

Course Specification

A. Course Information			
Final award title(s)	BSc (Hons) Diagnostic Radiography		
Intermediate exit award title(s)	DipHE Diagnostic Imaging - 4292 CertHE Health Studies		
UCAS Code		Course Code(s)	FT 2384 Top up - 5599
	London South Bank University		
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input checked="" type="checkbox"/> LSS		
Division	Radiography and ODP		
Course Director	Harry Bliss		
Delivery site(s) for course(s)	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify		
Mode(s) of delivery	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify		
Length of course/start and finish dates	Mode	Length years	Start - month
	Full time	3	September
			Finish - month
			August
Is this course generally suitable for students on a Tier 4 visa?	No		
Approval dates:	Course(s) validated / Subject to validation	July 2016	
	Course specification last updated and signed off	September 2021	
Professional, Statutory & Regulatory Body accreditation	Health and Care Professions Council College of Radiographers		
Reference points:	Internal	Corporate Strategy 2020 - 2025 School Strategy LSBU Academic Regulations	
	External	QAA Quality Code for Higher Education 2018 Framework for Higher Education Qualifications Subject Benchmark Statements PSRB Competitions and Markets Authority SEEC Level Descriptors 2021	
B. Course Aims and Features			
Distinctive features of course	The distinctive features of the BSc (Hons) Diagnostic Radiography programme include: <ul style="list-style-type: none"> • meeting the HCPC Standards of Proficiency (2013) and HCPC Standards of Education and Training (2012), and 		

	<p>enable successful students to be eligible to apply for registration with the Health and Care Professions Council.</p> <ul style="list-style-type: none"> equipping individuals with the knowledge and skills required for eligibility to apply for registration with the Health and Care Professions Council as a diagnostic radiographer. <p>This revision of the existing programme has encompassed the ongoing change in technology and the format of the changing healthcare environment with the aim of providing practitioners who are fit for purpose and fit for award.</p>
<p>Course Aims</p>	<p>The aims of the programme are to:</p> <ul style="list-style-type: none"> ensure that the graduating radiography student achieves the competencies for eligibility to apply for registration as a diagnostic radiographer develop confident and competent practitioners who practise autonomously, compassionately, skilfully and safely whilst maintaining dignity and promoting health and wellbeing develop a graduate diagnostic radiographer who is a critical consumer of research and evidence foster independence in learning and commitment to lifelong learning <p>develop the qualities and transferable skills necessary for employment</p>
<p>Course Learning Outcomes</p>	<p>Students will acquire knowledge and understanding of:</p> <p>A1 philosophy underpinning the development of the profession of radiography</p> <p>A2 role of the radiographer in the promotion of health and health education in relation to healthy living and health screening for disease detection</p> <p>A3 role of other professions and services in health and social care</p> <p>A4 structure and function of the human body, together with knowledge of health, disease, disorder and dysfunction relevant to their profession</p> <p>A5 structure and function of the human body in health, disease and trauma, as well as common pathologies and mechanisms of disease and trauma, including the musculoskeletal system; soft tissue organs; regional and cross-sectional anatomy of the head, neck, thorax, pelvis and abdomen; the cardiovascular, respiratory, genito- urinary, gastro-intestinal and neuro-endocrine systems</p> <p>A6 the signs and symptoms of disease and trauma that result in referral for diagnostic imaging procedures</p> <p>A7 radiobiological principles on which the practice of radiography is based</p> <p>A8 risk-benefit philosophy and principles involved in the practice of diagnostic radiography</p> <p>A9 principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process</p> <p>A10 physical principles of ionising radiation production, interaction, modification and protection underpinning radiation therapy. In particular,</p>

detailed knowledge of current legislation relating to the use of ionising radiation for medical purposes is essential;

A11 physical and scientific principles on which image formation using ionising and non- ionising radiation is based

A12 principles of dose calculation and radiation dosimetry

A13 theoretical basis underpinning patient assessment prior to and during diagnostic imaging examinations

A14 capability, applications and range of technological equipment used in diagnostic imaging

A15 concepts and principles involved in the practice of diagnostic imaging and how these inform and direct clinical judgement and decision making

A16 pharmacology and methods of administration of drugs used within diagnostic imaging.

