

Course Specification

A. Course Information																							
Final award title(s)	BSc (Hons) Sport and Exercise Science																						
Intermediate exit award title(s)	Certificate in Higher Education 120 credits at L4 Diploma in Higher Education 240 credits (120 from L4 and 120 from L5)																						
UCAS Code	C600	Course Code(s)	Full Time 836																				
	London South Bank University																						
School	<input checked="" type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS																						
Division	Human Sciences																						
Course Director	Darren James																						
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	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Mode</th> <th style="width: 25%;">Length years</th> <th style="width: 25%;">Start - month</th> <th style="width: 25%;">Finish - month</th> </tr> </thead> <tbody> <tr> <td>Full time</td> <td>3 Years</td> <td>September</td> <td>July</td> </tr> <tr> <td>Full time with placement/ sandwich year</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Full time	3 Years	September	July	Full time with placement/ sandwich year											
Mode	Length years	Start - month	Finish - month																				
Full time	3 Years	September	July																				
Full time with placement/ sandwich year																							
Is this course generally suitable for students on a Tier 4 visa?	Please complete the International Office questionnaire Yes Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated.																						
Approval dates:	Course(s) revalidated		2013																				
	Course review date		2018																				
	Course specification last updated and signed off		September 2023																				
Professional, Statutory & Regulatory Body accreditation	Endorsed by the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA).																						

	Endorsement is mapped to the professional standards of the gym instructor and personal trainer awards.	
Reference points:	Internal	Corporate Strategy 2020-2025 Educational Framework Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	Office for Students (OfS) Guidance Framework for Higher Education Qualifications Subject Benchmark Statement 2019 PSRB (BASES Undergraduate Endorsement Scheme) Competitions and Markets Authority SEEC Level Descriptors 2021 QAA Quality Code for Higher Education 2018

B. Course Aims and Features

Distinctive features of course	<p>The application of science to sport and exercise is essential for successful training, rehabilitation, prevention of injury and to optimise athletic performance.</p> <p>For anyone working in sport and exercise-related employment, it is vital to understand how the human body works, particularly in the context of physical performance, movement, psychological theories and nutritional strategies.</p> <p>This course is structured around four main themes: physiology, psychology, nutrition and biomechanics. Each level of the course includes modules designed to enhance students' knowledge of these subjects, but they will learn about them in the context of sport and exercise.</p> <p>Students also learn about technology in sport, including the use of computers, and how research underpins all aspects of sports science. One feature of the course that is proving particularly attractive to students is the direct application of all the knowledge that they are acquiring to sport performance and sports coaching.</p> <p>During the course students have the chance to gain coaching awards by taking vocational training courses through Sports Coach UK and Sport's National Governing Bodies at the University's Academy of Sport. Students have the opportunity to be trained as Sports Ambassadors and there are opportunities to gain experience in sports volunteering and research project work. The course also enables students who successfully complete professional qualifications during their course (gym instructor's award and personal trainer award) to apply for membership to CIMSPA.</p> <p>In the first and second years, the course also contains practical sport modules; this means that students get to participate in sports and exercise activities in order to study the scientific basis of their own performance</p>
Course Aims	<p>The BSc (Hons) Sport and Exercise Science aims to:</p> <ol style="list-style-type: none"> 1. Provide students with an understanding of those scientific disciplines which underpin the field of sport and exercise science. 2. Enable students to explore sport and exercise science from a variety of perspectives and to apply these disciplines to the processes of sports performance, coaching and clinical practice.

