

Course Specification

| A. Course Information | | | | |
|---|---|-----------------------|----------------------|-----------------------|
| Final award title(s) | BA (Hons) Education (work-based) | | | |
| Intermediate exit award title(s) | CertHE in Education (work-based); DipHE in Education (work-based) | | | |
| UCAS Code | | Course Code(s) | 5778 | |
| | London South Bank University | | | |
| School | <input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input checked="" type="checkbox"/> LSS | | | |
| Division | Education | | | |
| Course Director | Katherine Pechey, Level 4 Lead. Helen Young, Level 5 Lead. Fabienne Benoist, Level 6 Lead. | | | |
| Delivery site(s) for course(s) | <input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify | | | |
| Mode(s) of delivery | <input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify | | | |
| Length of course/start and finish dates | Mode | Length years | Start - month | Finish - month |
| | Full time | 3 | September | June |
| | Full time with placement/ sandwich year | | | |
| | Part time | | | |
| | Part time with Placement/ sandwich year | | | |
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| Is this course generally suitable for Visa Sponsored students? | Please complete the International Office questionnaire Yes 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 | March 2014 | | |
| | Course specification last updated and signed off | 8 December 2021 | | |

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| Professional, Statutory & Regulatory Body accreditation | |
| Reference points: | 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 2019 PSRB OfS Guidance Competitions and Markets Authority SEEC Level Descriptors 2021 |
| B. Course Aims and Features | |
| Distinctive features of course | <p>This course is ideal for those already employed in an appropriate educational setting and wish to study whilst working. The BA Education (work-based) course is timetabled one day a week course and is intended for people who are currently in employment and prefer to 'earn while they learn'. As well as the day at LSBU, students are expected to reflect on their academic studies by relating them to their day-to-day experiences in the workplace. This work-based route allows students to develop transferable work-based analytical and research skills, gain academic recognition for existing skills and improve professional effectiveness.</p> <p>This programme offers a commitment to studying education in its widest sense, both nationally and globally. The course explores not only educational norms, but also a range of issues which can form barriers to learning e.g. inequalities in educational experiences and outcomes; learners with special needs and disabilities; and cultural & linguistic diversity in education. This course also promotes equality, inclusion and citizenship, and analyses how society seeks to meet the needs of diverse communities.</p> |
| Course Aims | <p>The Education (work-based) course aims to:</p> <ul style="list-style-type: none"> • support students in developing their practice and professional approach in their workplace • give students opportunities to link theory and practice, to critically analyse different approaches and to develop the necessary skills to be a reflective and innovative practitioner. <p>Also, in relation to the student's workplace, the course aims to:</p> <ul style="list-style-type: none"> • examine the foundations of education in contemporary society, including the economic, social, historical, philosophical, psychological and cultural underpinnings of education • explore education's relationship to social justice, including questions of equality and inequality • understand the processes of human learning and barriers to learning across different age ranges and learning communities • broaden understanding of education in a range of different settings, through relevant practical and professional knowledge and experience |

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| | <ul style="list-style-type: none"> • gain knowledge of the education systems in the United Kingdom, including the nature of educational provision at different educational stages, and core elements of different curricula • understand global issues in education around the world and the importance of international development • assess the possibilities, opportunities and challenges for the future of education • develop a range of qualities in students including intellectual independence and critical engagement with evidence. |
| <p>Course Learning Outcomes</p> | <p>The course outcomes through the modules are split into five strands. Not all modules include all strands. Learning outcomes reflect the nature of the different modules</p> <p>The learning outcomes fit into the University Teaching and Learning Strategy, but are further divided or focused into sub-categories to reflect the applied nature of a degree in Education.</p> <p>Section A Knowledge and Understanding</p> <p>Section B Intellectual Skills Sub-divided into Critical Thinking and Applying Theory to Practice</p> <p>Section C Transferable Skills These are focused on Communication</p> <p>Section D Practical Skills</p> <p>A Students will have knowledge and understanding of:</p> <p>A1 The meaning and nature of education</p> <p>A2 The historical and contemporary contexts of education, both nationally and globally, including alternative approaches to education</p> <p>A3 The societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process in relation to the workplace</p> <p>A4 The economic, social, historical, philosophical, psychological and cultural underpinnings of educational practice</p> <p>A5 The relationship between education and the concepts of equality, inclusion, citizenship and social justice in relation to the workplace</p> <p>A6 The complex and multi-faceted nature of the field of education</p> <p>A7 Appropriate research methods, drawn from education, psychology and social science.</p> |

