

## Course Specification

A. Course Information																							
<b>Final award title(s)</b>	MSc Anthroengineering																						
<b>Intermediate exit award title(s)</b>	Postgraduate diploma (PGDip) in Anthroengineering on the condition 120 credits gained from all 20 credit taught modules																						
<b>UCAS Code</b>	N/A	<b>Course Code(s)</b>	5787																				
<b>Awarding Institution</b>	London South Bank University																						
<b>School</b>	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input checked="" type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS																						
<b>Division</b>	Mechanical Engineering and Design																						
<b>Course Director</b>	Michael Berthaume																						
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Croydon <input type="checkbox"/> Other:																						
<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</td> <td>1 year</td> <td>September</td> <td>September</td> </tr> <tr> <td>Full time with placement/ sandwich year</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Part time</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Part time with Placement/ sandwich year</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Full time	1 year	September	September	Full time with placement/ sandwich year				Part time				Part time with Placement/ sandwich year			
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Full time	1 year	September	September																				
Full time with placement/ sandwich year																							
Part time																							
Part time with Placement/ sandwich year																							
<b>Is this course suitable for students on a Student Sponsored visa?</b>	Yes																						
<b>Approval dates:</b>	Course(s) validation date		Aug 2021																				
	Course Review date		Aug 2026																				
	Course specification last updated and signed off		Aug 2022																				
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	N/A																						
<b>Reference points:</b>	Internal	Corporate Strategy 2020-2025 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations																					

		<p>Access to opportunity through local and global partnerships</p> <p>Student success by employing practice-led learning and becoming the leading organization in anthroengineering</p> <p>Real world impact by working with companies and the Natural History Museum</p> <p>Fit for the future by training our students in an emerging field</p>
	External	<p>QAA The UK Quality Code for Higher Education 2018</p> <p>Subject Benchmark Statements for Engineering and Anthropology</p> <p>Competitions and Markets Authority</p> <p>SEEC Level Descriptors 2021</p> <p>OfS Guidance</p>

