



## Course Addendum: Changes to 2020/21 Teaching In Response to Covid-19

Whilst we hope to deliver as much activity on-campus as possible, the government's guidance and social distancing measures will inform how much teaching we can deliver face-to-face in the 2020/21 academic year. Working to government guidelines we have adapted the delivery of our courses to a model of blending learning, which consists of a mix of online and on-campus activities. We are equipped to move between blended learning to fully online, or face-to-face, as the Covid-19 situation evolves.

The learning outcomes of your course remain the same but there are changes to its delivery, assessment and structure, as set out in the Changes section of this document. The subsequent pages of this document contain the original teaching and learning schedule of this course, for your reference.

24<sup>th</sup> July 2020

### Course Details

Course Title(s)	CertHE Accounting and Finance
Course code	5316
Course director	Vijay Lee
Shared Modules?	

### Changes to the mode of delivery and course composition

Module code and name	Changes to delivery mode
BAF_4_FAF Financial Accounting Fundamentals	All lectures and seminars to move online. 4 hours per week online. No change to the module hours: Contact hours for module: 60 Self-study hours for the module: 140 Total module hours: 200
BBS-4-COM Concepts of Management	All lectures (only) to move online. 2 hours per week face to face (seminar). 2 hours per week online (lecture). No change to the module hours: Contact hours for module: 60 Self-study hours for the module: 140 Total module hours: 200
BBM-4-PRM Principles of Marketing	All lectures (only) to move online. 2 hours per week face to face (seminar). 2 hours per week online (lecture). No change to the module hours: Contact hours for module: 60 Self-study hours for the module: 140 Total module hours: 200

### Changes to assessment strategy

Module code and name	Changes to weightings of assessment
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	<b>Current</b>	<b>New</b>
The weightings of assessments remain unchanged. We are changing the type of assessment instead.		
BAF_4_FAF Financial Accounting Fundamentals	Individual 90 minute closed book test	An individual short coursework assignment of five days turnaround accounting for 50% weighting which will require students to prepare final accounts for a sole trader taking into consideration all the adjustments.

Additional information

<b>Any additional information</b>
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		School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016
<b>B. Course Aims and Features</b>		
<b>Distinctive features of course</b>	<input type="checkbox"/> A one-year full time degree programme with the opportunity to progress onto year two of the BA (Hons) Accounting and Finance upon full completion of the course (120 Credits). <input type="checkbox"/> A programme aimed at upskilling students with lower entry tariffs than required for the BA (Hons) Accounting and Finance. <input type="checkbox"/> A supportive learning environment and personal tutoring to support academic development. <input type="checkbox"/> The provision of specialised modules for personal development and work based learning which develop and enhance graduate employability. <input type="checkbox"/> Guest speakers to deliver industry specific knowledge related to current employment practices and opportunities. <input type="checkbox"/> The embedding of professional body exemptions	
<b>Course Aims</b>	The CertHE Accounting aims to:  Equip students with a sound knowledge of the basic concepts of Accounting and provide a first step towards obtaining higher level qualifications namely the BA (Hons) Accounting and Finance.	
<b>Course Learning Outcomes</b>	<p><b>a) Students will have knowledge and understanding of:</b></p> <ol style="list-style-type: none"> <li>1. The role and nature of accounting and finance operations and a range of contexts in which they can be seen to be operating.</li> <li>2. The underlying concepts and principles associated with Financial and Management Accounting.</li> <li>3. The main current thinking, technical language and practices of accounting including recognition, measurement, disclosure, control and decision making in financial statements and management accounting.</li> </ol> <p><b>b) Students will develop their intellectual skills such that they are able to:</b></p> <ol style="list-style-type: none"> <li>1. Evaluate the appropriateness of different approaches to solving problems related to Accounting.</li> <li>2. Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments.</li> <li>3. Undertake further training and develop new skills within a structured and managed environment.</li> </ol> <p><b>c) Students will acquire and develop practical skills such that they are able to:</b></p> <ol style="list-style-type: none"> <li>1. Record and summarise transactions and other economic events, including the preparation of financial statements in the form appropriate</li> </ol>	

	<p>for the intended purpose; including the ability to correctly recognise, measure and disclose income, expenditure, assets and liabilities in the financial statements.</p> <ol style="list-style-type: none"> <li>2. Analyse operations and use appropriate techniques to aid financial planning, control and decision making.</li> <li>3. Acknowledge and reference sources using appropriate convention and practice.</li> </ol> <p style="text-align: center;"><b>d) Students will acquire and develop transferrable skills such that they are able to:</b></p> <ol style="list-style-type: none"> <li>1. Communicate and present information clearly and concisely in an appropriate form, including both oral and written, to an audience, presenting quantitative and qualitative information together with analysis, argument and commentary.</li> <li>2. Use active listening skills and negotiating skills to reach appropriate solutions.</li> <li>3. Act with professional behaviour, monitoring and improving performance through reflection on practice.</li> <li>4. Meet prescribed deadlines, through effectively evaluating commitments and managing time and resources.</li> <li>5. Manipulate numerical data using quantitative techniques and numeracy skills to aid decision making in a business environment.</li> <li>6. Think independently, developing self through PDP and applying techniques for lifelong learning.</li> <li>7. Work effectively within a team to promote coordination and teamwork towards common goals, displaying sensitivity to cultural differences, demonstrating an understanding of effective leadership and delegation skills.</li> <li>8. Apply appropriate information technology to a variety of tasks, in acquiring, analysing and communicating information.</li> </ol>
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### **C. Teaching and Learning Strategy**

The acquisition of knowledge and understanding will be delivered through a wide variety of strategies.

