LSBU EST 1892

Course Specification

A. Course Information			
Final award title(s)	Post Graduate Systems Change: Collaborative Communities		
Intermediate exit award title(s)	None		
UCAS Code		**Course Code(s)**	5479
	London South Bank University		
School	☐ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☒ HSC ☐ LSS		
Division	Advanced Integrated Practice		
Course Director	Rebecca Malby		
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Other: please specify		
Mode(s) of delivery	☐Full time ☒Part time ☐other please specify		

Length of course/start and finish dates				
	Mode	**Length years**	**Start - month**	**Finish - month**
	Part time	1	September	July

Is this course generally suitable for students on a Tier 4 visa?	No	
Approval dates:	Course(s) validated / Subject to validation	March 2019
	Course specification last updated and signed off	September 2020
Professional, Statutory & Regulatory Body accreditation	None	
Reference points:	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Revised UK Quality Code for Higher Education 2018 Framework for Higher Education Qualifications QAA Masters Degrees in Business and Management 2015 Competitions and Markets Authority SEEC Level Descriptors 2016

B. Course Aims and Features	
Distinctive features of course	"Transforming systems is ultimately about transforming relationships among people who shape those systems." Peter Senge (Senge et al 2015) The NHS Long Term Plan (2019) outlines a shift from treatment to preventing people becoming ill, and reducing health inequalities, as well as better meeting the needs of people with increasingly complex needs. The growing number of people living with multiple chronic conditions is one of the biggest challenges facing the NHS. In 2006/07, 1 in 10 patients admitted to hospital as an emergency had 5+ conditions. In 2015/16, this figure was one in three). The Long Term Plan talks about helping people improve their lives, and offering a more integrated model of service delivery. Better Health and Care for All (Darzi 2019) equally calls on the need to address health not just healthcare. There is a need for sharing the responsibilities for maintaining and recovering health (co-production, Boyle et al 2009). The NHS Five year forward (NHSE 2014) view stress the importance of 'working with citizens, providing them with a platform for influencing and promoting person centred services.' Increased demand against a backdrop of constrained public sector funding is one of the reasons for this refreshed attention to the social elements of health. Phrases like 'social prescribing' and 'co-production' speak to missing elements from mainstream healthcare – the need for broader than pharmacological solutions (social prescribing) and for sharing the responsibilities for maintaining and recovering health (co-production). These approaches, that require people to collaborate between communities and institutions, have struggled to gain enough traction to become mainstream in the NHS. Whilst we are seeing a huge wave of innovation in the way health is delivered, partly thanks to the Vanguard approach to NHS reform, this aspect of collaboration has remained on the margins of health reform. A range of respected think tanks have supported this collaboration, both in theory and practice (Nesta, NEF), and our own LSBU Primary Care Quality Academy has been championing asset based community solutions to primary care demand (Malby 2018) particularly in relation to people who attend frequently. There is now a significant body of knowledge and experience across health and social care in the UK and internationally, and an increasing imperative, alongside a growing interest in a new relationship with citizens. Collaborative leadership in the context of this programme draws on the knowledge and experience of people who are securing change in communities through collaborative methods and relationships. People who do this from an institutional perspective usually recognise this as a leadership role, but in communities that language of leadership is often alien. People making a real difference in communities may have a history of volunteering or have a more explicit role as a community champion. This course is aimed at people coming from both perspectives. Leaders effecting change in communities and between communities and institutions are network leaders who courageously focus on clear purpose who are also self-aware, resourceful, able to connect people and ideas,

able to motivate and mobilise, and who work with humility in creative ways through adult to adult relationships.

This PG Cert addresses this emerging and critical need for new knowledge, skills and practice in effecting change in collaborative health and care systems. The PG Cert learning approach models the skills and behaviours required by collaborative leaders in the way the programme is designed and taught. Working in partnership with the LSBU People's Academy all aspects of the course are co-designed and delivered. The course also builds on Prof Malby's experience of leading the only PG Cert in Coproducing Health in her previous role at University of Leeds.

Our team, drawing together academics with people involved in health and social care, including citizens, professionals, community leaders, all of whom have lived experience of working in health and care settings, will equip candidates with a whole systems approach to improving the health and wellbeing of people and communities.

This course is aimed at leaders from both community and citizen leadership backgrounds as well as professionals. We expect this course to particularly appeal to people working in primary and community health settings.

We are bringing the best of our applied research and teaching from the School of Health and Social care, and our enterprise work in the Institute of Health and Wellbeing to PG Cert. Both build on our strengths in application and leadership practice.

