Course Specification

A. Course Information

Final award title(s)	BSc (Hons) Psychology (Clinical Psychology)
Intermediate exit award title(s)	University Certificate CertHE Psychology DipHE Psychology (N.B. specialism in child development/clinical psychology requires completion of L6)

UCAS Code		**Course Code(s)**	*Psychology – Clinical* FT: 3134 4.5 Yr PT: 4101 6 Yr PT: 5253

	London South Bank University
School	☒ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☐ HSC ☐ LSS
Division	Psychology
Course Director	Elisa Carrus
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Other: please specify
Mode(s) of delivery	☒Full time ☒Part time ☐other please specify

Length of course/start and finish dates

Mode	Length years	Start - month	Finish - month
Full time	3	September	July
Full time with placement/ sandwich year			
Part time	4.5	September	January
Part time	6	September	July

Is this course generally suitable for students on a Tier 4 visa?	Please complete the International Office questionnaire **Yes**　　　　　　　　　No 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.

Approval dates:	Course(s) validated	October 2011
	Course review date	October 2016
	Course specification last updated and signed off	September 2023

Professional, Statutory &	British Psychological Society (students are eligible for graduate Basis for Chartership with the BPS provided they complete the full award, with a classification of 2:2 or above).

Regulatory Body accreditation			
Reference points:	Internal	Corporate Strategy 2020-2025 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations	
	External	QAA Quality Code for Higher Education 2018 Framework for Higher Education Qualifications 2018 Psychology Subject Benchmark Statements (2019) PSRB: British Psychological Society Standards and Guidelines https://www.bps.org.uk/our-members/standards-and-guidelines Competitions and Markets Authority SEEC Level Descriptors 2021 Office for Students (OfS) Guidance	

B. Course Aims and Features

Distinctive features of course	This course is, to our knowledge, the first in the UK, that teaches the core curriculum from an holistic perspective so students fully appreciate how different areas of psychology (biological, cognitive, individual differences, developmental , social and conceptual and historical issues) integrate to facilitate greater understanding of human behaviour by exploring themes such as feelings, behaviour with others, thinking and communication and learning and memory.
Course Aims	**The BSc (Hons) Psychology (Clinical Psychology) aims to:** 1. Provide students with a grounding in the empirical study of behaviour and of psychological processes and to acquaint them with the major facts, theories and debates in contemporary Psychology; 2. Provide an up-to-date curriculum that is delivered to a high quality and is informed by scholarship and research; 3. Provide students with the knowledge, skills and techniques to identify and investigate psychological issues and problems empirically and ethically; 4. Support and meet the needs of students from varied educational and personal backgrounds so that they have the best opportunity to meet the demands of degree-level education; 5. Ensure students develop the core skills of critical thinking, communication, and employability, which provide a sound basis for progression into work and/or further study. 6. Provide programmes of study that lead to Graduate Membership and eligibility for the Graduate Basis for Chartered membership with the BPS.
Course Learning Outcomes	a) **Students will have knowledge and understanding of:** A1 Biological psychology including evolutionary approaches and genetics, the biological basis of perception, learning and behaviour, brain functioning and neuroanatomy, synaptic transmission, neuropsychology and hormones. A2 Cognitive psychology including perception, attention, memory, language, thinking, reasoning and decision-making. A3 Social psychology including social cognition, critical approaches to understanding social behaviour, interpersonal behaviour intrapersonal behaviour, group processes, social communication, social development, and intergroup relations and conflict. A4 Developmental psychology including cognitive and language development, social behaviour, emotional development and attachment. A5 Individual differences including personality, intelligence, psychological testing, emotions and feelings, abnormal psychology and mental health.

A6 Research methods and statistics including research design, quantitative methods, statistical analysis, inference and interpretation, qualitative analysis, and ethics in research design and conduct.

A7 Conceptual and historical issues in psychology including locating current approaches in the developing history of the discipline, defining principles of psychology, approaches to the study of behaviour and experience, and conceptual debates.

