



Course Addendum: Changes to 2020/21 Teaching In Response to Covid-19

Whilst we hope to deliver as much activity on-campus as possible, the government’s guidance and social distancing measures will inform how much teaching we can deliver face-to-face in the 2020/21 academic year. Working to government guidelines we have adapted the delivery of our courses to a model of blending learning, which consists of a mix of online and on-campus activities. We are equipped to move between blended learning to fully online, or face-to-face, as the Covid-19 situation evolves.

The learning outcomes of your course remain the same but there are changes to its delivery, assessment and structure, as set out in the Changes section of this document. The subsequent pages of this document contain the original teaching and learning schedule of this course, for your reference.

24th July 2020

Course Details

Course Title(s)	MA Education (Autism) (PT) MA Education (Special Educational Needs and Disability) (PT) MA Programme In Education (PT) National Award for Special Educational Needs Co-ordination (PgCert) (PT) PgCert Autism (PT) PgCert Mentoring (PT)
Course Code(s)	4425; 4426; 2038; 5080; 4908; 5051
Course Director	Sophie Mackay
Shared Modules?	Yes within these courses

We are looking forward to seeing all of our students for face to face teaching as soon as possible. In the meantime, we have adapted our delivery for semester 1 to provide you with extensive online resources in addition to any on-campus activities.

Changes to the mode of delivery and course composition

Subject to Government advice and in line with our commitment to the safety of our staff and students, from September we are planning the following:

- *On-campus time for regular small group seminars, especially to prepare for assessments*
- *Online and remote alternatives to lectures during the first semester, for example recorded lectures and interactive online activities*
- *Regular live online seminars during the first semester with your lecturer and a group of other students to discuss the topics covered in the lectures*
- *Weekly readings and other material on our virtual learning environment, Moodle*
- *Weekly access to module teaching teams and personal tutors via email and virtual office hours*

Importantly, we will ensure that we provide equivalent resources and support to students who are unable to join us on campus for these sessions.

Your overall amount of contact will be the same as if it were delivered fully on campus.

Changes to assessment strategy

On-campus assessments replaced by carefully adapted alternatives that can be undertaken online (eg, take-home exams, essays and computer-based tests).

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	<ul style="list-style-type: none"> - its emphasis on a strong and clear set of core values; - its school-based nature, and the way that it encourages participants to 'start from where they are' , using their own professional activity and context as the major structuring resource; - its focus on the impact of course- and school-based activity on the outcomes for the young people with whom course participants work; - its aim to foster reflective and reflexive practice in the context of participants' professional activity, allowing all aspects of this practice to inform and to be informed by critical reading of the literature, by theory and by relevant research; - its historic and continuing development through work with school partners; - the continuing dialogue within the course team and the wider course community at the centre of which is recognition of, and concern for the problematic nature of education and schooling.
Course Aims	<ul style="list-style-type: none"> - provide an up-to-date curriculum that is delivered to a high quality and is informed by scholarship and research; - provide a critical, reflexive and substantive knowledge of educational processes and practices in the relevant subject areas; - provide a learning experience that fosters participants' enthusiasm and develops a sense of a learning community; - provide a learning experience that enables the development of intellectual, practical and transferable skills; - develop the participants' ability to analyse critically and build upon their own attitudes, professional experience and practice; - draw on participants' experience to develop their understanding of the relationship between theory and practice, particularly within their own school, but extending to its wider context; - provide the opportunity and support for students to develop knowledge and skills to undertake independent research; - provide academic and personal support which builds on and recognises their professional skills and experience; - develop an understanding of educational and social change and the policy process;

