

## Course Specification

<b>A. Course Information</b>															
<b>Final award title(s)</b>	MSc Palliative and End of life Care														
<b>Intermediate exit award title(s)</b>	Postgraduate Certificate in Palliative and End of Life Care (60 Credits at level 7) Postgraduate Diploma in Palliative and End of Life Care (120 Credits at level 7)														
<b>UCAS Code</b>		<b>Course Code(s)</b>	4874 – FT 5184 – PT 4876 – PgD Top up 4877 – MSc Top Up 5182 – PgDip 120 credits (FT) 5183 - PgDip 120 credits (PT)												
	London South Bank University														
<b>School</b>	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS														
<b>Division</b>	Adult and Midwifery														
<b>Course Director</b>	Bridget Moss														
<b>Delivery site(s) for course(s)</b>	<input type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: <i>please specify</i>														
<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"> <thead> <tr> <th>Mode</th> <th>Length years</th> <th>Start - month</th> <th>Finish - month</th> </tr> </thead> <tbody> <tr> <td>Full time</td> <td>2</td> <td>September</td> <td>August</td> </tr> <tr> <td>Part time</td> <td>3</td> <td>September</td> <td>August</td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Full time	2	September	August	Part time	3	September	August
Mode	Length years	Start - month	Finish - month												
Full time	2	September	August												
Part time	3	September	August												
<b>Is this course generally suitable for students on a Tier 4 visa?</b>	No														
<b>Approval dates:</b>	Course(s) validated / Subject to validation	July 2017													
	Course specification last updated and signed off	September 2022													
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	N/A														
<b>Reference points:</b>	Internal	Corporate Strategy 2020 - 2025 School Strategy LSBU Academic Regulations Academic Quality and Enhancement Website													
	External	QAA Quality Code for Higher Education 2018													

		<p>Framework for Higher Education Qualifications  Subject Benchmark Statements  PSRB  Competitions and Markets Authority  SEEC Level Descriptors 2021  OfS Guidance</p>
<b>B. Course Aims and Features</b>		
<b>Distinctive features of course</b>	<p>This course has been designed to enable health and social care professionals to enhance care provided to patients and families facing physical, psychosocial and spiritual issues associated with life-limiting illness. It is based on the core competences and principles for health and social care professionals working with adults at the end of life (National Health Service (NHS), 2012) and aligns with DH and HEE priorities for workforce development in palliative and end of life care. It reflects the multi-professional nature of palliative care and health and social care professionals are given the opportunity to learn together; therefore, student learning is facilitated by a multi-professional teaching team using a Blended Learning Approach with a particular emphasis on linking theory to practice. A Blended Learning Approach is an approach where student learning is facilitated through a combination of face to face teaching and delivery of content via digital and online media. It allows for a greater variety and flexibility than a traditional classroom set up and responds to the learning needs of modern learners. For example, a classroom lecture may be accompanied by online discussion forums or other online activities where students have the opportunity to interact and share experiences and knowledge with some element of student control over time, place and space. There is evidence that a blended learning approach has a proven potential to enhance the effectiveness and efficiency of meaningful learning experiences across disciplines in palliative care education. The course offers flexibility where students can choose to undertake the course on full time or part time basis. In addition the course offers a choice of modules from the CPPD portfolio to suit students' personal and professional needs.</p>	
<b>Course Aims</b>	<p>The MSc in Palliative and End of Life Care aims to:</p> <ol style="list-style-type: none"> <li>1. Advance participants' skills and knowledge in caring for and managing people with dementia and other non-malignant conditions within a palliative care context.</li> <li>2. Equip participants with the specialist knowledge and skills required to provide impeccable symptom assessment and management using a palliative care approach.</li> <li>3. Equip participants with the knowledge and skills to be able to explore psychosocial, ethical and spiritual issues encountered by patients and their families/cares; enabling them to develop strategies that can effectively provide support.</li> <li>4. Foster the participants' potential as clinical leaders to promote service innovation and development and enhance service-user's experience of integrated care</li> <li>5. Provide participants with an in-depth knowledge and critical appreciation of a range of contemporary research methods which can be applied to different health and social care contexts</li> </ol>	

	6. Equip participants with the appropriate skills to be able to conduct an original research-based enquiry, in an area of personal interest relevant to palliative and end of life care.
<b>Course Learning Outcomes</b>	<p>a) <b>Students will have knowledge and understanding of:</b></p> <p>A1. Critique and integrate evidence-based knowledge of the underlying pathophysiology of end of life disease processes, and apply this knowledge to achieve best practice in managing symptoms using a palliative care approach.</p> <p>A2. Critically review the pathophysiology pertinent to common advanced non-malignant conditions and its impact on patient care.</p> <p>A3. Critically analyse the main psychosocial, cultural, ethical and spiritual issues in palliative care and their impact on patients, families/carers and the bereaved.</p> <p>A4. Articulate a critical understanding of relevant management, leadership, and change management theories, and their application to achieve innovation in service and quality improvement.</p> <p>A5. Demonstrate a critical understanding of how research is used to generate new knowledge, inform practice and guide policy making and service development.</p> <p>b) <b>Students will develop their intellectual skills such that they are able to:</b></p> <p>B1. Critically analyse the use of evidence based tools and theories of pain and symptom management.</p> <p>B2. Critically evaluate the evidence of effectiveness of traditional and innovative interventions; including non-pharmacological approaches to guide practice, enhance clinical decisions and manage symptoms effectively.</p> <p>B3. Critically analyse the role of effective communication and therapeutic relationships in providing psychosocial and spiritual care.</p> <p>B4. Critically evaluate the evidence base of new and existing strategies pertinent to providing psychosocial and spiritual care.</p> <p>B5. Critique the knowledge and evidence base which underpins the principles of palliative care, and critically evaluate their impact on improving quality of life and death amongst people with dementia and other non-malignant conditions.</p> <p>B6. Critically evaluate current national policies and guidelines relevant to dementia and other non-malignant conditions</p> <p>B7. Integrate and synthesise the knowledge base in relation to quality improvement strategies, tools and techniques.</p> <p>B8. Critically evaluate an area related to palliative care by utilising appropriate methodological approaches.</p> <p>B9. Rigorously undertake a major piece of original enquiry through research or work-based project.</p> <p>c) <b>Students will acquire and develop practical skills such that they are able to:</b></p> <p>C1. Conduct a thorough assessment of common and difficult distressing symptoms in palliative care.</p> <p>C2. Demonstrate person-centred care tailored to meet the needs of patients with advanced malignant and non-malignant conditions.</p> <p>C3. Recognise, evaluate and respond to the needs of marginalised populations, sexual minorities and different cultural groups.</p>

	<p>C4. Employ effective strategies and skills pertinent to quality improvement and service development.</p> <p>C5. Design a research or work based project that advances professional practice and creates new knowledge.</p> <p><b>d) Students will acquire and develop transferrable skills such that they are able to:</b></p> <p>D1. Actively contribute to the interdisciplinary team's clinical decision-making regarding the choice of appropriate, evidence based interventions to manage pain and other symptoms effectively.</p> <p>D2. Demonstrate effective advanced communication skills within a complex multi-professional environment.</p> <p>D3. Explore and debate key ethical dilemmas in palliative care and analyse clinical complexities which require ethical decision-making.</p>
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### **C. Teaching and Learning Strategy**

A range of teaching and learning strategies be will employed within this course; including, seminars, lectures, workshops, tutorials, action learning groups and online resources and activities (discussion forums, e-tivities, etc.). The course is designed to reflect the multi-professional nature of palliative care and health and social care professionals are given the opportunity to learn together; therefore, student learning is facilitated by a multi-professional teaching team using a Blended Learning Approach with a particular emphasis on linking theory to practice.

Multi-professional learning in palliative care requires the use of a variety of adult learning and teaching approaches and concepts, including discipline-specific approaches. Therefore, the interdisciplinary nature of palliative care education justifies the need for an interdisciplinary teaching team to facilitate learning. An important aspect of this course is ensuring that a multi-professional teaching team take part in content delivery. An education programme delivered by health and social care professionals from different backgrounds has more potential in enabling students to develop a deep comprehension of the core skills required to deliver high quality end of life care; such as, collaboration, clarification, attention to details in patient care, context-setting and evaluation skills (Gamondi et al., 2013). Physicians, nurses, physiotherapists, social workers, complementary therapists, psychologists, etc. play an important role in the planning, delivery and evaluation of the specialist modules. Their involvement is essential as they provide students with authentic casework from clinical practice with particular emphasis on linking theory to practice which is the underpinning philosophy of any education programme in palliative care.

