Course Specification

A. Course Information				
Final award title(s)	BA (Hons) Game Design and Development			
Intermediate exit award title(s)	Cert HE Game Design and Development Dip HE Game Design and Development			
UCAS Code			**Course Code(s)**	5790
Awarding Institution	London South Bank University			
School	☐ ASC ☒ ACI ☐ BEA ☐ BUS ☐ ENG ☐ HSC ☐ LSS			
Division	Creative Technologies			
Course Director	Andy Lemon			
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Croydon ☐ Other: (please specify)			
Mode(s) of delivery	☒Full time ☐Part time ☐Other (please specify)			
Length of course/start and finish dates	<table><tr><th>Mode</th><th>Length years</th><th>Start - month</th><th>Finish - month</th></tr><tr><td>Full time</td><td>3</td><td>September</td><td>June</td></tr><tr><td>Full time with placement/ sandwich year</td><td>N/A</td><td></td><td></td></tr><tr><td>Part time</td><td>N/A</td><td></td><td></td></tr><tr><td>Part time with placement/ sandwich year</td><td>N/A</td><td></td><td></td></tr></table>			
Is this course suitable for a Visa Sponsored Student?	☒ Yes ☐ No			
Approval dates:	Course Validation date			October 2021
	Course Review date			October 2026
	Course Specification last updated			September 2022
Professional, Statutory & Regulatory Body accreditation	N/A			
Link to Institute of Apprenticeship (IoA) Standard and Assessment Plan	N/A			

(Apprenticeship only)		
Reference points:	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 Communication, Media, Film and Cultural Studies (2019) OfS Guidance PSRBs SEEC Level Descriptors 2021 Competitions and Markets Authority

B. Course Aims and Features		

| **Distinctive features of course** | **Course Design**
The BA (Hons) Game Design and Development course shares the same course design structure as:
BA (Hons) Media Production
BA (Hons) Music and Sound Design
BA (Hons) Photography and Imaging

Course Structure
These four specialist courses share six 20-credit modules across L4, L5 and L6.
(120 credits in total).
Each course also has seven 20-credit subject specific modules across L4 and L5.
(140 credits in total).
These courses also share three modules at L6, which are taken by all students, but delivered through the prism of their own subject specialism.
(100 credits in total)

This degree offers a series of distinctive features which are appealing to potential applicants including:
Acquisition of a key of transferable skills that address both specialisation within defined areas of creative practice and collaboration with others across those areas of practice
Ability to transfer pathway after the first semester, broadening student choice and managing any uncertainty on application around specialisation
Wide range of live briefs, set by industry partners and preparing students for working in the creative industries
Variety of assessment types across the degree
Interdisciplinary Practice
At Level 4, students on all four courses share three 20-credit modules in the first semester. This shared first semester gives students a compelling and engaging experience of collaborative working, networking and interdisciplinary activity that will run through the |

rest of their university experience. The two shared modules at Level 5 provide an explicit employability thread offering work placements, work experience, entrepreneurship opportunities and expanded employment opportunities through interdisciplinary practice. At Level 6 the module Professional Practice Portfolio is the launchpad for the students graduation into the world of work.

Specialist Skills

In the second semester of the first year students then focus fully on game design and development gaining specialist skills but still with opportunities to collaborate with those on other courses in the creative technologies in subsequent years of study.

Students are taught by experienced lecturers from within the games industry offering much sought-after practical experience of working creatively and collaboratively at the forefront of tech advances. Real-world application of skills is essential, and students will have the opportunity to work with external clients and game publishers.

On completion of the course students will have the opportunity to showcase their creative productions in the creative technologies show which evidences to employers their readiness for a career in an ever-changing digital and technological landscape.

