

**Course Specification**

<b>A. Course Information</b>											
<b>Final award title(s)</b>	BSc (Hons) Physiotherapy										
<b>Intermediate exit award title(s)</b>	BSc Health Studies Diploma in Higher Education Health Studies Certificate in Higher Education Health Studies										
<b>UCAS Code</b>		<b>Course Code(s)</b>	5005								
	London South Bank University										
<b>School</b>	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS										
<b>Division</b>	Allied Health Sciences										
<b>Course Director</b>	Dr Mark Spreckley										
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify										
<b>Mode(s) of delivery</b>	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify										
<b>Length of course/start and finish dates</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Mode</th> <th style="width: 25%;">Length years</th> <th style="width: 25%;">Start - month</th> <th style="width: 25%;">Finish - month</th> </tr> </thead> <tbody> <tr> <td>Full time with placement</td> <td>3</td> <td>September</td> <td>June</td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Full time with placement	3	September	June
Mode	Length years	Start - month	Finish - month								
Full time with placement	3	September	June								
<b>Is this course generally suitable for students on a Tier 4 visa?</b>	Yes										
<b>Approval dates:</b>	Course(s) validated / Subject to validation	May 2017									
	Course specification last updated and signed off	September 2021									
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	Health and Care Professions Council (HCPC) Chartered Society of Physiotherapy (CSP)										
<b>Reference points:</b>	Internal	Corporate Strategy 2020 - 2025 School Strategy LSBU Academic Regulations									
	External	QAA Quality Code for Higher Education 2018 Framework for Higher Education Qualifications Subject Benchmark Statements Competitions and Markets Authority SEEC Level Descriptors 2021 Knowledge and Skills Framework (2010) Clinical Leadership Competency Framework (2010)  <b>HCPC:</b> HCPC Standards of Conduct, Performance and Ethics (2016) HCPC Standards of Education and Training Guidance (2014) HCPC Standards of Proficiency – Physiotherapists									

		(2013) <b>Chartered Society of Physiotherapy:</b> Learning and Development Principles for CSP Accreditation of Qualifying Programmes in Physiotherapy (2015) CSP: Physiotherapy Framework (2013) CSP: Code of Professional Values and Behaviour (2011)
<b>B. Course Aims and Features</b>		
<b>Distinctive features of course</b>	<p>The distinctive features of the BSc (Hons) Physiotherapy course include:</p> <ul style="list-style-type: none"> <li>• Meeting the HCPC Standards of Proficiency (2013) and Standards of Education and Training (2014), and enable successful students to be eligible to apply for registration with the Health and Care Professions Council.</li> <li>• The physiotherapy courses at LSBU align closely with the Chartered Society of Physiotherapy's Vision for Physiotherapy to transform lives, maximise independence and empower populations</li> <li>• The development of this new course has encompassed the on-going change in technology and the format of the changing healthcare environment with the aim of providing practitioners who are fit for purpose in a transforming healthcare system</li> </ul>	
<b>Course Aims</b>	<p>The primary aim of the BSc (Hons) Physiotherapy course is for the graduating students to be competent physiotherapy practitioners who are fit for award, practice, purpose and the profession and are able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate strong professional role identity, autonomy, accountability and resilience</li> <li>2. Behave as confident, competent and reflective practitioners who practise compassionately, skilfully and safely whilst maintaining dignity, and promoting health and wellbeing, of patients</li> <li>3. Act as ambassadors for the physiotherapy profession</li> <li>4. Foster independence in learning and commitment to continued professional development and lifelong learning</li> <li>5. Develop in the graduating student the qualities and transferable skills necessary to succeed in the world of work</li> </ol>	
<b>Course Learning Outcomes</b>	<p>1) Students will have <b>knowledge and understanding</b> of:</p> <p>A1 The biomedical, behavioural, physical, social and clinical sciences which underpin physiotherapy practice</p> <p>A2 A range of physiotherapy assessment models and techniques used in contemporary practice across the human lifecycle</p> <p>A3 Physiotherapy interventions and management approaches used with patients across a variety of presentations and settings</p> <p>A4 A range of communication models, tools and technologies that facilitate effective patient centred physiotherapy practice</p> <p>A5 The role of the physiotherapist in the prevention of illness and injury and support of health and well-being</p> <p>A6 The principles of professional accountability, leadership and change management and their application to physiotherapy practice.</p> <p>A7 Effective interprofessional and collaborative working as applied to the organisation, management, delivery, quality and audit of service</p>	

A8 Research methodologies, forms of inquiry, clinical audit, and models of evidence-based practice applied to physiotherapy

A9 The role of physiotherapists as autonomous practitioners and as part of wider teams across a range of clinical contexts, including new and integrated models of care

A10 Legislative, policy, ethical, moral and research frameworks that underpin, inform and influence physiotherapy practice

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

B1 Acquisition and application of new knowledge in relation to the theory and practice of physiotherapy

B2 Actively seek, critically evaluate and apply a range of information and evidence underpinning physiotherapy practice

B3 Use professional and ethical reasoning to make decisions and judgements required for evidence-informed and patient-centred practice

B4 Engage in rational and reasoned debate in relation to physiotherapy knowledge and practice

B5 Understand and critically appraise research designs and methods which are used to generate evidence about physiotherapy, including ethical and dissemination considerations.