B Students will develop their intellectual skills through:

Critical Thinking

- B1 Demonstrate the ability to gather, describe, synthesise and analyse facts, information, theories, paradigms, principles and concepts.
- B2 Critically assess, interpret and evaluate text and data, using quantitative and qualitative research methods, as well as explore new and emerging practices using a variety of skills and resources
- B3 Develop a critical understanding of key theoretical approaches and debates relating to the academic study of education and psychology
- B4 Construct a reasoned argument based on sound theory and be able to substantiate independent points of view

Applying Theory to Practice

- B5 Understand the interplay between theory and practice within the field of education
- B6 Be able to demonstrate how the knowledge and understanding they have gained from theoretical modules applies in practice.
- B7 Discuss the role of key theories and research in relation to education and classroom practices.
- B8 Apply knowledge to the solution of familiar and unfamiliar problems, including their own practice
- B9 Develop an awareness of how personal understandings of the concepts studied impact on personal practice in educational settings.
- B10 Plan and execute an in-depth research project related to their workplace

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

- C1 Develop relationships with a variety of professionals working in wider educational contexts.
- C2 Develop teaching and mentoring skills in different educational settings.
- C3 Produce relevant materials and resources to support learners.
- C4 Plan effectively and creatively to address the needs of different learners.
- C5 Set up and manage a range of accurate records, plans and other professional documentation; adhere to workplace policies, meet deadlines and maintain a high level of personal organisation.
- C6 Use digital media and ICT to present ideas and thinking developed on the programme
- C7 Apply research skills such as observation and interviewing in the workplace

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| | <p>D Students will acquire and develop a range of communication skills which are transferrable to employment and further study:</p> <p>D1 Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences</p> <p>D2 Demonstrate adequate computer literacy to research and present reports including data in a variety of formats</p> <p>D3 Research skills necessary to organise and assess evidence including the interpretation of both qualitative and quantitative data</p> <p>D4 Gather and retrieve ideas and information effectively, using a wide range of primary and secondary sources and materials, and sift, synthesise and organise materials independently</p> <p>D5 Develop, organise and deploy ideas and information to formulate arguments coherently and communicate them effectively in writing and orally</p> <p>D6 Plan and work collaboratively in a range of contexts, showing abilities to listen, contribute and lead effectively</p> <p>D7 Successfully manage the complex dynamics of settings, manage own learning strategies and organise effective working patterns, including working to deadlines, and make decisions in unpredictable situations</p> <p>D8 Build and maintain effective professional relationships with learners and educational practitioners</p> <p>D9 Reflect critically and constructively on own performance and adapt practice accordingly.</p> |
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C. Teaching and Learning Strategy

The Education (work-based) course follows the University Learning and Teaching Strategy. Acquisition of A1 – 7 takes place through a combination of taught modules from the Education departments and through independent study supported through interactive use of the VLE, the library, the Learning Resource Centre and in their workplace.

The intention of the programme is to support the students in their own development as learners and practitioners, and move them from dependence to independence. This is achieved through targeted and directed support in Year 1 to gradually developing the skills to work independently in Year 3 with the completion of an independent research project directly related to their educational work setting (A8). A wide variety of teaching and learning methods are used, including:

- lectures , including invited speakers
- practical experience within the workplace
- discussion groups
- practical workshops
- tutorial/seminar group activities
- self-assessment/auditing and action-planning
- individual and group presentations
- supported self-study and self-directed research
- e-learning and blended learning
- case studies

Additional learning support is provided through the University VLE. Regular personal tutorials and oral and written feedback on performance and assessments support student learning at all levels throughout the programme.

Intellectual skills are modelled within most taught sessions. Participation in structured individual and group tasks support the critical acquisition of knowledge and theories relating to the field of study. The particularities of B5 are interrogated in the L5 module Alternative Educational Setting Placement and in the student's workplace at each level of the course. Written tasks, adhering to set criteria, encourage the development of cognitive skills. By engaging in debates with practitioners, theoretical perspectives considered during the taught sessions are developed through first-hand experience in their workplace and other educational settings. Students further progress their intellectual skills both within and outside of the workplace context through reading, seminars and small group discussion; group and individual project work; critical thinking; reflective practice through learning logs, essays, reports and presentations.

Practical skills C1 – 5 will be acquired through the teaching and learning strategies outlined previously, but with an emphasis on applying learning to their workplace and exposure to professional practice. C6 is a specific practical skill which is developed through taught modules in general and modules such Study Skills in Education. The particularities of C7 are explored through L6 Project module. Personal tutorials and oral and written feedback on assessments support student learning at all levels of the programme.

