



<b>A. Course Information</b>			
<b>Final award title(s)</b>	MSc International Finance (with Internship)		
<b>Intermediate exit award title(s)</b>	PgCert International Finance PgDip International Finance		
<b>UCAS Code</b>		<b>Course Code(s)</b>	5724 (Full Time September entry) 5594 (Full Time January entry)
	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>	Finance, Economics, Accounting & Analytics		
<b>Course Leader</b>	Weiou Wu		
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify		
<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 (Sep start)	24 months	September
	Full time (Jan start)	27 months	January
	<b>Finish - month</b>	September	
		January	April
<b>Is this course generally suitable for students on a Student Sponsored visa?</b>	Please complete the International Office questionnaire <u>Yes</u> <u>No</u> 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	January 2020	
	Course Review date	January 2025	
	Course specification last updated and signed off	September 2023	
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	ACCA		
<b>Reference points:</b>	Internal	Corporate Strategy 2020-2025 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations	
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications QAA Subject Benchmark Statements: ➤ Accounting : February 2016 ➤ Finance: February 2016 PSRB	

## B. Course Aims and Features

### Distinctive features of course

- An academic entry route into finance for applicants holding non-specialist entry qualifications.
- A natural progression route for students of undergraduate programmes in the area of business, economics and finance.
- An international perspective on contemporary issues in finance.
- Professional body exemptions: Association of Chartered Certified Accountants (ACCA): Exemption from the final paper of ACCA's Fundamentals Level qualifying examinations (i.e. ACCA F9).
- Extended internship to develop the skills required by employers in the accounting and finance professions;
- Modules to reflect both student interests and potential career opportunities;
- An opportunity to study full-time and with intakes in both September and January;
- Access to prestigious resources such as the Bloomberg computer suite.
- A wide range of extracurricular activities and opportunities to attend expert symposiums and conferences to enhance employability and enhance awareness of contemporary issues and developments within the subject domains;
- Two project events (launch and escalator);
- The opportunity for consultancy practice;
- The opportunity to carry out a project suiting the students' career needs;
- Multiple start dates;
- Business start-up advice and support during the programme for budding entrepreneurs;
- Opportunities to network and develop connectivity with LSBU postgraduate research and enterprise community;
- Life coaching.

### Course Aims

- The MSc International Finance (with Internship) aims to:
1. Establish and maintain a learning environment that stimulates the understanding of the subject disciplines and engenders the development of independent thought and critical reflection.
  2. Link theory and practice in finance through expert-oriented and clearly defined finance modules.
  3. Position finance education in a contemporary international context to launch students on a career development path to enable them to obtain further professional qualifications while working in the finance industry.
  4. Support students, through an extended internship, to gain relevant professional experience, in the areas of finance and business management.
  5. Develop critical, analytical problem-based learning skills and other transferable skills to prepare students for employment.

	<p>6. Equip graduates with the skills and attributes necessary to develop careers in industry, the professions, public service and research.</p> <p>7. Develop the skills necessary to successfully complete a research project within the domain of international finance.</p> <p>8. Encourage further specialist research and continuing professional development within the domain of international finance.</p>
<p><b>Course Learning Outcomes</b></p>	<p><b>A. Knowledge &amp; understanding</b></p> <p>Students will have knowledge and understanding of:</p> <p>A1 Contemporary concepts, theories and practices in corporate finance, international finance, financial markets and financial intermediation.</p> <p>A2 The main trends in the evolution and regulation of corporate finance, international finance and financial markets.</p> <p>A3 Appropriate techniques of mathematics, statistics and econometrics to analyse financial data so as to understand and model the underlying financial and/or economic conditions.</p> <p>A4 The main research methodologies and techniques in accounting, finance and business.</p> <p><b>B. Intellectual skills</b></p> <p>Students will develop their intellectual skills such that they are able to:</p> <p>B1 Demonstrate originality in the application of knowledge to structured and unstructured business scenarios.</p> <p>B2 Recognise relevant ethical considerations and effectively evaluate how these may be resolved, when undertaking research and inquiry.</p> <p>B3 Analyse financial data by applying key financial, statistical and econometric concepts and techniques to appreciate and critique the methods of interpretation of knowledge in their discipline</p> <p>B4 Synthesize data in its various forms to support argument.</p> <p><b>C. Practical skills</b></p> <p>Students will acquire and develop practical skills such that they are able to:</p> <p>C1 Identify, select and retrieve relevant data from a variety of sources for practical application of established techniques of research and enquiry.</p> <p>C2 Critically analyse complex issues in finance and other areas of business management.</p> <p>C3 Systematically and creatively solve complex problems in the subject area.</p> <p>C4 Analyse, synthesise and present complex financial information in a way that is coherent and in accordance with accepted professional and academic practice.</p> <p>C5 Demonstrate proficiency in the use of relevant specialist software packages.</p>

