

## Course Specification

A. Course Information											
<b>Final award title(s)</b>	BSc Osteopathy top-up degree										
<b>Intermediate exit award title(s)</b>											
<b>UCAS Code</b>	TBC	<b>Course Code(s)</b>	5831								
<b>Awarding Institution</b>	London South Bank University										
<b>School</b>	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS										
<b>Division</b>	HPSRC										
<b>Course Director</b>	NESCOT TBC										
<b>Delivery site(s) for course(s)</b>	<input type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Croydon <input checked="" type="checkbox"/> Other: (Nescot remote)										
<b>Mode(s) of delivery</b>	<input type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> Other (please specify)										
<b>Length of course/start and finish dates</b>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <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>Part time</td> <td>1yr</td> <td>Sept</td> <td>August</td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Part time	1yr	Sept	August
	Mode	Length years	Start - month	Finish - month							
	Part time	1yr	Sept	August							
<b>Is this course suitable for a Visa Sponsored Student?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No										
<b>Approval dates:</b>	Course validation date		April 2022								
	Course specification last updated and signed off		September 2023								
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	N/A										
<b>Link to Institute of Apprenticeship (IoA) Standard and Assessment Plan (Apprenticeship only)</b>	N/A										
<b>Reference points:</b>	Internal	Corporate Strategy 2020-2025 Academic Quality and Enhancement Website School Strategy LSBU Academic Regulations									

	External	QAA The UK Quality Code for Higher Education 2018 Framework for Higher Education Qualifications FHEQ Outcome Classification Descriptions for Level 6 Subject Benchmark Statements OfS Guidance PSRBs SEEC Level Descriptors 2021 Competitions and Markets Authority Institute for Apprenticeships and Technical Education EQA Framework (Apprenticeships only)
<b>B. Course Aims and Features</b>		
<b>Distinctive features of course</b>	Only remote Osteopathy BSc Top-Up degree available to European Osteopaths holding a diploma qualification.	
<b>Course Aims</b>	<p><b>The BSc (Hons) Osteopathy Top-Up degree aims to:</b></p> <ol style="list-style-type: none"> <li>1. Provide a critical insight into how evidence informed practice is applied in a clinical environment to enhance autonomy in practice.</li> <li>2. Facilitate students in accessing a broad range of information and resources that can be critically applied in context.</li> <li>3. Equip students with the necessary reflective, self-evaluative and critical thinking skills required to develop academically and to work as a safe, caring, ethical and effective practitioner.</li> <li>4. Enable students to take professional responsibility for their own learning and development by critically reflecting upon experiences.</li> <li>5. Promote and develop an understanding of relevant professional standards of practice,</li> </ol>	
<b>Course Learning Outcomes</b>	<p><b>A) Students will have knowledge and understanding of:</b></p> <p><b>A1</b> – Demonstrating a critical understanding of the importance of evidence-based practice and its role within osteopathic practice</p> <p><b>A2</b> - Analysing and reflecting upon a diverse range of clinical experiences which develop an understanding of the key factors that underpin the safety of treatment of patients/clients</p> <p><b>A3</b> – Critical appraisal relating to interpretation of a range of information, which may include clinical data, research, and surrounding concepts to evaluate strategies which promote evidence-based care for clients.</p> <p><b>A4</b> - The development of the knowledge and skills required for the appraisal of primary research and the undertaking of ethical research within a healthcare context.</p> <p><b>A5</b> - Discuss theories, concepts and evidence in the context of personal and professional development.</p> <p><b>B) Students will develop their intellectual skills such that they are able to:</b></p>	

**B1**-Classify and implement a range of contemporary models of exercise prescription and rehabilitation when assessing and managing a variety of musculoskeletal conditions.

**B2** - To critically apply appropriate clinical reasoning strategies in the assessment and management of commonly encountered musculoskeletal presentations.

**B3** - Apply practical and problem-solving skills in a variety of contexts relating to the care and treatment of an individual with a musculoskeletal presentation.

**B4** - Critically appraise information from a wide range of sources in order to gain a coherent in-depth understanding of pertinent theoretical principles and its application to practice.

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

**C1** - Critically examine the professional relationship and dynamic required relating to professional standards when working with clients.