Communication skills will be developed through written tasks; structured group work and presentations in taught sessions and workshops; personal organisation to meet assignment requirements; guidance on managing workload and meeting deadlines. Whilst in the workplace, there are opportunities for students to develop skills in the areas of professional cooperation; working in teams; personal and professional organisation; informed decision-making; self-evaluation and reflection. Communication skills are supported through discussions in taught sessions and lectures; seminars and tutorials; guided reading; self-study tasks; structured group tasks; independent inquiry and personal research.

Communication opportunities are afforded through, for example, contributions to taught sessions; e-learning activities; structured group work and presentations; problem-solving; discussions with practitioners; written tasks; group and individual tutorials/seminars.

D. Assessment

The different forms of **knowledge and understanding** gained through the programme are assessed in a variety of ways both within the University and the workplace according to the expected learning outcomes for each module. Assessment methods include: dissertation, essays, reports, portfolios, case studies, reflective journals, unseen exams, and individual and group oral presentations. Every module assesses learning outcomes through a combination of on-going formative and summative methods. Details are in the individual module statements.

Intellectual skills will be assessed in a variety of ways both within the University and the workplace according to the expected learning outcomes for each module. Assessment methods include: dissertation, essays, reports, portfolios, case studies, reflective journals, unseen exams, and individual and group oral presentations. Every module assesses learning outcomes through a combination of on-going formative and summative methods. Details are in the individual module statements.

As students progress through the programme, assessment methods reflect the expectation that students will exhibit greater autonomy in their learning, will refine their intellectual skills and will approach their work in a more critical and analytical way. Students are expected to undertake greater independent study for practical and written projects, culminating in the research project at L6.

Communication skills will be assessed in a variety of ways both within the University and the workplace according to the expected learning outcomes for each module. Assessment methods include: dissertation, exams, e- portfolio, poster, media project, case studies, and individual and group oral presentations. Every module assesses learning outcomes through a combination of on-going formative and summative methods. Details are in the individual module statements.

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 applicants will be required to have the following qualifications:

- 240 UCAS points
- CCC at A Level or equivalent
- BTEC Level 3 Qualifications or a combination of A Level and Level 3 BTEC qualifications
- All Level 3 qualifications welcome, including the Access to HE Diploma with a minimum of 21 Level 3 credits at Merit
- Plus five GCSEs including mathematics and English
- Applicants must be employed in an educational setting in either a paid or voluntary capacity*.

We welcome qualifications from around the world. English language qualifications for international students: IELTS score of 6.0, TOEFL - 550 (print-based), TOEFL- 80 (internet-based), Cambridge Proficiency or Advanced Grade C.

While a GCSE in science is not an entry requirement to this degree, candidates must note that a GCSE in science or equivalent is required for application to a PGCE or School Direct Teacher Training programme.

*In the event that a student during the course of the degree is no longer employed or working voluntarily in an educational setting and is unable to find suitable opportunities for a further work placement there is the provision for that student to transfer to the non-work based degree.

Accreditation of Prior (Experience) Learning (APEL)

LSBU will consider applications from those who have gained relevant skills through a wide range of vocational qualifications or professional experience. For applicants who do not meet the standard entry requirements prior relevant professional experience can be taken into account. In this case applicants will be invited for interview. The interview will include a written English assessment to ensure that the applicant has sufficient academic skills in order that they will be able to successfully study on the programme.

In the event of non-standard entry the applicant must satisfy the conditions of the interview including successfully demonstrating a level of academic writing that it is deemed appropriate for the applicant to be successful on the course.

G. Course structure(s)

Course overview

BA (Hons) Educational (work-based), 3 years full time

| Level | Semester 1 | CAT | Semester 2 | CAT |
|-------|--|-----|---|-----|
| 4 | What is Education? | 20 | Developing mathematical thinking | 20 |
| 4 | Study Skills for Education | 20 | Language, Literacy and Learning | 20 |
| 4 | Community, Family and Children | 20 | Constructing Childhood | 20 |
| | | | | |
| 5 | Introduction to Technology and Education | 20 | Alternative Educational Setting Placement | 20 |
| 5 | Equality, Culture and Citizenship | 20 | Barriers to Learning | 20 |
| 5 | Interpersonal Interactions | 20 | Anti-racist education practice | 20 |
| | | | | |
| 6 | Project | | | 40 |
| 6 | The Learning Environment | 20 | Educational Autobiography | 20 |
| 6 | Contemporary issues in Education | 20 | Contextualising Education Globally | 20 |