### B. Course Aims and Features

<p><b>Distinctive features of course</b></p>	<p>Addressing our generational challenges and the demands of our daily lives requires both technology and an understanding of humanity. Engineering – the application of science in technology and structure creation – specializes in technology creation. However, engineering generally lacks the tools and foresight to perceive and predict many of the medium- and long-term effects these technologies have on human biology and culture. Mobile phones for example, were invented to increase connectivity, making the telephone number specific to a person rather than to a car, house, or office. Fifty years later, mobile phones have dramatically changed our societal behaviours, customs, and activities. Anthropology – the science of humanity – provides an understanding of humanity by studying, among other things, its biology and culture. It has been influential in understanding, for example, the role mobile phones play in social hierarchies and the evolution of social behaviour. Unfortunately, engineers and anthropologists think, act, and approach real-world problems vary drastically, meaning they often do not work together, and it is rare to see people working across disciplines. Yet, when engineers and anthropologists work together, their projects have tangible societal, scholarly, and economic impact (e.g., the Xerox machine and MP3 player).</p> <p>The MSc in Anthroengineering is the world's first course of its kind, and represents a step-change in scholarship. Moving past the multi-disciplinary approach and having engineers and anthropologists work together on the same projects, this MSc will teach engineers to think as anthropologists, and anthropologists to think as engineers. Moreover, this course will create a new breed of scholar – the <i>anthroengineer</i>. By combining the expertise of engineers and anthroengineers at London South Bank University (LSBU) with that of anthropologists from the Natural History Museum (NHM), students will have a unique learning experience unlike any offered on any existing course, both within the UK and worldwide. By allowing <i>both</i> engineers and anthropologists to enrol on the course, students will learn to think as anthroengineers not only from the material that they are taught in the classroom, but through formative conversations with each other.</p> <p>By working with the NHM, and through invited speakers from industry in our seminar series, students will be introduced to real world applications of anthroengineering, pointing them towards potential career paths after the completion of their masters' degree.</p>
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	Anthroengineering is an emerging discipline, still in its infancy. Come join us, and help us define this exciting new field.
<b>Course Aims</b>	<p>The MSc in Anthroengineering aims to:</p> <ol style="list-style-type: none"> <li>1. Teach students how to construct, validate, and evaluate the results from biomechanical models in engineering, biological, and anthropological frameworks</li> <li>2. To expose students to a new way of thinking (i.e., anthroengineering) and produce postgraduates who are critical, creative, motivated to pursue continued personal and professional development within anthroengineering in their careers</li> <li>3. To produce anthropologists with enhanced analytical skills, engineers with an enhanced understanding of humanity, and anthroengineers who have an enhanced understanding of the intersection of the humanities and technologies</li> <li>4. To provide students with the skills necessary to critique published data, and to develop skills necessary to design, analyse, and evaluate their own experiments to address questions relevant to biomechanics and anthroengineering</li> </ol>
<b>Course Learning Outcomes</b>	<p>These Learning Outcomes align with the Framework for Higher Education Qualification (FHEQ) level 7. When possible, these learning outcomes align with the defined learning outcomes published by the Engineering Council in the UK Standard for Professional Engineering Competence (UK-SPEC). Necessarily alterations have been made for the inclusion of anthropology and anthroengineering.</p> <ol style="list-style-type: none"> <li>a) Students will have knowledge and understanding of: <ul style="list-style-type: none"> <li>A1- A comprehensive understanding of the relevant scientific principles of the specialization</li> <li>A2- A critical awareness of current problems and/or new insights most of which is at, or informed by, the forefront of the specialization</li> <li>A3- Ability both to apply appropriate engineering analysis theories and methods for solving complex problems in engineering and to assess their limitations</li> <li>A4- Ability both to apply appropriate anthropological theories and methods for solving complex problems in anthropology and to assess their limitations</li> <li>A5- Ability to use both engineering and anthropology theories and methods, together, to solve problems that transcend the disciplines</li> <li>A6- Ability to merge engineering and anthropology theories and methods in an 'anthroengineering' approach</li> <li>A7- Ability to collect and analyse research data and to use appropriate engineering and anthropology analysis tools in tackling unfamiliar problems, such as those with uncertain or incomplete data or specifications</li> <li>A8- Ability to access, transport, and reliably handle biological material within museum collections</li> </ul> </li> <li>b) Students will develop their intellectual skills such that they are able to: <ul style="list-style-type: none"> <li>B1- Knowledge, understanding and skills to work with information that may be incomplete or uncertain, quantify the effect of this on the design and, where appropriate, use theory or experimental research to mitigate deficiencies</li> </ul> </li> </ol>

	<p>B2- Knowledge and comprehensive understanding of design processes and methodologies and the ability to apply and adapt them in unfamiliar situations</p> <p>B3- Ability to generate an innovative models for addressing anthroengineering and biomechanical questions</p> <p>B4- Awareness of the need for a high level of professional and ethical conduct in engineering, anthropology, and anthroengineering</p> <p>B5- Knowledge and understanding of management and business practices, their limitations, and how these may be applied in the context of the particular specialization</p> <p>B6- Awareness that engineering and anthroengineering activities should fulfil user needs and promote sustainable development and the ability to apply quantitative techniques where appropriate</p> <p>B7- Awareness of relevant regulatory requirements governing engineering activities and museum collections in the context of the specialization</p> <p>B8- Awareness of and ability to make general evaluations of risk issues in the context of the particular specialisation, including health &amp; safety, environmental and commercial risk</p> <p>c) Students will acquire and develop practical skills such that they are able to:</p> <p>C1- A thorough understanding of current practice and its limitations, and some appreciation of likely new developments</p> <p>C2- Ability to apply engineering, anthropology, and anthroengineering techniques, taking account of a range of academic, social, commercial, and industrial constraints</p> <p>C3- Construct, analyse, and interpret the results of biomechanical models</p> <p>C4- Advanced level knowledge and understanding of a wide range of biological materials and components</p> <p>d) Students will acquire and develop transferrable skills such that they are able to:</p> <p>D1- Apply their skills in problem solving, communication, information retrieval, working with others, and the effective use of general IT facilities</p> <p>D2- Plan self-learning and improve performance, as the foundation for lifelong learning/CPD</p> <p>D3- Monitor and adjust a personal programme of work on an on-going basis</p> <p>D4- Exercise initiative and personal responsibility, which may be as a team member or leader</p>
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### **C. Teaching and Learning Strategy**

**Knowledge and Understanding:**

Graduates must be able to demonstrate their knowledge and they must have an appreciation of the wider multidisciplinary context of anthroengineering and its underlying principles. They must appreciate the social, environmental, ethical, economic, and commercial considerations affecting the exercise of their engineering, anthropology, and anthroengineering judgement.

**Intellectual Abilities:**

Graduates must be able to apply appropriate quantitative science and engineering tools to the analysis of problems. They must be able to demonstrate creative and innovative ability in the synthesis of solutions,

formulation of designs, and interpretation of model results. They must be able to comprehend the broad picture and thus work with an appropriate level of detail.

**Practical skills:**

Graduates must possess practical anthroengineering skills acquired through, for example, work carried out in laboratories and workshops; in industry through supervised work experience; in individual and group project work; in design work; and in the development and use of computer software in design, analysis and control. Evidence of group working and of participation in a major project is expected.

**General transferable skills:**

Graduates must have developed transferable skills that will be of value in a wide range of situations. These are exemplified by the Qualifications and Curriculum Authority Higher Level Key Skills and include problem solving, communication, and working with others, as well as the effective use of general IT facilities and information retrieval skills. They also include planning self-learning and improving performance, as the foundation for lifelong learning/CPD.

**Overview of teaching and learning activities:**

This includes lectures, guest lectures from other academics and industry, seminars, practical laboratory experiments, practical application of taught methods, tutorials, practical workshop classes, practical laboratory experiments, VLE activities, and field trips. Students will learn both individually and in groups. The course is made up of several modules (see section G below) and each module is delivered through a combination of lectures, tutorials, practical workshops, etc. all of which amounts to directed teaching (classroom contact). There is a variance in the makeup of the number of hours dedicated to lectures, workshops etc. but the total number of study hours attached to each module is dependent on the module weighting in credits. Typically, a 20-credit module is attached to 200 hours of learning which constitutes both directed learning and independent learning (1 credit is equal to 10 hours). This is split between contact time and independent learning. Generally, this equates to a maximum of 78 hours of contact time per module, and minimum of 122 hours of independent learning time.

Further, teaching and learning in this course ensures that graduates have the capacity to meet the needs of employers, producing graduates who are prepared to move into employment with skills and expectations that benefit their employers. Graduates must be able to keep abreast with changes, and a key requirement of this course is equipping students with the mechanisms for achieving this. Lifelong learning is considered in this course, which can foster such attitudes with novel approaches to teaching and learning that continually question and challenge situations and by highlighting opportunities for advances.

**Subject-related and Generic Resources:**

These include the Perry Library, the metalwork and woodwork workshops, the anthroengineering laboratory, the rapid prototyping laboratories, the solid mechanics laboratory, and computer labs.

The core and optional reading lists are supplied at the end of each module guide produced by the module leader. Additional short reading (e.g., journal articles) will be assigned each year and made available to the students in the usual manner. A copy of the module guide will be made available on the Virtual Learning Environment, VLE (Moodle) and the reading lists can accessed there as well.

**Overview of learning support:**

To support students in their learning, academic and support staff are available during the normal operating hours of the University via prior appointment. Academic staff also operate surgery hours where no prior appointments are needed. The University buildings and library are open from 8am to 9pm during term time, while the library operates for an extended period during examinations. Some specialist workshops/computing spaces etc. are not accessible outside the normal operating hours of 9am to 5pm, unless timetabled for use in a module.

The LSBU Skills for Learning Centre offers students a range of interactive workshops, one-to-one tutorials and drop-in sessions delivered by experienced learning developers. It also offers Language support for international students. Students who struggle to understand some of the basics, or feel they need additional

support in understanding fundamentals of mathematics, are advised to use the drop -in sessions where they can provide comprehensive advice and guidance.

