



<b>A. Course Information</b>			
<b>Final award title(s)</b>	Master of Business Administration (International Management)		
<b>Intermediate exit award title(s)</b>	<ul style="list-style-type: none"> <li>• PgCert Business Administration (International Management)</li> <li>• PgDip Business Administration (International Management)</li> </ul>		
<b>UCAS Code</b>		<b>Course Code(s)</b>	5267
	London South Bank University		
<b>School</b>	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input checked="" type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS		
<b>Division</b>	Innovation, Leadership, Strategy and Management		
<b>Course Director</b>	Sara Manalsuren		
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: <i>please specify</i>		
<b>Mode(s) of delivery</b>	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify		
<b>Length of course/start and finish dates</b>	<b>Mode</b>	<b>Length years</b>	<b>Start - month</b>
	Full time	One	September
	<b>Finish - month</b>	August	
<b>Is this course generally suitable for students on a Student Sponsored visa?</b>	Please complete the International Office questionnaire <b>Yes</b> Students are advised that the structure/nature of the course is suitable for those on a Student Sponsored visa but other factors will be taken into account before a CAS number is allocated.		
<b>Approval dates:</b>	Course(s) validated / Subject to validation	November 2017	
	Course Review date	November 2022	
	Course specification last updated and signed off	September 2022	
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	None		
<b>Reference points:</b>	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations	
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB	

**B. Course Aims and Features**

<p><b>Distinctive features of course</b></p>	<ul style="list-style-type: none"> <li>• two residential weekends;</li> <li>• applied teaching and learning;</li> <li>• the opportunity for consultancy practice;</li> <li>• opportunity to carry out a project that suits the student's career needs;</li> <li>• business start-up advice and support during the programme for budding entrepreneurs;</li> <li>• opportunities to network and develop connectivity with our post graduate research and enterprise community;</li> <li>• based in the heart of London;</li> <li>• life coaching and</li> <li>• taught by experienced research informed academics.</li> </ul>
<p><b>Course Aims</b></p>	<p>The aim is to introduce students to a breadth of knowledge and skills that are essential for career transformation, enabling them to become enterprising strategic managers able to respond to environmental change and create sustainable competitive advantage within an international environment.</p> <p>The course is aimed at ambitious, knowledge hungry students from entrepreneurial, business and public sector backgrounds looking to develop their careers, whether as entrepreneurs or business managers and leaders. The development of a global network will be a key part of the experience.</p> <p>The MBA (International Management) aims to:</p> <ol style="list-style-type: none"> <li>1. Expose participants to the latest developments in managerial theories and practice in order to develop analytical judgement and critical awareness.</li> <li>2. Provide a thorough coverage of the principles of strategic thinking in an international business context by building upon the practical experience of the course participants.</li> <li>3. Use and build upon course member's diverse personal experiences as vehicles for learning, including peer group learning and for personal development of a range of managerial abilities, including team working and effective management skills.</li> <li>4. Develop skills for change, decision making, adaptation, enterprise and sustainability in a dynamic and complex international business environment. To combine knowledge in a student-centred learning process to develop skills, attitudes and abilities relevant to future employment. In particular it is designed to equip students with the ability to manage change, both in their individual career and at organisational level.</li> <li>5. Facilitate the development of cultural intelligence in an increasingly multicultural globalised business environment.</li> </ol>

	<p>6. Develop the capacity for professional development and competencies in relation to management across knowledge and understanding, cognitive skills and behavioural/professional skills.</p> <p>7. Develop knowledge of a variety of business analysis techniques, including the ability to select and use critically appropriate analytical tools in different business situations.</p> <p>8. Develop a critical understanding of the factors determining organisational performance in an international environment.</p> <p>On completion of the course students will be able to:</p> <ul style="list-style-type: none"> <li>• know and understand business stakeholders, resources and financing; maximising efficiencies to add value to an organisation and society;</li> <li>• critically analyse, assess and take informed decisions within the constraints of complex global business environments;</li> <li>• integrate functional knowledge and apply strategic management skills to successfully manage, negotiate, lead and manage teams through the constantly changing international environment to achieve organisational goals;</li> <li>• operate ethically, effectively acting with integrity in cross-cultural settings and, understanding the nature of globalisation and understand how they can enhance their career and have a commitment to lifelong learning</li> </ul>
<p><b>Course Learning Outcomes</b></p>	<p><b>a) Students will have knowledge and understanding of:</b></p> <ol style="list-style-type: none"> <li>1. business stakeholders, resources and financing and how to maximise efficiencies to add value to an organisation and society;</li> <li>2. the impact of external forces upon the business organisations, the role of business ethics and corporate responsibility in determining competitive advantage;</li> <li>3. the principal functional areas of management and their interrelationships;</li> <li>4. the management and development of people within international organisations;</li> <li>5. the factors determining the organisation's strategic capability, performance and success;</li> <li>6. the key theoretical and contextual issues relating to management, leadership and business culture in a global context;</li> <li>7. strategic approaches to organisational design, managerial change, sustainable organisational development, including the management of diversity in a global environment and</li> <li>8. the development of appropriate business policies and strategies within a changing context to meet stakeholder interests.</li> </ol>