	<ul style="list-style-type: none"> - attract participants from a wide range of backgrounds and facilitate the sharing of their differing experiences; - promote social justice and equity as a policy and a practice. - provide modes of delivery that are flexible, in order to satisfy participants' needs as fulltime practitioners.
<p>Course Learning Outcomes</p>	<p style="text-align: center;">A Students will have knowledge and understanding of:</p> <p>A1 have acquired knowledge and understanding required to support the development of others: in terms of professional development, learning or teaching</p> <p>A2 have acquired knowledge and understanding required to make effective use of ICT</p> <p>A3 demonstrate a coherent and critical understanding of complex and important issues within education</p> <p>A4 Understand the nature of educational research and associated methodologies</p> <p>A5 have acquired knowledge and understanding required to make links between theoretical issues and participants' practical experience, as an individual teacher and as a member of the school staff.</p> <p>A6 have acquired knowledge and understanding of major theories of language and learning</p> <p>A7 have acquired knowledge and understanding of key critical debates about school literacy</p> <p>A8 have acquired knowledge and understanding of theories and principles that underpin current approaches to educating bilingual learners</p> <p>A9 have acquired knowledge and understanding required critically to evaluate developments in the field of school leadership</p> <p>A10 have knowledge of some specific areas of the history and philosophy of mathematics.</p> <p>A11 have acquired knowledge and understanding required to appreciate the underlying issues involved in the discourse of school leadership within the urban and national context</p> <p>A12 demonstrate a coherent and critical understanding of the complex and important issues within educational leadership</p> <p>A13 have acquired knowledge and understanding of economic, political, environmental and social factors underlying global issues.</p> <p>A14 have acquired knowledge and understanding of how interdependence and diversity are key concepts of sustainability.</p>

	<p>A15 have acquired knowledge and understanding of the centrality of cross curricular linkage between knowledge taught and learned in science and geography and in all other subjects, in this area.</p> <p>B Students will develop their intellectual skills such that they are able to:</p> <p>B1 demonstrate ability to produce a well-structured and accessible written report</p> <p>B2 Identify and articulate key issues in a curriculum area and relate these to appropriate teaching and learning within the classroom or other learning settings</p> <p>B3 Analyse research material critically in order to analyse and assess current initiatives in education and illuminate teaching</p> <p>B4 demonstrate critical awareness of a range of appropriate education literature and of the underlying values of aspects of education, identifying issues of quality and equality.</p> <p>B5 make links between theoretical and educational issues: evaluating outcomes and implications of a range of educational beliefs and strategies</p> <p>B6 Write coherently and at length on complex educational issues</p> <p>B7 make links between their own learning experiences and those of their students</p> <p>B8 Compare and contrast forms of educational provision</p> <p>B9 identify and articulate key issues relating to pupils' literacy development in urban, multi-lingual classrooms</p> <p>B10 identify and articulate key issues in school leadership and relate these to personal leadership style and purpose</p> <p>B11 Identify ways of managing educational change taking into account theoretical perspectives on change processes.</p> <p>B12 Communicate an holistic approach to learning to others.</p> <p>C Students will acquire and develop practical skills such that they are able to:</p> <p>C1 maintain up-to-date sources of appropriate and advanced knowledge</p> <p>C2 make links between theoretical issues and personal practical experiences</p> <p>C3 carry out and use research to support development: institutionally or individually</p>
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	<p>C4 enhance provision for the development of equal opportunities policy and practice</p> <p>C5 use their own experience of learning, together with other supporting material, to plan effectively for the learning of their children or of colleagues</p> <p>C6 Demonstrate increased confidence in aspects of the use of ICT in teaching and learning</p> <p>C7 Use a range of indicators to assess and monitor school effectiveness in teaching in a particular area of the curriculum</p> <p>C8 propose ways of enhancing the learning experience of pupils through the development of their written, spoken, or reading skills at classroom or institutional level</p> <p>C9 Participate actively and cooperatively in a group project.</p> <p style="text-align: center;">D Students will acquire and develop transferrable skills such that they are able to:</p> <p>D1 read and analyse texts critically in order to use them as a basis for a theoretical understanding of aspects of education including their professional activity.</p> <p>D2 demonstrate deep understanding of the processes of learning including the affective element, variation in approaches to teaching and learning, and learning and language skills.</p> <p>D3 critically appraise initiatives in teaching and learning</p> <p>D4 use ICT as a research and communication tool</p> <p>D5 apply their subject knowledge and their knowledge of their own thinking and experience to their planning for their students' learning and evaluation of their professional practice</p> <p>D6 demonstrate effective management and assessment strategies to enhance classroom practice and raise achievement for all pupils</p> <p>D7 Make use of effective problem solving skills</p> <p>D8 Demonstrate an understanding of the causes and effects of social inequality on learners</p> <p>D9 Make use of listening, counselling and tutorial skills</p> <p>D10 reflect critically and constructively on their own practice and construct cogently argued proposals for enhanced practice at individual/institutional level</p> <p>D11 critically appraise initiatives in educational leadership.</p> <p>D12 Communicate to others the links between curriculum, (i.e. learning, institutional practice and school/community action.</p>
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	D13 Lead others in advocacy for local, national and global action on climate change.
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C. Teaching and Learning Strategy

For most of their time, students following the school-based route will be working within their own schools: they will study together with their colleagues in tutor-led sessions and they will engage professionally with them as they develop their school-based work; they will also, of course, work with their own students in their own classrooms.