Approach

This innovative degree offers both face–to- face and blended learning experiences. The degree is experiential, innovative, ground breaking and open to people who are making a contribution to change in systems with communities. It builds skills in effective collaboration through a combination of taught modules, experiential learning and the completion of a co-produced service change. The highly participative nature of the workshops and groups enables students to experience collaborative leadership and peer learning, exchanging ideas and experiences with the group, and immediately applying new approaches and methodologies to practice. Students are exposed to examples of innovation and have the opportunity to expand their network

Boyle, D. and Harris, M., 2009. The challenge of co-production. *London: New Economics Foundation*.

Darzi A (2018) Better health and care for all: A 10-point plan for the 2020s IPPR. research/publications/better-health-and-care-for-all

Malby (2018) Frequent Attenders Breaking the Cycle. Blog. ttps://beckymalby.wordpress.com/2018/06/05/frequent-attenders-breaking-the-cycle-in-primary-care/

Senge, P. Hamilton, H. and Kania, J (2015) The Dawn of System Leadership, Stanford Social Innovation Review, Winter

NHS England (2019) The NHS Long Term Plan

	NHS England (2014) The NHS Five Year Forward View
Course Aims	The PG Cert Systems Change: Collaborative Communities aims to develop students: 1. With the knowledge and understanding of collaborative leadership that harnesses the assets of people across communities and institutions in order to lead the health and social care system of the future 2. Who have a deep understanding of, and ability to innovate in, collaborative models of health and well-being. 3. Who can critically appraise evidence-based options for leading effective collaborative change for the benefit of people and communities. 4. Who can demonstrate confidence, resilience and the ability to effect change in partnership with people with diverse experiences, cultures, and power. 5. Who have made an impact on health and healthcare through the delivery of real change within the programme 6. With a wide network of critical friends and alliances to learn from peer-2-peer learning
Course Learning Outcomes	**A: Students will have knowledge and understanding of**: A1- Effecting change in health systems and communities, including through digital enablers, in order to improve population health A2 - How to analyse health and care systems problems to determine the causalities and how to communicate this analysis effectively. A3 - The range of approaches to collaborative and participative systems change and which of these to utilise to best effect in relation to systems change problems. A4 - The theory and practice of effecting change with diverse peers, including personal self-awareness. A5- Change programme design, and implementation for complex change. A6- How to generate and analyse evidence, and how to make leadership judgements in uncertainty. **B: Student will develop their intellectual skills such that they are able to**: B1 - Critically analyse and evaluate where the collaborative approaches can change health and social care services B2 - Evaluate change methodologies and develop critiques of them in relation to current health and social systems issues and, where appropriate, to propose new approaches. **C: Students will acquire and develop practical skills such that they are able to**: C1 - Competently lead collaborative teams C2 - Demonstrate self-directed, resilient leadership in tackling a collaborative systems change programme and be able to reflect on, and adapt, their own approach.

	C3- Identify, formulate and apply knowledge of the challenges in engaging diverse views in systems change programmes
	C4 - Review and apply knowledge and understanding of quality initiatives in their local context, articulating their reasons for choosing a particular change model for identified problems.
	C5- Lead a discrete change programmes across health and/or social care systems, taking account of the system, group and personal dynamics in operation.
	C6 - Independently design and implement a change project methodology, including an appropriate monitoring and evaluation strategy
	D: Students will acquire and develop transferable skills such that they are able to:
	D1 - Be responsible and ethical relational and facilitative leaders of change:
	D2 - Mobilise diverse people and groups effectively, utilising creative and innovative problem-solving skills in complex situations
	D3- Communicate effectively with colleagues, communities and stakeholders using a wide range of techniques including storytelling.

C. Teaching and Learning Strategy

Our approach focuses on translating leading edge thinking, approaches, and tools into meaningful personal and organisational practice. This builds on LSBU's focus on applied research, skills development and using evidence-based practice to make an impact.

The emphasis is on facilitating tangible behaviour shifts in participants' leadership capability. All our development work is underpinned by academic theory, long-established and current, and also through the involvement of service users, carers, providers, commissioners and partners. We work closely with academic partners, think tanks, key opinion leaders in the NHS, local government, third-sector, and our development partners to ensure that our approaches are current, relevant and able to bring in new and challenging thinking. This informs both the design principles (e.g. learning styles, action learning, experiential learning, group behaviours) and programme content (e.g. theories of systems, emergent change, resilience). We are able to test this in our everyday delivery of quality and coproduction projects and programmes. This helps to keep our ideas and delivery fresh and grounded, and ensure we are able to respond to any unforeseen changes.