Technology enhanced learning is also a mean to support student learning in palliative care education. Using different learning strategies and modalities are encouraged in higher education as a mean to support learning and foster motivation amongst students (Centeno et al., 2013). There is evidence that digital learning and e-learning can enhance students' knowledge and understanding of palliative care theory and its application to practice (McConigley et al., 2012; van Boxel et al., 2003). E-learning allows students to learn at the comfort of their own pace and use a wide range of resources that are not available in a classroom (Ellman et al., 2012). Nevertheless, certain skills cannot be attained by only using online learning; for example, sensitive communication; breaking bad news require face to face

training. Therefore, this course is delivered using a Blended Learning Approach where certain aspects of the modules are delivered online and others in a classroom.

A Blended Learning Approach is an approach where student learning is facilitated through a combination of face to face teaching and delivery of content via digital and online media. It allows for a greater variety and flexibility than a traditional classroom set up and responds to the learning needs of modern learners. For example, a classroom lecture may be accompanied by online discussion boards or other online activities where students have the opportunity to interact and share experiences and knowledge with some element of student control over time, place and space. Moreover, the blended learning approach utilised within this course, offers flexibility where busy health and social care professionals do not have to be as frequently restricted to specific dates and times as traditional classroom sessions.

Students will have access to learning resources and IT support at LSBU during the duration of their study. Every specialist module will commence with an induction to the use of virtual learning environment (VLE) (Moodle), online library and other resources available at the university and the hospice.

#### **D. Assessment**

The course utilises a variety of assessment strategies that have been designed to reflect the interdisciplinary nature of palliative care practice and to respond to the learning needs of students from different clinical backgrounds; in addition, ensuring that all the learning outcomes are met.

The postgraduate certificate in Palliative and End of Life Care comprises a range of assessment methods; including, problem based case-scenario multiple choice question exam, case study assignment and oral presentation.

The postgraduate diploma in Palliative and End of Life Care comprises a research methods module, which is assessed by a research critique, enabling students to develop practical skills for identifying, critically reviewing and synthesising research evidence relevant to palliative care practice.

The MSc Palliative and End of Life Care comprises of a dissertation module, enabling students to consolidate and extend their understanding of research and evaluation design or of systematic literature review.

Assessment methods are specified in each module descriptor and are designed to cover the learning outcomes the modules.

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

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

The school follows the university regulations apart from:

- Learners will not be eligible for compensation in the modules as a pass in all elements of assessment is required to demonstrate competence.

## F. Entry Requirements

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

- A degree in nursing, medicine or dentistry or a degree in life sciences or social sciences with a classification of 2:2 or above from a UK or an overseas university. However, applicants with significant clinical experience at a senior level with evidence of a minimum 80 undergraduate degree level credits (at least 15 credits of which has been completed within the past 2 years) will also be considered
- Applicant must be registered with a recognised professional body as appropriate
- For students whose first language is not English, one of the following is also required:
  - A first degree from a UK university or an overseas institution recognised by the university as providing adequate evidence of proficiency in the English language; for example, institutions in Canada, Australia, USA, etc.
  - Possession of IELTS score of at least 6.5 across all four domains or its equivalent for students whose first language is not English
- It is desirable that applicants are employed within an appropriate health or social care environment during their study, with access to appropriate clinical support and supervision for the development of knowledge and skills at an advanced level.
- Full-time and international applicants must demonstrate that they have had at least 6-month work experience in a relevant setting prior to their enrolment on the course.

## G. Course structure(s)

### Course overview

The course has been designed to offer an MSc in Palliative and End of Life Care, full time over 2 years or part time over 3-5 years.

Each year the course starts with an induction day to orient students to the university and course.