Course Aims	BA (Hons) Game Design and Development aims to: 1. To provide a rigorous educational experience in a specialist discipline within the context of the creative industries 2. To develop and refine students' cognitive, analytical, critical and research skills, and to apply these to both individual and group related activities 3. To equip all students with the technical and professional skills relevant to gain employment in their chosen discipline 4. To enable students to manage and direct their own learning in an increasingly autonomous fashion 5. Provide students with a solid understanding of current and emerging production skills and tools 6. To provide students with an awareness of the culture of games, and of games' relationship to and position within the wider culture 7. To equip students with the technical and professional skills appropriate to contemporary digital games production 8. To develop in students their full creative, imaginative and aesthetic potential
Course Learning Outcomes	**a) Students will have knowledge and understanding of:** A4.1: Develop a greater awareness of the range of creative products, professional discourses and academic positions across a range of disciplines A4.2: Develop your artistic 'eye' and 'ear' through observation and analysis in order to improve your own creative work A4.3: Develop an understanding of collaborative and interdisciplinary practice within the creative industries A4.4: Understand key concepts and processes relevant to 3D modelling such as texturing, shading lighting, and rendering A4.5: Demonstrate knowledge of the principles of perspective and depth perception through the use of virtual cameras in a 3D environment A4.6: Understand the use of production management, budgeting and time management tools within the game design and development industry A4.7: Identify the core competencies required to achieve success within a games industry specialism A5.1: Develop a clearer understanding of the professional opportunities available within your discipline or area of study

A5.2: Draw upon prior knowledge in order to effectively contribute to an area of practical study that is relevant and related to your core discipline

A5.3: Demonstrate an informed awareness of how historically relevant artistic and cultural precedents can inform your work

A5.4: Develop an awareness of how sound design can be used to support animated storytelling

A5.5: Identify the advanced competencies required to demonstrate excellence within a games industry specialism

A5.6: Mentally model how computers work

A6.1: Demonstrate a knowledge and understanding of contemporary practice within their own discipline by critically reflecting on their own practice in relationship to a wider industry context

A6.2: Produce original practical work demonstrating a synthesis of critical and theoretical concepts and the application of advanced technical and/or design skills

A6.3: Demonstrate appropriate frameworks and relevant theoretical and practical methodologies in designing a Research Project

A6.4: Identify pathways into employment or further study in the creative industries

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

B4.1: Develop critical, exploratory, reflective and discursive skills in the preparation and production of a formally referenced piece of academic writing

B4.2: Inform your work through an educated understanding of audio-visual storytelling conventions

B4.3: Ability to both interpret and deliver appropriate solutions to address the challenges of a design brief

B4.4: Identify the difference between modelling tools and techniques and understand how and when to use them effectively

B4.5: Evaluate your own production skills in relation to industry standard production processes

B4.6: Develop strategies to develop and improve your work in a flexible and iterative manner

B5.1: Develop a pro-active attitude to learning in order to maintain ongoing academic and professional development

B5.2: Employ a strategic approach to the development and deployment of unfamiliar production workflows through research, testing and experimentation

B5.3: Conceptualise 3D workflows and develop the analytical skills to problem-solve ad troubleshoot technical issues independently

B5.4: Apply appropriate conceptual frameworks to the research and analysis of a particular area of advanced study

B5.5: Distinguish different programming styles

B6.1: Make use of research methods and analytic and critical skills, to develop a knowledge and understanding of the subject of and context for, a self-directed body of work

B6.2: Defend your ideas and decisions in a coherent manner using appropriate academic and/or professional points-of-reference

B6.3: Plan and realise an extended research project that is appropriate to the degree or field

B6.4: Effectively communicate ideas in a coherent manner, with reference to contemporary academic and/or professional conventions

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

C4.1: Be able to deploy an expanded range of research techniques and contextual knowledge to the generation of ideas and production methods

C4.2: Develop core skills and aptitude with cameras, sound recording devices, and audio-visual software packages

C4.3: Demonstrate software skills relevant to interactive media design and production

C4.4: Demonstrate basic competence with industry standard software packages used for 3D modelling and surface texturing workflows

C4.5: Clearly comprehend project and asset management tools used to develop and publish to a gaming platform

C4.6: Apply practical skills related to a recognised games industry specialism

C5.1: Apply skills, competencies, and concepts relevant to your subject area to a professional environment or commercial enterprise

C5.2: Apply specialist knowledge and skills, contributing to the execution of an independent or collaborative practical outcome

C5.3: Produce storyboards and pre-vis iterations for a 3D animated sequence

C5.4: Develop 3D skills in modelling, rigging, texturing, animation and rendering