A8 Applied psychology encompassing principles of application to real world issues, with a particular focus on addiction.

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

B1 Integrate and evaluate multiple psychological perspectives, and to generate, explore, and evaluate research questions and empirical evidence, for theoretical and real world applications, using a diverse range of source material

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

C1 Write, speak, and listen appropriately in a variety of environments and for a range of audiences, both independently and as part of a group.

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

D1 Recognise, utilise and reflect upon those abilities which are relevant for successful employment in psychology-specific and other professions.

C. Teaching and Learning Strategy

- A1, A2, A3, A4, A5, A7, and A8 are all introduced in level 4. These core domains are delivered via a combination of lectures plus seminars or workshops in all levels. Topic areas are added and developed in level 5. In level 6 students specialise through a number of optional modules. In most level 4 seminars practical and/or interactive exercises that either support learning or enhance study skills are used. In levels 5 and 6 a variety of seminar, workshop, presentation, interactive and e-learning activities aim to help students develop their critical and analytical skills.
- A6 is covered in a spine of modules running through levels 4 and 5. Topics are covered in a combination of lectures, seminars and practical classes. A major piece of empirical work, requiring working knowledge of this domain, is carried out in level 6.
- Directed reading is an important aspect of teaching and learning in all domains. The amount, sophistication and primary nature of the directed reading increases from level 4 through level 6.
- Critical thinking is developed in a scaffolded manner, such that students are provided with level appropriate guidance and signposting as outlined in the table below. Module outcomes have been developed to reflect these stepping stones.

Stepping Stones in the Development of Critical Thinking Skills			
	Level 4	Level 5	Level 6
Knowledge and understanding	- Awareness that knowledge base is open to ongoing debate and reformulation - Understands the difference between primary and secondary sources	- Recognises the weight of evidence in supporting perspectives - Recognises that perspectives/approaches can differ in the quality of evidence used to support them	Can relate the knowledge base to other fields of study

Conceptualisation	• Identifies key concepts • Identifies strengths and weaknesses of above	• Recognises competing perspectives	• Can argue from competing perspectives
Synthesis	• Collects information from a variety of sources	• Synthesises information from a variety of sources	• Applies knowledge in unfamiliar contexts
Evaluation	• Judges the reliability of data	• Compare methods and techniques • Can select appropriate methods for evaluation	• Sophisticated explanation for contradictory data/evidence

- There is a focus on the explicit teaching of written, spoken, and listening based communication skills at level 4. This is then further developed at levels 5 and 6.
- We have placed employability at the heart of our psychology courses. To this end, the teaching and learning strategy will ensure that students are aware of skills development in relation to future employment (e.g. through personal developmental programmes, academic tutoring, clear signposting of skills development within modules, career and skills development opportunities from the Division and central services).

D. Assessment

- Assessment is varied. Summative assessments at levels 5 and 6 are generally assessed with a combination of examination and coursework. Coursework activities vary from essays through to a commentary on a persuasive communication, applied reports and research reports.

- Examination formats vary. Some use multiple choice questions, short answer questions, essays and tests of statistical knowledge and reasoning

- Formative assessment using traditional and e-learning tools are built in to all modules.

- Critical thinking is assessed in all modules, at the appropriate level (see above table). Summative assessment of critical thinking only occurs after formative assessment; therefore, a large component of formative assessment of critical thinking takes place at level 4, with summative assessment taking place increasingly at levels 5 and 6.

- Communication skills are assessed in all modules, at the appropriate level. Summative assessment of communication skills only occurs after formative assessment; therefore, a large component of formative assessment of communication skills takes place at level 4, with summative assessment taking place increasingly at levels 5 and 6.

- Assessment of employability skills is a mixture of formative and summative assessment in modules across all levels. Employability skills are also supported and developed via academic tutoring, and as such are formatively assessed outside taught modules.