Services to help support students and inclusive practice are available throughout LSBU, including resources to help support through student Mental Health and Wellbeing, Student Life Centre, and Disability & Dyslexia Support (DDS, see below). Inclusive Practice guides aid instructors in providing resources to and equal opportunities to students.

#### **International Support:**

LSBU provides support to our international students, including aid in applying to the programme, applying for and obtaining student visas, and gaining housing in London. We offer a wide range of scholarships and discounts for international students including Nationality Scholarships, fee-discounts for LSBU alumni, plus a 5% discount for early payment of Tuition Fees. To show our commitment, the University has committed over £1m in financial support to help well-qualified students from outside the EU meet their study costs. We offer our students welfare advice and career support throughout the student journey. LSBU provides world leading facilities in anthroengineering, and – working with the Natural History Museum – provides students with access to world-leaders in the fields of anthropology and engineering. More on the international support can be found here <https://www.lsbu.ac.uk/international>

#### **Equality, Diversity, and Inclusion (EDI) Support:**

London South Bank University is committed to ensuring that students with any disability have equal access to all teaching and learning – and an equal opportunity to show their skills, reach their potential and excel in their chosen field. Disability & Dyslexia Support (DDS) is a dedicated service for students who have a long term condition (has lasted or expected to last longer than 12 months). Further information on DDS services can be found here <https://www.lsbu.ac.uk/student-life/student-services/disability-dyslexia-support>

In keeping with LSBU's EDI policy (<https://www.lsbu.ac.uk/about-us/policies-regulations-procedures>), a variety of assessment methods (e.g., exams, presentations, reports) are employed in this course to ensure students have a variety of manners in which they can demonstrate the skills they have learned over the course. With regards to broad student cohorts and, in particular, different backgrounds, assessments will be focused on demonstrating skills learned in the modules, many of which involve memorization of facts and applications to new ways of thinking.

The LSBU Group is one of the most diverse educational providers in the country and has a long history of having EDI at the heart of its work. Equality, Diversity and Inclusion isn't something that we talk about on our website because we have to, we're proud to say that EDI is woven into our very DNA. We'd love to welcome you to the LSBU family. The course and the School's EDI's policies align with LSBU's policies, which can be found here <https://www.lsbu.ac.uk/about-us/mission-vision-values/equality-and-diversity>.

#### **Teaching Staff:**

Most modules are delivered by full-time academic staff from within the parent division where the course resides and or sometimes by staff from other areas within the School of Engineering or University where expertise lies. The primary aim is that each module is taught by a single member of staff, which most likely is the module leader (support teaching may be needed depending on the nature/size of the module etc. where students are sub grouped into multiple tutorials or laboratory sessions). Occasionally, PG students or part-time teaching or research staff may support certain sessions, and, in such cases, the relevant tutors are trained, and care is taken to ensure the quality of the provision.

#### **Virtual Learning Environment (VLE):**

Each course has a course site on the VLE, where relevant information is posted by the respective Course Director. Each module on the course has a Module site on the VLE and all relevant teaching and learning material such as module guides, lecture notes, teaching slides, tutorial and seminar sheets, workshop exercises, past exam papers, assignments, supplement material etc. are made available by the module leader. The virtual learning environment (Moodle) can be accessed using the Windows OS login credentials and can be accessed from any Internet connected PC inside or outside of the LSBU campus.

## **D. Assessment**

Assessment is through examinations and coursework via practical work, assignments, logbooks, presentations, and formal reports. Presentations and formal reports sometimes occur at various stages of project completion for formative. Most assessments represent individual work, but some assessments are group work assignments.

**Assessment Overview:**

University keeps an assessment and examinations procedure; a current version can be accessed at [http://www.lsbu.ac.uk/data/assets/pdf\\_file/0010/84349/assessment-and-examination-procedure.pdf](http://www.lsbu.ac.uk/data/assets/pdf_file/0010/84349/assessment-and-examination-procedure.pdf). Coursework in modules can be either formative or summative and the details are usually made available in the module guide and explained to students by the module leader at the beginning of the semester. The module guide will also provide details about the weightage of these assessment components and when the relevant brief will be made available, including submission instructions and deadlines.

Formative assessment and feedback are part of the learning process on the course that provides constructive feedback to the learner. This allows students to improve their quality of work. Some formative feedback does not contribute towards a final module grade. All modules will provide students opportunities to receive some formative feedback. Examples of formative feedback that does not contribute towards a final module grade includes discussions in the classroom, during tutorial exercises, simulation exercises, workshop or computing exercises, questions and answer sessions, peer discussions, observations, reflection on learning, presentation rehearsals.

Summative assessment and feedback are the process of evaluating learning at the conclusion of a module. Summative assessments include standardised tests delivered by examination, and coursework submissions. Both types of assessment are used by the course. For summative assessments in the form of examinations, students sit an end-of-semester examination in the form of an unseen paper and have 2 or 3-hours to complete the examination. Coursework assignments vary between modules, but often consist of a project which is worked on throughout the semester, representing a cumulation of the skills taught in that module. Most of the assessments on the course are via coursework. See Section H for individual modules. To pass a module, students must obtain an overall module mark of no less than 50% and a minimum threshold mark of 40% in each component.

### **E. Academic Regulations**

The University's Academic Regulations apply for this course. School specific protocols apply.

### **F. Entry Requirements**

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

- A degree equivalent to UK Honours degree (minimum 2<sup>nd</sup> class) in Mechanical Engineering, Anthropology, or related disciplines (e.g., electrical engineering, physics, general biology), or
- Professional qualifications (e.g., CENG) along with several years of relevant industrial experience. The relevant industrial experience is to be assessed by the Course Director. Relevant industrial experience could include working in museums, constructing / analysing 3D engineering / mathematical models, and / or field work.

A minimum GCSE / Level 2 Functional Skills or equivalent in maths are recommended. If you have concerns about your mathematical abilities, please email the course director.

Accreditation of Prior Learning / Accreditation of Prior Experiential Learning (APL / APEL) will not be allowed on the course.

Overseas applicants are encouraged to apply. They are required to have a minimum English language IELTS score of 6.5 with no less than 5.5 in any of the components.

### G. Course structure(s)

#### Course overview

The course is delivered over two semesters per academic year. Three credit-bearing modules run each semester on the full-time mode. Currently, no part-time mode is being offered.

There are two pathways being offered. Those with a background in engineering (or a similar field) take the Engineering Pathways. Those with a background in anthropology (or similar field) take Anthropology Pathway.

{MSc Anthroengineering} – **Full time**

#### Engineering Pathway

	Semester 1		Semester 2	
Level 7	Introduction to Anthropology and Biology	20	Musculoskeletal Evolutionary Biomechanics	20
	Mechanical Modelling of Biological Systems I: Physical to Digital World	20	Mechanical Modelling of Biological Systems II: Digital Models, Validation, and Interpretation	20
	Hard Tissue Biology and Mechanics	20	Design Anthropology	20
	Technical Research and Professional Skills	0		
	Anthroengineering Seminar Series			0
	Project	60		

## Anthropology Pathway

	Semester 1		Semester 2	
Level 7	Solid Mechanics and Materials	20	Musculoskeletal Evolutionary Biomechanics	20
	Mechanical Modelling of Biological Systems I: Physical to Digital World	20	Mechanical Modelling of Biological Systems II: Digital Models, Validation, and Interpretation	20
	Hard Tissue Biology and Mechanics	20	Design Anthropology	20
	Technical Research and Professional Skills	0		
	Anthroengineering Seminar Series			0
	Project	60		

### Placements information

Since this is a one-year course, there is no placement option available.

### H. Course Modules

All modules are core, and there are no optional modules

Module Code	Module Title	Level	Semester	Credit value	Assessment	
					CW%	EX%
MED_7_IAB	Introduction to Anthropology and Biology	7	1	20	30	70
MED_7_SMM	Solid Mechanics and Materials	7	1	20	50	50

MED_7_MM1	Mechanical Modelling of Biological Systems I: Physical to Digital World	7	1	20	100	
MED_7_HTB	Hard Tissue Biology and Mechanics	7	1	20	30	70
EEE_7_TRA	Technical Research and Professional Skills	7	1	0	NA	NA
MED_7_MEB	Musculoskeletal Evolutionary Biomechanics	7	2	20	100	
MED_7_MM2	Mechanical Modelling of Biological Systems II: Digital Models, Validation, and Interpretation	7	2	20	100	
MED_7_DAN	Design Anthropology	7	2	20	100	
MED_7_ASS	Anthroengineering Seminar Series	7	1&2	0	NA	NA
EEE_7_PRO	Project	7	Summer	60		

CW – Course Work  
EX – Examination

### I. Timetable information

The timetable will be issued to students during the induction/enrolment process. The timetable will show the day and time and location of your lectures, tutorials, labs, and workshops.

All students are provided with access to our range of web-based learning support resources. This system has the most up-to-date version of your personal timetable and can be accessed at [www.lsbu.ac.uk/vle](http://www.lsbu.ac.uk/vle)

### J. Costs and financial support

As the Natural History Museum teaches on this course, and advises a number of dissertations, course fees are 9.06% higher than other postgraduate courses in the School of Engineering at LSBU to make up for the difference in cost.

#### 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 C: Personal Development Planning (postgraduate courses)
- Appendix D: 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 Learning Outcomes																							
Level	Title	Code	A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8	C 1	C 2	C 3	C 4	D 1	D 2	D 3	D 4
7	Introduction to Anthropology and Biology	MED_7_IAB	T D A			T D A					T D			T D A			T D						T D A	T D A	T D A	T D A
7	Solid Mechanics and Materials	MED_7_SM M	T D A		T D A																		T D A	T D A	T D A	T D A
7	Mechanical Modelling of Biological Systems I: Physical to Digital World	MED_7_MM 1	T D A	D	T D A	T D A	T D A	T D A	D A	T D A	T D A	T D A					T D A		T A		T D A	D A	T D A	T D A	T D A	
7	Hard Tissue Biology and Mechanics	MED_7_HT B	T D A	T D A	T	T	T D A	T D A		T D									T		T D A	T D A	T D A	T D A	T D A	
7	Technical Research and Professional Skills	EEE_7_TR A	T D						T		T D			T D						T T				T D	T D	T D
7	Musculoskeletal Evolutionary Biomechanics	MED_7_ME B	T D A	T D	T D A	T D A	T D A	T D A	T A		T A		T A				T D A				T D A	T D A	T D A	T D A	T D A	
7	Mechanical Modelling of Biological Systems II: Digital Models, Validation, and Interpretation	MED_7_MM 2	T D A	D	T D A	T D A	T D A	T D A	T A		T D A	T D A	T D A	T D							T D A	D A	T D A	T D A	T D A	
7	Design Anthropology	MED_7_DA N	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 A		T D A	T D A			T A	T D A	T D A			T D A	T D A	T D A	

7	Anthroengineering Seminar Series	MED_7_AS_S	D	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	D	T	T	
7	Project	EEE_7_PRO	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D

Key to abbreviations:  
T-Taught;  
D-Developed;  
A-Assessed.

## Appendix C: 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.	No personal tutors will be used, but students will obtain guidance through the module leaders, course director, and their dissertation advisors.
2 Supporting the development and recognition of skills in academic modules/modules.	Support will be provided through feedback on labs, reports, and examinations.
3 Supporting the development and recognition of skills through purpose designed modules/modules.	Support will be provided through the presence of lecturers and staff (e.g., technicians) to aid with lab and computer work.
4 Supporting the development and recognition of skills through research projects and dissertations work.	This will be supported through summative coursework and the dissertation.
5 Supporting the development and recognition of career management skills.	Through the inclusion of industry members in the seminar series and the Careers Hub.
6 Supporting the development and recognition of career management skills through work placements or work experience.	N/A
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	N/A
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	This will be done within the modules taught on the course.
9 Other approaches to personal development planning.	N/A
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	N/A

## Appendix D: 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