#### **D. Transferable skills**

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

- D1 Demonstrate the independent learning ability required for continuing professional development.
- D2 Exercise initiative and personal responsibility in an ethical manner.
- D3 Demonstrate effective communication skills.
- D4 Work in a team and participate competently and constructively in group activities.
- D5 Undertake an extended internship enabling the development of transferable managerial skills in the workplace.

#### **C. Teaching and Learning Strategy**

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

**Case study:** Teaching, learning and assessment are very applied, with case studies and simulation being used in all modules. Where possible live case studies are brought in to the classroom and external stakeholders involved in the delivery and the subsequent feedback to student generated solutions.

**Research and enterprise:** Research and entrepreneurial skills and knowledge are developed throughout the student journey. From the 'Consultancy, Enterprise and Innovation' and 'Research Methods' 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.

**Relevant information technology skills:** Skills in the use of industry standard software such as Bloomberg, Excel and Fame are developed and assessed through various modules of the course.

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

**Project events:** Two Capstone project workshop events (Launch and Escalator) will support students learning and development. Each workshop 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 constitutes about 75% of the student study hours, and these 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).

**Learning support:** The University has a well stocked library which provides a range of study environments for individual and group/social learning, course materials, online information resources – library staff dedicated to the School of Business are also on hand to provide support for effective researching. Free computer access is available for all students across the University, and a Bloomberg lab with 12 Bloomberg terminals is available for the dedicated use of the School's students. Printing, scanning, photocopying, and wireless internet access facilities are available, along with specialist online support and training. The library provides bookable group rooms and laptop computers for loan. Current students can find more information at <https://my.lsbu.ac.uk>.

**Teaching staff:** A variety of experienced academic staff teach on the course, some who have considerable industry experience which they bring to the classroom, others who are actively engaged in relevant real world research which they use to inform their teaching. The National Student Surveys and the Guardian University League Tables consistently place LSBU's Accounting and Finance subject area at the top of the table for student satisfaction with teaching.

**Virtual learning environment:** Digital technology is used to increase academic support for students and improve the efficiency of the teaching and assessment processes - 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 opportunities for developmental feedback and reflective learning and are a key teaching and learning strategy throughout the course to ensure students engage in a process of continuous learning. Workshop and seminar activities and feedback is a key formative assessment method throughout the programme; supported by back up material as provided on the University's VLE.

Peer and staff review on a variety of in-class activities can provide formative feedback to students on the development of their knowledge and skills. This will allow staff to reflect on student performance and feed forward into future delivery.

Activities such as *In-class debate, moots and discussions* can provide students and staff with an understanding of the knowledge gained and areas of syllabi needing further reinforcement and delivery. This allows staff to reflect on student performance and feed forward into future delivery.

The VLE and *in-class presentations and student led seminars and blogs* can provide formative feedback to both staff and students as to the development of key intellectual skills.

*Application of knowledge to case study, team working and client handling* within workshops are all part of the formative feedback process with regards to transferable and practical skills. *The Capstone project facilitation, extended internship and work based supervisor process of support* should also ensure regular touch points between the student & academics / practitioners to enable feedback on research and practical application within the workplace.

**Summative:** Summative assessment is delivered through a variety of methods. *Group work based on a case study is used* to assess team working, leadership, communication and reflective skills. Written communication is developed through *report writing* of both academic and business genres. Verbal communication and persuasive advocacy skills are developed through *presentations and pitching*. The numeracy skills that are essential for the accounting and finance professional are developed and enhanced throughout the programme, and assessment is through practical application to case study and *research analysis to support evidence based decisions*. The use of industry standard financial analysis software such as Bloomberg, Excel, Fame and Stata is embedded throughout the subject-specific modules, developing valuable employability skills that work-ready graduates are expected to possess.

Examination is used to assess knowledge, understanding and application within a pressurised time constrained environment only when discipline norms or professional body requirements prevail – i.e. in three of the four core subject-specific modules (making up one-third of the total course credits).

