

## Course Specification

<b>A. Course Information</b>																							
<b>Final award title(s)</b>	MSc Quantity Surveying (Cognate)																						
<b>Intermediate exit award title(s)</b>	PgDip Quantity Surveying PgCert Quantity Surveying																						
<b>UCAS Code</b>		<b>Course Code(s)</b>	Full time: 5283, 5107  Part time: 5285, 5108																				
<b>Awarding Institution</b>	London South Bank University																						
<b>School</b>	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input checked="" type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS																						
<b>Division</b>	Construction, Property and Surveying																						
<b>Course Leader</b>	Bert Ediale Young																						
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify																						
<b>Mode(s) of delivery</b>	<input checked="" type="checkbox"/> Full time <input checked="" 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: 20%;">Mode</th> <th style="width: 20%;">Length years</th> <th style="width: 20%;">Start - month</th> <th style="width: 20%;">Finish - month</th> </tr> </thead> <tbody> <tr> <td>Full time</td> <td>1 year</td> <td>September</td> <td>August</td> </tr> <tr> <td>Full time with placement/ sandwich year</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Part time</td> <td>2 years</td> <td>September</td> <td>August</td> </tr> <tr> <td>Part time with Placement/ sandwich year</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Full time	1 year	September	August	Full time with placement/ sandwich year	N/A	N/A	N/A	Part time	2 years	September	August	Part time with Placement/ sandwich year	N/A	N/A	N/A
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Part time with Placement/ sandwich year	N/A	N/A	N/A																				

<b>Is this course suitable for a Visa Sponsored student?</b>	<input checked="" type="checkbox"/> Yes (FT only) <input type="checkbox"/> No	
<b>Approval dates:</b>	Course Validation date	September 2024
	Course Review date	September 2029
	Course specification last updated	September 2024
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	Royal Institution of Chartered Surveyors (RICS) Chartered Institute of Building (CIOB)	
<b>Link to Institute of Apprenticeship (IoA) Standard and Assessment Plan (Apprenticeship only)</b>	N/A	
<b>Reference points:</b>	Internal	Corporate Strategy 2020-2025 Academic Quality and Enhancement Website School Strategy LSBU Academic Regulations
	External	Office for Students (OfS) Guidance QAA Quality Code for Higher Education 2018 Framework for Higher Education Qualifications Subject Benchmark Statements (Land, Construction, Real Estate and Surveying April 2024) PSRB Competitions and Markets Authority SEEC Level Descriptors 2021
<b>B. Course Aims and Features</b>		
<b>Distinctive features of course</b>	<p>This course is intended for surveying graduates who are working in industry or intending to work in this area of the construction industry. It is specifically designed for cognate degree holders.</p> <p>The postgraduate modules cover project appraisal, methods for financing and procuring construction work and financial management of the design and construction process. There is also a module that develops understanding of the construction industry from an economic perspective and a module on construction contract law.</p> <p>In order to complete the MSc stage, students undertake a major dissertation on a topic approved by their supervisor.</p>	

<b>Course Aims</b>	<p>The course aims to provide, in support of the University's mission statement, a high-quality education that offers opportunities to students with construction and cognate educational backgrounds to embark on a career in quantity surveying within the construction industry.</p> <p>More specifically the MSc Quantity Surveying aims to:</p> <ol style="list-style-type: none"> <li>1. Provide an intellectually demanding and vocationally relevant learning experience for non-cognate graduates and professionals that is recognised and accredited by the Royal Institution of Chartered Surveyors (RICS).</li> <li>2. Develop a critical understanding of the knowledge, techniques and skills required for professional competence as quantity surveyors.</li> <li>3. Expose students to current research and practice and develop their ability to synthesise the theoretical and practical aspects of quantity surveying.</li> <li>4. Develop qualities and transferable skills that are required to exercise initiative, make decisions in complex and unpredictable contexts, embrace change and engage in future study or research and career development.</li> <li>5. Further develop students' research and analytical skills to an advanced level.</li> <li>6. Enable students to develop specialist knowledge of an aspect of quantity surveying and construction through supervised research.</li> </ol>
<b>Course Learning Outcomes</b>	<p><b>a) Students will have knowledge and understanding of:</b></p> <p>A1 The construction industry, the main actors, their roles and inter relationships, construction technology and building services.</p> <p>A2 The legal system, tort, contract and construction law.</p> <p>A3 The economics of the construction industry and project appraisal</p> <p>A4 Pre- and post-contract cost management of construction work.</p> <p>A5 Procurement and management of construction work.</p> <p>A6 Financial management of firms and projects in a construction context.</p> <p>A7 Advanced quantification and costing of construction project.</p> <p>A8 Professional practice, professional and ethical responsibilities, best practice in relation to health, safety and welfare and sustainability in the context of construction.</p> <p><b>b) Students will develop their intellectual skills such that they are able to:</b></p> <p>B1 Assemble information and data from a variety of sources and discern and establish connections.</p> <p>B2 Identify and critically analyse issues with reference to pertinent argument and evidence.</p> <p>B3 Critically evaluate current theory and practice in relation to the appraisal, procurement and cost management of construction.</p>