**C2** - Prepare and present practice-based case scenarios for discussion.

**C3** - Enhance personal learning and performance, including the development of study and research skills.

**C4** - Critically appraise a range of conceptual methodologies and integrate these into clinical practice.

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

**D1** - Communicate and present information effectively and appropriately in oral, written and electronic format.

**D2** – Demonstrate self-awareness and the ability to develop as a critical reflective practitioner.

**D3** -Critically analyse the research evidence which underpins professional Practice.

**D4** – Operate safely and effectively as an autonomous practitioner demonstrating self awareness and the ability to recognise their own limitations.

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

This course is a collaboration between LSBU, and their industry partner NESCOL. This course is focused upon the development of osteopaths who hold a diploma in Osteopathy to enable applicants to gain a Top-up degree. The

curriculum within this proposed Top-up degree have been developed to ensure that these standards of practice are embedded and mapped to provide quality assurance that learners are in-line with professional requirements.

The learning and teaching methods employed on the programme will provide students with a range of opportunities to develop the skills necessary to apply current evidence to a variety of clinical practices scenarios. Intellectual skills are developed in lectures, seminars/group discussion and through guided independent study plus self-managed learning.

Formal methods of teaching will include lectures, seminars, tutorials and workshops. These will be enhanced by access to the wider range of electronic resources and support facilities available within the College and from external expert speakers within the field of Osteopathy.

Students will be engaged in learning activities which will include the use of simulation, presentations, case studies, project work, problem-based scenarios, and workshops. All of these will build upon the practical experience of students and provide opportunities for critical self-reflection.

The assessment strategies of this course are varied to promote inclusivity and variety. They include formative and summative approaches which provide opportunities for students to gain feedback using, presentations, essays, case studies, data interpretation exercises and research skills.

Within the course curriculum opportunities are created for learners to gain graduate attributes such as critical thinking, research skills, reflective practice, evidence integration and develop interpersonal skills, to enhance clinical practice.

Distinctive features of the BSc (Hons) Top-up degree programme include:

Use of a range of teaching and learning approaches to develop further knowledge and expertise in the subject. Teaching methods include online synchronous and asynchronous hybrid learning which include:

1. Online synchronous and asynchronous lectures
2. Online seminars
3. Online workshops
4. Synchronous and asynchronous group work
5. Individual tutorials
6. Synchronous and asynchronous discussion forum
7. Media resources

Students will be provided with collaborative workspaces supported within the virtual learning environment which will enable students to feel part of an online learning community and have the support of tutors and their peers to collaborate and receive ongoing support. Opportunities are given to engage expert guest lecturers to promote the sharing of practical insights and experiences.

Online delivery supported by experienced tutors and Google Classroom VLE. This programme is to be delivered remotely. This allows learners the flexibility to undertake the necessary activities autonomously and at times suited

to their needs. Learners enrolled on this programme already hold professional qualifications and are already working, therefore the need for flexibility and adaptability is high. The teaching team are available to support via email and video conference, to suit the needs of the learners. Information and activities on the VLE are also provided to facilitate independent studies, as well as comprehensive module and assessment guides. NEScot welcomes learners from a wide range of backgrounds, skills, experience, and abilities.

## D. Assessment

Learners will be provided with module guides which will provide details of content, learning outcomes and modes of formative and summative assessments. Each individual assessment will have its own 'assignment brief' to provide learners with detailed instructions pertaining to all assessments, formative and summative. These briefs will include details of the assessment rationale, mode, related learning outcomes and guidelines for successful completion. All learners will be instructed on the purpose and necessity for formative assessment. A variety of formative assessment modes will be used on this programme.

Of the three modules, two include two summative assessments and one has three. Of these seven assessments, four (57%) are coursework and three (43%) are exams. The coursework elements include a clinical portfolio, case study, reflective essay and a research proposal. The exams are viva presentations in traditional, video and poster format. The assessments will be spread throughout the academic period to avoid overload and allow sufficient time for feedback on formative assessments and draft work.

### Module 1

#### Evidencing Professional Development for Osteopathic Practice

The Formative assessment is to develop and submit a portfolio plan detailing how the learner will be able to meet the required learning outcomes for the module. This directly supports the creation of the portfolio ensuring learners are outlining the key elements that are necessary within the portfolio. The **Summative assessment CW1** is to develop a professional development portfolio evidencing clinical audit, critical reflection and clinical application. The themes within the portfolio will be identified using the following framework: Demonstrating knowledge and skills, application of new knowledge, Consideration of real work application and impact, exploration of the validity and authenticity of the learning relating to the contemporary evidence. The **Pass mark at L6 40% 50% Weighting**. The portfolio will allow students to show clearly how they have mapped professional standards against their documented professional practice and academic learning experiences and how they have identified and reflected on areas that require further development. It will hold students in good stead for their ongoing continuing professional development.

