extended Degree, to be decided with guidance from Admissions Tutors or Course Directors.

Applicants may be asked to attend an interview where there may be some form of assessment to determine their suitability for the course.

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G. Course structure(s)

Course overview

The course is delivered on a semester pattern, each semester being 15 weeks in duration. Students take six modules in total on the full-time mode necessary for degree entry level or four modules in total on the part-time mode for a Higher National Certificate entry.

Each module is contained within a semester and assessment occurs at the scheduled assessment dates at the end of each semester.

There is one common module (Study Skills) in Semester 1 and two course-specific modules subject to the chosen degree. Part-time students take two modules in Semester 1.

Full-time students take three modules in Semester 2 and part-time students normally take two modules. There are two core modules in Semester 2 (Integrated Project and Constructing the Built Environment) with the remaining module being pathway specific.

A university credit is the equivalent of 200 student study hours. Each module is a self-contained part of the course of study and carries a single credit value (20 credits).

The maximum time to complete the course is three years and students may therefore take fewer modules per year according to circumstances.

Extended Degree in the Built Environment (Built Environment Foundation Year)– **Full time**

	Semester 1		Semester 2	
Level S	Construction Mathematics (Construction/Surveying) (compulsory)	20	Principles of Construction Science (Construction/Surveying)	20
	Study Skills (common module)	20	Integrated Project (Common Module)	20
	Practical Skills for Construction (Construction/Surveying)	20	Constructing the Built Environment (Common Module)	20
	Practical Skills for Architecture (Architecture)	20	Art and Design (Architecture)	20
	Design Concepts (Architecture)	20		

Extended Degree in the Built Environment (Built Environment Foundation Year – **Part time**

Part-time students are expected to continue their professional studies by applying for entry on a HNC Diploma course. Full-time students with six complete modules are expected to continue their professional studies by applying for entry to an undergraduate degree course.

HNC Courses supported include:

•   HNC Construction

Degree pathways supported include:

•   BA (Hons) Architecture
•   BSc (Hons) Surveying
•   BSc (Hons) Construction Management
•   BSc (Hons) Architectural Technology
•   BSc (Hons) Architectural Engineering
•   BSc (Hons) Property Management (Building Surveying)
•   BSc (Hons) Commercial Management (Quantity Surveying).

The course is not currently offered at a partner institution.

Placements information

H. Course Modules

Module Code	Module Title	Level	Semester	Credit value	Assessment
EBB-S-060	Construction Mathematics	S	1	20	MCT's
EBB-S-010	Study Skills	S	1	20	Multiple elements individual and group
EBB-S-040	Practical Skills for Construction	S	1	20	MCT's
EBB-S-050	Practical Skills for Architecture	S	1	20	Individual project
EBB-S-070	Design Concepts	S	1	20	Project based assignment
EBB-S-080	Principles of Construction Science	S	2	20	MCT's
EBB-S-030	Integrated Project	S	2	20	Group Project
EBB-S-020	Constructing the Built Environment	S	2	20	Essay and report
EBB-S-090	Art and Design	S	**2**	20	Portfolio of work

I. Timetable information

[indicate:
Provide as much information as possible,

- when students can expect to receive a confirmed timetable for study commitments; and
- if there is a teaching-free afternoon set aside for e.g. sporting/cultural activities.
- Don't specify a day(s) when teaching will take place if it may be changed.
- Prospective students should be kept informed of any changes.]

J. Costs and financial support

Course related costs

- provide information about other course-related costs (explain what is and what is not included in the tuition fees, e.g. such additional expenses as cost of books or other learning materials, specialist equipment, uniforms, clothing required for work placements, field trips, bench fees).

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

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

Appendix C: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Modules			Course outcomes																	
Level	Title	Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
S	Construction Mathematics	EBB-S-060			x													x		
S	Study Skills	EBB-S-010	x	x					x								x		x	
S	Practical Skills for Construction	EBB-S-040		x		x		x			x	x		x	x		x			
S	Practical Skills for Architecture	EBB-S-050		x		x	x						x	x		x	x			
S	Design Concepts	EBB-S-070	x						x	x							x			
S	Principles of Construction Science	EBB-S-080			x													x		
S	Integrated Project	EBB-S-030		x					x	x			x		x		x		x	x
S	Constructing the Built Environment	EBB-S-020		x		x			x	x							x			
S	Art and Design	EBB-S-090	x				x										x			
S																				

Appendix B: Embedding the Educational Framework for Undergraduate Courses

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

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

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

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

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

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

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

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	<u>Outcomes focus and professional/employer links</u> All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.	
Embedded learning development	<u>Support for transition and academic preparedness</u> At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.	
High impact pedagogies	<u>Group-based learning experiences</u> The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to **professionalism** and **inclusivity**. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if	

	appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.	
Inclusive teaching, learning and assessment	<u>Accessible materials, resources and activities</u> All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.	
Assessment *for* learning	<u>Assessment and feedback to support attainment, progression and retention</u> Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to **excellence**.	
High impact pedagogies	<u>Research and enquiry experiences</u> Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should	

	build student autonomy and are likely to encourage **creativity** and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.	
Curricula informed by employer and industry need / Assessment *for* learning	<u>Authentic learning and assessment tasks</u> Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including **excellence**, **professionalism**, **integrity** and **creativity**. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.	
Inclusive teaching, learning and assessment	<u>Course content and teaching methods acknowledge the diversity of the student cohort</u> An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to **inclusivity** enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.	
Curricula informed by employer and industry need	<u>Work-based learning</u> Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, **professionalism** and **integrity**. Work-based learning can take the form of work experience, internships or placements as	

	well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.	
Embedded learning development	Writing in the disciplines: Alternative formats The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.	
High impact pedagogies	Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including **inclusivity**, communication and networking.	
Assessment *for* learning	Variation of assessment An inclusive approach to curriculum recognises diversity and seeks to create	

	a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.	
Curricula informed by employer and industry need	Career management skills Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of **excellence** and **professionalism**.	
Curricula informed by employer and industry need / Assessment *for* learning / High impact pedagogies	Capstone project/dissertation The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including **professionalism**, **integrity** and **creativity**.	

Appendix C: Terminology

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

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

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social earning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions