Course Specification

A. Course Information			
Final award title(s)	Master of Science in Digital Architecture and Robotic Construction		
Intermediate exit award title(s)	Postgraduate Diploma in Digital Architecture and Robotic Construction Postgraduate Certificate in Digital Architecture and Robotic Construction		
UCAS Code		**Course Code(s)**	4486 (FT) 4487 (PT)
	London South Bank University		
School	☐ ASC ☐ ACI ☒ BEA ☐ BUS ☐ ENG ☐ HSC ☐ LSS		
Division	Architecture		
Course Director	Federico Rossi		
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Other: please specify		
Mode(s) of delivery	☒Full time ☒Part time ☐other please specify		

Length of course/start and finish dates

Mode	Length years	Start - month	Finish - month
Full time	1 year		
Full time with placement/ sandwich year			
Part time	2 years		
Part time with Placement/ sandwich year			

Is this course generally suitable for students on a Tier 4 visa?	Please complete the International Office questionnaire **Yes** No Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated.	
Approval dates:	Course(s) validated / Subject to validation	July 2016
	Course specification last updated and signed off	September 2019 LM
Professional, Statutory & Regulatory Body accreditation	NA	

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

The MSc: Master of Science in Digital Architecture and Robotic Construction focuses on a critical and fast-developing area emerging within the practice of architecture. The course examines and extends knowledge in relation to the utilisation of digital media and hardware as generative and explorative tools dealing with complexity in digital design development, and the practical relationships with fabrication and manufacturing. The course offers students transferable skills to enhance their employability within key sectors of the architecture profession and the wider digital design, fabrication, manufacturing, and construction industry.

The MSc: Master of Science in Digital Architecture and Robotic Construction is intended to
develop students' theoretical and practical understanding of digital design and
manufacturing through a primarily workshop-based course which provokes individual
student learning through acquisition of the skills to apply digital software both for design
and manufacture. Additionally, the course…

- connects design conceptualisation and 2- and 3D representation through analogue physical modelling with an understanding of digital fabrication and manufacturing, and the opportunity to manufacture architectural components using the onsite facilities of the DARLAB (Digital Architecture and Robotic Lab)
- places particular emphasis on students developing an individual position about architecture through advanced practices for digital manufacturing, expressing their skills in a major 1:1 architectural design project work on a theme of their own choice
- provides access to onsite facilities of CEREB (Centre for Efficient and Renewable Energy in Building) will allow testing of the environmental viability of design studio proposals
- offers students the ability to audit other undergraduate and postgraduate lectures and design-based activities within LSBU's overall professionally validated architecture provision
- offers individual 1:1 design tutorials in dedicated Masters accommodation on the Southwark campus

Students will develop particular skills in applying the emergent software for digital design to the physical manufacture of major architectural components, and placing these in the context of energy and resource efficient design. The dissertation will be seen as an extension of workshop and laboratory-based practice.

	Reflecting the QAA Framework for Higher Education Qualifications (current edition), much of the study undertaken for this degree will be informed by developments in the debate at the forefront of the academic and professional discipline of architecture. Successful graduates from the MSc: Master of Science in Digital Architecture and Robotic Construction will demonstrate: ▪ systematic understanding of knowledge, and critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline or area of professional practice ▪ comprehensive understanding of techniques applicable to their research or advanced scholarship ▪ originality in application of knowledge, together with practical understanding of how established techniques of research and enquiry inform the creation and interpretation of knowledge in the discipline ▪ critically evaluate current research and advanced scholarship in the discipline ▪ evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses ▪ deal with complex issues both systematically and creatively, making sound judgements in the absence of complete data, and communicate conclusions clearly to specialist and non-specialist audiences ▪ demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level ▪ continue to advance their knowledge and understanding, and develop new skills to a high level ▪ the qualities and transferable skills necessary for employment requiring: o exercise of initiative and personal responsibility o decision-making in complex and unpredictable situations o independent learning ability required for continuing professional development
Course Aims	The MSc in Digital Architecture and Robotic Construction aims to: 1. enable students to research, define, explore, and test the relationship between contemporary digital systems (design, modelling, parametric animation and scripting), design propositions and digital fabrication and manufacturing 2. enable students to examine how a technique-based design proposition can be realised, developed through spatial, material, formal, and organisational adjustments and transformations - and subsequently tested within simulation models and physical prototyping in preparation for manufacturing 3. prepare students with specialised skills in digital generative, fabrication, and manufacturing processes that aim to challenge and enhance their current design vocabularies/techniques 4. provide students with the techniques and critical assessments needed to appropriately invent, adapt and develop design, fabrication, and manufacturing techniques for use within their design practice 5. support students' research, generation, and transformation of an appropriate system into an architectural design proposition 6. provide students with advanced digital skills, which will enable them to engage effectively in further research and practice.

Course Learning Outcomes	a) Students will have knowledge and understanding of: ▪ the application of extensive knowledge of the digital and material technologies used to contemporary practice of design, fabrication and manufacture in architecture also including aspects of communication, collaborations, documentation and representation ▪ the design relevance and applicability of investigated digital design, fabrication and manufacturing techniques and how these impact design processing of materiality, construction and space ▪ the utilisation of technical and theoretical knowledge of the advanced digital design environment defined through generative, iterative, formative, and communicative techniques. b) Students will develop their intellectual skills such that they are able to: ▪ develop and evaluate appropriate and relevant methods of interpreting, engaging, integrating and otherwise using design, fabrication and manufacturing research material in order to establish parameters which can intervene in, adapt to and potentially transform particular situations and processes ▪ construct effective processes, which can rigorously test ideas and information in terms of their relevance to a given area of study or situation, resulting in a clear and well-founded conceptual framework ▪ produce a coherent, articulate, well-presented and holistic thesis, which effectively illustrates and establishes the student's position, aims, results and conclusions ▪ be equipped with an understanding and ability to select, deploy and use contemporary/emergent design principles and digital manufacturing techniques and how these effect/evolve contemporary architecture, spatiality, materiality and organizational theories. c) Students will acquire and develop practical skills such that they are able to: ▪ effectively control the output of the digital modelling and fabrication process in order to achieve an iteration of assemblies ▪ autonomously use, customise and create/program advanced digital design techniques specializing in one of the following: scripting, parametric modelling, generative animations, systemic organisations, advanced geometric modelling, and computational simulations in order to create analogue outputs and demonstrate an understanding and control over the output of information ▪ demonstrate an understanding of the control mechanisms and computational processes associated with digital prototyping and manufacturing ▪ research and demonstrate advanced digital design, fabrication and manufacturing techniques including: scripting, parametric modelling, generative animations, systemic organisations, advanced geometric modelling, computational simulations, BIM modelling, and computer aided prototyping and manufacturing.

	d) Students will acquire and develop transferrable skills such that they are able to: ▪ understand how research might inform digital design, fabrication and manufacturing processes, and conversely, how the process of preparation for manufacture might be understood as part of a research process ▪ communicate the ideas, intentions, and resolution of a design proposal, its fabrication and manufacture on its own terms by demonstrating an understanding of its development in relation to the accompanying research, and wider body of knowledge encompassed by the specialism ▪ demonstrate and communicate advanced techniques in digital design, modelling, imaging, drawing, fabrication, manufacturing and production processes.

C. Teaching and Learning Strategy

- a presentation is made to students at the start of each academic year, outlining the scope and character of the studios offered on the MSc programme; students vote for their choice of studios, and those themes reflecting their individual interests in architecture
- within the first month of the course, students may make a request to change studio with the Course Director, who will review feasibility
- site visits, both to allocated sites specific to the design briefs to be undertaken, and to buildings informing studio design courses
- design studio projects are introduced in studio group seminars for incoming and final years
- these are followed by individual evaluative tutorials
- students make interim presentations of 2- and 3-D analogue and digital material to their studio staff, peer group, and invited critics illustrating the scope and detail of their emerging design proposal
- students also make a final presentation of 2- and 3-D analogue and digital material to the studio staff, peer group, and invited critics illustrating the scope and detail of their developed final design proposal.
- semester-length lecture courses, some by guest lecturers
- individual tutorials
- student-led seminars and small group tutorials
- workshop-based projects
- selected site visits, including field trips
- interim and final design presentations

D. Assessment

Assessment of coursework is continuous, and uses a wide variety of assessment and peer review learning techniques. These include the following:

- 1:1 tutorial, with feedback on proposals from studio and workshop staff
- small and large group seminars at which students present their studio and workshop-based work in a format encouraging informal discussion and debate
- structured interim design jury student presentations, with studio and taught course tutors and selected invited guests present
- structured final design jury student presentations, with studio and taught course tutors and selected invited guests present
- 1:1 tutorial, with feedback on written proposals from dissertation staff
- small and large group seminars supporting dissertation development

Assessment of the final Architecture Design Project 1:1 proposal is based on the development of, and originality of response to the research outlined in the project brief and the qualities of the manufactured artifacts.

