



<b>A. Course Information</b>																								
<b>Final award title(s)</b>	HNC Construction																							
<b>Intermediate exit award title(s)</b>																								
<b>UCAS Code</b>	022K	<b>Course Code(s)</b>	FT 4580 PT 2315																					
	London South Bank University																							
<b>School</b>	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input checked="" type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS																							
<b>Division</b>	The Built Environment																							
<b>Course Director</b>	Sally Mitchell																							
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: <i>please specify</i>																							
<b>Mode(s) of delivery</b>	<input checked="" type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify																							
<b>Length of course/start and finish dates</b>	<table border="1"> <thead> <tr> <th>Mode</th> <th>Length years</th> <th>Start - month</th> <th>Finish - month</th> </tr> </thead> <tbody> <tr> <td>Full time</td> <td>1 year</td> <td>September</td> <td>July</td> </tr> <tr> <td>Full time with placement/ sandwich year</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Part time</td> <td>2 years</td> <td>September</td> <td>July</td> </tr> <tr> <td>Part time with Placement/ sandwich year</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Mode	Length years	Start - month	Finish - month	Full time	1 year	September	July	Full time with placement/ sandwich year				Part time	2 years	September	July	Part time with Placement/ sandwich year						
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	Full time	1 year	September	July																				
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	Part time	2 years	September	July																				
	Part time with Placement/ sandwich year																							
<b>Is this course generally suitable for students on a Tier 4 visa?</b>	Please complete the International Office questionnaire Yes (FT)                      No (PT) Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated.																							
<b>Approval dates:</b>	Course(s) validated / Subject to validation	2002																						
	Course specification last updated and signed off	September 2021																						
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>																								

<b>Reference points:</b>	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016
<b>B. Course Aims and Features</b>		
<b>Distinctive features of course</b>	<p>The Higher National Certificate in Construction is primarily for those employed within the construction industries who are seeking to further their career and gain an industry recognized qualification. The course provides one of the key qualifications in construction management, surveying and architectural technology disciplines.</p> <p>The essential aim of the course is to provide students with a broad range of knowledge and skills needed to fulfil a range of technical and managerial work. The outcome should be technicians who are able to tackle and take responsibility for well-specified positions throughout the construction industry. Applications may also be considered from those with significant relevant industrial experience.</p>	
<b>Course Aims</b>	<p>More specifically the HNC Diploma in Construction aims to:</p> <ol style="list-style-type: none"> <li>1. Produce higher technicians who are equipped to fulfil responsible technical employment in a variety of disciplines within the construction industry.</li> <li>2. Maintain recognition of the Award by Edexcel.</li> <li>3. Develop the technical and practical skills required to collect, analyse and interpret information, solve problems, reach sound judgements and communicate them effectively.</li> <li>4. Produce higher technicians who have knowledge and understanding of the construction industry, construction technology and the organisation of building production.</li> <li>5. Develop understanding of the skills and competencies required of a technician.</li> <li>6. Develop students for work in a business- and project-based, multidisciplinary industry.</li> </ol>	
<b>Course Learning Outcomes</b>	<p><b>a) Students will have knowledge and understanding of:</b></p> <p>A1 The construction industry and related industries, the main participants, their roles, linkages and inter-relationships and the context within which they work.</p> <p>A2 Construction technology, building services and building science and fundamental management processes.</p> <p>A3 The principles of the English legal system.</p> <p>A4 Information and communication technology relevant to technical functions.</p> <p>A5 The role of professionals in society and their professional and ethical responsibilities.</p>	

	<p>A6 Best practice in relation to health, safety and welfare and environmental sustainability.</p> <p>A7 The concepts of teamwork.</p> <p>A8 Concepts, theories and principles related to procurement and management of construction work.</p> <p><b>b) Students will develop their intellectual skills such that they are able to:</b></p> <p>B1 Assemble information and data from a variety of sources and discern and establish connections.</p> <p>B2 Identify and critically analyse issues with reference to pertinent argument and evidence.</p> <p>B3 Critically evaluate current procedures and approaches used by construction professionals.</p> <p>B4 Investigate routine and unfamiliar problems and apply professional judgement to devise solutions, balancing factors such as risk, cost, benefit, safety and environmental impact.</p> <p><b>c) Students will acquire and develop practical skills such that they are able to:</b></p> <p>C1 Use and interpret maps, plans and drawings.</p> <p>C2 Demonstrate basic competence in setting out work and in land surveying.</p> <p>C3 Measure, plan and programme building and civil engineering work for the purposes of tender preparation, production, estimating, control and final accounting.</p> <p>C4 Use software packages that are relevant to the modern construction technician.</p> <p><b>d) Students will acquire and develop transferrable skills such that they are able to:</b></p> <p>D1 Communicate effectively by oral, written and visual means in a form appropriate to the intended audience, with appropriate acknowledgement and referencing of sources.</p> <p>D2 Apply statistical and numerical skills at an appropriate level in practical situations.</p> <p>D3 Use information and communication technology (ICT) to locate and access information and communicate information to others.</p> <p>D4 Work effectively as a member of a team.</p> <p>D5 Manage time and work to deadlines.</p> <p>D6 Learn effectively and independently.</p>
<p style="text-align: center;"><b>C. Teaching and Learning Strategy</b></p> <ul style="list-style-type: none"> <li>- Acquisition of the above is achieved by a combination of lectures, seminars, tutorials, practical work, directed reading, coursework and project work. Acquisition also involves students' work-based experience. Laboratory-based practical's and workshop exercises contribute to real understanding. Student-led seminars are important in law and management and acquisition of knowledge and understanding in all areas relies on discussion, whether student or staff led, as students' progress through the levels of study. Intellectual and technical skills are developed through the teaching and learning course. Skills are developed through worked examples, practical application in fieldwork, laboratory and classroom exercises, discussion in class, both</li> </ul>	