***In class***

Lectures will where appropriate, deliver key topic areas across all academic Levels. Where possible, guest speakers from business and academia will bring specialisms and real world contextualisation.

Interactive seminars and workshops support the lectures and will have a strong focus on small group activities to encourage the active participation of students throughout the academic year, developing peer learning, the sharing of knowledge and support amongst the diverse student body.

Examples of activities students will engage with during seminars are: question practice and case study

analysis to reinforce and contextualise key lecture topics, debate and discussion. There is greater emphasis on acquisition of knowledge of process thus question practice and repetition of process are key to learning.

An integrated formative and summative assessment and feedback process are a key component to a student's independent acquisition of knowledge and understanding.

### **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 and examination preparation where appropriate. Many of these activities are supported by the VLE.

The development of intellectual skills will be delivered via a structured and progressive strategy of support and delivery over the length of the programme.

### **In class**

Seminars and workshops encourage student development in this area with the application of knowledge to business case studies and real life problems to develop critical evaluation of relevant data and information and problem solving skills. In class debate allows the sharing of ideas amongst peers and the evaluation of opinions within a diverse student body to enable students to develop and evaluate arguments.

In particular, support is given to basic cognitive skills development and student research practice via the Concepts of Management module.

The theories underpinning the cognitive process and basic research techniques are delivered through lectures and supported via interactive seminars applying the theory to case study and discussion of issues arising.

Research skills are introduced via the Concepts of Management module.

### **Self-managed learning**

Self-managed learning activities supplement in-class learning and will include the reading and critique of academic journals and their application to problem based exercises and peer debate. Links to core journals will be available via the VLE.

Engagement with coursework and the examination preparation are also key strategies to develop these skills.

### **In Class**

Practical skills development is delivered via lectures and interactive seminars and workshops. Processes and techniques are demonstrated during lectures and are then developed and applied to questions and exercises during seminars to reinforce.

### **Self-managed learning**

Self-managed learning is carried out mainly through relevant question practice and review and is supported with materials via the VLE.

Engagement with assessment also assists in the development of practical skills.

These skills are specifically taught and developed through modules dedicated to the teaching and delivery of skills; such as Concepts of Management.

Additionally, transferable skills development is embedded within all other modules through an integrated teaching and learning strategy.

### ***In class***

Methods are to be interactive and practical by nature, for example, group work based upon case study and in class presentations are used in the Concepts of Management module to develop teamwork and leadership skills.

Spread sheet and accounting systems skills are delivered in workshops and taught via application to case study problems and the synthesis of data.

Negotiating, influencing and interview skills can be developed via role play within the Concepts of Management module.

In addition, transferable skills are developed throughout the teaching and learning seminars using small group discussions, student led presentations, exercises and case studies.

### ***Self-managed learning***

Reflective practice and work planning are all skills expected to be developed out of class hours. Additionally, engagement with formative and summative assessment, in particular the coursework element will naturally develop these transferable skills.

## **D. Assessment**

### ***Formative***

Formative assessment activities provide opportunity 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.

In class testing with peer marking and feedback is a key formative assessment method; this testing can be supported by additional on line tests via the VLE which provide students with automatic feedback as to performance.

### ***Summative***

The methods of summative coursework assessments used to assess a student's understanding and knowledge are diverse and aim to assess student knowledge and understanding of topic areas in a wider business context.

Examples of the range of assessment types are poster presentations (Concepts of Management), group work (Management), and individual assignments (Financial Accounting Fundamentals).

Examinations are compulsory for all modules that embed professional body exemptions. The examinations incorporate a wide variety of question types and assess a broad range of the syllabi content

### ***Formative***

VLE and in-class presentations can provide formative feedback to both staff and students as to the development of key intellectual skills.

### ***Summative***

Intellectual skills are mainly assessed through coursework as examinations tend to assess knowledge and understanding of basic processes.

Research skills are primarily assessed via coursework.

**Formative**

Formative assessment via in-class tests, peer review and debate can inform students and staff concerning the progress that has been made in areas of skill development.

**Summative**

Summative assessment may be via closed book examination, individual and group coursework through which practical skills can be demonstrated.

**Formative**

Peer review on a variety of in-class activities can provide formative feedback to students on the development of their transferable skills.

**Summative**

The summative assessment of transferable skills is delivered through a variety of methods.

Group work based on 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 skills are developed through presentations.

Numeracy skills are embedded throughout most subjects and IT skills are necessary to produce each piece of coursework.