**EX1** is a 20-minute VIVA of a clinical case selected in practice which includes complex decision making surrounding the initiation or non-initiation of individual treatment and associated clinical guidelines with 10-minute for questions, **Pass mark at L6 40% Weighting 25%**. The viva allows students to demonstrate their communication, clinical reasoning and critical thinking skills.

Finally, **CW2** is a **2500-word** critical reflection which evidences and explores how the learner has gained and applied problem-solving skills within a clinical context relating to the care and treatment of an individual. The **Pass mark at L6 40% Weighting 25%**

## Module 2

### Exercise Rehabilitation and Therapy Management in an Osteopathy Context

The formative assessment is to present a clinical case from practice to the peer group which has a focus upon exercise, coaching and rehabilitation. Additionally, learners will engage with a 20-minute online examination which assesses an individual's knowledge surrounding the following areas: Taking a clinical history, clinical reasoning safe use of guidelines and using decision aids when considering treatment options. **The Summative assessment:**

**CW1** comprises of a 5000-word clinical case study submission which includes the following key themes: Consultation and history taking, clinical reasoning, evidenced based history taking and examination, using guidelines, scores and decision aids planning of treatment options and links to the evidence base and its impact upon developing learner's osteopathic practice **Pass mark at L6 40% 50% Weighting.** The clinical case report will allow students to do an in-depth analysis of interesting aspects of a clinical case, reflect on their clinical experiences and generate new hypotheses and observations. It teaches students how to share interesting clinical information with their peers.

**EX1** is a 20-minute VIVA plus 10 minutes for questioning, of a clinical case selected in practice which is separate from the **CW1 submission.** This case should focus upon exercise therapy and rehabilitation within the scope of osteopathy practice. **Pass mark at L6 40% 50% Weighting.** The viva allows students to demonstrate their communication, clinical reasoning and critical thinking skills as well as their in-depth subject knowledge.

## Module 3

### Developing Research Skills within the Context of Osteopathic Practice

The Formative assessment is to develop and submit a research proposal outline brief and to undertake a 20-minute online examination for learners to assess their baseline knowledge of the fundamentals of the research process. **The Summative assessments include for CW1** a 5000-word research proposal outlining the following key themes: background Literature, aims of the research proposal, formulation of the research question, research design and methodology, data collection, ethical Considerations and application of the research proposal to inform osteopathy practice **Pass mark at L6 40% 50% Weighting.** The Research Proposal will develop students' ability to work systematically, present information in a concise and succinct manner and to critically justify their approach to a wider audience.

Additionally, **CW2** is a formal poster presentation of their research proposal which is in the format for Poster submission at conference **Pass mark at L6 40% 50% Weighting** The research poster will develop students' ability to communicate key concepts concisely and precisely and, in a manner, understandable to a diverse audience.

## **E. Academic Regulations**

The University's Academic Regulations apply for this course: [LSBU Academic Regulations](#)

### 1.0 Compensation

The schools follows the university regulations apart from:

- Students/Apprentices will not be eligible for compensation in any module as a pass in all elements of assessment is required to demonstrate competence.

## 2.0 Third Attempts

An application for an exceptional third attempt at a single assessment in the final year of a pre-registration health and social care course may only be considered by the examination board in accordance with both of the following eligibility criteria for a single module.

### Eligibility criteria

1. Increase in mark between first attempt and second.
2. Second attempt mark to be within 5% of the pass mark.

This protocol does not apply to:

1. Post-registration courses
2. CPPD stand-alone modules
3. Apprenticeship courses

## F. Entry Requirements

The minimum entry qualifications for the programme are:

- An approved Diploma in Osteopathy from the UK or EU deemed to be the equivalent of at least QAA FHEQ level 5 and 240 credits of which no more than 120 are at level 4 and no less than 120 are at level 5.
- Students for whom English is not their first language must have a minimum IELTS (or equivalent) score of 6 overall, with no element below 5.5 and achieved this no longer than 2 years prior to application.
- We will consider a range of alternative qualifications or experience that is equivalent to the typical offer. Applications from international students with equivalent qualifications are welcome and will be reviewed and screened

