

## Course Specification

A. Course Information				
<b>Final award title(s)</b>	BA (Hons) Music and Sound Design			
<b>Intermediate exit award title(s)</b>	Cert HE Music and Sound Design Dip HE Music and Sound Design			
<b>UCAS Code</b>		<b>Course Code(s)</b>	5791	
<b>Awarding Institution</b>	London South Bank University			
<b>School</b>	<input type="checkbox"/> ASC <input checked="" type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS			
<b>Division</b>	Creative Technologies			
<b>Course Director</b>	Rory Summerley			
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Croydon <input type="checkbox"/> Other: (please specify)			
<b>Mode(s) of delivery</b>	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> Other (please specify)			
<b>Length of course/start and finish dates</b>	<b>Mode</b>	<b>Length years</b>	<b>Start - month</b>	<b>Finish - month</b>
	Full time	3	September	June
	Full time with placement/ sandwich year	N/A		
	Part time	N/A		
	Part time with placement/ sandwich year	N/A		
<b>Is this course suitable for a Visa Sponsored Student?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
<b>Approval dates:</b>	Course validation date		October 2021	
	Course Review date		October 2026	
	Course specification last updated and signed off		September 2022	
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	N/A			
<b>Link to Institute of Apprenticeship (IoA) Standard and</b>	N/A			

<b>Assessment Plan (Apprenticeship only)</b>		
<b>Reference points:</b>	Internal	Corporate Strategy 2020-2025 Academic Quality and Enhancement Website School Strategy LSBU Academic Regulations
	External	QAA The UK Quality Code for Higher Education 2018 Framework for Higher Education Qualifications FHEQ Outcome Classification Descriptions for Level 6 Subject Benchmark Statements Communication, Media, Film and Cultural Studies (2019) OfS Guidance PSRBs SEEC Level Descriptors 2021 Competitions and Markets Authority
<b>B. Course Aims and Features</b>		
<b>Distinctive features of course</b>	<p><b>Course Design</b> The BA (Hons) Music and Sound Design course shares the same course design structure as: BA (Hons) Game Design and Development BA (Hons) Media Production BA (Hons) Photography and Imaging</p> <p><b>Course Structure</b> 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)</p> <p>This degree offers a series of distinctive features which are appealing to potential applicants including:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Ability to transfer pathway after the first semester, broadening student choice and managing any uncertainty on application around specialisation</li> <li>• Wide range of live briefs, set by industry partners and preparing students for working in the creative industries</li> <li>• Variety of assessment types across the degree</li> </ul> <p><b>Interdisciplinary Practice</b> 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</p>	

	<p>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.</p> <p><b>Specialist Skills</b>  In the second semester of the first year students focus fully on music and sound design gaining specialist skills, but still with opportunities to collaborate with those on other creative technology courses in subsequent years of study. The course will provide a range of experiences for students to explore the wide range of opportunities that exist in electronic music production and explore additional opportunities for interdisciplinary collaborations in both film and game audio. On completion of the course students will have the opportunity to showcase their creative production in the creative technologies show which evidences to employers that you are ready for a career in an ever-changing digital and technological landscape.</p>
<b>Course Aims</b>	<p>BA (Hons) Music and Sound Design aims to:</p> <ol style="list-style-type: none"> <li>1. To provide a rigorous educational experience in a specialist discipline within the context of the creative industries.</li> <li>2. To develop and refine students' cognitive, analytical, critical and research skills, and to apply these to both individual and group related activities</li> <li>3. To equip all students with the technical and professional skills relevant to gain employment in their chosen discipline.</li> <li>4. To enable students to manage and direct their own learning in an increasingly autonomous fashion</li> <li>5. Provide students with a solid understanding of current and emerging production skills and tools.</li> <li>6. To develop in students an understanding of sound and music cultures and their mediation within the framework of convergent media and collaborative practices.</li> <li>7. To equip all students with the technical and professional skills appropriate to the music industry and sound production in film and games.</li> <li>8. To provide students with a conceptual framework for the exploration of the emergent creative possibilities in sound design and music.</li> <li>9. To enable students to manage and direct their own learning in an increasingly autonomous fashion and develop in students their full creative and imaginative potential in the real-world context of the media industries.</li> </ol>
<b>Course Learning Outcomes</b>	<p><b>a) Students will have knowledge and understanding of:</b></p> <p>A4.1: Develop a greater awareness of the range of creative products, professional discourses and academic positions across a range of disciplines</p> <p>A4.2: Develop your artistic 'eye' and 'ear' through observation and analysis in order to improve your own creative work</p> <p>A4.3: Develop an understanding of collaborative and interdisciplinary practice within the creative industries</p> <p>A4.4: Effectively manage sound production in a multi-track environment</p> <p>A4.5: Demonstrate understanding of recording equipment, and the application of different types of microphones</p> <p>A4.6: Demonstrate understanding of musical arrangement in response to a creative brief</p> <p>A5.1: Develop a clearer understanding of the professional opportunities available within your discipline or area of study</p>