Learning methods
Adult learners require far more than just information; they require a myriad of teaching technologies. We will apply adult learning principles to the design of our programme (Knowles 1984):

   a) Adults need to know why they are learning something

   b) Adults learn through doing

   c) Adults are problem-solvers

   d) Adults learn best when the subject is of immediate use

We will provide a tried and tested approach to adult learning. This has been developed through similar, relevant experience and tailored to the individual and collective needs of the participants. We use double loop learning methodology based on Kolb's experiential learning framework and support continued learning and development through learning sets so that participants 'learn how to learn', and have deeper sets of alternative ideas and behaviours from which to choose to act. (Kolb 1984).

This focus on application shapes the Programme as a whole.

Learning approaches

The programme utilises the following approaches and strategies for learning:

a) Presentation of useful theory and exploration of its utility through adult learning methodologies (A)
b) Immersion –visits into other organisations and communities to explore coproduction in different environments (A2, A3)
c) Myers Briggs Type Indicator as a way of understanding diversity (A4)
d) Leadership Inquiry – interviews with senior professional and citizen leaders in health and social care as a group and individually (A)
e) Co-consulting – one to one consultation sessions with Faculty on the design of the projects (C)
f) Action Learning Sets – for the application ideas into practice and into the student's wider work. (C and D)
g) Practice Workshops to develop leadership skills (C, D)
h) Interviews with stakeholders for the projects, to be reviewed in the Action Learning Sets. (C)
i) Designing and leading a change project in their local context. (B, C, D)
j) Assessments of understanding through assignments to evaluate innovation in health and social care (A), and evaluating coproduction projects (A), through presentations and group review (B) and through a full project report and reflection (C, D)

Application of learning
At the core of the learning is the students Collaborative Change project. Development of understanding of collaborative methodologies for change, personal strategies and skills for leadership including working with peers and with diversity are embedded in the programme modules and workshops. These are applied and reviewed in Action Learning Sets which provide the main source of support for the Collaborative Leadership Project.

Blended learning
The PGCert includes blended learning opportunities with short video examples of coproduction and asset-based approaches to collaboration in practice combined with peer lead groups discussion.

All materials are provided on the VLE (Moodle) along with course reading, and in addition we provide a Pinterest board that is widely available and access to additional opportunities for learning outside the PG Cert Modules via the programme Linked in Group (available to speakers as well as students and tutors). All progress is recorded on the e-portfolio-Mahara.

D. Assessment

The PG Cert Leading Collaborative Systems requires both formative and summative assessments for each Module.

The formative assessments are designed as a stepping-stone to the summative assessments allowing the students the opportunity to have feedback on their academic work in preparation for the summative assignments. The requirements of the formative assessment not only prepare students for the academic content they also prepare students for the process of the summative assignments. They are important milestones in the student's learning, enabling students to identify areas that need further attention early on in their studies. These assessments allow the student to demonstrate both the depth and breadth of knowledge and skills required to demonstrate competence at Level 7.

All Modules pass at 50%. Progression requires a pass for all modules. The timing of assessments is provided in the timetable below.

All assessments develop critical analysis skills and reflexive skills but also the ability to communicate these in a range of forms and to a range of stakeholders (peer students to local leaders).

Module 1: LHS_7_010 Innovating in Collaborative Systems (New Module)

Formative:

A short (500 words) written reflection or 5-minute video reflection of your learning on Collaborative Leadership.

Summative:

Critically review a collaborative change programme you have access to it in terms of the core theories on innovation in systems provided in the module.

A 15-minute presentation critically reviewing a collaborative change programme (50% weighting) followed by 15 minutes question and answer (50% weighting).

The viva is presented to the course team and your organisation/ community group supervisor

Module 2: LHS_7_002 Core Concepts of Quality (Existing Module)

Formative:

This assessment is a short (no more than 10 minute) informal presentation to the student's peers in their Action Learning Sets on:
"The relevance of Flow, Improvement Science and Systems Thinking to your quality work."

Summative:

A 4000-word essay assignment on a theoretical model for co-production, including a 500-word reflection on your learning

Module 3: LHS_7_009 Leading Collaborative Change Programmes

Formative:

A 500-word written review or Adobe Spark report of the design of your collaborative change programme.

Summative:

Either:
- (A) A 4000- word review of your change programme (from co-discovery, to co-design, to co-deliver to co-evaluate) including a 1000- word reflection on your learning
    Or
- (B) The submission of your learning portfolio from Mahara/One File, which includes a summery poster review of your change programme.