Each year students will study between 60-120 credits at level 7

The only modules being validated within these new courses are the three specialist modules; namely, Palliative Approaches to Pain & Symptom Management, Psychosocial, Ethical & Spiritual Aspects of Palliative Care Practice and End of Life Care: Dementia & Other Non-Malignant Conditions

The following the pathways that students could choose to meet the requirements of the postgraduate certificate, postgraduate diploma and MSc:

### Full time: MSc Palliative and End of Life Care

Year 1	
Semester 1	Semester 2

Core Module Palliative Approaches to Pain & Symptom Management 20 credits; L6/7 WHN_7_128 WHN_6_128	Core Module Psychosocial, Ethical & Spiritual Aspects of Palliative Care Practice 20 credits; L6/7 WHN_7_129 WHN_6_129
	Core Module End of Life Care: Dementia & Other Non-Malignant Conditions 20 credits; L6/7  WHN_7_127 WHN_6_127
Exit award: PG Cert	
Core Module Research in Health & Social Care 20 credits; L7 TAR_7_011	A choice of level 7 module from the CPPD prospectus relevant to the overarching award title 20 credits; L7
	Core Module Innovation for Excellence – Leading Service Change 20 credits; L7 LSI_7_001
Exit award: PG Dip	
Year 2	
Core Module Research Dissertation 60 credits; L7 NAD_7_003	
<b>Part time: MSc Palliative and End of Life Care</b>	
Year 1	
Semester 1	Semester 2
Core Module Palliative Approaches to Pain & Symptom Management 20 credits; L6/7  WHN_7_128 WHN_6_128	Core Module Psychosocial, Ethical & Spiritual Aspects of Palliative Care Practice 20 credits; L6/7  WHN_7_129 WHN_6_129
	Core Module End of Life Care: Dementia & Other Non-Malignant Conditions 20 credits; L6/7  WHN_7_127 WHN_6_127
Exit award: PG Cert	
Year 2	
Core Module Research in Health & Social Care (Core) 20 credits; L7 TAR_7_011	A choice of level 7 module from the CPPD prospectus relevant to the overarching award title 20 credits; L7
	Core Module Innovation for Excellence – Leading Service Change 20 credits; L7 LSI_7_001
Exit award: PG Dip	
Year 3	
Core Module Research Dissertation (Core) 60 credits; L7	

NAD\_7\_003

Students are allowed to carry forward a one 20 credit module at level 6 of any of the above modules offered at level 6/7 or modules from the CPPD prospectus relevant to the overarching award title. This will need to be within the required timeframe as outlined in the CPPD scheme handbook and LSBU APEL policy.

Research dissertation: students may choose a 60 CAT research dissertation module. If they wish to prepare further, they may undertake a 10 CAT Research Philosophies and a 50 CAT research dissertation.

Work-based dissertation: A total of 20 of these 60 CAT points will be through the achievement of an appropriate preparatory module. This may be: Introduction to Action Research (20 CAT level 7) or Research Philosophies (10 CAT level 7).

### Placements information

None

### H. Course Modules

Module Code	Module Title	Level	Semester	Credit value	Assessment
WHN_7_128 WHN_6_128	Palliative Approaches to Pain & Symptom Management *	6/7	Both	20	3000 word essay Clinical Competencies
WHN_7_129 WHN_6_129	Psychosocial, Ethical & Spiritual Aspects of Palliative Care*	6/7	Both	20	Essay
WHN_7_127 WHN_6_127	End of Life Care: Dementia & Other Non-Malignant Conditions*	6/7	Both	20	Essay
	Choice module from CPPD	7	Both	20	
TAR_7_011	Research in Health & Social Care (Core)	7	Both	20	4000 word essay
LSI_7_001	Innovation for Excellence - Leading Service Change	7	Both	20	4000 word essay
NAD_7_003	Research Dissertation (Core)	7	Both	60	1. A 12,000 word dissertation on either a research/work-based



					<p>project such as service evaluation or audit.</p> <p>2. A 12,000 word dissertation on a mini systematic review – a review that aspires to the rigor of a Cochrane review but recognises the student has time limits.</p> <p>An academic paper suitable for publication in a peer-reviewed Journal (approx. 5,000 words) plus literature review (5,000 words).</p>
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### I. Timetable information

- Timetable will be on moodle

### 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/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 (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.