- 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 critical understanding of studio production techniques
- A5.4: Demonstrate knowledge of how sound and music acquire meanings in a variety of cultural and media contexts
- A5.5: Demonstrate an understanding of signal flow in the creation of sound effects
- A5.6: Demonstrate an understanding of the various material forms and production methods in either film sound or game audio (in relation to specific brief)
- 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: Engage in the critical and creative process through analysis of music stems and drawing comparisons with existing works
- B4.5: Engage in the creative process through critical analysis of a recording
- B4.6: Engage in the creative process through critical analysis of structure and tonal balance
- B5.1: Develop a pro-active attitude to learning 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: Engage in the critical and creative process through reflective and contextual analysis
- B5.4: Apply appropriate conceptual frameworks to the analysis and research of cultural and media contexts in relationship to relevant sonic events
- B5.5: Engage in the critical and creative process through analysis of existing works and related sound techniques
- B5.6: Demonstrate knowledge and critical understanding of theoretical approaches appropriate to both the development and analysis of the chosen sound design area
- 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: Understand how audio software and samplers can be used to slice, loop, and manipulate sound files

C4.5: Understanding of how to edit studio recordings and basic processing

C4.6: Understanding of how to use DAW and peripheral studio equipment to arrange musical material

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: Demonstrate competency in the use of studio equipment and software

C5.4: Generate a well- evidenced argument in an academic essay format

C5.5: Demonstrate understanding of how to create and manipulate sounds using software and / or hardware

C5.6: Apply appropriate technical sound production skills to the chosen area of sound design

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: Describe the production process in clear English and produce concise documentation for the production project

D4.5: Ability to document the production process, and accurately describe the intentions for the work as shown in the production portfolio and in class discussions / group activities

	<p>D5.1: Operate effectively within a variety of professional environments utilising the appropriate interpersonal communication skills, depending on the situation</p> <p>D5.2: Diversify and expand upon your core skillset by engaging in creative activity related to a previously unexplored area of study</p> <p>D5.3: Effectively manage and document studio sessions</p> <p>D5.4: Communicating clearly and concisely in both verbal and a word-processed format</p> <p>D5.5: Evaluate the production process in clear English and produce concise documentation for the production project</p> <p>D5.6: Document the development of the project in a concise written format</p> <p>D6.1: The ability to exercise critical judgement in response to feedback, opinion, and constructive criticism</p> <p>D6.2: Work in a flexible, creative, and independent manner, demonstrating self-discipline, self-direction, and reflexivity</p> <p>D6.3: Demonstrate the ability to communicate effectively in visual, sonic and/or written formats, according to recognised standards</p> <p>D6.4: Adhere to established professional standards and practices relevant to working within the Creative Industries</p>
<p><b>C. Teaching and Learning Strategy</b></p> <p>-</p>	<p><b>The acquisition of subject knowledge and understanding will be achieved through a variety of methods:</b></p> <p>Lectures and workshops will deliver key topic areas across the academic Levels. Guest speakers &amp; 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.</p> <p><b>The development of intellectual and research skills will be achieved as follows:</b></p> <p>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.</p> <p><b>The development of subject specific practical skills will be achieved throughout the course as follows:</b></p> <p>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</p>

	<p>through the opportunity to develop and showcase their work in iterative stages. As they do so they develop greater independence of thought and practice.</p> <p><b>The teaching of Personal and Transferable Skills will be achieved using the following approaches:</b></p> <p>At Level 4, 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.</p> <p>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.</p> <p><b>Self-managed learning is supported in the following ways:</b></p> <p>Reflective practice and work planning are embedded in modules across the three years.</p> <p>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).</p>
<p><b>D. Assessment</b></p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p style="text-align: center;"><b>E. Academic Regulations</b></p> <p>The University's Academic Regulations apply for this course. Any course specific protocols are identified here.</p>	
<p style="text-align: center;"><b>F. Entry Requirements</b></p> <ul style="list-style-type: none"> <li>• A Level BCC; <b>104 UCAS points</b></li> <li>• BTEC Extended Diploma MMM; <b>96 UCAS points</b></li> <li>• Access to HE qualifications with 9 Distinctions 36 Merits; <b>96 UCAS points</b></li> <li>• Equivalent level 3 qualifications worth <b>104 UCAS points</b></li> <li>• Applicants must hold 5 GCSEs at grade C or above, including Maths and English or equivalent e.g. Level 2 Functional Skills qualification</li> </ul>	

- 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) Music and Sound Design - Full time