H. Course Modules

| Reference Code | Module Title | Assessment | Level | Credit value |
|----------------|---|---|-------|--------------|
| EDU_4_EDS | What is Education? | Journal [CW1, 30%; CW2, 70%] | 4 | 20 |
| EDU_4_SSE | Study Skills | Portfolio | 4 | 20 |
| EDU_4_CFC | Community, Family and Children | Essay | 4 | 20 |
| EDU_4_LLL | Language, Literacy and Learning: Reading Mentor Placement | Placement portfolio OR Essay | 4 | 20 |
| EDU_4_CNC | Constructing Childhood | Journal | 4 | 20 |
| EDU_4_DMT | Developing Mathematical Thinking | Presentation | 4 | 20 |
| EDU_5_ITI | Interpersonal Interactions | Review of literature | 5 | 20 |
| EDU_5_ITE | Introduction to Technology in Education | Portfolio | 5 | 20 |
| EDU_5_ARE | Anti-racist education practice | Essay | 5 | 20 |
| EDU_5_ESP | Alternative Educational Setting Placement | Placement journal | 5 | 20 |
| EDU_5_BTL | Barriers to Learning | Case study | 5 | 20 |
| EDU_5_ECC | Equality, Culture and Citizenship | Portfolio | 5 | 20 |
| EDU_6_PRJ | Project | Proposal (10%); dissertation (90%) | 6 | 40 |
| EDU_6_CIE | Contemporary issues in Education | Essay | 6 | 20 |
| EDU_6_EAB | Educational Autobiography | Autobiographical account and essay (100%) | 6 | 20 |
| EDU_6_TLE | The Learning Environment | Interactive resource & essay | 6 | 20 |
| EDU_6_CEG | Contextualising Education Globally | Essay | 6 | 20 |

I. Timetable information

The course is taught on one day a week. Students are required to attend for a full day per week.

J. Costs and financial support

Course related costs

There are no set books requiring purchase associated with the course, although students may choose to purchase books to support preparation for specific modules. No specialist equipment is required. Students should dress in a professional manner for the ESP placement, but not uniform is required.

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

List of Appendices

- Appendix A: Curriculum Map
Appendix B: 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.

| Level | Title | Code | A1 | A2 | A3 | A4 | A5 | A6 | A7 | B1 | B2 | B3 | B4 | B5 | B6 | B7 | B8 | B9 | B10 |
|-------|---|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 4 | What is Education? | EDU_4_EDS | DTA | DTA | DTA | DTA | DTA | DTA | D | DTA | D | D | D | D | D | D | | | |
| 4 | Study Skills for Education | EDU_4_SSE | | | | | | D | DT | | DT | | | | | | | | |
| 4 | Developing Mathematical Thinking | EDU_4_DMT | DT | DT | DTA | D | DT | D | DT | | DT | DT | | | | | | DTA | |
| 4 | Community, Family and Children | EDU_4_CFC | DTA | DT | DTA | DT | DTA | DT | D | DTA | DTA | DTA | DTA | D | D | D | | D | |
| 4 | Language, Literacy and Learning | EDU_4_LTL | DT | DT | DTA | D | DT | D | D | | DT | DT | | DT | | DT | | | D |
| 4 | Constructing Childhood | EDU_4_CNC | DTA | DTA | DTA | DTA | DTA | DT | D | | DT | DTA | DTA | D | D | D | | D | |
| 5 | Interpersonal Interactions | EDU_5_ITI | DTA | DTA | DTA | DTA | DTA | DT | D | DTA | DTA | DTA | DTA | | DTA | DTA | DTA | DTA | |
| 5 | Introduction to Technology in Education | EDU_5_ITE | DT | DT | DTA | DT | DT | DTA | DTA | | | | | DTA | DT | DT | DT | | |
| 5 | Alternative Educational Setting Placement | EDU_5_ESP | D | DTA | D | D | D | D | DA | | | | | D | DT | DTA | DTA | DTA | |
| 5 | Anti-racist education practice | EDU_5_ARE | DTA | DTA | DTA | DTA | DTA | DTA | DTA | DTA | DTA | DTA | DTA | DTA | DTA | DTA | DTA | | |
| 5 | Barriers to Learning | EDU_5_BTL | DTA | DT | DTA | DTA | DTA | DT | DTA | DT | | DT | DTA | DT | DT | DTA | DT | DTA | |
| 5 | Equality, Culture and Citizenship | EDU_5_ECC | DT | DT | DTA | DT | DTA | DTA | DT | DTA | DTA | DTA | DTA | DTA | DTA | DTA | | DTA | |
| 6 | Project | EDU_6_PRJ | D | D | D | D | D | D | DTA | DTA | DTA | DTA | DTA | DTA | DTA | DTA | | DTA | DTA |
| 6 | The Learning Environment | EDU_6_TLE | DT | DT | DTA | DT | DTA | DT | DTA | DT | DT | DT | DT | | | | | | |
| 6 | Contextualising Education Globally | EDU_6_CEG | DT | DTA | DA | DTA | DTA | DT | DT | DTA | DTA | DTA | DTA | | | | DTA | DTA | |
| 6 | Educational autobiography | EDU_6_EAB | | | DTA | DTA | DTA | DTA | DTA | DTA | DTA | | | | | | | DTA | DTA |