	<p>B4 Appraise complex and unfamiliar problems and apply professional judgement in order to devise solutions and/or recommend appropriate actions.</p> <p>B5 Select and use appropriate research methods to undertake independent research at postgraduate level.</p> <p><b>c) Students will acquire and develop practical skills such that they are able to:</b></p> <p>C1 Use and interpret plans and drawings and measure building and civil engineering work for the purposes of tender document production, cost estimating and contract administration.</p> <p>C2 Use appraisal techniques.</p> <p>C3 Use relevant software packages.</p> <p><b>d) Students will acquire and develop transferrable skills such that they are able to:</b></p> <p>D1 Effectively communicate complex ideas, information and data by oral, written and visual means in a form appropriate to the intended audience.</p> <p>D2 Apply statistical and numerical skills at an advanced level.</p> <p>D3 Use information and communication technology (ICT) to locate and access opinion, information and data from a wide range of sources and communicate information to others.</p> <p>D4 Solve problems and make decisions as a member of a team.</p> <p>D5 Learn effectively and independently.</p>
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### **C. Teaching and Learning Strategy**

Acquisition of the above is achieved by a combination of formal lectures, discussion, student-led seminars, tutorials, workshops, directed reading, coursework, case study, project work and supervised research. Guest speakers from industry have a significant involvement in the course, contributing direct experience of current practice and case study material. Existing building projects are used for project work. Students are expected to take responsibility for their learning within the framework provided by academic staff. Online access to learning material is available via the Blackboard virtual learning environment. Skills B1 and B2 are addressed in all modules through classroom discussion and coursework and developed by feedback from academic staff. These skills are most explicitly addressed in the Dissertation module. Library and Information Services staff lead workshops on the use of ICT for information gathering and research. B3 is developed by exposing students to relevant research and current practice (where guest lecturers play a key role) and asking them to evaluate both in classroom discussion, seminar presentation and essay writing. B4 is developed through project work, using live projects and case study material. B5 is developed through teaching research methods and by students undertaking and writing up a substantial piece of independent, supervised research for their Masters dissertation. C1 is developed in the Construction and of Measurement Estimating and Documentation modules at Level 6 and the Level 7 Project Evaluation and Construction Contract Administration modules. Students learn to use software for tender document production, cost prediction and

construction programming through workshop activity and use of software in project work in several of the modules in the course. Aspects of D1 are developed throughout the course through classroom discussion, individual and group presentations, essay and report writing and the production of a dissertation. D2 is taught and developed in the Economics and Finance for Construction and Project Evaluation modules. Library and Information Services staff are involved in teaching ICT skills. There is online access to help and self-teach packages. Group work in a number of modules develops teamwork skills. D5 is acquired throughout the course and is supported by direction and guidance provided in module guides.