B6 Analyse, synthesise and critically review physiotherapy theories and approaches in relation to practice and patient outcomes in the current healthcare context

B7 Reflect critically on their experience and performance in order to self-direct learning and identify goals for their personal and professional continuing development and lifelong learning

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

C1 Practice as an autonomous professional, exercising their own professional judgement within their scope of knowledge and limits of competence, recognising when ongoing referral is required as appropriate

C2 Apply appropriate physiotherapy assessment within a biopsychosocial framework, taking into account the physical, psychological, cultural and social needs of the patients and the clinical context or environment that they are working in.

C3 Consistently demonstrate effective skills in communication, information giving and developing therapeutic relationships to support health and wellbeing and patient centred care

C4 Demonstrate levels of clinical decision making commensurate with the expectations of the academic level of theoretical and practical development

C5 Implement, evaluate and monitor a physiotherapy intervention or programme safely, effectively and efficiently, working in partnership with patients, carers and colleagues

C6 Demonstrate the ability to manage their own caseload and work planning, organising, directing and facilitating appropriate action to ensure effective use of resources (financial, human, physical and technological).

C7 Record all aspects of the physiotherapy programme fully and accurately, in accordance local systems, research, ethical frameworks as appropriate, and with medico-legal requirements

C8 Manage their continuing professional development in an independent way using the knowledge and skills gained to use and gather evidence in practice, and contribute to the discovery of new knowledge

4) Students will acquire and develop **transferable** skills such that they are able to:

D1 Communicate effectively with a range of audiences.

D2 Work effectively with others and perform as an effective member across a range of teams and environments.

D3 Meet the care needs of individuals and their significant others sensitively and respectfully having regard to the impact of illness and trauma and to socio-cultural differences

D4 Use information, communications and digital technology effectively, both in the practical situation and as a learning resource

D5 Learn, think and problem solve independently in familiar and unfamiliar situations with an open mind

D6 Interpret numerical, statistical data and written instructions accurately and safely and maintain records appropriately

D7 Identify and present material and the evidence base to support a reasoned argument

D8 Educative skills which facilitate the transfer of knowledge and skills to others

D9 Ability to work flexibly and adapt to unforeseen circumstances D10 Management leadership skills that enhance quality across within and organisations

### **C. Teaching and Learning Strategy**

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

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

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

discussion and peer presentation and subject reporting.

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

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

#### **D. Assessment**

The course is assessed through a variety of means and is aligned to the practical or theoretical content of the modules.

Assessment tasks are drawn from the following:

- Written Examination
- Written Assignment
- Practical examination
- E-activities
- Presentations
- Poster Presentations
- Practical assessment
- Viva
- Placement-based assessment

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

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

The school follows the university regulations apart from:

- Third attempts
- Protocol Fail, Condonement or Compensated Pass

#### **Third Attempt Protocol – HSC Pre Registration Students**

Where a student has failed a module, the Award and Progression Examination Board will exercise its discretion to permitted the opportunity for an exceptional third attempt at a single assessment in accordance with all of the following eligibility criteria:

#### **Eligibility criteria**

1. Increase in mark between first attempt and second (therefore there must have been an attempt).
2. Second attempt mark to be within 5 marks of the pass mark.

#### **Non-eligibility criteria**

1. No increase in academic mark between first and second attempt.
2. Second attempt mark more than 5 marks under the pass mark.

This protocol is limited to 1 module per academic year and excludes the dissertation.

All modules must be successfully completed before the student is allowed to progress to the next stage.

### **Protocol Fail, Condonement or Compensated Pass**

- Protocol fail, Condonement or compensated passes are not permitted for students within IHSC

## **F. Entry Requirements**

Applicants to this course will need to meet the following entry criteria (or recognised equivalents).

1. ABB or above at A level, normally at least 2 sciences, preferably biology. General studies and key skills not accepted, **or**
2. BTEC Level 3 Extended Diploma (18 unit award, formerly ND): DDM, Applied Science or Medical Science, **or**
3. Pass in a recognized Access to HE course in Science or Health Studies or similar (60 credits of which 45 credits will be at Level 3 including 30 at Distinction grade, 15 at merit grade), **or**
4. A foundation degree/higher apprenticeship in a professionally relevant subject

### **With**

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

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

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

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

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

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

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

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

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

All applicants must be 18 years or over at the commencement of the course.

Students for whom English is not their first language must achieve a minimum score of 7.0 overall or equivalent

(including 7.0 in written element and a minimum score of 6.5 in speaking, reading and listening element) for the International English Language Test Score (IELTS) [or TOEFL: 570 including 55 in the Test of Spoken English (TSE) and at least 5 in the Test of Written English (TWE)], at the time of application.

### G. Course structure(s)

#### Course overview

- how the academic year is organised; and
- the building blocks of the course – modules
  
- provide structures for all modes of delivery, full time, part time, block delivery, etc.

Module Code	Module Description	FHEQ Level	Credits	Semester
AHP_4_010	Concepts of interprofessional and collaborative practice (IPL)	4	20	Both
TPT_4_001	Functional Anatomy and Kinesiology	4	20	Both
TPT_4_002	Human Structure and Function	4	40	Both
TPT_4_003	Core Physiotherapy Skills	4	20	Both
TPT_4_004	Physical Activity and Health Improvement	4	20	Both
AHP_5_010	Appraising evidence for research-informed practice (Shared Learning)	5	20	Both
TPT_5_001	Patient-Centred Physiotherapy through the Life Cycle	5	40	Both
TPT_5_002	Integrated care	5	20	Both
TPT_5_003	Clinical Application of Physiotherapy 1 (3 x 5 week placements)	5	40	Both
AHP_6_010	Improving quality, change management and leadership (IPL)	6	20	Both
TPT_6_001	Optimising Clinical and Therapeutic Outcomes	6	20	Both
TPT_6_002	Contemporary Issues in Physiotherapy	6	20	Both
TPT_6_003	Advancing Physiotherapy Practice	6	20	Both
TPT_6_004	Clinical Application of Physiotherapy 2 (3 x 5 week placements)	6	40	Both

#### Placements information

Level 5: 3x5 Week Practice Placement  
 Level 6: 3x5 Week practice placement

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

Academic and clinical blocks are structured to enable effective theory practice links to be established. The programme is designed to build theory and knowledge across a complexity and range of contemporary physiotherapeutic environments. Integration of knowledge and practice underpins all of the core modules, with specific specialist knowledge and skills being developed through the end of year 2 through to year 3. The integration

and application of academic knowledge in the practice setting is developed further in the Integrated Masters year 4 to allow student choice regarding specialist, specialist generalist or elective options to extend their clinical experience.

#### H. Course Modules

All Modules are core

Module Code	Module Title	Level	Semester	Credit value	Assessment
AHP_4_010	Concepts of interprofessional and collaborative practice (IPL)	4	Both	20	3000 word essay 100%
TPT_4_001	Functional Anatomy and Kinesiology	4	Both	20	Practical 50%  Practical 50%
TPT_4_002	Human Structure and Function	4	Both	40	MCQ 50%  Case-based Viva 25%  Practical Exam 25%
TPT_4_003	Core Physiotherapy Skills	4	Both	20	2500 essay 100%
TPT_4_004	Physical Activity and Health Improvement	4	Both	20	Group Presentation 100%
AHP_5_010	Appraising evidence for research-informed practice (Shared Learning)	5	Both	20	3000 word essay 100%
TPT_5_001	Patient-Centred Physiotherapy through the Life Cycle	5	Both	40	2000 case study 50%  Practical Exam 50%
TPT_5_002	Integrated Care	5	Both	20	3000 word essay 100%
TPT_5_003	Clinical Application of Physiotherapy 1 (3 x 5 week placements)	5	Both	40	Assessment report form after each placement 100 40% Pass  IPL Task P/F
AHP_6_010	Improving quality, change management and leadership (IPL)	6	Both	20	3000 word essay  100%
TPT_6_001	Optimising Clinical and Therapeutic Outcomes	6	Two	20	Patient Case Presentation  50%



					2000 word essay 50%
<b>TPT_6_002</b>	Contemporary Issues in Physiotherapy	6	One	20	Poster 50% Poster defence 50%
<b>TPT_6_003</b>	Advancing Physiotherapy Practice	6	Both	20	30 minute practical viva 100%
<b>TPT_6_004</b>	Clinical Application of Physiotherapy 2 (3 x 5 week placements)	6	Both	40	Assessment report form after each placement 100% 40% Pass IPL Task P/F