### **E. Intermediate exit awards**

1. A student needs to pass a minimum of 100 credits to be awarded a PgDip in International Finance.
2. For award of a PgCert in International Finance, a student needs to pass a minimum of 60 credits and 20 of these credits must come from any of the following subject specific modules:

#### **Core modules 20 credits each**

1. Empirical Finance
2. International Financial Markets

3. Corporate Financial Management
4. Financial Risk Management

### F. Entry Requirements

To be considered for entry to the course applicants will be required to have one of the following qualifications:

- A 2.2 UK honours degree (or equivalent) in a relevant subject area; or
- Applicants with a non-relevant degree, but with at least second class honours AND relevant work experience in finance/financial services, will be considered on an individual basis; or
- Fundamentals Level (Knowledge and Skills) of the ACCA professional examinations; or
- Operational and Management levels of the CIMA examinations; or
- Other relevant professional accountancy qualifications, including from overseas;

**IELTS:** The required English language skills to undertake this programme is IELTS (International English Language Testing Service) 6.5.

Applicants may be required to be interviewed by the Course Director or Divisional Admissions Coordinator.

### G. Course structure(s)

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

- Consultancy, Enterprise & Innovation (20 credits)
- Research Methods (20 credits)
- Capstone Business Project (40 credits)

If a student has completed an LSBU course falling within this framework, APL available would be for: Consultancy, Enterprise & Innovation (20 credits)

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. Students should note that doing fewer credits by availing of such APL exemptions has implications for the availability of student loan from the Student Loan Company, whose loans are only available to students who do all modules of the course.

For the four core subject specific modules, January entrants will join September entrants (i.e. January entrants will do the core subject specific modules in reverse order to the September entrants).

MSc IF (with Internship) will offer a 15-hour financial skills programme over 5 days to support student transition into Level 7 studies of a technical nature. The programme will be aimed at managing student expectations regarding their chosen subject of study, identifying areas of shortfall in necessary academic development, and proactively addressing these issues. The programme will be run for both September and January entrants - but rather than run it in induction week, we run it in week 1 or 2 of the corresponding semester to ensure that late enrollees can attend. These classes would therefore be in addition to the students' regular scheduled classes. Any students on the "with internship" course who

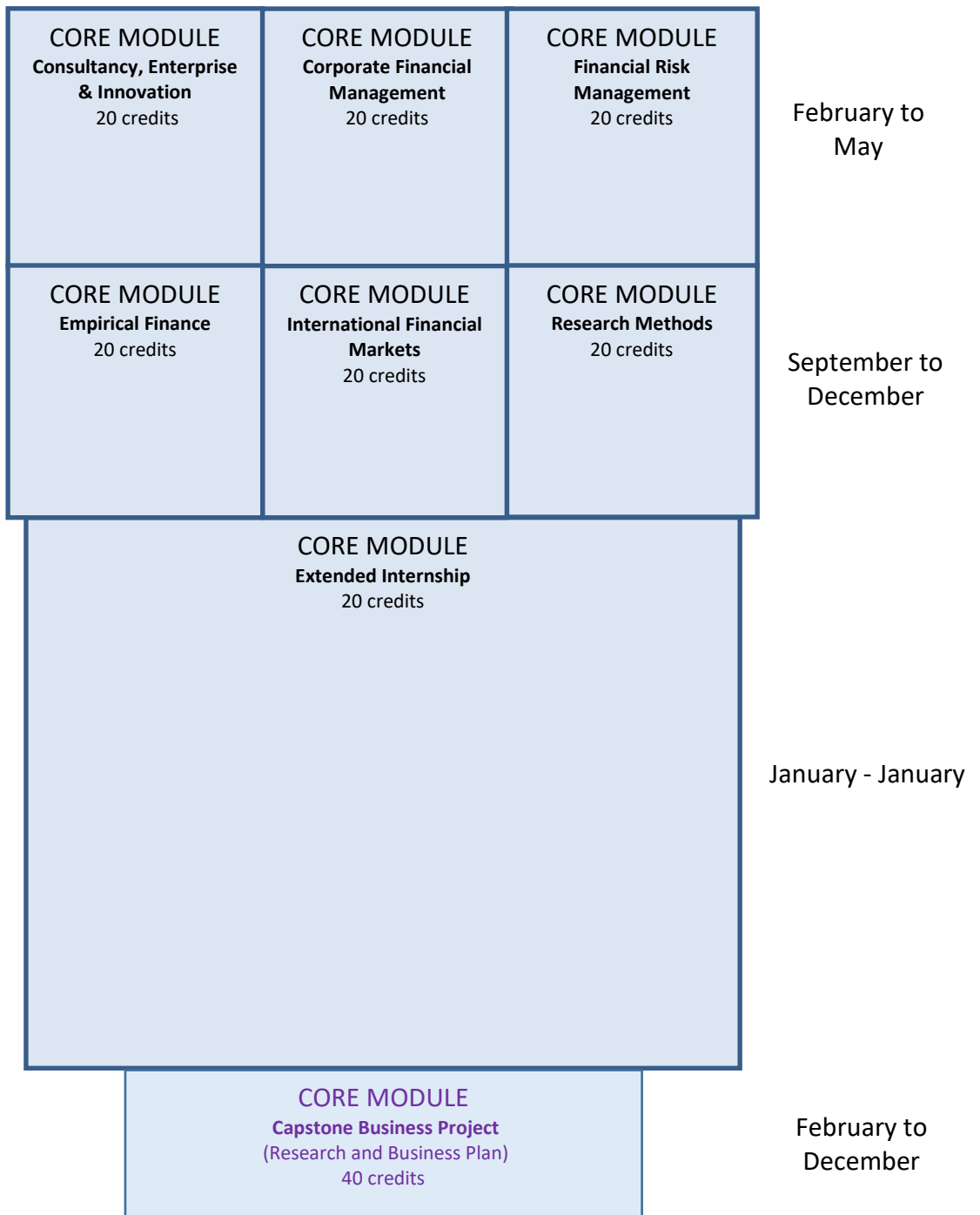
fail to secure a long internship by the date given to them by the course team will be automatically changed on to the non-internship version of the course and the International Team at LSBU will be notified of this change.