#### **D. Assessment**

Assessment involves a combination of unseen and open book examinations, in-course tests, research essays, reports, analytical exercises, use of software applications, seminar presentations, individual and group project work and a 15-20,000-word dissertation. B1 to B3 are assessed through the wide variety of assessment methods already referred to. Assessment of B3 often involves project work that simulates problems that students will encounter in industry, may involve teamwork and often culminates in the submission of a report. B5 is assessed by the preparation of a research proposal and submission of a 15-20,000-word dissertation. Communication skills are assessed through all means of assessment already mentioned. D2 is assessed in the modules referred to in the previous paragraph. D3 is assessed through its application to coursework and project work. Teamwork is assessed in group project work. D5 is implicitly assessed by all forms of assessment.

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

The University's Academic Regulations apply for this course.

<https://www.lsbu.ac.uk/about-us/policies-regulations-procedures>

#### **F. Entry Requirements**

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

A good Honours degree (normally an upper second-class Honours degree); or  
Corporate membership of a professional institute of comparable standing to the RICS or CIOB; or

A qualification regarded as equivalent to the above; or

A lower-level qualification together with considerable experience may be acceptable.

Those applying for entry on the basis of experience will be asked to submit a record of work experience that has been certified by a partner/director who has supervised the applicant's work and this record will provide the basis for interview with the Course Director. The duration of work experience will normally be at least 10 years and the work experience must satisfy criteria in relation to relevance, breadth and level of responsibility.

Part-time students will normally be currently employed in a construction- or surveying-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 competency 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 and minimum of 6.0 in each component) or an equivalent qualification.

## **G. Course structure(s)**

### **Course overview**

- Subsequent successful completion of six Level 7 modules, leads to the award of Postgraduate Diploma. In order to obtain a Master's degree students must also successfully complete a dissertation.
- Each module of study is a self-contained part of the course and carries a credit value of 20 points. The only exception to this is the dissertation module that carries a credit value of 60 points.
- The course is delivered on a semester pattern, each semester being 15 weeks in duration. Full-time students complete the taught modules of the course in two semesters, normally submitting the dissertation at the end of August following the completion of the second semester of study. Part-time students complete the taught modules of the course in four semesters, normally submitting the dissertation in mid-May following completion of the fourth semester of study.

The Quantification and Cost Management module deals with the core QS skill of measurement of construction whilst the Information Management and AI in Construction for QS, deals with building Information Modelling (BIM) and AI in construction, there implications and effect for the QS profession and the construction industry in general. The Project Appraisal and Construction Economics for Construction module develops understanding of the construction industry from an economic and project appraisal perspective and also introduces students to corporate finance. Including deals with the range of pre-contract appraisal and cost management techniques that are deployed by cost consultants. The Construction Law module provides the legal context for the modules that focus on the core quantity surveying functions. Construction Contract Management focuses on the post-contract role of the quantity surveyor operating in both consultant and commercial contexts and covers the financial management of projects. In Procurement and Sustainable Sourcing students explore the procurement strategies that are now available to clients and the procedures and techniques that are used to manage projects supply chains, or programmes of projects, on the client's behalf.

Students are taught research practice within the Dissertation module. Research undertaken is likely to fall within the fields of study undertaken in the taught modules, although this is not inevitable.

## MSc Quantity Surveying (Cognate)

### Full time

	Semester 1		Semester 2	
Level 7	Construction Law	20	Construction Contract Management	20
	Procurement and Sustainable Sourcing	20	Quantification and Cost Management	20
	Project Appraisal and Construction Economics	20	Information Management and AI in Construction	20
			Dissertation	60

### Part time

	Semester 1		Semester 2	
Year 1			Construction Contract Management	20
			Construction Law	20
Year 2	Project Appraisal and Construction Economics	20	Quantification and Cost Management	20
	Procurement and Sustainable Sourcing	20	Information Management and AI in Construction	20
			Dissertation	60

**Placements information**

Not Applicable (N/A)