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.
https://www.lsbu.ac.uk/about-us/policies-regulations-procedures

F. Entry Requirements

The standard entry requirement for students (under 21 years old on Sept 1st) is 120 UCAS points plus 5 passes at GCSE level at grade C or above (reformed GCSEs Grade 4 or above) which must include English Language and Mathematics.

Applicants can be admitted if they pass the Access to HE Diploma with a minimum of 24 Distinctions and 21 Merits

Credit may be given for prior learning via APL at level 4 only and in accordance with the policies set by LSBU.

G. Course structure(s)

Course overview

Awards are given in accordance with current London South Bank University Academic Regulations for Taught Programmes. Students are required to do six psychology modules in each of Levels 4, 5 and 6. All psychology modules in Levels 4 and 5 are compulsory. At Level 6 there is a combination of compulsory and optional modules depending on route. See below. The programme confers professional certification by the British Psychological Society (GBC) on graduates and the modules required for GBC are indicated below. To obtain GBC students have to pass the modules indicated in the curriculum below, with an overall degree classification of 2:2 or above.

The Empirical Project module is exempt from the compensated pass regulation.

BSc (Hons) Psychology (Clinical Psychology) – *Full time*

Level	Semester 1	Semester 2
4	Psychological Research Methods 1	Psychological Research Methods 2 (GBC)
	Introducing Psychological Approaches	Exploring Psychological Approaches
	Introducing Real World Psychology	Exploring Real World Psychology
5	Psychological Research Methods 3 (GBC)	Psychological Research Methods 4 (GBC)
	The Psychology of Learning and Memory (GBC)	The Psychology of Behaviour with Others (GBC)
	The Psychology of Feelings (GBC)	The Psychology of Thinking and Communication (GBC)
6	Empirical Project (GBC)#	Empirical Project (GBC)#
		• Clinical Psychology (CORE)
	2 options from: • Psychology of the Performing Arts • Thinking: Past, Present and Future • Psychology of Inter and Intra Group Processes • Mental Health and Distress • Development of Brain and Behaviour in Infancy • Psychopharmacology • Sex Gender Relationships • Psychology in the Criminal Justice System • Professional Placement in Psychology	1 option from: • Psychology of Addictive Behaviours • Psychology of Judgement and Decision Making • Lifespan Development • Neuropsychology • Counselling Psychology and Psychotherapy • Psychology in the Workplace • Health Psychology • Clinical Approaches in Forensic Psychology • Applied Psychometrics • Professional Placement in Psychology

BSc (Hons) Psychology (Clinical Psychology) – **Part time *6 years' option***

Level	Yr	Semester 1	Semester 2
4	1	Psychological Research Methods 1	Exploring Psychological Approaches
		Introducing Psychological Approaches	
	2	Introducing Real World Psychology	Psychological Research Methods 2 (GBC)
			Exploring Real World Psychology
5	3	Psychological Research Methods 3 (GBC)	The Psychology of Thinking and Communication (GBC)
		The Psychology of Learning and Memory (GBC)	
	4	The Psychology of Feelings (GBC)	Psychological Research Methods 4 (GBC)
			The Psychology of Behaviour with Others (GBC)
6	5		• Clinical Psychology (CORE)
		2 options from: • Psychology of the Performing Arts • Thinking: Past, Present and Future • Psychology of Inter and Intra Group Processes	1 option from: • Psychology of Addictive Behaviours • Psychology of Judgement and Decision Making • Lifespan Development

