

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	<p>This course is aimed at students who wish to obtain an undergraduate degree in surveying accredited by the Royal Institution of Chartered Surveyors. It focuses on the core skills that are needed to become a building surveyor.</p> <p>The course modules are measured by examination and assessments, and are constantly reviewed to meet any changes that may be required to meet the industries needs for graduate surveyors in terms of: sustainability, environmental/energy appraisal of buildings, legislative changes in terms of building regulation matters, fire safety in buildings, contract administration and procurement.</p>	
Course Aims	<p>The BSc (Hons) Building Surveying aims to:</p> <ol style="list-style-type: none"> 1. Produce graduates who are equipped to take up responsible professional employment as surveyors and managers in the construction and property industries. 2. Maintain recognition and accreditation by the Royal Institution of Chartered Surveyors. 3. Develop the intellectual and practical skills of the student to enable the collection, analysis, interpretation and understanding of information related to land and buildings. 4. Produce graduates who will take a holistic and imaginative perspective on problems. 5. Engender in students a willingness to embrace change, to be flexible and to think laterally. 6. Foster in students a reflective approach towards their studies of British construction and real estate by affording them an opportunity for comparative international studies. 7. Produce graduates equipped to play leading roles in multidisciplinary teams within the real estate and construction sectors. 8. Prepare students for employment in leading surveying, property and construction organisations. 	
Course Learning Outcomes	<p>a) Students will have knowledge and understanding of:</p> <p>A1 The essential concepts, principles and theories of disciplines that contribute to the study of real estate and construction, i.e.:</p> <ul style="list-style-type: none"> • Law – the legal system, torts, contract, land law, construction law and environmental law 	

- Technology in the widest sense but in particular ICT, building design and technology
- Economics set in the contemporary social and political context and providing a basis for subsequent financial studies
- Business management including finance and accounts, project management
- Land use and environmental aspects.

A2 The political, economic and social contexts, and historic and international perspectives:

- Within which land and property are planned, evaluated, developed, maintained and managed
- In relation to the function and management of organisations
- Risk and uncertainty in relation to decisions affecting real estate and construction.

A3 Demonstrate a deeper understanding of concepts and knowledge in one area of surveying studied for the award as a structured course of modules in the following specialist areas:

- Building surveying
- Real estate (valuation)/commercial and residential property
- Construction/QS
- The professional and ethical responsibilities of surveyors.

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

- B1 Assemble information and data from a variety of sources (and disciplines) and discern and establish connections.
- B2 Synthesise and evaluate primary and/or secondary data.
- B3 Critically analyse literature on real estate, construction and related areas.
- B4 Identify and analyse an issue/problem and evaluate pertinent evidence.
- B5 Plan, conduct and report on an individual research course.
- B6 Take a holistic approach to solving problems, applying professional judgements to balance risks, costs, benefits, safety, aesthetics and environmental impact.
- B7 Reflect on experience and transfer knowledge and skills from one context to another.
- B8 Evaluate the potential effects of changes in ICT on working practices.

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

- C1 Select and apply appropriate computational techniques and/or software packages relevant to real estate and construction and to specialisms within this sector.
- C2 Design, use and analyse employing resources and study methods.
- C3 Interpret qualitative and quantitative data.

	<p>C4 Demonstrate awareness of the significance of scale and measurement as applied to sites and buildings. C5 Use and interpret maps, plans and drawings.</p> <p style="text-align: center;">d) Students will acquire and develop transferrable skills such that they are able to:</p> <p>D1 Communicate effectively by oral, written and visual means. D2 Apply statistical and numerical skills. D3 Use information and communication technology. D4 Work effectively as a member of a team. D5 Manage time. D6 Learn independently with a spirit of critical enquiry.</p>
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C. Teaching and Learning Strategy

Acquisition of A1 and A2 are through a combination of lectures, seminars, tutorials and practical classes, coursework and project work at Levels 4 to 6. Awareness of A3 is introduced in lectures and seminars and developed through coursework assignments and project work at Levels 4 to 6. Intellectual skills are developed through the teaching and learning course outlined above. B1, B2 and B3 are acquired and developed through a combination of class exercises, seminars, coursework and project work assignments at Levels 4 to 6. B4 is acquired and developed through individual and group assignments and projects at Levels 4 to 6. B5 is particularly acquired through the conduct of the Dissertation at Level 6. Coursework assignments throughout the course prepare students for this. B6, B7 and B8 are acquired progressively through Levels 5 and 6, principally through the assignments and project work associated with the modules forming the structured course in each specialist area at these levels. Practical skills are developed through the teaching and learning course outlined above. C1 is introduced at Level 4 (Supporting Studies) and subsequently extended in lectures and developed in its use and application through problem-solving exercises, coursework assignments and projects at Levels 5 and 6. C2 is introduced at Level 4, (Supporting Studies) and subsequently extended in lectures and developed in its use and application through problem solving exercises, coursework assignments and projects at Levels 5 and 6. C3 to C5 are introduced at Level 4 and reinforced and developed throughout the course, and applied to specific surveying contexts through the assignments and project work associated with the module forming the structured programme in each specialist area at Levels 5 and 6. Transferable skills are developed through the teaching and learning course outlined above. D1 to D3 are taught at Level 4 and developed through the course in coursework, project work and presentations and in students' individual learning. D4 is developed in group project work at each level. D5 is developed through time-constrained project work, time-constrained oral presentations and the setting of deadlines for coursework submission. D6 is supported by the provision of module guides and briefs for directed learning time.