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| 6 | Contemporary Issues in Education | EDU_6_CIE | DTA | DTA | DTA | DTA | DTA | DTA | DTA | DT | DT | DTA | DTA | | DTA | DTA | DTA | | |
|---|----------------------------------|-----------|-----|-----|-----|-----|-----|-----|-----|----|----|-----|-----|--|-----|-----|-----|--|--|

| Modules | | | Programme outcomes | | | | | | | | | | | | | | | | |
|---------|---|-----------|--------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|
| Level | Title | Code | C1 | C2 | C3 | C4 | C5 | C6 | C7 | D1 | D2 | D3 | D4 | D5 | D6 | D7 | D8 | D9 | |
| 4 | What is Education? | EDU_4_EDS | | | | | | | | DTA | DTA | D | DTA | DTA | DTA | D | DA | DT | |
| 4 | Study Skills for Education | EDU_4_SSE | | | | | | DT | D | DTA | DTA | DTA | DTA | D | D | D | D | DT | |
| 4 | Developing Mathematical Thinking | EDU_4_DMT | | | | DTA | | | | D | D | D | D | DTA | DTA | DTA | D | DT | |
| 4 | Community, Family and Children | EDU_4_CFC | | | | | | D | | DTA | DA | DTA | DTA | DTA | D | DA | D | DT | |
| 4 | Language, Literacy and Learning | EDU_4_LTL | D | DTA | DT | DT | D | | D | D | D | D | D | DTA | DTA | DTA | D | DT | |
| 4 | Constructing Childhood | EDU_4_CNC | | | | | | D | | DTA | DA | D | DTA | DTA | DTA | D | DA | DT | |
| 5 | Interpersonal Interactions | EDU_5_ITI | | | | | | | | DTA | DA | DTA | DTA | DTA | D | DA | D | DT | |
| 5 | Introduction to Technology in Education | EDU_5_ITE | | | | DTA | | DTA | | DTA | DA | D | DTA | DA | D | D | | | |
| 5 | Alternative Educational Setting Placement | EDU_5_ESP | DTA | DT | DT | DT | DT | | DT | D | | D | D | D | DTA | DTA | DTA | DTA | |
| 5 | Anti-racist education practice | EDU_6_ARE | | | | | | | | DTA | | DTA | DTA | DTA | | | | | |
| 5 | Barriers to Learning | EDU_5_BTL | | | | DTA | DTA | | | DTA | D | D | DTA | D | D | DA | DA | DT | |
| 5 | Equality, Culture and Citizenship | EDU_5_ECC | | | | | | | | DTA | DA | DTA | DTA | DTA | D | DA | D | DT | |
| 6 | Project | EDU_6_PRJ | | | | | | DTA | DTA | DTA | DTA | DTA | DTA | DTA | D | DTA | D | DTA | |
| 6 | The Learning Environment | EDU_6_TLE | DT | DTA | DTA | DTA | DTA | DTA | DTA | DTA | DA | DTA | DTA | DTA | D | D | D | DT | |
| 6 | Contextualising Education Globally | EDU_6_CEG | | | | | | | DTA | DTA | DA | DTA | DTA | DTA | D | D | D | DT | |
| 6 | Educational autobiography | EDU_6_EAB | | | | | | | | DTA | | DTA | DTA | DTA | | | | | |

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|---|----------------------------------|-----------|--|--|--|--|--|--|--|-----|----|-----|-----|-----|---|----|--|--|
| 6 | Contemporary Issues in Education | EDU_6_CIE | | | | | | | | DTA | DA | DTA | DTA | DTA | D | DA | | |
|---|----------------------------------|-----------|--|--|--|--|--|--|--|-----|----|-----|-----|-----|---|----|--|--|

Appendix B: 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 |

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

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| 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 |