		Semester 1	Semester 2
		- Mental Health and Distress - Development of Brain and Behaviour in Infancy - Psychopharmacology - Sex Gender Relationships - Psychology in the Criminal Justice System - Professional Placement in Psychology	- Neuropsychology - Counselling Psychology and Psychotherapy - Psychology in the Workplace - Health Psychology - Clinical Approaches in Forensic Psychology - Applied Psychometrics - Professional Placement in Psychology
		Maximum of three option modules to be taken in year 5	
	6	Empirical Project (GBC) #	Empirical Project (GBC)#
		One from the lists for semester 1 OR semester 2 - Psychology of Mental Health and Distress - Psychology of the Performing Arts - Thinking: Past, Present and Future - Psychology of Inter and Intra Group Processes - Mental Health and Distress - Development of Brain and Behaviour in Infancy - Psychopharmacology - Sex Gender Relationships - Psychology in the Criminal Justice System - Professional Placement in Psychology	One from the lists for semester 1 OR semester 2 - Psychology of Addictive Behaviours - Psychology of Judgement and Decision Making - Lifespan Development - Neuropsychology - Counselling Psychology and Psychotherapy - Psychology in the Workplace - Health Psychology - Clinical Approaches in Forensic Psychology - Applied Psychometrics - Professional Placement in Psychology

BSc (Hons) Psychology (Clinical Psychology) -*Part time mode: 4.5 years option*

Level	Year	Semester 1	Semester 2
4	1	Introducing Real World Psychology	Exploring Real World Psychology
		Introducing Psychological Approaches	Exploring Psychological Approaches
4/5	2	Psychological Research Methods 1	Psychological Research Methods 2 (GBC)
		The Psychology of Learning and Memory (GBC)	The Psychology of Behaviour with Others (GBC)
5	3	Psychological Research Methods 3 (GBC)	Psychological Research Methods 4 (GBC)
		The Psychology of Feelings (GBC)	The Psychology of Thinking and Communication (GBC)
6	4		Clinical Psychology (CORE)
		2 options from: - Psychology of the Performing Arts - Thinking: Past, Present and Future - Psychology of Inter and Intra Group Processes - Mental Health and Distress - Development of Brain and Behaviour in Infancy - Psychopharmacology - Sex Gender Relationships	1 option from: - Psychology of Addictive Behaviours - Psychology of Judgement and Decision Making - Lifespan Development - Neuropsychology - Counselling Psychology and Psychotherapy - Psychology in the Workplace - Health Psychology

		• Psychology in the Criminal Justice System Professional Placement in Psychology	• Clinical Approaches in Forensic Psychology • Applied Psychometrics • Professional Placement in Psychology
	5	Empirical Project (Fast Track) (GBC) #	

Empirical Project and Empirical Project (Fast Track) must be on a topic related to clinical psychology

Placements information

Students have the option of taking the placement module at level 6. Students will find their own placements.

H. Course Modules

- Level 6 optional modules are subject to change depending on staffing and availability.
  - Should an optional module need to be changed, students will be notified by email and also in person at lectures as appropriate. If the change occurs after students have selected their module options, students will be offered the opportunity to switch to another module of their choice.

Module Code	Module Title	Level	Semester	Credit value	Assessment
PSY_4_IWP	Introducing Real World Psychology	4	1	20	- Portfolio (poster 70%, annotated bibliography 30%) (100%)
PSY_4_ERW	Exploring Real World Psychology	4	2	20	- Portfolio (2 technical reports 80%, reflective essay 20%) (100%)
PSY_4_RM1	Psychological Research Methods 1	4	1	20	- Practical Report (60%) - Exam (40%)
PSY_4_PRM	Psychological Research Methods 2	4	2	20	- Practical Report (50%) - Practical Report (50%)
PSY_4_IPA	Introducing Psychological Approaches	4	1	20	- Portfolio (2 essays) (100%)
PSY_4_EPA	Exploring Psychological Approaches	4	2	20	- Exam (100%)
PSY_5_ERM	Psychological Research Methods 3	5	1	20	- Practical report (40%) - Exam (60%)
PSY_5_PBO	Psychology of Behaviour with Others	5	2	20	- Portfolio (persuasive communication essay 50%, 1 mini essay 50%) (100%)
PSY_5_POF	Psychology of Feelings	5	1	20	- Portfolio (PPT slides 70%, annotated bibliography 30%) (100%)
PSY_5_PRM	Psychological Research Methods 4	5	2	20	- Practical report (qualitative or quantitative) (40%)