Academic IELTS (International English Language Testing Service) 6.0  
(with no component below 5.5)

TOEFL iBT	Overall score: 80
	Reading: 18
	Listening: 17
	Writing: 17 Speaking: 20

Pearson Test of English Academic (PTE Academic)	Overall score: 52 (minimum score required in each skill area is 51)
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Cambridge English:	Overall score: 169
<ul style="list-style-type: none"> <li>• First</li> <li>• Advanced</li> </ul>	(with no score below 162)

- Proficiency

LanguageCert SELT or International ESOL (IESOL) Exam

- B2 Communicator
- C1 Expert
- C2 Mastery

High Pass

Minimum score required in each skill area is 33\*

(\*For C2 Mastery, min score for Listening is 25)

Trinity ISE Pass ISE II with 'Distinction' in all 4 components

GCSE / O-Level / IGCSE English Language (Edexcel/ Cambridge Overseas exam boards)

Grade C

A Level / AS Level English Language

Grade C

## G. Course Structure(s)

### Course overview

All 120 credits within this Bsc top-up are at level 6

This would be combined with the credits achieved from the Diploma in Osteopathy resulting in a BSc in Osteopathy [total of 360 credits]

-120 credits at L4 Prior credit awarded externally

-120 Credits at L5 Prior credit awarded externally

-120 Credits at L6 BSc Top-up qualification

The first cohort sequencing of this programme the course will run as a compressed delivery from April to October 2022. The following cohorts will revert to a standard academic year starting in September of each year.

The course would fit in with the LSBU academic framework and alignment to exam board schedules.



## Osteopathy BSc Top-Up – Part time

The three Modules will span both semester 1 and 2 across the academic year

	Semester 1		Semester 2	
<b>BSc Top-up Year</b>	Evidencing Professional Development for Osteopathic Practice	40 credits	Evidencing Professional Development for Osteopathic Practice	
	Exercise Rehabilitation and Therapy Management in an Osteopathy Context	40 credits	Exercise Rehabilitation and Therapy Management in an Osteopathy Context	
	Developing Research Skills within the Context of Osteopathic Practice	40 credits	Developing Research Skills within the Context of Osteopathic Practice	

### Placement information

N/A

### H. Course Modules

Provide information on:

- Core and optional modules
- The circumstances when optional modules may not run
- How and when students will be informed if optional modules are changed

Module Code	Module Title	Level	Semester	Credit value	Assessment
TBC	Evidencing Professional Development for Osteopathic Practice	6	1	40	<b>Formative assessment:</b> To develop and submit a portfolio plan detailing how the learner will be able to

				<p>meet the required learning outcomes for the module.</p> <p><b>Summative assessment:</b></p> <p><b>CW1:</b> To develop a professional development portfolio evidencing clinical audit, critical reflection and clinical application. The themes within the portfolio will be identified using the following framework:</p> <p>Demonstrating knowledge and skills</p> <p>Application new of knowledge</p> <p>Consideration of real work application and impact</p> <p>Exploration of the validity and authenticity of the learning relating to the contemporary evidence</p> <p><b>Pass mark at L6</b> <b>40%</b> <b>50% Weighting</b></p> <p><b>EX1:</b> 20-minute VIVA of a clinical case selected in practice which includes complex decision making surrounding the initiation or non-initiation of individual treatment surrounding the applications of the clinical guideline with 10-minute for questions</p> <p><b>Pass mark at L6</b> <b>40%</b> <b>Weighting 25%</b></p> <p><b>CW2:</b> A 2500-word critical reflection which evidences and explores how the learner has gained and applied problem-solving skills within a</p>
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					<p>clinical context relating to the care and treatment of an individual.</p> <p><b>Pass mark at L6 40%</b></p> <p><b>Weighting 25%</b></p> <p><b>All elements</b> are required for successful completion of the module</p>
TBC	Exercise Rehabilitation and Therapy Management in an Osteopathy Context	6	1	40	<p><b>Formative assessment:</b></p> <p>-To present a clinical case from practice to the peer group which has a focus upon exercise, coaching and rehabilitation.</p> <p>-A 20-minute online examination which assesses an individual's knowledge surrounding the following areas:          Taking a clinical history          Clinical reasoning          Safe use of guidelines          Using decision aids when considering treatment options</p> <p><b>Summative assessment:</b></p> <p><b>CW1:</b>          A 5000-word clinical case study submission which includes the following key themes:</p> <p>Consultation and history taking</p> <p>Clinical reasoning</p> <p>Evidenced based history taking and examination</p> <p>Using guidelines, scores and decision aids</p> <p>Planning of treatment options</p>