**MSc International Finance – FULL TIME with Internship (September Start)**

September to December	<p><b>CORE MODULE</b>  <b>Consultancy, Enterprise &amp; Innovation</b>                  20 credits</p>	<p><b>CORE MODULE</b>  <b>Empirical Finance</b>                  20 credits</p>	<p><b>CORE MODULE</b>  <b>International Financial Markets</b>                  20 credits</p>
February to May	<p><b>CORE MODULE</b>  <b>Corporate Financial Management</b>                  20 credits</p>	<p><b>CORE MODULE</b>  <b>Financial Risk Management</b>                  20 credits</p>	<p><b>CORE MODULE</b>  <b>Research Methods</b>                  20 credits</p>
May to May	<p><b>CORE MODULE</b>  <b>Extended Internship</b>                  20 credits</p>		
May to August	<p><b>CORE MODULE</b>  <b>Capstone Business Project</b>                  (Research and Business Plan)                  40 credits</p>		

**MSc International Finance – FULL TIME with Internship (January Start)**



### **Placements information**

All students study for a 20 credit Extended Internship. This module allows the student to gain valuable work experience while studying for a master's degree. Responsibility for securing the work placement lies with the student. However, the student is supported during the search process and when the student is actually working. The work placement should have some direct bearing on what the student is studying - a student studying MSc International Finance would be expected to secure an internship with some connection with aspects of finance within the business community.

### **Support infrastructure for students undertaking the Capstone project:**

**Research Methods:** The content of the Research Methods module (MMP\_7\_RME) supports the capstone project by ensuring that students are equipped with the methodological knowledge, and skills needed to conduct secondary and primary research.

**The Research Methods assignment:** The 3,500 word proposal at end of the module MMP\_7\_RME acts not only as the summative assignment for that module, but also acts as a basis for the capstone project itself in that it sets out the operational and methodological parameters of the proposed capstone project.

**Capstone topic event:** Students will be, invited to attend a separate one-day capstone event (onsite) at an appropriate time in January/February [September starters] and September [January starters] before their capstone. Students will, also be allocated a supervisor at this time. The supervisor will be a specialist on the topic the student has chosen.

**Supervision:** Students will, be then offered ongoing supervision (in groups of ten maximum). Each group will be formed on, the basis of the same topic chosen. The benefit of group supervision includes not only supervisor guidance, direction and support, but also peer support from group interaction and sharing of knowledge and understanding on a similar topic. The capstone remains an individual (not group) project.