	<p>3. Enable students to apply and to communicate their scientific understanding of sport and exercise science in an interdisciplinary manner with the aim of improvement of performance in sport and the use of exercise as a prophylaxis.</p> <p>4. Develop the ability of students to critically analyse research findings and to conduct their own investigations in sport and exercise science.</p> <p>5. Provide opportunities for students to develop transferable intellectual, practical and interpersonal skills.</p>
<p>Course Learning Outcomes</p>	<p>a) Students will have knowledge and understanding of:</p> <p>A1 The scientific disciplines underpinning human structure and function, which contribute to sport and exercise science.</p> <p>A2 The interdisciplinary approach to the study and application of sport and exercise science concepts.</p> <p>A3 Reflective practice as a means of consolidating learning and of demonstrating the achievement of goals.</p> <p>A4 The methods used to acquire, evaluate, review, analyse and apply information in the context of academic study.</p> <p>b) Students will develop their intellectual skills such that they are able to:</p> <p>B1 Evaluate and analyse problems relating to human performance and suggest appropriate solutions in the context of academic study.</p> <p>B2 Apply subject-specific concepts.</p> <p>B3 Appraise the effects of intervention on sport and exercise performance.</p> <p>B4 Critically reflect upon personal and observed practices.</p> <p>c) Students will acquire and develop practical skills such that they are able to:</p> <p>C1 Undertake laboratory and field work competently and safely.</p> <p>C2 Recognise and respond to ethical, moral, health and safety and other issues.</p> <p>C3 Execute a piece of independent work using appropriate media to communicate the findings in a way which demonstrates the ability to synthesise information and knowledge.</p> <p>C4 Design and implement training and/or exercise regimes.</p> <p>C5 Act upon the outcome of the reflective analysis of a practical or professional skill.</p> <p>d) Students will acquire and develop transferrable skills such that they are able to:</p> <p>D1 Manage and be able to adapt to a study schedule.</p> <p>D2 Effectively communicate ideas, arguments and concepts via a range of media to a variety of audiences.</p> <p>D3 Use the full range of sources of information, citing references properly.</p> <p>D4 Demonstrate appropriate numerical skills.</p> <p>D5 Be competent in the use of information technology e.g. word processing, spreadsheets, presentation software, internet).</p>
<p>C. Teaching and Learning Strategy</p>	

See the curriculum map (Appendix A) for an overview of the contribution that each module at each level makes to the development and assessment of the above skills. Individual module guides will detail how specific learning outcomes will be developed and assessed.

Concepts such as scientific method, reflection, evaluation and analysis are areas of understanding that students will acquire and develop throughout the course and are features of teaching and assessment in the 20-credit module structure at level 4. Diagnostic testing of numerical skills and written English in level 4 will enable staff and students to focus on any area of weakness from an early stage. There is a schedule of personal tutoring especially during the first year informed mainly by progress in measurement in sport and exercise.

Scientific method, reflection, evaluation and analysis are further developed and refined in the 20-credit module structure at levels 5 and level 6. The scientific disciplines of sport and exercise science: physiology, nutrition and metabolism, biomechanics and psychology are introduced at Level 4 and are the building blocks for the specialized and increasingly interdisciplinary approach to teaching and learning at levels 5 and 6. For example, the level 6 modules: environmental exercise physiology, clinical and applied biomechanics, clinical perception and action and applied sports psychology, illustrate the interdisciplinary focus of sport and exercise science underpinned by applied learning at levels 4 and 5

A first requirement of the course is to begin to develop the skills required for effective participation. Comprehension and interpretation of written material, communication and argument are important features of the measurement in sport and exercise module. Reflection and analysis is a feature of perception and action 1; and problem solving, design, analysis and reporting are developed in sports psychology 1, biomechanics 1, anatomy and physiology, and nutrition, health and disease.

Written and verbal critical appraisal skills and the testing of hypotheses are extended at level 5 in areas such as research methods, perception and action 2, biomechanics 2 and sports psychology 2. Assessments based upon the reflective process are made at levels 5 and 6. Problem solving, design, analysis and reporting feature in the development and assessment of modules at levels 5 and 6. The critique of scientific literature and case study analysis initiated at level 4 is further developed at level 5 and is found in numerous modules at level 6.

Health and safety in the laboratory and the ethical background to working with human subjects begins at level 4 in measurement in sport and exercise and is continued at level 5 ostensibly in research methods. For their research project in level 6, students are responsible for writing an ethics application and a risk assessment.

Students are introduced to laboratory measurements at level 4, the numerical results of which provide the material for data handling classes in measurement in sport and exercise, and other level 4 modules. At level 5, laboratory tests from different aspects of sports science are designed and carried out whilst linking closely to research methodologies. For example, the data obtained from the practical sessions in a number of level 5 modules is the focus for the teaching of inferential statistics. The final year project is the culmination of three years of progressive development in the design, execution, analysis and reporting of practical work.