E. Academic Regulations

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

F. Entry Requirements

All applicants should normally have at least two year's professional practical experience in industry. Additionally, to be considered for entry to the course, applicants will be required to have one of the following:

a) a good honours degree (normally an upper second class honours degree or better) in architecture, or in a subject closely related to architecture *or*
b) corporate membership of a professional institute relating to architecture or the built environment and construction industries *or*
c) a qualification regarded as equivalent to the above *or*
d) a lower level qualification together with evidence of considerable relevant professional practical experience.

Those applying for entry on the basis of a lower level qualification and professional practical experience will be asked to submit a record of their work experience certified by the partner/director who has supervised the applicant's work; this record will provide the basis for interview with the course team.

Part time students will normally be currently employed in a construction-related organisation. Applicants must normally be able to show that their employers support their application, and that attendance on a regular basis will be possible throughout the duration of the course.

All students are expected to have demonstrable competence in spoken and written English at a level appropriate for postgraduate study. Applicants for whom English is a foreign language should hold a recognised qualification in English; i.e. British Council IELTS (minimum overall score of 6.5, with a minimum of 6.0 in each component), or an equivalent qualification.

G. Course structure(s)

Course overview

- The course consists of seven level 7 modules including a dissertation. Successful completion of the first six level 7 modules entitles students to undertake a dissertation, successful completion of which leads to the Master of Science award. Students who do not successfully complete the dissertation will be awarded a Postgraduate Diploma.

- The course is delivered on a semester pattern, each semester being of fifteen weeks' duration. Full time students complete the taught modules of the programme in two semesters, normally submitting the dissertation at the end of September following the completion of the second semester of study. Part time students complete the taught modules of the programme in four semesters, normally submitting the Architecture Design Project 1:1

MSc DARC – **Full time**

	Semester 1		Semester 2	
Level 7	Advanced Digital Design Techniques (compulsory)	20	Integrative Technologies: Robotic Manufacturing (compulsory)	20
	Design Project Material Behaviour (compulsory)	20	Design Project Adaptive Envelopes (compulsory)	20
	Architecture and Theory: Dissertation (compulsory)	20	Energy and Resource Efficiency in Design (compulsory)	20
June- September				
Level 7	Architecture Design Project 1:1 (compulsory)	60		

MSc DARC – **Part time**

Year	semester 1	semester 2	June-September
1	Advanced Digital Design Techniques (compulsory) 20 credit	Integrative Technologies: Robotic Manufacturing (compulsory) 20 credit	
	Design Project Material Behaviour (compulsory) 20 credit	Design Project Adaptive Envelopes (compulsory) 20 credit	
2	Architecture and Theory: Dissertation (compulsory) 20 credit	Energy and Resource Efficiency in Design (compulsory) 20 credit	Architecture Design Project 1:1 60 credit

Placements information

H. Course Modules

[Each module of study is a self-contained part of the programme, usually carrying a credit value of 20; the exception to this is the Architecture Design Project 1:1 module that carries a credit value of 60. The curriculum for this course is focussed on advanced digital design techniques and computation and manufacturing components for architecture, from the perspective of design innovation. The course will investigate new robotic assembly technologies using timber as the primary constructive material; timber is one of the materials with the most versatile possibilities for processing, applicable to both digital and analogue assembly techniques.

Over the course of the year, design projects create conceptual links between the teaching modules. In the first phase, the conceptual and fabrication-oriented design approach will be elaborated, while the second phase focuses on realisation of 1:1 scale architectural prototypes. In the last phase of study, the work will culminate in a dissertation and major architectural design project. The teaching modules follow consecutively to allow students to build their knowledge incrementally. The MSc dissertation coalesces knowledge of the developed design and

fabrication processes, recording skills in ways that are both theoretically and technically innovative.

The programme starts with a module in Advanced Digital Design Techniques and Integrative Technologies: Robotic Manufacturing that provides a framework for understanding the impact of design computation and digital fabrication aspects. Different digital fabrication techniques, including CNC milling and laser cutting, with special emphasis on robotic fabrication with 6 axis robot arms will be investigated. The basics of robotic tool-design will be studied, including mechanic and electronic requirements for specific fabrication tasks. Students participate actively and make creative use of their acquired skills in modelling, scripting and fabrication exercises, as multi-robotic coordination, path planning, and kinematic simulation. This is accompanied by Design Project Material Behaviour and Design Project Adaptive Envelopes; these modules explore innovative design applications for digital design and fabrication.

Research methods are developed within the Architecture and Theory: Dissertation module. Research undertaken is likely to fall within the fields of study undertaken in the taught modules (although this is not inevitable, and the dissertation may be used as a means to record and support workshop-based investigation).