In most modules, participants will develop their knowledge and understanding through seminars built around readings to which they will be expected to make reactive inputs. The specific content and conduct of sessions will be negotiated initially through the school-based support framework. Modules will also be sufficiently flexible to respond to the needs of participants and their schools as modules progress.

Whilst there will be considerable variation in teaching styles across and within modules, all teaching shares the central objectives identified by the University and QAA as characteristic of masters level work.

Specific teaching strategies are outlined in the syllabus for each module.

The school-based route is deeply and essentially rooted in the practice of its participants. In each module students are required to be central participants in activity within their schools or wider school communities. This activity is the basis for the personal reflection that feeds through to further development of practical and intellectual skills. Sessions are organised so that school-based activity can be encouraged, monitored and supported, both through specific tutor action and through planning for that activity.

Participants will be supported in the development of their intellectual skills through their participation in school-based tutor-led sessions and the school-based work that they do within their schools. School-based work provides participants with valuable opportunities to make connections between their professional practices and their developing intellectual skills; indeed, modules and sessions are organised precisely to maximise the potential for such connections.

The transfer of skills and knowledge is known to be problematic. The programme enables teaching and learning strategies to be designed and implemented which allow the development of transferable skills through recognising the situated nature of their development. Sessions require that participants identify and work on aspects of their practice, which demand particular skills. The transferability of these skills itself becomes an object of study in some of the modules.

D. Assessment

Assessment for all modules in the school-based route is by written work, not examinations. These vary in format across the modules, and may be essays, small-scale research studies, annotated bibliographies, research designs, poster or other presentations etc.

Portfolio assessment serves the function of monitoring and recording the school-based activity of course participants; this can take a range of forms, but there must be checkable evidence of appropriate participation in school-based research or development activity and the completion of school-based hours. What is taken to constitute such evidence varies between, and indeed, within, school-based modules; it is negotiated with schools and participants as part of the needs assessment

process and forms a large part of the School-based support framework agreed between schools and London South Bank.

The practical skills we seek to develop are intimately linked with the professional and intellectual skills, knowledge and understanding referred to above. All assessments - written assignments and evidence-based assessments - are designed with the practical skills, which lie at the heart of good professional practice very much in mind. Professional practice is not assessed, but engagement in practice is essential if participants are to be successful.

Assignments are designed to maximise the opportunity of developing these transferable skills. These may not be assessed directly - as with professional skills; however, successful completion of assignments and participation in school-based activity will depend to a large extent on their effective development.

Intellectual skills are assessed through the procedures described above. Professional skills and competencies are not assessed. However, the skills we seek to develop are clearly linked to professional practice and the assessment procedures used - in particular the compilation of evidence of school-based work, and, more recently presentations to colleagues - encourages professional development through systematic and well-supported professional activity within participants' schools.

E. Academic Regulations

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

F. Entry Requirements

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

Applicants should have qualifications that demonstrate that they are suitably prepared for level-7 study in the professional practice context. This will normally mean a good first degree and evidence that applicants are able to write at this level. Applicants are practising education professionals, mostly practising teachers. Our experience tells us that children benefit most when participants reflect the whole of the school community and we welcome applications from other suitably qualified education professionals, for example mentors or other support professionals. Final decisions about suitability for the course are taken, as far as is possible, in consultation with the Associate tutor or other senior colleagues at the applicant's school/institution.

Applicants holding a Post Graduate Certificate in Education, having followed an initial teacher education course at London South Bank University may, if accepted, bring level-7 credit from that course into the MA. Such credit must normally have been obtained within five years of the date of application.