D. Assessment

Testing of the knowledge base is through a combination of unseen written examinations, student-led seminars, written and analytical exercises, and individual and group projects. Opportunity is taken at all levels to use assessment to support the development of the student. B1 to B4 and B6 to B8 are principally assessed through time-constrained mid-semester tests, seminar presentations, problem-solving exercises, coursework assignments and projects. The development of B5 is assessed through essay-based assignments particularly at Levels 5 and 6. It is specifically assessed through the Dissertation (representing two credits) at Level 6.

Practical skills are assessed through coursework exercises, project reports and presentations. D1 is assessed by activities including seminar presentations and project presentations to 'clients' (oral), reports and essays (written), and elements in written and oral presentations and projects (visual). The basis of D2 is assessed by coursework, time-constrained tests and examination at Level 4 (Supporting Studies and Legal and Economic Context in Built Environment) and applications assessed at Levels 5 and 6 principally through coursework. D3 is assessed through its application by students to analysis and presentation of material incorporated into coursework and project reports. D4 is assessed through student participation in group activities and project work. D5 is assessed by mid-semester, time-contained tests of a variety of forms, examinations, time-constrained oral presentations, and generally through the requirement to submit coursework to a deadline. D6 is assessed by coursework assignments and examinations.

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 must score a minimum of 120-128 UCAS points based on any combination of the following qualifications:

- A-levels/AS-levels/Vocational A-levels – 120-128 UCAS tariff points
- BTEC National Certificate/Diploma (DMM) – All Merits at Level NIII or N/H
- Scottish Highers – BBC
- Irish Leaving Certificate – BBC (at higher Honours level)
- International Baccalaureate – 24 points
- European Baccalaureate – 6.0 points
- Accredited Foundation Degree – a pass in eight modules (128 UCAS tariff points)
- BTEC HNC/D – a pass in all modules (128 UCAS tariff points).

- *Advanced Year 2 full-time entry and Year 3 part-time entry:*

- Cognate Accredited Foundation Degree with over 65% result
- Cognate BTEC HNC/D – all merits assessed at H2 level.

G. Course structure(s)

Course overview

- Students study 18 taught modules, with six modules at each level of study (Levels 4, 5 and 6). The course is delivered on a semester pattern, each semester being 15 weeks in duration. Each module of study is a self-contained part of the course and carries a single credit value (20 CAT).

There are several modes or combination of modes of study:

- Three years, full-time, taught over six semesters, three modules per semester.
- Four years, sandwich, with a period of industrial training of not less than 36 weeks of supervised work experience interposed between Levels 5 and 6.
- Five years, part-time, taught one day per week over ten semesters

BSc (Hons) Building Surveying – Full time

	Semester 1		Semester 2	
Level 4	Construction, Technology and Materials 1 (compulsory)	20	Construction Practice A	20
	Building Survey and Inspection (compulsory)	20	Legal and Economic Context in Built Environment (compulsory)	20
	Building Services and Environmental Science (compulsory)	20	Construction Technology and Structures 2 (compulsory)	20
Level 5	Property Inspections, Repair and Maintenance (compulsory)	20	Sustainable Construction and Environment (compulsory)	20
	Planning and Development Control (compulsory)	20	Theory of Style, Architectural Design and Conservation (compulsory)	20
	Construction Contract Law (compulsory)	20	Estate and Property Asset Management (compulsory)	20
Level 6	Management of the Firm (compulsory)	20	Contract Administration (compulsory)	20
	Project Management (compulsory)	20	Property Law and Valuation (compulsory)	20
	European Construction and Property (compulsory)	20	Research Paper (compulsory)	20