The teaching and learning strategy employed on the course involves a range of traditional and contemporary approaches that are based on accepted pedagogical research. Activities vary based on the module aims and learning outcomes. Theoretical modules will offer students the opportunity to develop and advance their understanding through a blend of keynote lectures, tutorials, group work, flipped learning, action and problem-based learning activities. Modules which are laboratory based will predominantly use approaches that engage students through structured laboratory demonstrations, group work, role play and problem-based learning.

Digitally Enhanced Learning is incorporated into the T&L strategy to develop and support learning. Examples will include the University VLE (moodle), Panopto lecture capture and on-line platforms for remote seminars, discussion groups and tutorial support, as well as for formative assessment.

Students will be expected to engage in independent learning as outlined in each of the module descriptor documents, which will be made available on the Moodle sites. This learning will ostensibly be guided by staff via tasks set on the VLE.

A wide range of subject-related resources are available within the LSBU Library. These reflect a typical academic repository that includes access to hard-text core references, licensed E-journal subscriptions, scientific databases and interactive e-learning platforms. Moreover, students have access to site-licensed software and assistive technologies to support their learning (if registered for Disability and/or specific learning difficulties).

The current infrastructure is well equipped to support the course. There are a total of 7 teaching and research laboratories that provide a rich learning environment for combining theory and practice. Each contains industry-standard equipment to support delivery across the course.

Learning support for students will be provided through agreed tutorial time slots (between module leaders and/or other academic staff and students), the VLE, the Course Director and through the allocation of a personal tutor.

D. Assessment

The course uses a blend of formative and summative assessment. Formative assessment provides structured feedback to support students in the summative task therefore scaffolding the approach to assessment and ensuring appropriate development of critical thinking, academic writing, practical and technical comprehension, and creativity.

The section H table shows how the course will be assessed by module. All modules are assessed by coursework only using a blended approach to assessment (written essays, lab reports, oral presentations, oral defences). At level 4, knowledge and understanding is typically assessed via written reports and multiple-choice questionnaires. As students progress through the course, their transferrable skills are scrutinised more with oral presentations becoming a more common form of assessment. Each module has a 20-credit accumulation and transfer apart from Research Project in Level 6, which has 400 notional hours (40 CAT) assigned to it for student study hours.

In order to obtain an award, students must pass modules and gain the required number of credits as stated in the LSBU regulations for taught BSc programmes.

E. Academic Regulations

The University's Academic Regulations apply to this degree course.

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

Achievement of professional qualifications (gym instructor's award and personal trainer award) is governed by the regulations set by CIMSPA.

F. Entry Requirements

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

88-96 UCAS tariff points, equivalent to CCD at A-level with one in a science-based subject (A-level Physical Education will be accepted as science-based) or MMM in BTEC National Extended Diploma in a sport science-based subject, or Access to HE qualification with 39 merits and 6 passes.

GCSE Mathematics, English and Science at grade level C or higher. Adult Literacy and Numeracy Level 2 as well as Key Skills Communications and Numbers equate to GCSE English and Mathematics.

APEL: Consideration of prior learning and experiential learning will be considered for those applicants with non-standard entry. The decision regarding the appropriateness of this learning for entry to the course is solely that of the Course Director. Consideration will also be given for students who wish to claim APEL for modules when transferring from another degree programme

G. Course structure(s)

Course overview

- This course is structured over 3 years (FT).
- There are 2 semesters in each academic year.
- The FT course has 3 modules per semester.