Modules			A	A	A	A	A	B	B	B	B	B	B	B	B	B	C	C	C	C	C	D	D	D
Level	Title	Code	1	2	3	4	5	1	2	3	4	5	6	7	8	9	1	2	3	4	5	1	2	3
6/7	End Of Life :Dementia & Other Non Malignant Conditions	WHN_7_127 WHN_6_127		T A			T A	T D	T D			T A	T A					D A				T D		
6/7	Palliative Approaches to Pain and Symptom management	WHN_7_128 WHN_6_128	T A				T D	T A	T A		T D						D A	T D				D A		
6/7	Psychological , Ethical and Spiritual Aspects of Palliative Care	WHN_7_129 WHN_6_129			T A		T D			T A	T A							T D	D A				D A	T A
7	Innovation for Excellence - Leading Service Change	LSI_7_001				T A	D A							D A						D A			D A	
7	Research in Health & Social Care	TAR_7_011					D A							D A	D A								D	
7	Dissertation	NAD_7_003					D A							D A	D A	D A					D A		D	

## 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.	Each student will be assigned a named academic contact as a personal tutor who will be selected from the course team. The personal tutors will provide academic guidance and pastoral support across the programme of study and review wider academic progress. Formal meeting will be scheduled once every academic year to facilitate progress review and provide academic feedback. Additional meetings can be arranged as required. <b>Evidence: personal tutor records</b>
2 Supporting the development and recognition of skills in academic modules/units.	Students will be supported to develop their academic skills and be able to work at level 7. This will be facilitated through tutorials, workshops and feedback from formative assessments. Skills for learning team will provide a workshop at the beginning of each semester on critical thinking, academic writing and use of grammar. Students can access additional support through the student centre as needed. The module leader and teaching team will provide tutorials on assessments and review draft work of students as needed. Assessment feedback will also provide guidance that will assist further academic development. <b>Evidence: Formative and summative assessment feedback; personal tutor records</b>
3 Supporting the development and recognition of skills through research projects and dissertations work.	An academic supervisor will be allocated to each student undertaking research dissertation. The role of the academic supervisor is to assist students by providing advice and guidance on how to prepare, produce and improve their dissertation. All students will be allocated 9 hours of personal supervision for support and feedback on draft work. <b>Evidence: Supervision records</b>
4 Supporting the development and recognition of career management skills.	The Course Director is part of SFH education team and works closely with specialist palliative care services/teams within the hospice and the region. This will ensure that the course remains current and support the development of new relevant knowledge and skills. In addition, the course is designed in accordance with end of life care competences for health and social care professionals developed by DH and NHS in 2009 and the core competences in palliative care developed by the European Association for Palliative Care in 2013. <b>Evidence: Minutes of meetings with palliative care teams within the hospice and the region.</b>
5 Supporting the development and recognition of career management skills through work placements or work experience.	Students on this course are expected to have a minimum of 6 months post registration experience in a related area of practice. Part time students are also expected to be working in a relevant area of practice as they resume they are studying on this course. Full time enrolment on this course is mainly targeted towards international students and therefore full time students are expected to have a minimum of 2 years post registration experience in a related area of practice. <b>Evidence: Reflective accounts; case studies</b>

<p>6 Supporting the development of skills by recognising that they can be developed through extra curricula activities.</p>	<p>With the support of Course Director, module leader, and personal tutor, students studying at level 7 are expected to be able to identify their specific needs and develop an action plan to develop these skills. In addition, student learning will be facilitated by a multi-professional teaching team using Blended Learning Approach. Students from different disciplines will engage in learning activities on Moodle. This will enhance student learning among students and therefore emphasises on considering professional boundaries; yet, acknowledging that scope of practices and competencies may overlap to a certain extent between the different disciplines. <b>Evidence: Reflective accounts; participation in online discussion forums and e-tivities</b></p>
<p>7 Supporting the development of the skills and attitudes as a basis for continuing professional development.</p>	<p>Most health and social care professionals are required to demonstrate continuing professional development to maintain registration with their professional body. Course director and personal tutor will support this development. <b>Evidence: Reflective accounts; personal tutor records</b></p>
<p>8 Other approaches to personal development planning.</p>	<p>Course Director, personal tutor, and module leaders will support student personal development plan (PDP) through ongoing discussions and feedback. Students will be supported to identify a career pathway appropriate to meet their PDP. <b>Evidence: Reflective accounts; personal tutor records</b></p>
<p>9 The means by which self-reflection, evaluation and planned development is supported e.g electronic or paper-based learning log or diary.</p>	<p>Students are encouraged to participate in critical reflection throughout the assessment strategy on this course. In addition, students are encouraged to participate in online learning activities that promote critical reflection and evaluation. Personal tutors will focus on the appropriate approaches for PDP for each student and the advantages of electronic versus paper-based learning log. <b>Evidence: Reflective accounts; personal tutor record; formative and summative assessments; Moodle.</b></p>

## 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 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