For the award of an MA, applicants bringing 60 credits at level 7, would need to pass School-Based: Researching Education, one optional module and the Dissertation; applicants bringing 30 credits at level 7, would need to pass School-Based: Researching Education, two optional modules and the Dissertation.

G. Course structure(s)

Course overview

Year of Study	Semester 1	Semester 2
1	Optional module 1 (30 credits at level 7)	Optional module 2 (30 credits at level 7)
Possibility of award of PGCert (with Distinction, merit, or pass)		
2	Optional module 3 (30 credits at level 7)	School-based: Researching Education (30 credits at level 7, WED_M_SRE compulsory)
Possibility of award of PGDip (with Distinction, merit, or pass)		
3	Dissertation (60 credits at level 7, PCM-M-DIS)	
Possibility of award of MA (with Distinction, merit, or pass)		

School Based: Becoming a Reflective Teacher	WED_7_BRT	Optional
School Based: Equality and Achievement	WED_M_SEA	
School Based: Language and Literacy Across the Curriculum.	WED_M_SLL	
School Based: Leadership and Management	WED_M_SLM	
School Based: School Effectiveness and School Improvement	WED_M_SEI	
School-based: Framework Module	WED_7_FRU	
School-based: Mentoring	WED_M_SME	
School-based: Schools for the Future	WED_M_SSF	
School-based: Teaching and Learning	WED-M-121	
Enhanced Mathematical Knowledge: Teaching at A Level	WED-M-EMK	Optional – These modules constitute the course, Teaching Advanced Level Mathematics (run in partnership with MEI)
Mathematics Teaching and Learning At A Level	WED-M-MTL	

Placements information

H. Course Modules

Reference Code	Module Title	Level	Credit value	Assessment
WED_7_BR T	School Based: Becoming a Reflective Teacher	7	30	
WED_M_S EA	School Based: Equality and Achievement	7	30	
WED_M_S LL	School Based: Language and Literacy Across the Curriculum.	7	30	
WED_M_S LM	School Based: Leadership and Management	7	30	
WED _M_SEI	School Based: School Effectiveness and School Improvement	7	30	
WED_7_FR U	School-based: Framework Module	7	30	
WED_M_S ME	School-based: Mentoring	7	30	
WED_M_S SF	School-based: Schools for the Future	7	30	
WED-M- 121	School-based: Teaching and Learning	7	30	
WED-M- EMK	Enhanced Mathematical Knowledge: Teaching at A Level	7	30	
WED-M- MTL	Mathematics Teaching and Learning At A Level	7	30	
WED_M_S RE	School-based: Researching Education	7	30	
WED_7_DI S	Dissertation	7	60	

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: Personal Development Planning (postgraduate courses)

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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.

This table shows how key learning outcomes are addressed across all modules:

Key: 1: Taught; 2: Taught and Developed; 3: Taught, Developed and Assessed; 4 Taught and Assessed; 5 Developed and Assessed

Level	Title	Code	A 1	A 2	A 3	A 4	A5	B 1	B 2	B 3	B 5	B 6	B 4
7	School-Based: Becoming a Reflective Teacher	WED_7_BRT			3	3	3		3	3	2		2
7	School-Based: Equality and Achievement	WED_M_SEA	2		3	3	2		3	3	3		3
7	School-Based: Framework Module ¹	WED_7_FRU	2		3	3				3	3		
7	School-Based: Mentoring	WED_M_SME	2		3		3			3	3		
7	School-Based: Researching Education	WED_M_SRE	2	2	3	3	2	3	3	3	3	3	3
7	School-Based: School Effectiveness and School Improvement	WED_M_SEI	2		3				3	3	3		
7	School-Based: Teaching and Learning	WED-M-121	2		3		3		4	3	3		3
7	School-Based: Language and Literacy across the Curriculum	WED_M_SLL	1	2	3	3	3	3	3	3	3	3	3

¹ Note: Part of the activity of this module is the identification of appropriate Learning Outcomes

7	School-Based: Leadership and Management	WED_M_SLM					3	3		3	3	3	3
7	School-Based: Schools for the Future	WED_M_SSF	2		3				3	3	3		
7	Dissertation	PCM-M-DIS		2	3	3	3	3	3	3	3	3	3
7	Enhanced Mathematical Knowledge: Teaching at A Level	WED_M_EMK		3	3				3	3			
7	Mathematics Teaching and Learning at A-level	WED_M_MTL		3	3		3		3	3	3		