**H. Course Modules**

<b>Module Code</b>	<b>Module Title</b>	<b>Level</b>	<b>Semester</b>	<b>Credit value</b>	<b>Assessment</b>
EBB_7_146	Construction Law	7	1	20	CW1 [50%] – Group assessment- written work or presentation  EX1 [50%] – a formal 3-hour open book examination covering pre-disclosed topics
EBB_7_140	Procurement and Sustainable Sourcing	7	1	20	CW1 - Research essay 50% CW2 - Group work and Presentation 50%
EBB_7_141	Project Appraisal and Construction Economics	7	1	20	CW1: Project Appraisal (written or presentation) 50% CW2: Economics for Construction (written or presentation) 50%
EBB_7_148	Construction Contract Management	7	2	20	CW1 – Written group work – 50% EX1 [50%] – a formal 3-hour close book examination



EBB_7_158	Quantification and Cost Management	7	2	20	CW1 - Group assessment - Written Assignment 50% CW2 - Timed Assignment – a formal 3-hour individual open book Timed Assignment 50%
EBB_7_142	Information Management and AI in Construction	7	2	20	Individual Quiz (online): 30% Group Coursework (Group Project): 70%
EBE_7_148	Dissertation	7	2	60	

### I. Timetable information

Confirmed timetables are normally available one month prior to the start of the course.  
Full time students will attend on multiple days.  
Part time students will attend on one day per week.

### J. Costs and financial support

#### Course related costs

#### 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/study/undergraduate/fees-and-funding> or  
<http://www.lsbu.ac.uk/study/postgraduate/fees-and-funding>  
<https://www.lsbu.ac.uk/international/fees-and-funding>

Information on living costs and accommodation can be found by clicking the following link:  
<https://www.lsbu.ac.uk/student-life/our-campuses/southwark/cost-of-living>

### List of Appendices

Appendix A: Curriculum Map

Appendix B: Personal Development Planning (postgraduate courses)

Appendix C: Terminology

## Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Course Outcomes	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	C1	C2	C3	D1	D2	D3	D4	D5
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### Modules

Level 7																					
Project Appraisal and Construction Economics			T D A			TD A			T D A	T D A	T D A	T D A	T D A	TD A	T DA	TD A	TD A	T D A	T D A		T D A
Procurement and Sustainable Sourcing	T D A				T D A	TD A		T D A	T D A	T D A	T D A	T D A	T D A	TD A	T DA	TD A	TD A		T D A	T D A	T D A
Construction Contract Management	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	TD A			TD A	T D A	T D A	T D A	T D A
Construction Law	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					TD A		T D A		T D A
Quantification and Cost Management				T D A	T D A	TD A	TD A		T D A	T D A	T D A	T D A		TD A	TD A	TD A	TD A	T D A	T D A	T D A	T D A

Information Management and AI in Construction (QS)	T D A			T D A	T D A	TD A	TD A	T D A	T D A		T D A	T D A		T DA	TD A	TD A	TD A	T D A	T D A		T D A
Dissertation **									T D A	T D A	T D A	T D A	T D A				TD A	T D A	T D A		T D A

\*\* A Dissertation may address one or more course outcomes A1-A8 depending on choice of research topic

## 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.	<p>All students are allocated a personal tutor (in this case this person will also be the Course Leaders), who they meet for the first time during orientation. The tutor is normally a chartered surveyor or real estate specialist whose advice will be informed by detailed knowledge of the surveying profession. Personal tutors are available during published 'surgery' hours (minimum two hours per week).</p> <p>During orientation students are given a course guide that provides them with a holistic overview of their studies and an introduction to all University support facilities. They are introduced to LSBU student support services and the virtual learning environment.</p>
2 Supporting the development and recognition of skills in academic modules/modules.	<p>The course provides a vocationally relevant learning experience for cognate graduates seeking to develop a career in quantity surveying. The course is accredited by the Royal Institution of Chartered Surveyors (RICS) and Chartered Institute of Building (CIOB).</p> <p>Students are from a wide range of backgrounds, part-time and full-time students are jointly taught and there is some joint teaching with students from other courses. In this context students develop awareness of their own professional discipline and other disciplines within the built environment. The course provides excellent networking opportunities.</p> <p>The course is intensive and students learn to manage their time and meet deadlines for assignment submission that are spelt out in course and module guides. Team-working skills are developed through group project work in the Project Evaluation and Construction Contract Administration modules.</p> <p>The course develops skills and competencies that are specific to a career in quantity surveying.</p> <p>The ability to learn independently and reflect critically is developed throughout the course. Reflection is encouraged through tutorial support and feedback. Students learn to use a variety of paper-based and electronic information</p>