BSc (Hons) Sport and Exercise Science – **Full time**

	Semester 1		Semester 2	
Level 4	Measurement in Sport and Exercise (compulsory)	20	Biomechanics 1 (compulsory)	20
	Nutrition Health and Disease (compulsory)	20	Anatomy and Physiology in Sport (compulsory)	20
	Perception and Action 1 (compulsory)	20	Sports Psychology 1 (compulsory)	20
Level 5	Perception and Action 2 (compulsory)	20	Sports Physiology and Nutrition (compulsory)	20
	Sports Psychology 2 (compulsory)	20	Biomechanics 2 (compulsory)	20
	Research Methods (compulsory)			20
	Strength & Conditioning (compulsory)			20
Level 6	Environmental Exercise Physiology (optional)	20	Applied Sports Psychology (optional)	20
	Clinical and Applied Biomechanics (optional)	20	Clinical and Applied Perception and Action (optional)	20
	Research Project (compulsory)			40
	Placement and Employability (optional)			20

Placements information

At Level 6 students have the opportunity to replace one of the curriculum modules (other than research project), which may not necessarily map to their career prospects, with a 'Placement and Employability' module. This has been designed to enhance the employability of students by developing an array of transferable *soft-skills*, and discipline-specific practical skills, beyond those acquired throughout the various components of the degree.

H. Course Modules

Module Code	Module Title	Level	Semester	Credit value	Assessment
-------------	--------------	-------	----------	--------------	------------

ASC_4_402	Measurement in Sport and Exercise	4	1	20	1 Coursework component
ASC_4_409	Nutrition, Health and Disease	4	1	20	1 Coursework component
ASC_4_439	Perception and Action 1	4	1	20	1 Coursework components
ASC_4_404	Biomechanics 1	4	2	20	1 Coursework component
ASC_4_405	Sports Psychology 1	4	2	20	1 Coursework component
ASC_4_461	Anatomy and Physiology in Sport	4	2	20	1 Coursework component
ASC_5_435	Biomechanics 2	5	1	20	1 Coursework component
ASC_5_424	Sports Psychology 2	5	1	20	1 Coursework component
ASC_5_RM S	Research Methods	5	1 & 2	20	2 Coursework components
ASC_5_SP N	Sports Physiology and Nutrition	5	2	20	2 Coursework components
ASC_5_SC D	Strength & Conditioning	5	1 & 2	20	2 Coursework components
ASC_5_436	Perception and Action 2	5	2	20	2 Coursework components
ASC_6_468	Clinical and Applied Biomechanics	6	1	20	1 Coursework component
ASC_6_469	Environmental Exercise Physiology	6	1	20	2 Coursework components
ASC_6_470	Applied Sports Psychology	6	2	20	1 Coursework component
ASC_6_471	Clinical Perception and Action	6	2	20	1 Coursework component
ASC_6_434	Research project	6	1 & 2	40	2 Coursework components
ASC_6_462	Placement and Employability	6	1 & 2	20	1 Coursework component

I. Timetable information

Timetables will be provided to students via Moodle sites as soon as possible before the start of each semester.

Typical contact hours for each week will range from 9 to 15 hours depending on the level of study and the modules that run in a semester. Modules that have laboratory sessions will normally have more contact time in a week than those without.

Each module is timetabled for 1x3hour block in a week (except those with laboratory sessions), and in some cases a module may also be supplemented with an online activity within a week. Classes are never scheduled on a Wednesday afternoon, so students can take part in sports activities.

J. Costs and financial support

Course related costs

- Additional expenses that may be incurred by a student in this course include the cost of text books, Professional Body and journal subscriptions. Uniforms and clothing may also be required to be purchase

for placement activities. Any extracurricular courses that a student wished to take that are NOT provided and supported financially by the University will also be an additional cost to the student.

Tuition fees/financial support/accommodation and living costs

Information on tuition fees/financial support can be found by clicking on the following link:

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

Information on living costs and accommodation can be found by clicking the following link:

<https://www.lsbu.ac.uk/student-life/our-campuses/southwark/cost-of-living>

List of Appendices

Appendix A: Curriculum Map

Appendix B: 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.