					<p>Links to the evidence base and its impact upon developing learner's osteopathic practice</p> <p><b>A fully clinical History, examination findings and write up can be included as an appendix to support the main dialogue of the clinical case submission.</b></p> <p><b>Pass mark at L6 40% 50% Weighting</b></p> <p><b>EX1:</b> A 20-minute VIVA plus 10 minutes for questioning, of a clinical case selected in practice which is separate from the <b>CW1 submission.</b> This case should focus upon exercise therapy and rehabilitation within the scope of osteopathy practice. <b>Pass mark at L6 40% 50% Weighting</b></p> <p>All elements are required for successful completion of the module.</p>
<b>TBC</b>	<b>Developing Research Skills within the Context of Osteopathic Practice</b>	<b>6</b>	<b>2</b>	<b>40</b>	<p><b>Formative assessment:</b> -To develop and submit a research proposal outline brief. -A 20-minute online examination for learners to assess their baseline knowledge of the fundamentals of the research process.</p> <p><b>Summative assessment:</b> <b>CW1:</b> A 5000-word research proposal outlining the following key themes: Background Literature</p>

					<p>Aims of the research proposal</p> <p>Formulation of the research question</p> <p>Research design and methodology</p> <p>Data collection Ethical Considerations</p> <p>Application of the research proposal to inform osteopathy practice</p> <p><b>Pass mark at L6 40% 50% Weighting</b></p> <p><b>CW2:</b> A formal poster presentation of their research proposal which is in the format for Poster submission at conference</p> <p><b>Pass mark at L6 40% 50% Weighting</b></p> <p><b>All elements</b> are required for successful completion of the module</p>
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### I. Timetable Information

Students will receive a full timetable for each module on the first day of each module, all study days are available to the student when then apply via NESCOTS admissions portal

### J. Costs and Financial Support

#### Course related costs

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

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

### List of Appendices

- Appendix A: Curriculum Map
- Appendix B: 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.

The letters T for taught, D for developed and A for assessed should be added as appropriate to each Course Outcome.

Modules			Course Outcomes																	
Level	Title	Code	A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	C 1	C 2	C 3	C 4	D 1	D 2	D 3	D 4
6	Evidencing Professional Development for Osteopathic Practice	TBC	X	X	X	X				X	X	X	X	X			X	X	X	X
6	Exercise Rehabilitation and Therapy Management in an Osteopathy Context	TBC	X	X	X	X			X	X	X	X	X	X			X	X	X	X
6	Developing Research Skills within the Context of Osteopathic Practice	TBC	X		X	X	X					X			X	X	X		X	

**Appendix B: Personal Development Planning (For Postgraduate Courses Only)**

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	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	
2 Supporting the development and recognition of skills in academic modules/modules.	
3 Supporting the development and recognition of skills through purpose designed modules/modules.	
4 Supporting the development and recognition of skills through research projects and dissertations work.	
5 Supporting the development and recognition of career management skills.	
6 Supporting the development and recognition of career management skills through work placements or work experience.	
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	
9 Other approaches to personal development planning.	
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	

## Appendix C: Terminology

(Please review the definitions and add those 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:

<b>accelerated degree</b>	accelerated degrees (also known as two-year degrees) are full bachelor's degrees (undergraduate courses) you can complete in a condensed time period
<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>extended degree</b>	an extended degree provides a bridging route for students who don't meet the initial entry requirements for the undergraduate degree. The first year provides the necessary knowledge and skills before students begin the degree-level course.
<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>foundation</b>	foundation year programmes are designed to develop skills and subject-specific knowledge to ensure a student can advance to a degree course. They may be offered as stand-alone one-year courses or integrated into degree programmes.



<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>integrated</b>	an integrated Master's degree combines undergraduate and postgraduate study. In relation to Apprenticeships, integrated would usually mean that the End Point Assessment (EPA) is integrated with the academic award
<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>pre-registration (HSC only)</b>	a pre-registration course is designed for students who are not already registered with an independent regulator such as the Nursing and Midwifery Council (NMC)
<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>top-up degree</b>	A top-up degree is the final year (Level 6) of an undergraduate degree course. It allows students to top-up an existing qualification to a full BA, BSc or BEng.
<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