A17 quality assurance, quality control and audit processes in place within diagnostic imaging.

A18 current developments and trends in the science and practice of radiography

A19 legislative, policy, ethical and research frameworks that underpin, inform and influence the practice of diagnostic radiographers.

A20 concept of leadership and its application to practice

Students will develop their intellectual skills such that they are able to:

- B1 systematically evaluate and apply the scientific principles underpinning diagnostic radiography practices.
- B2 assess the role of diagnostic imaging and the diagnostic radiographer in the overall care of the client / patient.
- B3 assess the factors impinging on the delivery of continuity of care within a multidisciplinary team.
- B4 systematically evaluate the development of patient care or investigation strategies encountered in the diagnostic imaging department and initiate action appropriate for the individual.
- B5 be able to assess a professional situation, determine the nature and severity of the problem and call upon the required knowledge and experience to make reasoned decisions to initiate, continue, modify or cease diagnostic imaging investigations.
- B6 systematically evaluate the moral and ethical issues relevant to the clinical situation.
- B7 critically reflect on practice ensuring an evidence based approach to the professional role.
- B8 critically review research designs and methods which are used to generate evidence in diagnostic radiography
- B9 analyse and process data accurately, in order to conduct diagnostic imaging procedures efficiently and effectively.
- B10 demonstrate clinical reasoning skills based on judgements made from the collection, interrogation and interpretation of data from a range of sources and provided by a variety of methods.
- B11 recognise the value of research to the critical evaluation of diagnostic radiography practice.
- B12 engage in the underlying principles of supervision.

Students will acquire and develop practical skills such that they are able to:

- C1 accurately and safely operate a range of diagnostic imaging equipment, maintain a safe practice environment and assure the quality of their practice.
- C2 competently perform and evaluate the full range of standard imaging techniques and contrast agent examinations, including those undertaken on service users suffering from acute trauma, and where the service user's medical, physical or mental health needs require examinations to be carried out in non-standard imaging environments
- C3 practise within the legal and ethical boundaries of diagnostic radiography
- C4 demonstrate levels of clinical decision making commensurate with the level of theoretical and practical understanding.
- C5 consistently demonstrate skills in communication, information giving and developing therapeutic relationships.
- C6 prepare the patient both physically and psychologically in order to carry out an effective clinical procedure.
- C7 demonstrate awareness of the impact of culture, equality, and diversity on practice and practise in a non-discriminatory manner
- C8 apply effective moving and handling skills in order to protect patients and self.
- C9 use basic life support techniques and be able to deal safely with clinical emergencies
- C10 maintain records appropriately record and report outcomes of procedures appropriately.
- C11 demonstrate flexibility in working in a variety of work settings.
- C12 be able to remove and re-apply dressings and supports appropriately and in a safe, effective and considerate manner
- C13 manage their continuing professional development.
- C14 practise as an autonomous professional, exercising their own professional judgement within their scope of knowledge

Students will acquire and develop transferable skills such that they are able to:

- D1. draw on appropriate knowledge and skills to inform practice
- D2. communicate effectively in both an inter and intra professional setting, .
- D3. perform as an effective member of an interdisciplinary team working, where appropriate, in partnership with service users, other professionals, support staff and others.
- D4. apply numeracy skills accurately to information and data relating to diagnostic imaging procedures.
- D5. use information and communications technology effectively, both in the practical situation and as a learning resource.
- D6. use physical, graphical, verbal and electronic methods to collect and analyse information from a range of sources including service user's clinical history, diagnostic images and reports, pathological tests and results.
- D7. learn and think independently in familiar and unfamiliar situations with an open mind and in the spirit of critical enquiry.
- D8. interpret written instructions accurately and safely.
- D9. interpret and use numerical and statistical information accurately.
- D10. identify and present material and the evidence base to support a reasoned argument.