	<p>sources. A wide range of assignment work develops the ability to critically analyse with reference to pertinent argument and evidence and compare theory with practice. Assignments include: research essays for Procurement and sustainable sourcing of Construction and appraisal reports for Project Appraisal and construction Economics; and Procurement and Management of Construction; tender document preparation for Measurement Estimating and Documentation and workshop reports for Construction Contract Administration.</p> <p>Oral presentation, discussion and negotiation skills are developed through class seminars and tutorials, individual and group student presentations.</p> <p>Numeracy skills are developed in most of the modules. IT skills that are developed include using word processing to produce business reports, use of spreadsheets for financial appraisal, use of presentation software, online databases and project planning software.</p>
3 Supporting the development and recognition of skills through purpose designed modules/modules.	There is substantial opportunity for development of interpersonal skills in the Dissertation module as many students liaise with outside bodies and market practitioners in the collection of information and data, as well as possible interviews.
4 Supporting the development and recognition of skills through research projects and dissertations work.	<p>Students learn Masters level research skills in the research methods component of the Dissertation module and apply them in researching and writing up an MSc dissertation of 15-20,000 words. This provides the opportunity to work, under supervision, in planning, researching and writing up an independent piece of work of a demanding nature. Students develop this piece of work over a period of 6-9 months, during which progress is continually reviewed by the student's supervisor.</p> <p>The dissertation helps develop time management, information gathering and critical appraisal skills. It also offers opportunities to develop communication skills through discussion with supervisors and interviewing skills as part of the primary research. Other qualitative or quantitative research techniques may be developed depending on the choice of research question. IT skills are developed in the writing up and presentation of the dissertation.</p>
5 Supporting the development and recognition of career management skills.	Career management skills are informed by several course modules. The following explicitly address the roles and responsibilities of quantity surveyors, the range of specialisms that they can pursue, current developments and future prospects for surveying firms and the

	<p>profession: Institutional and Legal Context for Construction; Project Evaluation; Construction Contract Administration.</p> <p>All students are encouraged to become student members of the RICS when starting the course. Representatives of the RICS make a presentation to all students within the first few weeks of each academic year and students are encouraged to participate in RICS social and CPD events.</p> <p>The Department organises careers events and fairs and facilitates communication between employers and students. The University also provides support services for CV preparation and interview training.</p> <p>Contact between students and industry is also achieved by regular participation of practitioners as guest lecturers.</p>
6 Supporting the development and recognition of career management skills through work placements or work experience.	<p>Part-time students gain experience at work that counts towards the 24 months of approved professional experience that needs to be achieved in order to obtain membership of the RICS. This experience is provided by the employing firm as part of a training programme that is agreed between the employer and the RICS.</p> <p>The Department is in the process of negotiating short two-week internships within surveying organisations as part of its engagement within alumni. It is also developing a mentoring system.</p>
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	<p>The University offers opportunities to all students to develop leadership and teamwork skills through involvement in University clubs and teams.</p> <p>The Department has an active student led 'Real Estate Society' which organises events such as the annual 'Lives in Property' evening when alumni are invited to a talk from a leading market practitioner(s) – often alumni – this is a great networking opportunity. The Real Estate Society also has an active Linked-In network.</p>
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	<p>The Department organises CPD events for surveying students that are available to current students and alumni.</p> <p>Students are also kept informed about CPD events organised by the RICS and CIOB.</p> <p>It is expected that the establishment of an alumni backed 'London Institute for Real Estate' will provide excellent networking opportunities in the future.</p>
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.	Most part-time students will be logging their work experience in logbooks provided by the RICS. Experience is mapped against the competencies that students need to demonstrate in order to pass the RICS Assessment of Professional Competence (APC). This recording and mapping is supervised by the employer and the documentation is submitted to the RICS for approval. Full-time students are able to start logging work experience for the APC as soon as they graduate from the course and obtain relevant employment.
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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]

<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
<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



<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
<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