Through these mechanisms, students will begin to experience supervisory support in a way that is, designed to provide the necessary time for student reflection and practical engagement during their capstone project.

**Independent Study:** Thereafter, students will work independently, strategically supported by guidance from the Capstone project supervisor (CPS) during group supervision meetings.

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### H. Course Modules

Module Code	Module Title	Level	Semester	Credit value	Assessment
AFE_7_EMF	Empirical Finance	7	1	20	100% Individual CW
MMP_7_CEI	Consultancy, Enterprise and Innovation	7	1	20	100% CW
AFE_7_IFI	International Financial Markets	7	1	20	100% Individual CW
AFE_7_CFM	Corporate Financial Management	7	2	20	40% Individual CW 60% Exam
MMP_7_RME	Research Methods	7	2	20	100% Individual CW
AFE_7_FRM	Financial Risk Management	7	2	20	100% Individual CW
AFE_7{EIF	Extended Internship	7	3	20	100% Individual CW
MBA_7_CBP	Capstone Business Project	7	3	40	100% Individual CW

### I. Timetable information

Timetables will be provided to students about two weeks in advance of each semester.

### J. Costs and financial support

#### Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

#### List of Appendices

Appendix A: Curriculum Map

Appendix B: Personal Development Planning (postgraduate courses)

Appendix C: Terminology

## Appendix A: Curriculum Map for MSc International Finance

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.

### CORE MODULES

Modules			Course outcomes																
Level	Title	Code	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4
7	Corporate Financial Management	AFE_7_CFM	TD A	TD A	TD A	D	TD	TD	TD A	TD A	TD A	TD A	TD A	TD A	TD A	D	D	DA	D A
7	Empirical Finance	AFE_7_EMF	TD A	TD A	TD A	TD	D	D	TD A	TD A	TD A	TD A	TD A	TD A	TD A	D	D	DA	D
7	Financial Risk Management	AFE_7_FRM	TD A	TD A	TD A	D	D	D	TD A	TD A	TD A	TD A	TD A	TD A	TD A	D	D	DA	
7	International Financial Markets	AFE_7_IFI	TD A	TD A	TD A	D	D	D	TD A	TD A	TD A	TD A	TD A	TD A	TD A	D	D	DA	
7	Consultancy, Enterprise & Innovation	MMP_7_CEI						TD A		D		D			TD A	DA	D A	DA	7
7	Research Methods	MMP_7_RME			DA		TD A		TD	TD A	TD A	D	D	D	D	D	T D A		7
7	Extended Internship	AFE_7{EIF	DA								DA	DA	DA	DA	DA	DA	D A	DA	
7	Capstone Business Project	MBA_7_CBP			D	TD A	TD A		D	TD A	DA		D	TD A	D	D	D	DA	

Note: T: Taught; D: Developed; A: Assessed

## Appendix B: Personal Development Planning

Approach to PDP	Level 7
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> </ul>
2 Supporting the development and recognition of skills in academic modules/modules.	<ul style="list-style-type: none"> <li>• Personal Coaching.</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>• Extracurricular activity' masterclass' programme running alongside 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>• Consultancy &amp; Innovation – Group work, presentation, pitching, creativity</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>• Project Escalator</li> <li>• Research in Action Module</li> <li>• Project Launch</li> <li>• Capstone project</li> </ul>
5 Supporting the development and recognition of career management skills.	<ul style="list-style-type: none"> <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>• Extended Internship and networking opportunities to improve mobility.</li> </ul>
6 Supporting the development and recognition of career management skills through work placements or work experience.	<ul style="list-style-type: none"> <li>• CIBS Lectures.</li> <li>• Masterclasses.</li> <li>• Coaching.</li> <li>• Networking.</li> <li>• Enterprise Activities</li> <li>• Long list of extracurricular activity</li> </ul>
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	<ul style="list-style-type: none"> <li>• Student Support</li> <li>• PDP</li> <li>• Professional Body contact</li> <li>• Employability Service for two years post graduate</li> <li>• Reflection</li> </ul>
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	<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>
9 Other approaches to personal development planning.	Reflection in most modules and learning diary kept on Capstone project

10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.

- Examples of Specific modules are:
- Consultancy & Innovation – Group work, presentation, pitching, creativity
  - Live Consultancy – advocacy, pitching, negotiation, presentation, dealing with a client
  - Capstone Project – Resilience, grit, analysis, report writing.

## 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 0.5intensityofstudy
<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