					- Specialised research practical report (60%)
PSY_5_PTK	Psychology of Thinking and Communication	5	2	20	- Portfolio (essay 50%, exam 50%) (100%)
PSY_5_PLM	Psychology of Learning and Memory	5	1	20	- Essay (100%)
PSY_6_HTP	Health Psychology	6	2	20	- Coursework essay (100%)
PSY_6_APM	Applied Psychometrics	6	2	20	- Performance in administering tests (20%) - Exam (80%)
PSY_6_DBB	Development of Brain and Behaviour in Infancy	6	1	20	- Poster portfolio (poster 80%, annotated bibliography 20%) (100%)
PSY_6_EPP	Empirical Project	6	1+2	40	- Empirical project (100%)
PSY_6_EPF	Empirical Project (Fast Track)	6	1	40	- Empirical project (100%)
PSY_6_NRP	Neuropsychology	6	2	20	- Coursework essay (40%) - Exam (60%)
PSY_6_LSD	Lifespan Development	6	2	20	- Coursework essay (100%)
PSY_6_PAB	Psychology of Addictive Behaviour	6	2	20	- Technical report (100%)
PSY_6_PII	Psychology of Inter- and Intra-Group Processes	6	1	20	- Portfolio (essay 50%, mini essays 50%) (100%)

PSY_6_PPF	Thinking: Past, Present & Future	6	1	20	- Portfolio (Group oral poster presentation 40%, 2 mini essays 60%) (100%)
PSY_6_PYP	Psychopharmacology	6	1	20	- Technical report (50%) - Exam (50%)
PSY_6_PPP	Professional Placement in Psychology	6	1 or 2	20	- Reflective essay (100%)
PSY_6_PWK	Psychology in the Workplace	6	2	20	- Portfolio of work (group oral PPT presentation 60%, reflective essay 40%) (100%)
PSY_6_CPP	Counselling Psychology and Psychotherapy	6	2	20	- Coursework essay (100%)
PSY_6_PMH	Psychology of Mental Health and Distress	6	1	20	- Coursework essay (100%)
PSY_6_PPA	Psychology of the Performing Arts	6	1	20	Portfolio (100%)
PSY_6_PSR	Psychology of Sex Gender Relationships	6	1	20	Coursework essay (50%) Portfolio (50%)
PSY_6_PCJ	Psychology in the Criminal Justice System	6	1	20	Coursework essay (100%)
PSY_6_PJD	Psychology of Judgement and Decision	6	2	20	Coursework essay (60%) Technical report (40%)
PSY_6_CAF	Clinical Approaches in Forensic Psychology	6	2	20	Coursework essay (comprised of two elements at 40% and 60%, totalling 100%)

PSY_6_CPL	Clinical Psyhology	6	2	20		Coursework essay (100%)

I. Timetable information

Exact timetables will be communicated to students before each semester starts.
- The full-time course is taught over three half days per teaching week
- The part-time 4.5 year course is taught over 2 half days per teaching week
- The part-time 6 year course is taught over 1 or 2 half days per teaching week

J. Costs and financial support

Course related costs

- There are no specific additional course-related costs for this course

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/study/undergraduate/fees-and-funding or
http://www.lsbu.ac.uk/study/postgraduate/fees-and-funding
https://www.lsbu.ac.uk/international/fees-and-funding

Information on living costs and accommodation can be found by clicking the following link:
https://www.lsbu.ac.uk/student-life/our-campuses/southwark/cost-of-living

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 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.
A = Assessed (Summative), T = Taught, D = Developed. * = depending on topic chosen. # = new modules in 21/22 awaiting verification of outcomes which are taught, developed, and assessed. Note: All modules are 20 credits except the Empirical Project, which is 40 credits.