- D11. critically reflect on practice using research evidence ensuring an evidence based approach to the professional role.
- D12. be accountable for their actions.

C. Teaching and Learning Strategy

Teaching and learning strategy

- Module Co-ordinators are required to provide material on-line and are encouraged to explore the use of on-line technologies that provide virtual teaching and assessment environments (Moodle).
- Lectures will be used to introduce and provide new information and update existing knowledge
- Seminars and discussions to share varied ideas amongst students
- Tutorials with individuals and groups
- Formative assessments
- Skills lab workshops to prepare students for clinical placements
- Critical incident analysis to reflect upon practice based issues
- Structured reading/guided study
- Workbooks to develop and update knowledge
- Small group exercises

Students can expect, as part of the teaching and learning strategy, to be pro-active participants in the development of intellectual skills through discussion and peer presentation and subject reporting.

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Practical skills are normally developed through practical, skills based sessions, problem based approaches and clinical placements.

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A. Assessment

Assessment methods are specified in each Module Guide and cover the module and programme learning outcomes prescribed in the Module Guide. Content, knowledge and understanding is assessed through unseen written examination, presentation, coursework and/or competencies. Assessment can take many forms based on the practical or theoretical content of the modules.

A variety of assessment methods are used to assess practical skills.

- Written Assignment
- Objective Structured Clinical Examination
- Skills workshops
- Clinical Competency Portfolio

- Written Examination
- Written Assignment
- Objective Structured Clinical Examination

- Written Examination
- Written Assignment
- Objective Structured Clinical Examination
- Clinical Competency Portfolio
- Presentations

E. Academic Regulations

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

B. Entry Requirements

BSc (Hons) Programme: Applicants to these programmes will need to meet the following entry criteria (or recognised equivalent):

An overview of the recruitment requirements and AP(E)L process are detailed in the Generic Document (Document C).

The admission and selection procedures outlined are based on the following principles:

- Fitness for practice
- An imperative to ensure flexibility of entry in accordance with Department of Health guidance
- The course team's commitment to facilitate equal opportunities at the point of entry and throughout the course.

The university operates an equal opportunities policy where there is no discrimination in view of age, gender, race, marital status, sexual orientation, socio-economic background, disability or religious beliefs.

All offers of places on the programme are conditionally based on:

1. Satisfactory outcome of an interview;
2. Occupational Health clearance;
3. Satisfactory outcome of an Enhanced Disclosure and Barring Service application
4. Satisfactory clinical visit report – (Appendix 1)

Potential students may also apply for exemption for certain modules on the basis of prior learning and/or experience through the AP(E)L process when applying. This will be reviewed by the APEL team in the School for consideration of exemption.

Applications from candidates with disabilities are considered and assessment of abilities and needs undertaken sensitively. The safety of the potential students is an important consideration.

All applicants must be 18 years or over at the commencement of the course.

It is anticipated that applicants will have a wide variety of academic backgrounds, but they should ideally possess one of the following

- All applicants must be 18 years or over at the commencement of the course.
- 3 A-Levels at grade B or BTEC Level 3 extended diploma DDD (before 2010 known as BTEC national diploma level 3) (DMM); Plus GCSE (A–C): five subjects including English, Mathematics and Physics/Combined Science **or**
- Access to HE course in Science or Health Studies or similar with 45 credits at L3 (minimum 24 credits at distinction and 21 credits at merit grade) and 15 credits at L2 **or**
- a Foundation degree/higher apprenticeship in a professionally relevant subject
or
- an Honours degree (minimum 2:2 Classification) in a subject related to science or health, for example, physics, biology, health sciences.

Consideration will also be given to other relevant qualifications recognised as equivalent to the above.

Students for whom English is not their first language must achieve a minimum score of 7 overall or equivalent with not less than 7.5 in listening/speaking and not less than 6 in writing and reading for the International English Language Test Score (IELTS) [or TOEFL: 570 including 55 in the Test of Spoken English (TSE) and at least 5 in the Test of Written English (TWE)], at the time of application.