#### I. Timetable information

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

#### J. Costs and financial support

##### Course related costs

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

##### Tuition fees/financial support/accommodation and living costs

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

#### List of Appendices

- 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	Credits	Code	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B3	B4	B5	B6	B7
4	Concepts of Interprofessional and Collaborative Practice	20	AHP_4_010			T D			D A	T D A		T D A	D A							D
4	Functional Anatomy & Kinesiology	20	TPT_4_001	T D A	T D A	T D			D					T D A	T D A					D
4	Human Structure and Function	40	TPT_4_002	T D A	T D A	T D								T D A	T D A					D
4	Core Physiotherapy Skills	20	TPT_4_003	T D A	T D A		T D A	T D A	D A	D	D	D	D A		T D		T D	T D	D	T D A
4	Physical Activity & Health Improvement	20	TPT_4_004	T D	T D	T D A	T D A	T D A	T D A			T D A	D		T D	D	T D A	T D A	D	D
5	Appraising evidence for research informed practice	20	AHP_5_010						D	D A	T D A	D	T D		T D A		T D A	T D A	T D A	D
5	Patient Centred Physiotherapy through Life- Cycle	40	TPT_5_001	T D A	T D A	T D A	T D A	T D A	D			D		D A	T D A	T D A	T D A	D A	D	D
5	Integrated Care	20	TPT_5_002	T D A		T D A	D	T D A	D	T D A		T D A	T D A	T D A	T D A	T D A	T D A		T D A	T D
5	Clinical Application Physiotherapy 1	40	TPT_5_003	D A	T D A	T D A	D A	T D A		D		D		D A	D A	D A	D		D A	D A
6	Improving quality, change management and leadership	20	AHP_6_010				D		T D A	T D A	T D A				D A		D A	D A	D A	D

6	Contemporary Issues in Physiotherapy	20	TPT_6_002	D	D	D	D	T A				D	D		DA	DA	T DA	D	DA	DA
6	Optimising Clinical & Therapeutic Outcomes	20	TPT_6_001		T D	T A	D	T A	D	D A	D A	DA	D	T A	DA	DA	T A		T A	T A
6	Advancing Physiotherapy Practice	20	TPT_6_003	T A	T A	T A	T D	T A		T D A	T D A	D	T D A		DA	DA	T A		T A	DA
6	Clinical Application Physiotherapy 2	40	TPT_6_004	D A	T A	D A	D A	D		D A	D	DA	DA	DA	DA	DA	D		DA	DA

Modules				Course outcomes																	
Level	Title	Credits	Code	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10
4	Concepts of Interprofessional and Collaborative Practice	20	AHP_4_010	T D A		T D				T D A		T D A	D A	D	D	D	T D				T D A
4	Functional Anatomy & Kinesiology	20	TPT_4_001	D	T D A	T D	T D A			T D				T D	T D A	T D A	T D	D			
4	Human Structure and Function	40	TPT_4_002	D	T D A	T D	T D A			T D				T D	T D A	T D A	T D	D			
4	Core Physiotherapy Skills	20	TPT_4_003	D	T D A		D A		T D	T D		T D	D	T D	T D A	T D A				D	
4	Physical Activity & Health Improvement	20	TPT_4_004	T D A	T D A	T D A	D A	T D A	D	D		T D A	T D A	T D A	T D	T D	T D A	T D A	T D A	D A	
5	Appraising evidence for research informed practice	20	AHP_5_010	D	T D A		T D		T D A		D A	T D A	T D A		T D	T D A	T D A	T D A			
5	Patient Centred Physiotherapy through Life-Cycle	40	TPT_5_001	D	T D A	D	D	T D	D	T D A				D	D	T D A		D	D	D	
5	Integrated Care	20	TPT_5_002	T D	T D A	T D A	T D A	T D	D	T D A	D		T D	T D	T D A	D A	T D A	D	D		

5	Clinical Application Physiotherapy 1	40	TPT_5_003	D A	D A	D A	D A	D A	T D A	D A	D	D A	D A	D A	D A	T D A	T D A	D A	D	D A	
6	Improving quality, change management and leadership	20	AHP_6_010									D	D		D	D	D	D A		D A	D
6	Contemporary Issues in Physiotherapy	20	TPT_6_002	D		D	D		D A		D A	D	D A		D A	D	D	T D A		D A	D
6	Optimising Clinical & Therapeutic Outcomes	20	TPT_6_001	D	D	D			D A	D A	D A		D A			T D	T D A	D	T D A	D A	D
6	Advancing Physiotherapy Practice	20	TPT_6_003		D	D			D A		D		D A	D	T D A	T D A	T D A	T D	D	D	D
6	Clinical Application Physiotherapy 2	40	TPT_6_004	D A	D	D A	D A	D A	T D A	D A	D		D	D A	D A	T D A	D A	D A	D	D A	D

## 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]

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

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

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