C5.5: Produce a portfolio that sells and promotes themselves as an industry specialist, in a format recognised by the games industry

C5.6: Submit deliverables that clearly satisfy the criteria of a brief as requested, properly organised, and on time

C5.7: Produce game designs with consistent rules using industry standard game development and collaboration tools

C6.1: Utilise appropriate research methods for the defining and scoping of the project to be undertaken

C6.2: Produce a body of work that is conceptually, creatively, and technically resolved to a professional standard based on the time and resource available to do so

C6.3: Negotiate with their supervisor and engage with critical feedback and ethical considerations relevant to a Research Project

C6.4: Present creative practical work using digital tools for self-promotion in the form of a professional portfolio

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

D4.1: The ability to critique, debate, present, and communicate ideas and concepts effectively

D4.2: Consider subjective points-of-view and contradictory sources of information and draw your own conclusions

D4.3: Develop the ability to contribute effectively and productively as part of a team

D4.4: The ability to produce work in line with a design brief

D4.5: Gain awareness of how to plan and prioritise tasks to improve time management within a production

D4.6: Employ the specialist technical competencies required to successfully contribute toto a game development project

D5.1: Operate effectively within a variety of professional environments utilising the appropriate interpersonal communication skills, depending on the situation

D5.2: Diversify and expand upon your core skillset by engaging in creative activity related to a previously unexplored area of study

D5.3: Recognize how to sell and promote themselves with confidence, using tools recognised within the game industry

D5.4: Seek out and respond to interim feedback in an effective and timely manner, during the development process

D5.5: Estimate and track programming productivity

D6.1: The ability to exercise critical judgement in response to feedback, opinion, and constructive criticism

D6.2: Work in a flexible, creative and independent manner, demonstrating self-discipline, self-direction and reflexivity

D6.3: Demonstrate the ability to communicate effectively in visual, sonic and/or written formats, according to recognised standards

	D6.4: Adhere to established professional standards and practices relevant to working within the Creative Industries

C. Teaching and Learning Strategy
 	
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	The acquisition of subject knowledge and understanding will be achieved through a variety of methods:
	    Lectures and workshops will deliver key topic areas across the academic Levels. Guest speakers & masterclasses from industry will bring specialisms and real world contextualisation. QAA Subject Benchmarks recognise the additionality provided through the use of field work, visits and other forms of experiential learning and this is central to the teaching and learning strategy of our courses which include local site visits to national/international museums/art galleries/shows/ etc across London. Masterclasses from subject specialists and visits are invaluable for putting into context what is learned in workshops and labs and from the students own creative work and self-directed research.
	
	The development of intellectual and research skills will be achieved as follows:
	    Seminars, masterclasses and external visits encourage student development in this area with the application of knowledge to their intellectual pursuits. 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 articulate sophisticated arguments. Students academic referencing and writing skills are developed from the first semester of the first year. Students continue to engage in academic writing at Level 5 in the form of either academic essays or report writing. In the final year the Research Project module is a very significant 40-credit module where students engage in academic and industry-related research skills.
	
	The development of subject specific practical skills will be achieved throughout the course as follows:
	    Seminars, workshops, and practical training sessions encourage student development in this area with the application of knowledge to case study environments and real-life problems. This helps develop critical evaluation of relevant information, and problem-solving skills. Teamwork allows the sharing of ideas and specialist skills amongst peers. Through group activities students can develop creative ideas of increasing technical complexity and sophistication. As students move through the course their ability to generate, evaluate and synthesise information is developed through the opportunity to develop and showcase their work in iterative stages. As they do so they develop greater independence of thought and practice.
	
	The teaching of Personal and Transferable Skills will be achieved using the following approaches:
	    At Level 4 in particular, support is given to ensuring that students are exposed to the collaborative, networking and industry-ready skills of team-working and the sharing of ideas etc. These transferable skills and attributes are then continually developed throughout each level of study demonstrating progressive development.
	    Students have opportunities across all years to develop their employability skills – soft and hard skills – culminating in portfolios in the final year. Personal, interdisciplinary and transferable skills are acquired progressively across the course and underpin the entire rationale for the structure of these courses.
	