staff and student led, and essay writing and report writing coursework that makes greater demands upon students as they progress into Level 5. C1 is taught throughout the course and developed in coursework. C2 is taught and developed in a dedicated surveying module at Level 4. C3 is taught and developed within the surveying module at Level 4. C4 is taught through the Supporting Studies module, utilised through other modules as appropriate and developed through application in coursework. D2, D3 and D4 are taught in a construction context. Supporting Studies skills are initially taught in the dedicated module and then developed throughout the course through classroom discussion, individual and group presentations, essay and report writing. Library and Information Services staff are involved in teaching ICT skills. There is online access to help and self-teach packages. Group work at all levels develops teamwork skills. D5 is learnt rather than taught through students managing their time to meet coursework deadlines. D6 is required throughout the course and is supported by direction and guidance provided in module guides.

#### **D. Assessment**

Assessment involves a combination of unseen examinations, in-course tests, essays, reports, analytical exercises, use of software, seminar presentations and critiques, individual and group work. Skills are assessed through a wide variety of assessment methods already referred to. All practical skills are assessed through coursework and project work. Law and technology are also assessed through unseen examination or tests. Communication and numerical skills are assessed through all means of assessment already mentioned. D2 is assessed in the Supporting Studies module at Level 4 and in coursework, project work and examination in other modules. D3 is assessed through its application to coursework and project work. Teamwork is assessed in group project work. D5 and D6 are implicitly assessed by all forms of assessment.

#### **E. Academic Regulations**

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

#### **F. Entry Requirements**

In order to be considered for entry to the course applicants will be required to have the following qualifications:

- Entry requirements
- Full time
- A Level DDE **or**;
- BTEC National Diploma MPP **or**;
- Access to HE qualifications with 15 Merits and 30 Passes **or**;
- Equivalent level 3 qualifications worth 64 UCAS points
- Applicants must hold 5 GCSEs A-C including Maths and English or equivalent (reformed GCSEs grade 4 or above).
- 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.
- Part time
- A Level DD **or**;
- BTEC National Diploma PPP **or**;

- Access to HE Diploma with 21 Merits **or**;
- Equivalent level 3 qualifications worth **48** UCAS points
- Maths and English GCSEs (C or above) or equivalent (reformed GCSEs grade 4 or above).
- Demonstrable relevant work experience may qualify you for entry onto this course. Each application relying on work- based experience will be judged on a case by case basis
- 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.
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## **G. Course structure(s)**

### **Course overview**

The course is delivered on a semester pattern, each semester being 15 weeks in duration. Students take six modules in total and three modules of study per year. Most modules are taught across two semesters. Assessment occurs at the scheduled assessment dates at the end of each semester. All modules are at Level 4. Students must select one from three optional modules to prepare students for more specific degree routes.

A university credit is the equivalent of 200 student study hours. Each module is a self-contained part of the course of study and carries a single credit value (20 credits). The maximum time to complete the course is four years.

The modules are:

4/484	Level 4 Construction Practice
4/20, 4/21	Level 4 Construction Technology and Materials
4/30	Level 4 Legal and Economic Context in the Built Environment
4/70	Level 4 Building Services and Environmental Science
4/50	Level 4 Building Survey and Inspection (Option Path)
4/40	Level 4 Surveying Setting Out (Option Path)
4/60	Level 4 Architectural Design and Technology (Option Path)
4/90, 4/91	Level 4 Construction Technology and Structures

Students are expected to continue their professional studies by entry on advanced standing to the part-time degree matrix depending on their actual results.

Degree pathways supported include:

- BSc Construction Management
- BSc Architectural Technology
- BSc Commercial Management (Quantity Surveying).
- BSc Quantity Surveying
- BSc Building Surveying

The course in modified form will be offered at Highlands College, Jersey, where it will be titled HNC Diploma in Construction.