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

1. integrate, appraise and evaluate data/evidence, functional/managerial concepts and techniques to analyse, evaluate and solve complex multidisciplinary problems;
2. analyse complex management issues, making sound judgements and decisions in the absence of complete data;
3. formulate strategic recommendations and develop effective corporate strategies that are enterprising, analytically sound, operationally feasible and ethical;
4. research a major management problem or issue of the students' choice in depth; through the vehicle of the project.

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

1. select and demonstrate appropriate leadership style for situations and team working skills;
2. develop an appreciation/understanding of how to adapt management and strategy across cultures;
3. understand and use economic, financial and marketing information;
4. manage, review and reward performance via the use of various tools to enhance organisational performance;
5. recognise situations in which ethical matters arise and apply ethical, societal and organisational values to situations and choices.
6. communicate effectively using a range of media, including preparing and appraising business reports; including listening to, negotiating with and persuading and influencing others;
7. manage and develop self and develop as a reflective practitioner; exercise sensitivity to diversity in people and different situations; and continue learning and reflection in the workplace;
8. perform effectively within a team environment, and recognise and utilise other people's contributions in group processes; perform team selection, delegation, development and management.

**C. Teaching and Learning Strategy**

**Lectures, seminars and workshop:** Interactive seminars and workshops will support lectures and have a strong focus on small group activities to encourage the active participation of students throughout the course developing peer learning, the sharing of knowledge and best practice, and support networks amongst a diverse student body.

**Real life case study:** Teaching, learning and assessment is very applied. Case studies and simulation are used in all modules and where possible live case studies are brought in to the classroom and external stakeholders are involved in the delivery and the subsequent feedback to student generated solutions. The skills developed via this methodology are consolidated and assessed in the in the Management Consultancy in a Global Environment module and the Capstone Project.

**Research and entrepreneurial interests developed throughout the course:** Research and enterprise skills and knowledge are developed throughout the student journey. From the 'Creativity, Enterprise and Innovation', 'Curiosity, Creativity and Research' and 'Research In Action' modules through to the Capstone Business Project students have the opportunity to identify areas of interest, explore ideas in a supportive environment and develop ideas through to impactful projects and beyond. Those students wanting to develop entrepreneurial ideas can receive additional support from the LSBU Enterprise Centre.

**Master classes:** A series of master classes delivered by external experts in the various specialist fields will be delivered throughout the academic year enabling our students to engage with contemporary management issues.

**Research Today! Seminars:** All post graduate students are able to attend our monthly Research Today! Seminars and network with the School's research community, share and develop ideas which will support their studies & project work.

**Residential weekends:** Two residential events will support students' learning and development. Each residential will go to support student research, enterprise and personal development.

**Life coaches:** All students have the option to have a life coach to support them with any challenges they face during their journey with LSBU.

**Self-managed learning:** Self-managed learning activities to supplement and consolidate classroom based activity include: reading texts and relevant journals, application of knowledge to additional problem based exercises, engaging in coursework, group discussion, review of key topics, blogs and reflective journals. Many of these activities are supported by the virtual learning environment (VLE).

The School intends to expand its use of technology for learning and assessment at all levels. The School aims to use digital technology to increase academic support for students to improve the efficiency of our teaching and assessment processes; and eventually to transform student learning so that the student experience becomes truly 'blended' and extends well beyond the use of the VLE as merely a document repository.

## **D. Assessment**

### Formative

Formative assessment activities provide opportunity for developmental feedback and reflective learning and are a key feature of teaching and learning strategy throughout the course, to ensure students engage in a process of continuous learning.