	Self-managed learning is supported in the following ways:
	    Reflective practice and work planning are embedded in modules across the three years. As with subject understanding and knowledge learning outcomes, self-managed learning activities supplement in-class activities. Many of these activities are supported by the Moodle virtual learning environment (VLE).

D. Assessment	A variety of assessment methods are used to test learning outcomes: production work, essays, portfolio submissions, reports, oral presentations and pitches. Most modules are designed to test learning outcomes through one summative assessment, in combination with interim formative feedback assessment.
	Formative assessment occurs throughout the course and includes various activities such as pitching and oral presentations, critical reviews of production and written work as well as peer review activities.
	Summative assessment methods typically consist of practical portfolio submissions, written work, and/or presentations. Production work is assessed through a mix of group-based projects and individual production assignments.
	As students progress through the programme, assessment methods reflect the expectation that students will exhibit greater autonomy in their learning, will refine their intellectual skills and will approach their work in a more critical and analytical way.

E. Academic Regulations

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

F. Entry Requirements

- A Level BCC; **104 UCAS points**
- BTEC Extended Diploma MMM; **96 UCAS points**
- Access to HE qualifications with 9 Distinctions 36 Merits; **96 UCAS points**
- Equivalent level 3 qualifications worth **104 UCAS points**
- Applicants must hold 5 GCSEs at grade C or above, including Maths and English or equivalent e.g. Level 2 Functional Skills qualification

- We welcome qualifications from around the world. English language qualifications for international students: IELTS score of 6.0 or Cambridge Proficiency or Advanced Grade C qualification.

- Mature applicants with relevant work experience are encouraged to apply

- Applicants from non-traditional education backgrounds are also encouraged to apply

- As part of the admissions process for the degree students will be expected to attend an interview (either in person or online) which offers an opportunity to discuss with a staff member any aspect of the course and to show, where requested, a portfolio of existing work or equivalencies as determined by the discipline.

- For direct entry into Level 5 of the course, applicants will be required to hold 120 credits at Level 4 or above in a relevant subject, and entry is dependent on a successful interview with the Course Leader.

- Direct entry into Level 6 of the course is not permitted.

G. Course Structure(s)

Course overview

The course is structured around 360 credit points (120 per year for 3 years) with modules of 20 and 40 credits.

BA (Hons) Game Design and Development - Full time

		Semester 1			Semester 2	
Level 4		Remix. Remake. Recycle * (compulsory)	20		3D Modelling (compulsory)	20
		Sound and Vision * (compulsory)	20		Game Production (compulsory)	20
		Creative Agency * (compulsory)	20		Game Specialism 1 (compulsory)	20
Level 5		Professional Development and Employability * (compulsory)	20		Interdisciplinary Practice * (compulsory)	20
		Organic Modelling and Animation (compulsory)	20		Game Specialism 2 (compulsory)	20
		Re:Creation (compulsory)				20
		Game Programming (compulsory)				20
Level 6		Pilot Major Project * (compulsory)	20		Major Project * (compulsory)	40
		Research Project * (compulsory)				40
		Professional Practice and Portfolio * (compulsory)	20			

* Shared with BA (Hons) Media Production
Shared with BA (Hons) Music and Sound Design
Shared with BA (Hons) Photography and Imaging

Placement information

Students can arrange an industry placement during the Professional Development and Employability module at Level 5.

H. Course Modules

Optional Modules
Optional modules are only closed in exceptional circumstances, for example staff sabbaticals, or if there is not sufficient demand for a particular module. Students will be notified and guided by the course director to alternative choices. All modules on the course are mandatory.