Application is by UCAS.

G. Course structure(s)

Full time 3 year

Year one Semester one Semester two		Year two Semester one Semester two		Year three Semester one Semester two	
Clinical applications of radiographic theory 1		Clinical applications of radiographic theory 2		Clinical applications of radiographic theory 3	
Concepts of Interprofessional and Collaborative Practice		Appraising evidence based practice for diagnostic radiography		Improving quality, change management and leadership (Leadership and service innovation)	
Applied systemic anatomy 1	Principles of clinical reasoning	Applied systemic anatomy 2		Specialist imaging and interventions in radiography	Radiographic image interpretation
Fundamentals of radiation science		Principles of further imaging modalities	Radiographic imaging and disease processes	Contemporary debates within radiography practice	

Placements information

Practice experience begins early in the programme (first semester) and students will gain practice experience through blocks of clinical placement throughout the programme. Academic and clinical blocks are structured to enable effective theory practice links to be established. Within the programme 50% of student activity is based in practice.

C. Course Modules

Level 4			
Module and credits	Semester	Formative Assessment	Summative Assessment (weighting)
Concepts of interprofessional and collaborative practice (20)	1 & 2	Interprofessional workbook which demonstrates an understanding of the roles and relationships of different professional groups	3000 word written assignment (100%)
Applied systemic anatomy 1 (20)	2-1	mock exam paper	2 hour unseen exam (100%)
Fundamentals of radiation science (20)	1	mock exam paper	2 hour unseen exam (100%)
Principles of clinical reasoning (20)	1 & 2	1000 word written assignment	3000 word written assignment (100%)
Clinical applications of radiographic theory 1 (40)	1 & 2	Clinical portfolio tasks and written submissions	2-hour written examination (40%), Objective Structured Clinical Examination (60%) & Clinical Portfolio (Pass/Fail)
Level 5			
Appraising evidence based practice for Diagnostic Radiography (20)	1 & 2	quizzes and class-based activities.	3000 word written assignment (100%)
Applied Systemic Anatomy 2 (20)	1	mock exam paper	2 hour unseen exam (100%)
	1	Clinical portfolio tasks and written submissions	Clinical Portfolio (Pass/Fail)
Clinical applications of radiographic theory 2 (40)	1 & 2	Clinical portfolio tasks and written submissions	2-hour written examination (40%), Objective Structured Clinical Examination (60%) & Clinical Portfolio (Pass/Fail)
Radiographic Imaging and disease processes (20)	2	Problem Based Learning in small groups supported by peer and tutor discussion board	1,500-word discussion of a disease process/pathological condition (50%) & 1 hour unseen exam (50%)
Principles of further Imaging Modalities (20)	1	Group presentations relating to choice of imaging modalities	2 hour unseen exam (100%)
Level 6			
Improving quality, change management and leadership (20)	1 & 2	Small group discussion to outline proposal	3000 word written change proposal (100%)
Clinical applications of radiographic theory 3 (40)	1 & 2	Clinical portfolio tasks and written submissions	2-hour written examination (40%), Objective Structured Clinical Examination (60%) & Clinical Portfolio (Pass/Fail)

Contemporary Debates within Radiographic Practice (20)	1	Presentations to a group of students which provides peer feedback	3000 literature review (100%)
Radiographic image interpretation (20)	2	5 university based image interpretation workshops	2 hour unseen OSCE of radiographic and CT images (100%)
Specialist imaging and interventions in Radiography (20)	1	Small group activity to aid the development of presentation skills.	20 minute Oral presentation (100%)

I. Timetable information

Timetables 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: 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.