Level 4 Modules

D = Outcome Developed in Module; A = Outcome Assessed (and therefore also developed) in Module; T = Outcome Taught in Module

836	Level 4 Module					
Programme outcome	Perception and Action ¹	Anatomy and Physiology	Measurement in Sport and Exercise	Biomechanics ¹	Nutrition Health and Disease	Sports Psychology 1
A 1	T,D	T,D,A	T	T,D,A	T,D,A	T,D
A 2	D,A			T,D	D	D
A 3	T,D	D	T,D,A		D	DD
A4	A	T,D,A	T,D,A	T,D,A		T,A
B 1	T,D,A	D	T,D,A	T,D,A	D	T
B 2	T,D,A	T,D,A	D,A	T,D,A	T,A	T,D
B 3	T,D	A	D	A		T,D,A
B 4	T,D,A	D	T,D	D	D	
C 1	T,D	T,D,A	T,D	T,D,A	T,D	D
C 2	D	D	T,D,A	D	T	D
C 3	D,A	D,A	T,D,A	T,D,A		
C 4	T,D,A			D	D	T,D,A
C 5	D,A	D	D	T,A		T,D
D1	D	D	T,D	D	D	D
D2	D,A	D	T,A	T,A	T	T,D,A
D3	D,A	A	T,A	D,A	D	D
D4		D,A	T,A	T,A		
D5	D	D	T,D,A	T,D	T,D	D

836	Level 5 Module					
Programme outcome	Biomechanics 2	Sports Psychology 2	Perception and Action 2	Sports Physiology and Nutrition	Strength & Conditioning	Research Methods
A 1	T, D,A	T,D,A	T,D,A	T,D,A	D	T,D,A
A 2	D	D	T, D, A	D	D, A	D, A
A 3	D	T, D, A	T, D, A	D, A	T, D, A	D, A
A4	T, D, A	T, D, A	T, D, A	D, A	D, A	T, D, A
B 1	T, D, A	T, D,A	T, D,A	T, D, A	T, D, A	D, A
B 2	T, D, A	T, D, A	T, D, A	T, D, A	T, D, A	T, D, A
B 3	T, D, A	T, D, A	T, D, A	T, D, A	T, D, A	D, A
B 4	D	D	T, ,D, A	D, A	T, D, A	D
C 1	T, D, A	D	T, D, A	T, D, A	T, D, A	D, A
C 2	D, A	D	T, D, A	D, A	T, D, A	T, D, A
C 3	D, A	D, A	D, A	D, A	T, D, A	D, A
C 4	D	D, A	T, D, A	T, D	T, D, A	A
C 5	D	D, A	T, D, A	D	T, D, A	D
D1	D	D	D	D	D, A	D
D2	D, A	D, A	D, A	D, A	D, A	D, A
D3	A	A	D, A	A	A	T, D, A
D4	T, A	D, A	D, A	D, A	D, A	T, D, A
D5	D, A	D	D	D, A	D, A	T, D, A

836	Level 6 Module					
Programme outcome	Clinical and Applied Biomechanics	Environmental Exercise Physiology	Clinical Perception and Action	Applied Sports Psychology	Placement and Employability	Research Project
A 1	T, D,A	T,D,A	T,D,A	T,D,A	D	D,A
A 2	D	D	T, D, A	D	T,D	D, A
A 3	D	D, A	D, A	D, A	T,D,A	D, A
A4	T, D, A	T, D, A	D, A	D, A	D,A	D, A
B 1	T, D, A	T, D,A	T, D,A	T, D, A	D,A	D, A
B 2	T, D, A	T, D, A	T, D, A	T, D, A	D,A	D, A
B 3	T, D, A	T, D, A	T, D, A	T, D, A	D,A	D, A
B 4	D	D	T, ,D, A	D, A	T,D,A	D
C 1	T, D, A	D	D	D	D,A	D, A
C 2	D, A	D	T, D, A	D, A	T,D,A	T, D, A
C 3	D, A	D, A	T, D, A	D, A	D,A	D, A
C 4	D	T, D, A	D, A	T, D, A	D,A	A
C 5	D	D, A	T, D, A	D	T,D,A	D
D1	D	D	D	D	D,A	D, A
D2	D, A	D, A	D, A	D, A	D,A	D, A
D3	A	A	D, A	A	D,A	D, A
D4	T, A	D, A	D, A	D, A	D,A	T, D, A
D5	D, A	D	D	D, A	D,A	D, A

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
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, level of study, 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