Examples of formative feedback within this programme include:

- interactive lectures and seminars utilising the diverse experience of the student body.
- evaluation of subject knowledge and understanding will be assessed via seminar questions / exercises and self-evaluation at the end of each class;

- encouraging students to act as learning resources for one another;
- peer to peer feedback;
- student led seminars;
- blogs and on line debates;
- moots;
- poster presentations;
- discussion of assessed coursework, activities conducted and the opportunity will be provided for students to view previous assignments;
- on line blog will help students identify areas of strength and areas to be developed over the course and
- submissions of drafts of reports and feedback.

#### Summative

The summative coursework assignments used to assess skills, knowledge and understanding are diverse and set within a wide business context.

A combination of assessment approaches is used to assess the learning outcomes of the course. Traditional modes of assessments such as essays, individual reports and the Capstone Business Project are augmented by the use of case studies and business simulations, group work and presentations. The modules will be assessed by a combination of group and individual reports, presentations, pitches, debates, spread sheet analysis and reflections all applied to case studies. There are no exams on this course and there is only 1 component of assessment per module.

### **E. Academic Regulations**

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

### **F. Entry Requirements**

- Significant post-graduate and/or relevant work experience on which the learning process should build. Normally the experience required will be at least two years.
- Each student is considered on a case by case basis
- At least UK university bachelor's degree class 2:2 or equivalent
- English language requirement of at least IELTS level 6.5 or TOEFL 610 and meeting UK Visa requirements for international students

All applicants will be interviewed prior to acceptance on to the programme. The aim of the interview process is to ensure that students will have a positive impact on the learning experience of those on the journey with them and it will evaluate the student's ability to complete the course successfully.

Key to our provision is group work; peer to peer learning and application of learning to live projects. Therefore, it is imperative that students can contribute to this process with enthusiasm and in a collegiate manner.

Interviews will be carried out by the Course Director or nominee and can be face to face or via Skype. If students are deemed unsuitable for a place on the course they will be offered an alternative pathway.<sup>1</sup>

Exceptionally, mature and experienced managers with the potential to meet the learning requirements of the MBA (International Management) may also be considered as candidates.

<sup>1</sup> Most likely the MSc. IBM

### **Accreditation of Prior Learning (APL) School of Business Post Graduate Framework**

This course is developed around the School of Business Framework for Post Graduate Courses. This framework has at its core the following modules:

- Consultancy, Enterprise and Innovation (20 credits)
- Research Methods (20 credits)
- Capstone Business Project (40 credits)
- 1 x Option (1 x 20 credits)

Thus 100 credits of all the School's post graduate provision will be shared with all other School of Business courses.

If a student has completed an LSBU course that falls within this framework, the APL available would be for:

- Option module (20 credits)
- Creativity Enterprise and Innovation module (20 credits)
- Students who have successfully completed the module, MMP\_7\_LAM (Leadership & Management) to be exempt from having to take the MBA (IM) module MBA\_7\_DEL (Developing Enterprising Leaders in a Global World).
- Students must have successfully completed MMP\_7\_LAM within the context of successfully completing the course known as the Postgraduate Certificate in Leadership and Management: Homelessness and Housing, at LSBU. This APEL may have implications for those planning on seeking a postgraduate loan, and applicants are urged to seek advice

The remaining core framework modules are contextualised towards the discipline and not available for APL. Any other LSBU modules completed will be considered for APL on a case by case basis. A maximum of 60 credits APL in total can be granted.

### **Diploma in Management Studies**

Students on the current LSBU Diploma in Management Studies will have 60 credits APL for:

- Creativity, Enterprise and Innovation (20 credits)
- Strategic Management in a Global Environment (20 credits)
- Developing Enterprising Leaders in a Global World (20 credits)

### **Transfer credit**

Transfer credit allows credit awarded by another HE Institution to contribute to the credit required for a London South Bank award.

Applicants will be considered on a case by case basis. Consideration of any request for transfer credit will only be confirmed against a transcript of credit or award certification and particular attention will be paid to: the subjects studied, the grades achieved and number of attempts at the assessments.

Maximum transfer credit allowed will be 60 credits.