E. Academic Regulations

The University's Academic Regulations apply for this course.

F. Entry Requirements

A minimum of a 2:2 first degree/Bachelor degree equivalent to UK Second Class Honours Lower Division in a relevant subject area.

OR

Relevant previous professional/ leadership or 'expert by experience' experience will also be considered. If applicants do not have the prior qualifications, then they must have at least 4 years in a relevant leadership role.

Applicants will be assessed on the personal statement as well as the entry qualifications.

We welcome equivalent qualifications from around the world. English language qualifications for international students: IELTS score of 6.5, Cambridge Proficiency or Advanced Grade C.

Application is through the LSBU dedicated underlined application system.

G. Course structure(s)

Course overview

This is a part-time PG Cert programme organised into workshop blocks of 2-3 days, alongside seminars, learning journey visits, supervision co-consulting with peers and tutors, and action learning sets. The timetable identifies how the course develops.

Students can progress to the Masters Leading Social Change (pending validation)

PG Cert Systems Change: Collaborative Communities– **Part time**

	Semester 1		**Semester 2**	
Year 1	Module 1: Innovating in Collaborative Systems (compulsory) LHS_7_010			20
	Module 2: LHS_7_002 Core Concepts of Quality (compulsory)	20		
			Module 3: Leading Collaborative Change Programmes (compulsory) LHS_7_009	20

Placements information

None

H. Course Modules

Module Code	Module Title	Level	Semester	Credit value	Assessment
LHS_7_010	Module1: Innovating in Collaborative Systems	7	1 and 2	20	A Short viva presentation Critically review a collaborative change programme you have access to in terms of the core theories on innovation in systems provided in the module. A 15-minute presentation critically reviewing a collaborative change programme (50% weighting) followed by 15 minutes question and answer (50% weighting). The viva is presented to the course team and your organisation/ community group supervisor
LHS_7_002	Module 2: Core Concepts of Quality	7	1	20	A 4000 word essay assignment that incorporates a 500 word reflection.
LHS_7_009	Module 3: Leading Collaborative Change Programmes	7	2	20	Either: (A) A 4000- word review of your change programme (from co-discovery, to co-design, to co-deliver to co-evaluate) including a 1000- word reflection on your learning Or (B) The submission of your learning portfolio from Mahara/One File, which includes a summery poster review of your change programme.

I. Timetable information

The Full timetable will be provided in the Course Brochure March 2019-01-09

PGCert Systems Change; Collaborative Communities	2019						2020						
				Semester 1					Semester 2				
	April - Jun	August	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
Application	■												
Interview	■												
Pre-Programme Identification collabortive change project and Learning Goals		■	■										
Module 1:Innovating in Collaborative Systems													
Workshop 1 (2.5 days)			■										
Workshop 2 (1.5 days + 0.5 day AL set)								■					
AL Set Group (0.5)								■					
Learning Journey Visit (0.5)					■								
Blended Learning:				■	■	■							
Formative				Reflect									
Summative									Viva				
Module 2 Core Concepts of Quality LHS 7002													
Workshop 3 (3 days + 0.5 AL set)				■		■							
Workshop 4 (2.5 days) including visit													
AL set Group (0.5)				■									
Blended Learning:							■	■					
Formative							Present	Essay					
Summative													
Module 3: Leading Collaborative Change Programmes													
Workshop 5 (2 days)							■						
Workshop 7 (1 day)										■			
AL Set Groups 4x half days									■	■	■		
Co-consulting 3 x half days							■		■		■		
Formative							Plan						
Summative													Proj

J. Costs and financial support

Course Fees: £3750

Course related costs

 Notes:

 Assume 15 participants

Tuition fees/financial support/accommodation and living costs
Books and travel costs are not included in the fees.

- 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: Educational Framework (undergraduate courses)
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.
T= Taught D= Developed A= Assessed

Modules			A1	A2	A3	A4	A5	A6	B1	B2	C1	C2	C3	C4	C5	C6	D1	D2	D3
Level	Title	Code	A1	A2	A3	A4	A5	A6	B1	B2	C1	C2	C3	C4	C5	C6	D1	D2	D3
7	Innovating in Collaborative Systems	LHS_7_010	TDA	TDA		TD			TDA								TD		
7	Core Concepts of Quality	LHS_7_002	TDA				TDA		TDA			TDA					TD	D	
7	Leading Collaborative Change Programmes	LHS_7_009			TDA	TDA	TDA			TDA	TDA		TDA	TDA	TDA	TDA	TDA		

Appendix C: Personal Development Planning

Action Learning – small peer groups to review learning and application of learning, and formulate action plans
Co-consulting – 1:1 sessions with course tutors on the design of the change project.