Module Code	Module Title	Level	Sem	Credit value	Assessment
TBC	Remix. Remake. Recycle *	4	1	20	CW1: Essay: 100%
TBC	Sound and Vision *	4	1	20	CW1: Practical Portfolio: 50% CW2: Practical Portfolio: 50%
TBC	Creative Agency *	4	1	20	CW1: Practical Portfolio: 100%
TBC	3D Modelling	4	2	20	CW1: Practical Portfolio: 100%
TBC	Game Production	4	2	20	CW1: Practical Portfolio: 100%
TBC	Game Specialism 1	4	2	20	CW1: Practical Portfolio: 100%

TBC	Professional Development and Employability *	5	1	20	CW1: Presentation: 100%
TBC	Interdisciplinary Practice *	5	1	20	CW1: Practical Portfolio: 70% CW2: Report: 30%
TBC	Organic Modelling and Animation	5	1	20	CW1: Practical Portfolio: 100%
TBC	Re:Creation	5	2	20	CW1: Report: 50% CW2: Presentation: 50%
TBC	Game Specialism 2	5	2	20	CW1: Practical Portfolio: 100%
TBC	Game Programming	5	2	20	CW1: Practical Portfolio: 75% CW2: Report: 25%
TBC	Pilot Major Project *	6	1	20	CW1: Presentation: 100%
TBC	Professional Practice and Portfolio *	6	1	20	CW1: Practical Portfolio: 70% CW2: Report: 30%
TBC	Research Project *	6	1	40	CW1: Dissertation OR Research Report: 100%
TBC	Major Project *	6	2	40	CW1: Presentation: 30% CW2: Practical Portfolio: 70%

I. Timetable Information	- Teaching typically consists of three 20-credit modules per semester which usually requires students to come into university two to three times a week - Students can normally expect to receive a confirmed timetable for their study commitments before the start of each semester - Some additional on-site activities may occur outside of regularly timetabled activities, and these will be communicated in advance by the teaching staff

J. Costs and Financial Support

Course related costs

- Tuition fees do not cover additional expenses such as laptops, books or other learning materials, certain class visits, etc. The use of specialist film and video production equipment and facilities is included in the cost of tuition 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

List of Appendices

Appendix A: Curriculum Map
Appendix B: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being taught (t), developed (d), and assessed (a) within the course.

It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes.

Level 4 Modules — Level Learning Outcomes

Level	Title	Code	A 4.1	A 4.2	A 4.3	A 4.4	A 4.5	A 4.6	A 4.7	B 4.1	B 4.2	B 4.3	B 4.4	B 4.5	B 4.6	C 4.1	C 4.2	C 4.3	C 4.4	C 4.5	C 4.6	D 4.1	D 4.2	D 4.3	D 4.4	D 4.5	D 4.6
4	Remix. Remake. Recycle.		tda							tda						tda						tda	td				
4	Sound and Vision			tda							tda						tda						tda	td			
4	Creative Agency			td	tda						td	tda						tda					td	td	tda		
4	3D Modelling					tda	tda						tda					tda								tda	
4	Game Production							tda	td					tda					tda	td				td		tda	
4	Game Specialism 1				td			tda				td		tda	td			td		tda							tda

Level 5 Modules — Level Learning Outcomes

Level	Title	Code	A 5.1	A 5.2	A 5.3	A 5.4	A 5.5	A 5.6	B 5.1	B 5.2	B 5.3	B 5.4	B 5.5		C 5.1	C 5.2	C 5.3	C 5.4	C 5.5	C 5.6	C 5.7	D 5.1	D 5.2	D 5.3	D 5.4	D 5.5
5	Professional Development and Employability		tda						tda	td					tda							tda	td			
5	Interdisciplinary Practice		td	tda						tda					td	tda						td	tda			
5	Organic Modelling and Animation				tda	tda		td			tda						tda	tda		td					td	
5	Re:Creation				tda							tda												tda		
5	Game Specialism 2			td			tda		td	td					td			td	tda	tda					tda	
5	Game Programming							tda					tda						tda							tda

Level 6 Modules			Level Learning Outcomes																							
Level	Title	Code	A 6.1	A 6.2	A 6.3	A 6.4			B 6.1	B 6.2	B 6.3	B 6.4			C 6.1	C 6.2	C 6.3	C 6.4			D 6.1	D 6.2	D 6.3	D 6.4		
6	Pilot Major Project		tda	td					tda	td					tda	td					tda	td				
6	Major Project			tda						tda						tda						tda				
6	Research Project				tda						tda						tda						tda			
6	Professional Practice and Portfolio					tda						tda						tda						tda		

Appendix B: 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:

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

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

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