## G. Course structure(s)

### Course overview

The MBA (International Management) course is structured around 180 credits and it consists of 140 credits of taught elements followed by a 40 credit Capstone Project. The programme offers three main award names:

Post Graduate Certificate (PgCert) in Business Administration (International Management) (60 credits)

Post Graduate Diploma (PgDip) in Business Administration (International Management) (120 credits)

Master of Business Administration (International Management) (180 credits)

The table below represents the new structure of the programme:

Master of Business Administration (International Management)– **Full time**

	Semester 1		Semester 2	
<b>Level 7</b>	Consultancy, Enterprise and Innovation (Compulsory)	20 credits	Measuring and Enhancing Financial Performance (compulsory)	20 credits
	Strategic Management in a Global Environment (compulsory)	20 credits	Research Methods (Compulsory)	20 credits
	Developing Enterprising Leaders in a Global World (compulsory)	20 credits	Global Operations and Logistics (Compulsory)	20 credits
			Managing Virtual Work (optional)	20 credits
			Everyday Sustainability for Business (optional)	20 credits
			Capstone Business Project (compulsory)	40 credits

## H. Course Modules

The timings of modules below are for September start students.

For the full-time MBA (International Management) students the options offered are contingent on sufficient student demand. All options may not be available in any one year and new options may be added.

It is envisaged that more options will be added to the course as the new School of Business Post Graduate Framework is developed over the next three years.

Module Code	Module Title	Level	Semester	Credit value	Assessment
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MMP_7_CEI	Consultancy, Enterprise and Innovation	7	1	20	Coursework
MMP_7_RME	Research Methods	7	1	20	Coursework
MBA_7_SME	Strategic Management in a Global Environment	7	1	20	Coursework
MBA_7_DEL	Developing Enterprising Leaders in a Global World	7	1	20	Coursework
MBA_7_MEP	Measuring and Enhancing Financial Performance	7	2	20	Coursework
MMP_7_GOL	Global Operations and Logistics	7	2	20	Coursework
MMP_7_MVW	Managing Virtual Work	7	2	20	Coursework
MMP_7_ESB	Everyday Sustainability for Business	7	2	20	Coursework
MBA_7_CBP	Capstone Business Project	7	2	40	Coursework

### I. Timetable information

Timetables are normally confirmed two weeks before the commencement of teaching. Full-time students should expect to be engaged for three days per week during the standard teaching weeks in each semester. The rigours of MBA work mean that we cannot allocate a specific free afternoon for sports or cultural activities.

In addition, there will be two residential weekends, normally running from Friday evening through till Sunday afternoon. The first of these occurs in early January for September start students. The second occurs in June for full-time September start students.

Finally, full-time September start students should expect to be engaged on all weekdays during the May following Semester 2.

### J. Costs and financial support

#### Course related costs

- The course fee includes access to electronic learning materials via the library. This includes many, though not all, of the core textbooks. It does not include travel to or from the university, to/from external visits (including visits to organisations hosting live management consultancy or other projects) and to/from residentials. For the residentials, scheduled meals and non-alcoholic refreshments are included in the fees, but not overnight accommodation; students benefit from discounted rates at selected nearby hotels.

#### 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>

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## **List of Appendices**

Appendix A: Curriculum Map

Appendix B: Personal Development Planning (postgraduate courses)

Appendix C: Terminology

## Appendix A: Curriculum Map

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

Title ( ALL Level 7 modules)	Code	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	C7	C8
Consultancy, Enterprise and Innovation (20 credits)	MMP_7_CEI	TDA	TD	TD		TDA	D	TDA	TDA			TDA			D	TDA		D	D	D	
Research Methods (20 credits)	MMP_7_RME									TDA	TDA		TDA			TDA		TDA	DA	TDA	
Strategic Management in a Global Environment (20 credits)	MBA_7_SME	TDA	TDA	D	D	TDA	TD	TDA	TDA	DA	TDA	TDA			TDA	TDA			TDA	DA	TDA
Measuring and Enhancing Financial Performance (20 credits)	MBA_7_MEP	TDA		D		D	D		TDA	TDA	D	D				TDA	TDA		DA		
Global Operations and Logistics (20 credits)	MMP_7_GOL	TDA	DA	TDA		TDA	D		D		D	DA			TD			TDA	DA		
Developing Enterprising Leaders in a Global World (20 credits)	MBA_7_DEL	TDA	D	DA	TDA	TDA	TDA	D	D	D	D	TDA		TDA	DA	D	TDA	TDA	TDA	D	D
Capstone Business Project (40 credits)	MBA_7_CBP									TDA	TDA		TDA			TDA		TDA	DA	TDA	
Managing Virtual Work (20 credits)	MMP_7_MVW	D	TDA	DA	TD	D	TDA	D	D	D	TDA	D		TDA	TDA		TDA	D	D	D	
Everyday Sustainability for Business (20 credits)	MMP_7_ESB	TDA	TDA					TDA	TDA	D	D	TDA			DA			TDA	D	TDA	