**E. Academic Regulations**

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

**F. Entry Requirements**

The normal qualifications required for entry to Level 4 are GCSE passes at Grade C or above in five subjects, including English Language and Mathematics (or equivalent), plus one of the following:

- 48 UCAS tariff points (subject to annual review): applicants can achieve this via many different qualifications such as A Levels and BTEC Extended National Diploma.
- Relevant recognised access, HE preparatory course or foundation course; applicants must hold first time passes and may be tested in English and Mathematics.
- Any other Level 3 qualification which is of equivalent standard.

A mature student with relevant work experience at the course director's discretion.

**G. Course structure(s)**

**Course overview**

Certificate of Higher Education in Accounting – **Full time**

**Semester 1**

**Semester 2**

<b>Level 4</b>	Concepts of Management	20	People and Organisations	20
	Financial Accounting Fundamentals	20	Business Economics	20
	Principles of Marketing	20	Management Accounting	20

**Placements information**

Blank area for placements information.

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## H. Course Modules

[Provide information on:

- core and optional modules;
- the circumstances when optional modules may not run; and
- how and when students will be informed if optional modules are changed]

Module Code	Module Title	Level	Semester	Credit value	Assessment
BBS_4_COM	Concepts of Management	4	1	20	
BAF_4_FAF	Financial Accounting Fundamentals	4	1	20	
BBM_4_PRM	Principles of Marketing	4	1	20	
BBM_4_PEO	People and Organisations	4	2	20	
BBS_4_ECO	Business Economics	4	2	20	
BAF_4_MAC	Management Accounting	4	2	20	

## I. Timetable information

[indicate:

Provide as much information as possible,

- when students can expect to receive a confirmed timetable for study commitments; and
- if there is a teaching-free afternoon set aside for e.g. sporting/cultural activities.
- Don't specify a day(s) when teaching will take place if it may be changed.
- Prospective students should be kept informed of any changes.]

## J. Costs and financial support

### Course related costs

- provide information about other course-related costs (explain what is and what is not included in the tuition fees, e.g. such additional expenses as cost of books or other learning materials, specialist equipment, uniforms, clothing required for work placements, field trips, bench fees).

### 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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Appendix B: Educational Framework (undergraduate courses)

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## 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.

Modules			Course outcomes																
Level	Title	Code	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	D4	D5	D6	D7	D8
4	Concepts of Management	BBS_4_COM							TDA										
4	Financial Accounting Fundamentals	BAF_4_FAF	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA
4	Principles of Marketing	BBM_4_PRM							TDA										
4	People and Organisations	BBM_4_PEO							TDA										
4	Business Economics	BBS_4_ECO							TDA										
4	Management Accounting	BAF_4_MAC	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA

## Appendix B: Embedding the Educational Framework for Undergraduate Courses

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:

- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment for learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base

across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

<b>Dimension of the Educational Framework</b>	<b>Minimum expectations and rationale</b>	<b>How this is achieved in the course</b>
Curricula informed by employer and industry need	<p><u>Outcomes focus and professional/employer links</u>            All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&amp;A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.</p>	
Embedded learning development	<p><u>Support for transition and academic preparedness</u>            At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.</p>	
High impact pedagogies	<u>Group-based learning experiences</u>	

	<p>The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to <b>professionalism</b> and <b>inclusivity</b>. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.</p>	
Inclusive teaching, learning and assessment	<p><u>Accessible materials, resources and activities</u> All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.</p>	
Assessment for learning	<p><u>Assessment and feedback to support attainment, progression and retention</u> Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to <b>excellence</b>.</p>	
High impact pedagogies	<p><u>Research and enquiry experiences</u> Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is</p>	

	<p>generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should build student autonomy and are likely to encourage <b>creativity</b> and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.</p>	
<p>Curricula informed by employer and industry need / Assessment for learning</p>	<p><u>Authentic learning and assessment tasks</u> Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including <b>excellence, professionalism, integrity</b> and <b>creativity</b>. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.</p>	
<p>Inclusive teaching, learning and assessment</p>	<p><u>Course content and teaching methods acknowledge the diversity of the student cohort</u> An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to <b>inclusivity</b> enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.</p>	

<p>Curricula informed by employer and industry need</p>	<p><u>Work-based learning</u>          Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, <b>professionalism</b> and <b>integrity</b>. Work-based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.</p>	
<p>Embedded learning development</p>	<p><u>Writing in the disciplines: Alternative formats</u>          The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.</p>	
<p>High impact pedagogies</p>	<p><u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u>          Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary</p>	

	and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including <b>inclusivity</b> , communication and networking.	
Assessment for learning	<p><u>Variation of assessment</u></p> <p>An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.</p>	
Curricula informed by employer and industry need	<p><u>Career management skills</u></p> <p>Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of <b>excellence</b> and <b>professionalism</b>.</p>	
Curricula informed by employer and industry need / Assessment for learning / High impact pedagogies	<p><u>Capstone project/dissertation</u></p> <p>The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes</p>	

	including <b>professionalism, integrity</b> and <b>creativity</b> .	
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## Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

<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, assignments
<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
<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 'programme' with reference 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  <del>and assessment</del>
<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