BSc (Hons) Diagnostic Radiography															
	Principles of Clinical Reasoning	Fundamentals of Radiation Science	Applied Systemic Anatomy 1	Concepts of Interprofessional and Collaborative Practice	Clinical applications of radiographic theory 1	Applied systemic anatomy 2	Principles of further imaging modalities	Radiographic imaging and disease processes	Appraising evidence for research informed practice	Clinical applications of radiographic theory 2	Specialist imaging and interventions in radiography	Contemporary debates within radiography practice	Radiographic image interpretation	Improving quality, change management and leadership	Clinical applications of radiographic theory 3
A. Knowledge and understanding															
A1	TD						TD						DA		
A2					TDA			TDA		TDA	TA				TDA
A3				TDA				TDA		TDA	TA				D
A4			TDA		TDA	TDA		TDA		D	TA				D
A5			TDA		TDA	TDA		TDA		DA	TA				D
A6			TDA		TDA	TDA		TDA		D	TA		D		DA
A7	TA	TA			TDA		T	DA		TDA	TA				D
A8					TDA			D		TDA	TA		D		DA
A9	TA				D			D	TDA	D	TA	TA	D		D
A10		TA			TA		TA			TDA	D				D
A11		TA					TA			D	D				D
A12	D	TA			T					D	D				D
A13	TA		D			D		DA		DA	TA				DA
A14	D				TDA	D	TDA	D		DA	D				DA
A15			D		TDA	D	D	DA		D	TA	TA	D		D
A16			TA		TD	TA	TD	D		D	D				D
A17					TDA		TD			DA	D		D		DA

A18		D			D	D	TDA	D		D	TA				DA
A19				T	TDA					D	TA	TA	TDA		D
A20														TDA	

BSc (Hons) Diagnostic Radiography															
	Principles of Clinical Reasoning	Fundamentals of Radiation Science	Applied Systemic Anatomy 1	Concepts of Interprofessional and Collaborative Practice	Clinical applications of radiographic theory 1	Applied systemic anatomy 2	Principles of further imaging modalities	Radiographic imaging and disease processes	Appraising evidence for research informed practice	Clinical applications of radiographic theory 2	Specialist imaging and interventions in radiography	Contemporary debates within radiography practice	Radiographic image interpretation	Improving quality, change management and leadership	Clinical applications of radiographic theory 3
B. Intellectual Skills															
B1	D	TA	D		TDA	D	TDA	TDA		TDA	D				DA
B2	TA		D	TA	D	D	TDA	D		D	TA		D		D
B3				TDA	D			D		DA	D	D			D
B4	TA		D		D	D	D	D		D	TA		D		D
B5	D				TDA			D		TDA	D		D		DA
B6				TD	D			D		D	D	DA			D
B7	TA					D		D	TD		D				
B8									TDA			DA			
B9	D				TD			D		TD	D	DA			D
B10	TD		D		D	D	D	TDA		D	D	DA			DA
B11	D								TDA		D	DA	TDA		
B12										D				TDA	D
C. Practical Skills															
C1	T				TDA					TDA	D				TDA
C2			D		TDA	D				TDA					TDA
C3	D			TDA	D					D	D		D		D
C4	D				TDA			D		TDA			D		TDA
C5	D				D		D	D		D	TA	TA	TDA		D
C6	D				TDA			D		TDA					TDA
C7				TDA	D					D	D				D

C8					TDA					TDA					TDA
C9					TDA					TDA					TDA
C10					TD					D			TDA		D

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C11					D					D					D
C12					TD					D					D
C13												TDA		D	
C14					D					D			D		D
D. Transferable Skills															
D1	D	D	D		TDA	D	D	D		TDA	D	D	D		TDA
D2	D				TDA		D	D		TDA	D	D	D		D
D3				TDA	D			D		D					D
D4	D				TDA					D	D				D
D5					D		D			D	D	DA	D		D
D6	D				D		D	D	D	D	D	DA	TDA		D
D7		D			D			D	D	D	D	DA	D		D
D8	D				D					D	D				D
D9	D				D				D	D	D				D
D10								D	TD		TA	TDA			
D11					D			D	TDA	D	TA	TDA	D		
D12	D				D					D			D		D

Appendix B: 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 learning
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