## Appendix B: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	MBA
1 Supporting the development and recognition of skills through the personal tutor system.	<ul style="list-style-type: none"> <li>• All students will be allocated a personal tutor.</li> <li>• Two meetings per year.</li> <li>• Sign post to additional support as needed.</li> <li>• Identify gaps and signpost training opportunities.</li> <li>• Project facilitators</li> <li>• Work based MBA project facilitators.</li> </ul>
2 Supporting the development and recognition of skills in academic modules/modules.	<ul style="list-style-type: none"> <li>• Personal Coaching.</li> <li>• Residential.</li> <li>• Signposting to necessary support functions via Personal Tutoring module and personal coaching.</li> <li>• Assessment of a wide range of skills (see assessment matrix).</li> <li>• Extra curricular activities and masterclasses running alongside the core academic programme.</li> </ul>
3 Supporting the development and recognition of skills through purpose designed modules/modules.	<p>Examples of specific modules are:</p> <ul style="list-style-type: none"> <li>• Creativity &amp; Innovation – Group work, presentation, pitching, creativity</li> <li>• Creativity, Curiosity and Research - research skills, synthesis and critical analysis</li> <li>• Strategic management in a Global Environment – Business report writing &amp; analysis</li> <li>• Measuring and Enhancing Financial Performance – Spreadsheet</li> <li>• Creating customer value</li> <li>• Developing Enterprising Leaders in a Global World – CVs, networking, PDP. portfolio work</li> <li>• Live Consultancy – advocacy, pitching, negotiation, presentation, dealing with a client</li> <li>• Capstone Project – Resilience, grit, analysis, report writing.</li> </ul>
4 Supporting the development and recognition of skills through research projects and dissertations work.	<ul style="list-style-type: none"> <li>• All module assessments involve an element of evidence-based decision-making. Thus, all require some level of research.</li> <li>• Creativity Curiosity &amp; Research – introduction to the research project</li> <li>• Project Scoping Residential</li> <li>• Research in Action Module</li> <li>• Project Launch residential</li> <li>• Capstone project</li> </ul>

<p>5 Supporting the development and recognition of career management skills.</p>	<ul style="list-style-type: none"> <li>• All modules are taught around case study.</li> <li>• Live Consultancy project – working on live case study with real world impact.</li> <li>• Capstone project – working on a live scenario.</li> <li>• Links with Enterprise to provide entrepreneurial support.</li> <li>• Jobshop on-site assistance</li> <li>• Networking opportunities.</li> </ul>
<p>6 Supporting the development and recognition of career management skills through work placements or work experience.</p>	<ul style="list-style-type: none"> <li>• Live Consultancy project – working on live case study with real world impact</li> <li>• Opportunities to partner on digital strategy projects</li> </ul>
<p>7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.</p>	<ul style="list-style-type: none"> <li>• CIBS Lectures.</li> <li>• Masterclasses.</li> <li>• Coaching.</li> <li>• Networking</li> <li>• Enterprise activities</li> </ul>
<p>8 Supporting the development of the skills and attitudes as a basis for continuing professional development.</p>	<ul style="list-style-type: none"> <li>• Student Support</li> <li>• PDP</li> <li>• Professional Body contact</li> <li>• CMI accreditation</li> <li>• LSBU Employability Service available for up to two years after you graduate.</li> <li>• Reflection</li> </ul>
<p>9 Other approaches to personal development planning.</p>	<ul style="list-style-type: none"> <li>• Alumni</li> <li>• Industry Speakers</li> <li>• Professional bodies</li> <li>• Volunteering opportunities</li> <li>• CIBS talks</li> <li>• Professional Coaching</li> </ul>
<p>10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.</p>	<p>Reflection in most modules and learning diary kept on Capstone project</p>

## Appendix C: Terminology

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

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

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