BSc (Hons) Building Surveying – Part time

	Semester 1		Semester 2	
Year 1	Construction, Technology and Materials 1 (compulsory)	20	Legal and Economic Context in Built Environment (compulsory)	20
	Construction Practice A	20	{enter module title, optional/compulsory}	
Year 2	Building Services and Environmental Science (compulsory)	20	Building Survey and Inspection (compulsory)	20
	Construction Technology and Structures 2 (compulsory)	20	{enter module title, optional/compulsory}	{enter credit value}
Year 3	Sustainable Construction and Environment (compulsory)	20	Property Inspections, Repair and Maintenance (compulsory)	20
	Construction Contract Law (compulsory)	20	Planning and Development Control (compulsory)	20
Year 4	Contract Administration (compulsory)	20	Estate and Property Asset Management (compulsory)	20
	Theory of Style, Architectural Design and Conservation (compulsory)	20	European Construction and Property (compulsory)	20

Year 5	Management of the Firm (compulsory)	20	Research Paper (compulsory)	20
	Property Law and Valuation (compulsory)	20	Project Management (compulsory)	20

Placements information

H. Course Modules

There are direct entry points at Year 2 on the full-time course and Year 3 or 4 on the part-time course for holders of cognate HNC or HNDs. Students may transfer between modes of study during the course.

Module Code	Module Title	Level	Semester	Credit value	Assessment
EBB-4-020	Construction, Technology and Materials	4	1	20	Report and MCT
EBB-4-050	Building Survey and Inspection	4	1	20	Fieldwork Assessment

EBB-4-070	Building Services and Environmental Science	4	1	20	Essay and MCT
BEA-4-484	Construction Practice A	4	2	20	Multiple individual assignments
EBB-4-030	Legal and Economic Context in Built Environment	4	2	20	On Line MCT's
EBB-4-090	Construction Technology and Structures	4	2	20	Report and MCT
EBB-5-040	Property Inspection, Repair and Maintenance	5	3	20	Individual assessment and portfolio
EBB-5-180	Planning and Development Control	5	3	20	Individual assessment
EBB-5-080	Construction Contract Law	5	3	20	
BEA-5-489	Built Environment Sustainability	5	4	20	Group Assignment Exam
EBB-5-020	Theory of Architecture Design and Conservation	5	4	20	Presentation, report and essay
EBB-5-200	Estate and Property Asset Management	5	4	20	Group report and exam
EBB-6-030	Management of the Firm	6	5	20	Presentation and individual assessment
EBB-6-020	Project Management	6	5	20	Individual report and exam
EBB-6-130	European Construction and Property	6	5	20	Individual assignment and presentation
EBB-6-060	Contract Administration	6	6	20	Individual and group coursework and exam
EBB-6-120	Property Law and Valuation	6	6	20	Individual assignment and exam
EBB-6-011	Research Paper	6	6	20	Proposal and research project

I. Timetable information

- Confirmed timetables are normally available one month prior to the start of the course.
- Full time study will require attendance on multiple days (normally 2-3 days)
- Part Time study will be for one day per week

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

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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.

Modules			Course outcomes																	
Level	Title	Code	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	C 1	C 2	C 3	C 4	D 1	D 2	D 3	D 4
4	Construction, Technology and Materials 1		x						x								x			
4	Building Survey and Inspection		x		x					x							x			
4	Building Services and Environmental Science		x						x				x				x			
4	Construction Practice		x						x				x				x	x		x
4	Legal and Economic Context in Built Environment		x														x			
4	Construction Technology and Structures 2		x						x								x			
5	Property Inspections, Repair and Maintenance			x	x												x			
5	Planning and Development Control			x	x					x							x			
5	Construction Contract Law		x														x			
5	Sustainable Construction and Environment									x		x	x				x	x		x
5	Theory of Style, Architectural Design and Conservation									x		x					x			
5	Estate and Property Asset Management		x	x							x						x			x
6	Management of the Firm			x	x				x	x	x						x			
6	Project Management		x	x					x	x							x			
6	European Construction and Property								x		x						x			

6	Contract Administration		x	x	x					x							x			x
6	Property Law and Valuation																x			
6	Research Paper								x	x	x	x					x			

Appendix B: Embedding the Educational Framework for Undergraduate Courses

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

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

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

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

The dimensions of the Educational Framework for curriculum design are:

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

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

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

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	<p><u>Outcomes focus and professional/employer links</u></p> <p>All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.</p>	<p>The course is fully accredited by RICS and meets their individual educational requirements. Guest lectures are implemented where practicable. Student engagement and membership of professional bodies is encouraged.</p> <p>The professional bodies are also invited to talk during Construction Practice lectures at Level 4.</p> <p>This course also forms an integral part of the Building Surveying apprenticeship programme meeting the published standards.</p>
Embedded learning development	<p><u>Support for transition and academic preparedness</u></p> <p>At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.</p>	<p>All modules at level 4 are designed to equip the student with the skills, knowledge and attributes required for success at subsequent levels.</p> <p>The construction practice module develops the general transferable core skills while modules such as construction technology, building survey and inspection, environmental science and law will give the key understanding of principles required to carry through to subsequent years of study.</p>
High impact pedagogies	<p><u>Group-based learning experiences</u></p> <p>The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to professionalism and inclusivity. At least one module at level 4 should include an opportunity for</p>	<p>Elements of group based work are common throughout the course. This can be both formative and summative but in either case it is about developing their ideas in a collaborative way, sharing knowledge and experience in solving problems.</p>