The module in Energy and Resource Efficiency in Design will provide knowledge of sustainable design processes within digital fabrication with emphasis on the responsible specification of building elements. Students will be guided through techniques for life cycle assessment, and an introduction to aspects of building performance to modify their projects accordingly to comply with sustainable goals.

The module Architecture Design Project 1:1 is where the students will bring together knowledge of the developed design and fabrication processes, synthesising their knowledge to develop a conceptually, theoretically, and technically innovative 1:1 architecture design project.

The School of the Built Environment and Architecture has recently launched the Digital Architecture and Robotic Lab as an enterprise and research hub at LSBU to support industry, develop consultancy, and provide state of the art facilities for robotic fabrication. In addition, other facilities such the BIM Centre and CEREB are available to support students during the development of advanced design computation techniques and final design projects.

Module Code	Module Title	Level	Semester	Credit value	Assessment
BEA-7-503	Advanced Digital Design Techniques	7	1	20	
BEA-7-504	Integrative Technologies: Robotic Manufacturing	7	2	20	
BEA-7-508	Design Project Material Behaviour	7	1	20	
BEA-7-509	Design Project Adaptive Envelopes	7	2	20	

EBB-7-530	Architecture and Theory: Dissertation	7	1	20	
EBB-7-525	Energy and Resource Efficiency in Design	7	2	20	
BEA-7-510	Architecture Design Project 1:1	7	June-Sept	60	

I. Timetable information

Students will receive a physical, printed copy of their timetable at the course induction session in September. Once the student has fully enrolled their timetable will be available to view through the VLE Moodle page.

- The full time course is 1 calendar year in duration. There are two teaching semesters in the year, each 15 weeks long; however, students will be expected to use the breaks between semesters and vacations to structure, realise, and forward plan their work.
- For full time students, attendance is three days a week. Design studio takes place 2 days a week, these sessions may run as one-one tutorials, small group seminars, or workshops. Taught courses take place 1 day a week. This arrangement is the same for both incoming and final year students on the full time route.
- The part time course is 2 academic years in duration. There are two teaching semesters in the year, each 15 weeks long; however, students will be expected to use the breaks between semesters and vacations to structure, realise, and forward plan their work.
- For part time students, attendance is 1 day a week. Any alterations to the timetable will be announced to students before the session via VLE Moodle

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).

The **cost of field trips is additional to normal fee commitments** and may cost between £500 - £1500 for flights and accommodation. Although it is strongly recommended students go on a least one field trip during their study time at London South Bank University, field trips are not mandatory. It is appreciated these events involve considerable cost to students. However, if a student commits to a field trip and then decides not to go (for whatever reason) they are liable for the cost of the trip. All students must also check whether they require a relevant visa to visit a field trip destination, in some cases allowing several weeks/months for processing. If students cannot fund a field trip, they instead undertake work at LSBU.

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: Personal Development Planning
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**													
Title	**Code**	**A1**	**A2**	**A3**	**B1**	**B2**	**B3**	**B4**	**C1**	**C2**	**C3**	**C4**	**D1**	**D2**	**D3**
Advanced Digital Design Techniques	BEA-7-503	TD	D	TA	D		TA	DA	TA	TA	TA	D		DA	DA
Integrative Technologies: Robotic Manufacturing	BEA-7-504		TD	TD	TA	TA	TA	D	TA	TA	D	D	DA	DA	DA
Design Project Material Behaviour	BEA-7-508	T	TA	D	D	TA	DA	DA	D	DA	DA	TA	TA	DA	A
Design Project Adaptive Envelopes	BEA-7-509	DA	TD	DA	T	DA	DA	TD	DA		DA	DA	TA	DA	D
Architecture and Theory: Dissertation	EBB-7-530		DA	DA		DA	DA	DA			DA		DA	DA	DA
Energy and Resource Efficiency in Design	EBB-7-525	TD	TA	TA	T	TA	DA	DA				A		A	A
Architecture Design Project 1:1	BEA-7-510	DA	TD	DA	D	TD	DA	DA	DA		DA	DA	TA	DA	D

This map provides a design aid to help course teams identify where course outcomes are being developed (**D**), taught (**T**) and assessed (**A**) 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