Level	Title	Code	C1	C2	C3	D1	D2	D3	D4
7	School-Based: Becoming a Reflective Teacher	WED_7_BRT	3	3	3	3	2	3	
7	School-Based: Equality and Achievement	WED_M_SEA	3	3	3	3	3	3	
7	School-Based: Framework Module	WED_7_FRU	3	3	2	3		3	
7	School-Based: Mentoring	WED_M_SME	3	3			3	3	
7	School-Based: Researching Education	WED_M_SRE	3	3	3	3			3
7	School-Based: School Effectiveness and School Improvement	WED_M_SEI	3	3	3	3		3	
7	School-Based: Teaching and Learning	WED-M-121	3	3	3	3	2	2	2
7	School-Based: Language and Literacy across the Curriculum	WED_M_SLL	3	3	3	3	3	3	2
7	School-Based: Leadership and Management	WED_M_SLM		5	5	2			
7	School-Based: Schools for the Future	WED_M_SSF	3	3	3	3			
7	Dissertation	PCM-M-DIS	3	3	3	3	3	3	3
7	Enhanced Mathematical Knowledge: Teaching at A Level	WED_M_EMK	3	3			3		

7	School-Based: Language and Literacy across the Curriculum	WED_M_SL L	1	2	3	3	3	3	3	3					3			3	3	3	3	3	3	2			3		2	2	
7	School-Based: Leadership and Management	WED_M_SL M				3			3		3	3						3		3	3	3	3					3			
7	School-Based: Schools for the Future	WED_M_SS F	2		3										3	3	3			3	3		3							2	3
7	Dissertation	PCM-M-DIS		2	3	3	3													3	3	3	3	3	3						
7	Enhanced Mathematical Knowledge: Teaching at A Level	WED_M_EM K		3	3						3									3	3			3							
7	Mathematics Teaching and Learning at A-level	WED_M_MT L		3	3		3				3									3	3		3								

Level	Title	Code	C 1	C 2	C 3	C 5	C 6	C 7	C 4	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10	D 11	D 12	D 13
7	School-Based: Becoming a Reflective Teacher	WED_7_BRT	3	3	3	2	2	2	2			3	2	3		3					2			
7	School-Based: Equality and Achievement	WED_M_SEA	3	3	3	2		2	3			3	3	3					3		3		3	
7	School-Based: Framework Module	WED_7_FRU	3	3	2	2						3		3		3					2			
7	School-Based: Mentoring	WED_M_SME	3	3		2		2	3			3	3		3	2			3	2	3			
7	School-Based: Researching Education	WED_M_SRE	3	3	3	2		2		2	3			3	2				3		2			
7	School-Based: School Effectiveness and School Improvement	WED_M_SEI	3	3	3	2		2	2			3		3		3	2				2			
7	School-Based: Teaching and Learning	WED-M-121	3	3	3	2			2			3	2	2	2	3				5		4		

7	School-Based: Language and Literacy across the Curriculum	WED_M_SLL	3	3	3	2		2	2	2	2	3	3	3	2	2			3		2		2	
7	School-Based: Leadership and Management	WED_M_SLM		5	5							2						1			1	2		
7	School-Based: Schools for the Future	WED_M_SSF	3	3	3	2					2	3									2		2	2
7	Dissertation	PCM-M-DIS	3	3	3		2					3	3	3	3						2		2	
7	Enhanced Mathematical Knowledge: Teaching at A Level	WED_M_EMK	3	3			2						3			3								
7	Mathematics Teaching and Learning at A-level	WED_M_MTL	3	3			2				2	3				2	3				2			

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.	
2 Supporting the development and recognition of skills in academic modules/modules.	
3 Supporting the development and recognition of skills through purpose designed modules/modules.	
4 Supporting the development and recognition of skills through research projects and dissertations work.	
5 Supporting the development and recognition of career management skills.	
6 Supporting the development and recognition of career management skills through work placements or work experience.	
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	

8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	
9 Other approaches to personal development planning.	
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	

Appendix 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, assignments
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
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 'programme' 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