	group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.	
Inclusive teaching, learning and assessment	<u>Accessible materials, resources and activities</u> All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.	Module co-ordinators provide materials in an accessible format as appropriate and are encouraged to follow good practice guidelines, including making lecture notes and additional materials available via the VLE prior to the lecture. A few staff are also taking part in the trial of lecture capture equipment in developing a further level of accessibility.
Assessment for learning	<u>Assessment and feedback to support attainment, progression and retention</u> Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to excellence .	Most modules at Level 4 are delivered long thin (ie. over two semesters), this gives the opportunity for much more formative development to take place and for additional support to be given to students in their early stages of development and understanding. Staff are encouraged to talk about feedback more regularly so that students recognise what it is and get real benefit from it.
High impact pedagogies	<u>Research and enquiry experiences</u> Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to	As a student progresses through the course they will be developing the ability to undertake research in a meaningful way. This is done via various assessment techniques and questioning, students are often asked to explore real world problems or if employed to use examples they are familiar with in developing their

	<p>develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage creativity and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.</p>	<p>understanding and exploring new ideas. This culminates in the Level 6 research project where they are asked to independently fully research a case study in a given area and explore creative and innovative solutions to problems.</p>
<p>Curricula informed by employer and industry need / Assessment for learning</p>	<p><u>Authentic learning and assessment tasks</u> Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including excellence, professionalism, integrity and creativity. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.</p>	<p>The use of live briefs and industry related briefs are encouraged, students find them more engaging and are more likely to research the topics in a more meaningful way. Many of the management style modules use real life scenarios in order to give the most authentic experience, this often includes briefs that mean you are responding to the clients instructions in your assignment.</p>
<p>Inclusive teaching, learning and assessment</p>	<p><u>Course content and teaching methods acknowledge the diversity of the student cohort</u> An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to inclusivity enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.</p>	<p>In lectures staff are encouraged to use a wide range of examples and case studies to better represent the student body. In this context it is often giving comparative examples of other countries and methodologies which they employ, this not only gives a better context but often leads to lively, constructive debates.</p>
<p>Curricula informed by employer and industry need</p>	<p><u>Work-based learning</u> Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are</p>	<p>The full time course offers the option of a sandwich year after year 2 which provides the additional experiential</p>

	<p>fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, professionalism and integrity. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.</p>	<p>knowledge which should provide better employment opportunities. Students are encouraged to make use of the job shop at LSBU in seeking internships or other part time work to supplement their studies. For those that want it this may also take place overseas as part of the Erasmus scheme.</p>
<p>Embedded learning development</p>	<p><u>Writing in the disciplines: Alternative formats</u> The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.</p>	<p>Throughout the course as well as providing different assessment styles students are commonly asked to produce work in a wide range of formats as they would in the workplace. For this subject area the wide use of presentations, project work, posters and reports reflects the external expectations and better prepares the students for these challenges.</p>
<p>High impact pedagogies</p>	<p><u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u> Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries</p>	<p>Although limited cross disciplinary working directly appears on the course elements are being integrated. Subjects such as Building Information Modelling encourage cross-disciplinary and collaborative working in order to be successful and as such the</p>

	and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including inclusivity , communication and networking.	deeper understanding of needs and requirements of other disciplines are beginning to grow.
Assessment <i>for learning</i>	<p><u>Variation of assessment</u></p> <p>An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.</p>	<p>You will find a variation of assessment styles and strategies across the course and at different levels.</p> <p>Coursework may be in the form of a report, essay, presentation or in class tests. In a number of modules there are also elements of groupwork to encourage collaboration and understanding. In some subjects independent research is also being used to enhance critical thinking.</p> <p>Examinations are also used and may take various forms from MCT's to short in class tests or the more formal end of module examinations as appropriate.</p>
Curricula informed by employer and industry need	<p><u>Career management skills</u></p> <p>Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of excellence and professionalism.</p>	
Curricula informed by employer and industry need / Assessment <i>for learning</i> / High impact pedagogies	<p><u>Capstone project/dissertation</u></p> <p>The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates</p>	<p>For the level 6 research project module students are given a choice of industry relevant subjects areas and case studies to select from, which they then fully research while supported by a supervisor who can provide valuable guidance. The student is encouraged to seek solutions to real world problems and to</p>

	the opportunity for the development of student outcomes including professionalism, integrity and creativity .	engage with industry where possible in developing these.
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Appendix C: Terminology

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

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

extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social 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

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