**HNC Construction– Full time**

Full Time	Semester 1		Semester 2	
	<b>Level 4</b>	BEA/4/484 Construction Practice A Compulsory	20	BEA/4/484 Construction Practice A Compulsory
EBB/4/21 Construction Technology and Materials Compulsory		20		
EBB/4/30 Legal and Economic Context in the Built Environment Compulsory		20	EBB/4/30 Legal and Economic Context in the Built Environment Compulsory	20
	EBB/4/70 Building Services and Environmental Science Compulsory	20	EBB/4/70 Building Services and Environmental Science Compulsory	20
			EBB/4/91 Construction Technology and Structures Compulsory	20
			EBB/4/50 Building Survey and Inspection (Option Path)	20
			EBB/4/60 Architectural Design and Technology (Option Path)	20
			EBB/4/40 Surveying Setting Out (Option Path)	20

HNC Construction– **Part time**

		<b>Semester 1</b>		<b>Semester 2</b>	
<b>Year 1</b>	BEA/4/484 Construction Practice A Compulsory	20		BEA/4/484 Construction Practice A Compulsory	20
	EBB/4/20 Construction Technology and Materials Compulsory	20		EBB/4/20 Construction Technology and Materials Compulsory	20
	EBB/4/30 Legal and Economic Context in the Built Environment Compulsory	20		EBB/4/30 Legal and Economic Context in the Built Environment Compulsory	20
<b>Year 2</b>	EBB/4/70 Building Services and Environmental Science Compulsory	20		EBB/4/70 Building Services and Environmental Science Compulsory	20
	EBB/4/90 Construction Technology and Structures Compulsory	20		EBB/4/90 Construction Technology and Structures Compulsory	20
	EBB/4/40 Surveying Setting Out (Option Path)	20			
				EBB/4/50 Building Survey and Inspection (Option Path)	20
				EBB/4/60 Architectural Design and Technology (Option Path)	20

**Placements information**

**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]

<b>Module Code</b>	<b>Module Title</b>	<b>Level</b>	<b>Semester</b>	<b>Credit value</b>	<b>Assessment</b>
BEA-4-484	<b>Construction Practice</b>	4	1 & 2	20	Multiple coursework elements
EBB-4-020	<b>Construction Technology and Materials</b>	4	1& 2	20	Report and MCT
EBB-4-021	<b>Construction Technology and Materials</b>	4	1	20	Report and MCT
EBB-4-090	<b>Construction Technology and Structures</b>	4	1& 2	20	Report and MCT
EBB-4-091	<b>Construction Technology and Structures</b>	4	1& 2	20	Report and MCT
EBB-4-030	<b>Legal and Economic Context in the Built Environment</b>	4	1& 2	20	MCT's
EBB-4-070	<b>Building Services and Environmental Science</b>	4	1& 2	20	Essay and MCT
EBB-4-050	Building Survey and Inspection (Option Path)	4	2	20	Fieldwork assessment
EBB-4-040	Surveying Setting Out (Option Path)	4	2	20	Fieldwork Assessment
EBB-4-060	Architectural Design and Technology (Option Path)	4	2	20	Presentation and Design Project

### **I. Timetable information**

confirmed timetable is normally available one month prior to the course starting. Part Time students study for one day per week, Full Time students 2/3 days a week.

### **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-



## **List of Appendices**

- Appendix A: Curriculum Map
- Appendix B: Educational Framework (undergraduate courses)
- Appendix C: Personal Development Planning (postgraduate courses)
- Appendix D: 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.

Modules			Course outcomes																					
Level	Title	Code	A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	B 1	B 2	B 3	B 4	C 1	C 2	C 3	C 4	D 1	D 2	D 3	D 4	D 5	D 6
4	Construction Practice	BEA-4-484	T D			T D A	T D	T D	T D A	T	T D A	T						T D A	T D A	D	D	T D A	T D A	D
4	Construction Technology & Materials	EBB-4-020	D	T D A		D	T D	T D A		D	T D A	D A	D A	T D A	D		D	D	D A	D	D		D A	D
4	Legal & Economic Context in Built Environment	EBB-4-030			T D A	D					D								D A		D		D A	D
4	Building Services & Environmental Science	EBB-4-070		T D A		D	T D			D	T D A	D A	D	T D A				D	D A	D	D		D A	D
4	Construction Technology & Structures	EBB-4-090	D	T D A		D	T D	T D A		D	T D A	D A	D A	T D A	D		D	D	D A	D	D		D A	D
4	Surveying & Setting Out	EBB-4-040				D	T D		T D A		T D		D A	T D A	D A	T D A	D	D	D A	D A	D	T D A	D A	D

## **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.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
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	<p><u>Group-based learning experiences</u>            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</p>	

	appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.	
Inclusive teaching, learning and assessment	<p><u>Accessible materials, resources and activities</u></p> <p>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></p> <p>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></p> <p>Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is 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</p>	

	<p>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</p>	

	<p>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></p> <p>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></p> <p>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 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.</p>	
<p>Assessment for learning</p>	<p><u>Variation of assessment</u></p> <p>An inclusive approach to curriculum recognises diversity and seeks to create</p>	

	<p>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>	
<p>Curricula informed by employer and industry need</p>	<p><u>Career management skills</u>  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>	
<p>Curricula informed by employer and industry need / Assessment for learning / High impact pedagogies</p>	<p><u>Capstone project/dissertation</u>  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 including <b>professionalism, integrity</b> and <b>creativity</b>.</p>	



## Appendix C: Personal Development Planning

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

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

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