Level	Module Title	A1 Biological	A2 Cognitive	A3 Social	A4 Developmental	A5 Individual Differences	A6 Research Methods	A7 Conceptual and Historical	A8 Applied	B1 Critical thinking	C1 Communication	D1 Employability
4	Psychological Research Methods 1	-	-	-	-	-	TDA	TD	-	TDA	TDA	TD
4	Introducing Psychological Approaches	TDA	TDA	TDA		TDA	-	TDA	-	TDA	TDA	TDA
4	Introducing Real World Psychology	TDA	TDA	-	T	TDA	-	TDA	TDA	TDA	TDA	TDA
4	Psychological Research Methods 2	-	-	-	-	-	TDA	TD	-	TDA	TDA	D
4	Exploring Psychological Approaches	TDA	TDA	TDA	TDA	TDA	-	-	TD	TDA	T DA	D A
4	Exploring Real World Psychology	-	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TDA	T DA	T D A
5	Psychological Research Methods 3	-	-	TDA	-	TDA	TDA	TDA	-	TDA	TDA	D
5	The Psychology of Learning and Memory		TDA			TDA	-	TD	-	TDA	TDA	DA
5	The Psychology of Feelings	TDA		TDA	TDA	TDA	-	TD	TD	TDA	TDA	DA
5	Psychological Research Methods 4	-	-	-	-	-	TDA	TD	-	TDA	TDA	D
5	The Psychology of Behaviour with Others	TDA	TDA	TDA		-	TDA	TD	TDA	DA	TDA	D
5	The Psychology of Thinking and Communication	TDA	TDA	TDA	TDA	TDA	TDA	TDA	TD	DA	TDA	TD
6	Health Psychology		T DA	TDA	TDA	TDA		TDA	TDA	TDA	DA	-
6	Development of Brain and Behaviour in Infancy	TD	TD	TD	TDA	TD	DA	TD	TDA	TDA	DA	D
6	Psychology of Mental Health and Distress	TDA	TDA	TDA	TDA	TDA		TDA	DA	TDA	D A	D
6	Psychology of Addictive Behaviour	TDA	TDA	TDA	TDA	TDA	D	DA	TDA	TDA	DA	-
6	Psychopharmacology	TDA	TDA			TDA	D	D	TDA	TDA	TDA	-
6	Psychology of intra and inter group processes	-		TDA	-					TDA	TDA	DA	-
6	Thinking: Past, Present, and Future	TDA	TDA	-	TDA	TDA	TD	TDA	TDA	TDA	DA	-
6	Psychology of the Workplace	-	TDA	TDA	-	TDA	-	TDA	TDA	TDA	TDA	-
6	Lifespan Development	-	TDA	TDA	TDA			-	-	TDA	DA	-
6	Counselling Psychology and Psychotherapy	-	TDA		TDA	TDA	TDA	TDA	TDA	TDA	D A	-
6	Neuropsychology	T D A	T D A	-	T D A	T D A	T D A	T D A	T D A	T D A	TD A	D
6	Applied Psychometrics	-	TDA	TDA	TDA	TDA	TDA	TDA	TDA	D	TDA	TDA
6	Psychology in the Criminal Justice System	-	TDA*	TDA*	-	-	TD	TDA	TDA	DA	DA	Da
6	Psychology of Judgment and Decision-Making	TDA*	TDA	TDA*	-	TDA*	TD	TD	TDA	TDA	DA	DA

6	Psychology of Sex, Gender and Relationships #	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC
6	Psychology of the Performing Arts #	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC
6	Clinical Approaches in Forensic Psychology #	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC
6	Empirical Project	DA*	DA*	DA*	DA*	DA*	D A	DA*	DA	DA	DA	DA
6	Empirical Project (Fast Track)	DA*	DA*	DA*	DA*	DA*	D A	DA*	DA	DA	DA	DA
6	Professional Placement in Psychology	DA*	DA*	DA*	DA*	DA*	-	DA*	DA	DA	DA	DA
6	Clinical Psychology	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC

Appendix B: 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]

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
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

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
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
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)
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