Appendix B: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	At the start of their studies in semester 1, all students attend a programme introduction at which all the design, taught course, and workshop tutors present the academic themes and practical issues to be explored over the full year of study. The introductions clarify the diverse outcomes of the programme to the student, and the importance of careful time management. Because of their close contact with students throughout the year ahead, design staff (and in particular, the course leader) undertake the role of both academic and personal tutor. Specific pastoral issues raised under personal tutoring are developed with the course leader and other members of the course team who are available to guide students through their Level 7 studies, and clarify/discuss possible professional career trajectories and further study pathways. Students are always aware of, and focussed on, their options for both research degrees and professional practice following graduation, and will discuss this with their tutors in the year of study.
2 Supporting the development and recognition of skills in academic modules/modules.	All design and taught courses are devoted to incremental development of knowledge and skills, among a diverse group of learners. Design, workshop, and written submission briefs are framed to allow students' experience and personal perspectives to inform their work, with exemplar projects used in the classroom to define the different approaches to achieving successful academic outcomes. A variety of assessment techniques are used to consider a wide range of skills; these include individual and small group tutorials, seminars, interim and final presentations, and design critiques with guest critics. These allow students to develop advanced skills with a range of made, verbal, drawn, written, and modelled representation techniques, using analogue and digital media, and the manufacturing facilities of the DARLAB. The workshop-based modules provide further opportunities for the development of practical skills relating design conceptualisation to production through understanding of manufacturing processes.

3 Supporting the development and recognition of skills through purpose designed modules/modules.	All modules support and develop skills in a strategic manner. Specific skills delivered in modules are: ▪ applying appropriate advanced information technology to tasks, especially drawing and modelling ▪ learning the practical skills necessary to take advantage both of digital design software, and the production of architectural components in the workshop ▪ independent research and critical evaluation of a broad range of data relating to design problems ▪ reviewing diverse design methodologies used to synthesise data, and the means to practically interpret this data and apply it to complex architectural proposals ▪ problem solving, including design conceptualisation, technical information, and communication using a range of 2- and 3D media to support the innovative representation of proposals for architectural design ▪ effective teamwork, including the development, sharing, and analysis of research relating to the historiography of architecture, and how this reflects individuals students' interests ability to research, develop, reference, write, and illustrate a dissertation of 10,000 words plus
4 Supporting the development and recognition of skills through research projects and dissertations work.	▪ introduction to, and comparative analysis of the range of software for digitally-designed architecture and robotic construction ▪ design research supporting design synthesis ▪ exploration and synthesis of design research to develop design proposals ▪ literature searches and primary and secondary source research for dissertation ▪ individual dissertation tutorials; group seminars, poster sessions ▪ development and delivery of advanced workshop skills
5 Supporting the development and recognition of career management skills.	▪ reflective course submissions considering work in professional practice, and related areas ▪ reviewing CV writing, the types of and business models for architects' practices, applying for work ▪ reviewing possibilities for further study and/or employment in terms of student's personal interests reviewing the scope and diverse nature of the professional practice of architecture, and how the graduate portfolio is prepared and tailored to suit specific interviews for career development
6 Supporting the development and recognition of career management skills through work placements or work experience.	In addition to the timetabled lectures, tutorials, and workshop sessions, this programme provides MSc students with opportunities to audit the entire undergraduate and postgraduate architecture programme, including: ▪ discipline specific guest speakers (including LSBU alumni) from commerce, industry, and practice ▪ professional body input from Royal Institute of British Architects for student mentoring, and Climate Change and Design Through Production roadshows ▪ skills training and networking including CV development; Interview and assessment training through iterative skills development via design presentations

	▪ group exercise and competitions to develop team working skills ▪ inter disciplinary design charettes, e.g. Teambuild ▪ participation in RIBA-sponsored collaborative design projects (the Polyark international collaborative design programme the annual Research Matters event, the Perspectives on Architecture programme etc.) ▪ qualitative and quantitative research sessions; workshops for advanced software training (Rhino, Grasshopper, Maya etc.) ▪ attendance at symposia at Building Centre, and other London schools of architecture ▪ advanced facilities for academic research (access to the LSBU library, the British Library, the British Architectural Library, the RIBA Drawings Collection at the V&A etc.) ▪ research poster sessions, student led societies, Student Union activities on campus participation in field trips offered as addition to design, workshop, and taught course sessions (destinations visited include: Beijing, Berlin, Cairo, Chandigarh, Chicago, Delhi, Dubai, Havana, Hong Kong, Istanbul, Jaipur, Las Vegas, Marrakesh, Moscow, New York, Paris, Seoul, Shanghai, St Petersburg, Tokyo, and Yokohama. NB: field trips are separately chargeable)
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	
9 Other approaches to personal development planning.	
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	

Appendix C: Terminology

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

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

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

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