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	All students are assigned a personal tutor to develop their own PDP related to their personal learning needs. The tutor meets with the student virtually or f2f at the outset of the course to agree the project scope. Students will be supported by the Course Director in relation to their pastoral/pathway needs through to the end of the programme
2 Supporting the development and recognition of skills in academic modules.	An introduction to studying and writing at masters level will take place in the Orientation sessions Through the masters modules and assessments, students will develop their ability to utilise relevant theory and knowledge to understand and critically evaluate concepts Academic tutorials will be provided by all module leaders to support students with developing written work/exam preparation, and preparing for practical sessions. Marking grids will be used by all markers for all assessments and are published in each module guide Across the modules, written feedback will be given to students from assessments, which is specific and state areas for improvement; facilitating students to develop their ability to utilise relevant theory knowledge to understand and critically discuss concepts. Students will develop their critical appraisal skills through professional modules in relation to literature and research studies, and through their workplace change projects in relation to evidence based practice related to new models of care, systems leadership, change management, quality methods. Students IT skills will be further developed by an advanced data searching session provided by the library and subsequent use of search engines, data bases, on-line learning resources and remote access journal facilities IT skills will be further developed by the use of Moodle to provide students with key information and supplementary material to support their learning Students will be required to undertake a formative exercise prior to joining the programme to evaluate their strengths/weaknesses in relation to their future leadership role. This forms the basis for the first coaching session. Students are required to review their skills development in quality methods as part of the Core Concepts of Quality Module and provide feedback to their Action Learning Set and Tutor. Feedback will be given from the module leader and a tutorial organised as required.

3 Supporting the development and recognition of skills through purpose designed modules/.	Students will develop their ability to work in interdisciplinary groups, and leading as peers in leading effective change projects. This is practiced in their group work and group learning experiences undertaking visits to centres of health innovation; in their sessions with guest leaders from the health and social care system; in their Action Learning Sets. Practical skills e.g. Change management, Quality methods, Skills in Patient Flow provided in the Module workshops and in the 1:1 co-consulting sessions. The ability to reflect on their practice and use problem-solving skills in familiar and unfamiliar situations is developed through the Leading Collaborative Change Projects module and continues throughout the change projects in their organisations.
4 Supporting the development and recognition of skills through research projects and dissertations work.	All of the modules will develop students' ability to critically appraise research in relation to change practice. The assessment for the Core Concepts of Quality Module requires critical analysis and evaluation of a coproduction project using a framework developed from their review of the research.
5 Supporting the development and recognition of career management skills.	This will continue with students developing: Skills in writing a project plan and full project review and report for work place change project which forms the case material for the Leading Change Projects Module Presentation skills Their ability to communicate a coherent argument in class discussions, debates and through assessments Their ability to synthesise information and concepts through class discussions, debates and through written assessments Group-working within an action learning format
6 Supporting the development and recognition of career management skills through work placements or work experience.	Students will have the opportunity to reflect on their progress with practice based learning through completion of their Learning Journals, project proposal and full project report alongside the Mahara portfolio. Students will receive formative feedback from their Sponsors and their Action Learning Set Facilitators. The work place project is a significant part of the programme, and the students will be required to review their progress with their Action Learning Sets
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	There are senior leaders joining modules to present their experience and opportunities are provided for students to network with these leaders for professional development

8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	There will be opportunities for reflection throughout the course, allowing for students to develop skills and challenge attitudes and practice. Skills and attitudes which support continuing professional development will be encouraged and facilitated in the modules and action learning Students will be encouraged to consider their future goals and aspirations through completion of a 360 narrative feedback process within the programme which is reviewed with their action learning set.
9 Other approaches to personal development planning.	Students will be asked to participate in the programme Evaluation with focus groups throughout the programme.
10 The means by which self-reflection, evaluation and planned development is supported e.g electronic or paper-based learning log or diary.	This will be supported in the practice area by completion of Learning Journals in Mahara and a series of reflective exercises for engaging stakeholders in work based change projects. In Module 1 students will be accessing the Myers Briggs evaluation. Students will be undertaking a 360 narrative feedback process during their project work, which it utilised for personal reflection and planning In addition, self-reflection and evaluation will occur in group activities in taught sessions, Action Learning and in the Co-consulting sessions reviewing progress on the work based project.

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]

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

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

prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

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