	Semester 1		Semester 2	
Level 4	Remix. Remake. Recycle * (compulsory)	20	Creative Agency * (compulsory)	20
	Sound and Vision * (compulsory)	20	Sound Recording (compulsory)	20
	Sample and Sequence (compulsory)	20	Studio Composition (compulsory)	20
Level 5	Professional Development and Employability * (compulsory)	20	Interdisciplinary Practice * (compulsory)	20
	Studio Production (compulsory)	20	Creative Music Technology (compulsory)	20
	Music Image Text (compulsory)	20	Sound Design (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) Game Design and Development  
 Shared with BA (Hons) Media Production  
 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
CRT_4_RRR	Remix. Remake. Recycle *	4	1	20	CW1: Essay: 100%
CRT_4_SAV	Sound and Vision *	4	1	20	CW1: Practical Portfolio: 50% CW2: Practical Portfolio: 50%
CRT_4_CRA	Creative Agency *	4	2	20	CW1: Practical Portfolio: 100%
CRT_4_SSQ	Sample and Sequence	4	1	20	CW1: Practical Portfolio: 75% CW2: Report: 25%
CRT_4_SRC	Sound Recording	4	2	20	CW1: Practical Portfolio: 75% CW2: Report: 25%
CRT_4_SCM	Studio Composition	4	2	20	CW1: Practical Portfolio: 75% CW2: Report: 25%
CRT_5_PDE	Professional Development and Employability *	5	1	20	CW1: Presentation: 100%
CRT_5_IDP	Interdisciplinary Practice *	5	1>2	20	CW1: Practical Portfolio: 70% CW2: Report: 30%
CRT_5_STP	Studio Production	5	1	20	CW1: Practical Portfolio: 75% CW2: Report: 25%
AME_5_MIT	Music Image Text	5	2>1	20	CW1: Essay: 100%
CRT_5_CMT	Creative Music Technology	5	2	20	CW1: Practical Portfolio: 75% CW2: Report: 25%
CRT_5_SDN	Sound Design	5	2	20	CW1: Practical Portfolio: 75% CW2: Report: 25%
CRT_6_PMP	Pilot Major Project *	6	1	20	CW1: Presentation: 100%
CRT_6_PPP	Professional Practice and Portfolio *	6	1	20	CW1: Practical Portfolio: 70% CW2: Report: 30%
CRT_6_RPJ	Research Project *	6	1	40	CW1: Dissertation OR Research Report: 100%
CRT_6_MPJ	Major Project *	6	2	40	CW1: Presentation: 30% CW2: Practical Portfolio: 70%

<p><b>I. Timetable Information</b></p>	<ul style="list-style-type: none"> <li>• Teaching typically consists of three 20-credit modules per semester which usually requires students to come into university two to three times a week</li> <li>• Students can normally expect to receive a confirmed timetable for their study commitments before the start of each semester</li> <li>• Some additional on-site activities may occur outside of regularly timetabled activities, and these will be communicated in advance by the teaching staff</li> </ul>
<p style="text-align: center;"><b>J. Costs and Financial Support</b></p> <p><b>Course related costs</b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul> <p><b>Tuition fees/financial support/accommodation and living costs</b></p> <ul style="list-style-type: none"> <li>- Information on tuition fees/financial support can be found by clicking on the following link - <a href="http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding">http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding</a> or</li> <li>- <a href="http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding">http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding</a></li> <li>- Information on living costs and accommodation can be found by clicking the following link- <a href="https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses">https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses</a></li> </ul>	

**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	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
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	Sample and Sequence					tda		td				tda						tda		td				tda	
4	Sound Recording						tda						tda						tda						tda
4	Studio Composition					td		tda					td	tda					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	B 5.6	C 5.1	C 5.2	C 5.3	C 5.4	C 5.5	C 5.6	D 5.1	D 5.2	D 5.3	D 5.4	D 5.5	D 5.6
5	Professional Development and Employability		tda						tda	td					tda						tda	td				
5	Interdisciplinary Practice		td	tda						tda					td	tda					td	tda				
5	Studio Production				tda						tda						tda		td				tda		td	
5	Music Image Text					tda						tda						tda						tda		
5	Creative Music Technology				td		tda						tda				td		tda				td		tda	
5	Sound Design					td		tda					td	tda						tda					td	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:

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

<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
<b>integrated</b>	an integrated Master's degree combines undergraduate and postgraduate study. In relation to Apprenticeships, integrated would usually mean that the End Point Assessment (EPA) is integrated with the academic award
<b>intensity of study</b>	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>learning zone</b>	a flexible student space that supports independent and social learning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
<b>navigability (of websites)</b>	the ease with which users can obtain the information they require from a website
<b>optional module</b>	a module or course unit that students choose to take
<b>performance (examinations)</b>	a type of examination used in performance-based subjects such as drama and music
<b>pre-registration (HSC only)</b>	a pre-registration course is designed for students who are not already registered with an independent regulator such as the Nursing and Midwifery Council (NMC)
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
<b>seminar</b>	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
<b>top-up degree</b>	A top-up degree is the final year (Level 6) of an undergraduate degree course. It allows students to top-up an existing qualification to a full BA, BSc or BEng.
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
<b>workload</b>	see 'total study time'
<b>written examination</b>	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions