

Course Specification

A. Course Information																			
Final award title(s)	BSc (Hons) Sport Rehabilitation																		
Intermediate exit award title(s)	BSc Rehabilitation Studies Diploma in Higher Education Rehabilitation Studies Certificate in Higher Education Rehabilitation Studies None of the intermediate awards confer the right to register with BASRaT																		
UCAS Code		Course Code(s)	5006																
Awarding Institution	London South Bank University																		
School	<input checked="" type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> IHSC <input type="checkbox"/> LSS																		
Division	Physiotherapy, Sport Rehabilitation and Chiropractic																		
Course Director	Clare Pope																		
Delivery site(s) for course(s)	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Croydon <input type="checkbox"/> Other: (please specify)																		
Mode(s) of delivery	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> Other (please specify)																		
Length of course/start and finish dates	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 25%;">Mode</th> <th style="width: 25%;">Length years</th> <th style="width: 25%;">Start - month</th> <th style="width: 25%;">Finish - month</th> </tr> </thead> <tbody> <tr> <td>Full time</td> <td>3</td> <td>September</td> <td>June</td> </tr> <tr> <td>Full time with placement</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>Part time</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Full time	3	September	June	Full time with placement	n/a	n/a	n/a	Part time	n/a	n/a	n/a
Mode	Length years	Start - month	Finish - month																
Full time	3	September	June																
Full time with placement	n/a	n/a	n/a																
Part time	n/a	n/a	n/a																
Is this course suitable for a Visa Sponsored Student?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No																		
Approval dates:	Course Validation date	July 2017																	
	Course Review date	July 2023																	
	Course Specification last updated	September 2023																	

Professional, Statutory & Regulatory Body accreditation	British Association of Sport Rehabilitators (BASRaT)	
Link to Institute of Apprenticeship (IoA) Standard and Assessment Plan (Apprenticeship only)	n/a	
Reference points (add or remove from internal and external points as necessary)	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 (Dated) OfS Guidance PSRBs SEEC Level Descriptors 2021 Competitions and Markets Authority Institute for Apprenticeships and Technical Education EQA Framework (Apprenticeships only)
B. Course Aims and Features		
Distinctive features of course	<p>The distinctive features of the BSc (Hons) Sport Rehabilitation course include:</p> <ul style="list-style-type: none"> • Meeting the requirements of the BASRaT Role Delineation of the Sport Rehabilitator, which will enable successful students to be eligible to apply for registration with BASRaT as a Graduate Sport Rehabilitator (GSR) 	

	<ul style="list-style-type: none"> • To provide a strong inter-professional learning environment within which GSRs are able to develop and practice as competent and capable practitioners within the wider health and social care community • To provide opportunities for sport rehabilitation placements across a range of traditional and emerging GSR practice settings
<p>Course Aims</p>	<p>The aim of the BSc (Hons) Sport Rehabilitation course is for the graduating students to be competent Graduate Sport Rehabilitators who are:</p> <ul style="list-style-type: none"> • confident, proficient and autonomous practitioners across the core domains of Sport Rehabilitation • able to demonstrate knowledge and understanding of the disciplines underpinning sport rehabilitation and its practice • able to identify, plan, deliver and evaluate evidence-informed interventions in response to the needs of an individual or group • engaged in research and evidence-based healthcare • reflective and independent practitioners, commitment to continuing professional development and lifelong learning • able to demonstrate strong professional role identity, accountability and resilience and act as ambassadors for the Sport Rehabilitation profession • able to demonstrate graduate qualities and transferable skills necessary for success in the world of work • fit for award, practice, purpose and the profession <p>:</p>
<p>Course Learning Outcomes</p>	<p>Students will have knowledge and understanding of:</p> <p>A1 The sciences and disciplines which underpin sport rehabilitation practice</p> <p>A2 A range of assessment approaches and techniques used in person-centred sport rehabilitation practice</p> <p>A3 Therapeutic interventions and rehabilitation approaches within sport rehabilitation practice</p> <p>A4 The role and professional scope of the Graduate Sport</p>

Rehabilitator in the prevention and management of illness and injury and as part of wider teams across a range of settings and environments

A5 Research methodologies, forms of inquiry, clinical audit, and models of evidence-based practice applied to sports rehabilitation

A6 Legislative, policy, ethical, moral and research frameworks that underpin, inform and influence sport rehabilitation practice

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

B1 Apply critically knowledge in relation to the theory and practice of sport rehabilitation

B2 Synthesise, evaluate and appraise critically a broad range of information and evidence in relation to sport rehabilitation practice

B3 Use professional and ethical reasoning to make decisions and judgements required for evidence-informed and person-centred practice

B4 Engage in rational and reasoned debate in relation to sports rehabilitation knowledge and practice

B5 Analyse and interpret a range of data in sport rehabilitation and related fields

B6 Reflect critically on their experience and performance to identify goals and formulate a plan for their personal and professional continuing development.

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

C1 Practice as autonomous professionals, exercising their own professional judgement within their scope of practice and limits of competence, and making on going referral to other professionals as appropriate

C2 Apply appropriate assessment as a GSR taking into account the physical, psychological, cultural and social needs

of the clients and the clinical context or environment that they are working in, to formulate a holistic management plan

C3 Demonstrate effective skills in communication, and the development of therapeutic relationships to support person-centred care

C4 Implement, evaluate and monitor therapeutic interventions or exercise programmes safely, effectively and efficiently, working in partnership with clients, their families and colleagues

C5 Demonstrate the ability to organise and manage their own caseload and work plan, ensuring effective use of resources

C6 Record assessments, clinical decisions, interventions or programmes appropriately and accurately, in accordance with local systems, professional expectations, ethical and medico-legal requirements as appropriate

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

D1 Communicate effectively and appropriately with a range of audiences

D2 Work effectively and respectfully with others and perform as an effective member across an range of diverse teams and environments

D3 Use information, communication and digital technologies effectively and appropriately

D4 Problem solve independently in familiar and unfamiliar situations

D5 Work flexibly with an open mind and adapt to unforeseen circumstances

D6 Prepare and present material and the evidence base to support a reasoned argument

D7 Educate and facilitate the transfer of knowledge and skills to others

D8 Identify their learning needs and set goals for their personal and professional development to facilitate lifelong learning

C. Teaching and Learning Strategy

The course will use a blended approach to teaching and supporting learning. A range of technology enhanced learning applications will be used via the University's virtual learning environment to provide guidance of and opportunities for learning, and to support face-to-face delivery. In the early part of the course, interactive lead lectures will introduce and provide new knowledge or update existing knowledge. Small group teaching including seminars and tutorials will provide opportunities to develop understanding through the sharing of ideas, critical analysis and discussion. Inter-professional and shared learning opportunities are explicit to allow students to develop understanding of their role and that of others within a wide context of health and social care delivery.

Transferable skills are normally developed through engagement with, and completion of tasks in the academic and clinical curricula. Interprofessional learning, group activities, practical skills development using simulation, and problem based approaches in the academic environment will be supplemented and enhanced by clinical placement experience as part of a blended learning approach.

Students will be required to be pro-active with their planning and organising of workload, which is substantial, commensurate with a professionally regulated programme, and are advised that there will be an expectation of self directed and staff directed work outside of face to face teaching. Students are supported by their personal tutor to compile a personal development plan during the induction week. This will help identify areas of support needed for an individual student, such as academic writing for example.

The teaching team are very experienced in clinical practice, research and teaching pedagogies and students are advised to keep in close contact with the staff who are very pro active about supporting students to be successful.

The Hub library facility is open 24 hours a day as an area for quiet study, or for groups to book rooms to study in. There are a vast range of student support and training resources for students to develop skills, for example literature searching, referencing and the use of Excel spreadsheets.

D. Assessment

- Inform students about the availability/definition of formative assessment
- Provide an overview of summative assessment (the types of assessment used by the course, the percentage of assessment by coursework and the frequency of assessment)
- Indication about progression e.g. must pass all modules
- Indication about how feedback will be provided to students including usual timescales and availability of feedback

E. Academic Regulations

The University's Academic Regulations apply for this course: [LSBU Academic Regulations](#)

1.0 Compensation

The schools follows the university regulations apart from:

- Students/Apprentices will not be eligible for compensation in any module as a pass in all elements of assessment is required to demonstrate competence.

2.0 Third Attempts

An application for an exceptional third attempt at a single assessment in the final year of a pre-registration health and social care course may only be considered by the examination board in accordance with both of the following eligibility criteria for a single module.

Eligibility criteria

1. Increase in mark between first attempt and second.
2. Second attempt mark to be within 5% of the pass mark.

This protocol does not apply to:

1. Post-registration courses
2. CPPD stand-alone modules
3. Apprenticeship courses

F. Entry Requirements

Applicants to this course will need to meet the following entry criteria (or recognised equivalents) **within the last 5 years**

1. BBC or above at A level, including at least one of; maths, physics, chemistry, human biology, sports science/studies, PE, Dance, Psychology **or**
2. BTEC Level 3 Extended Diploma (18 unit award, formerly ND): DDM, equivalent to 112 UCAS points in Science or Sport Science or similar, **or**
3. Pass in a recognized Access to HE course in Science or similar equivalent to 112 UCAS points, usually a DDM profile **or**
4. An Honours degree (minimum 2:2 Classification) in a subject related to science or
5. A foundation degree/higher apprenticeship in a professionally relevant subject

With

GCSE - 5 passes - English Language, Mathematics and 2 Sciences, Grades A-C equivalent

Consideration will also be given to other relevant qualifications recognised as equivalent to the above.

BASRaT does not allow for the condonement of an module as part of an accredited programme. In order to maintain the standardised experience and knowledge of a potential Graduate Sport Rehabilitator Accreditation of Prior Experiential Learning (APEL) is not permitted against

BASRaT course modules, unless they are from an alternative accredited BASRaT course programme.

The admission and selection procedures outlined are based on the following principles:

- Fitness for practice
- An imperative to ensure flexibility of entry

The university operates an equal opportunities policy where there is no discrimination in view of age, gender, race, marital status, sexual orientation, socio-economic background, disability or religious beliefs

All offers of places on the course are conditionally based on:

1. Satisfactory outcome of an interview;
2. Occupational Health clearance;
3. Satisfactory outcome of an Enhanced Disclosure and Barring Service (DBS) check
4. Evidence in their personal statement of contact with or experience of sport rehabilitation

Applications from candidates with disabilities are considered and assessment of abilities and needs undertaken sensitively. The safety of the potential students is an important consideration.

All applicants must be 18 years or over at the commencement of the course.

Students for whom English is not their first language must achieve a minimum score of 7.0 overall or equivalent (including 7.0 in written element and a minimum score of 6.5 in speaking, reading and listening element) for the International English Language Test Score (IELTS) [or TOEFL: 570 including 55 in the Test of Spoken English (TSE) and at least 5 in the Test of Written English (TWE)], at the time of application.

Application is by UCAS.

G. Course Structure(s)

Course overview

- How the academic year is organised
- The building blocks of the course - modules
- Provide structures for all modes of delivery, full time, part time, block delivery, etc.

BSc (Hons) Sport Rehabilitation– Full time All modules are compulsory

	Semester 1		Semester 2	
Level 4	SRE_4001 Functional Anatomy and Kinesiology	Sem 1 and 2		20 credits

	SRE_4002 Human Physiology and Pathophysiology	20 credits	SRE_4004 Physical Activity and Exercise Prescription	20 credits	
	SRE_4003 Therapy & Clinical Skills	Sem 1 and 2		40 credits	
	AHP_4010 Concepts of Interprofessional and Collaborative Practice (IPL1)	Sem 1 and 2		20 credits	
					{enter m optional/
Level 5	SRE 5_001 Pitch Side Assessment, Trauma Management and Advanced Clinical Skills	20 credits	SRE 5_004 Upper Limb and Spinal Rehabilitation	20 credits	
	SRE 5_002 Lower Limb Rehabilitation	20 credits	SRE 5_003 Applied Biomechanics	20 credits	
	AHP 5_010 Appraising Evidence for Research-informed Practice (IPL2)	20 credits			
	SRE_5005 Placement 1	Sem 1 and 2		20 credits	
					{enter m optional/
Level 6	SRE 6001 Psychological Principles of Rehabilitation and Human Performance	20 credits	SRE 6_003 Clinical Rehabilitation and Health Promotion	20 credits	
	SRE 6_002 Screening and	Sem 1 and 2		40 credits	

	Conditioning for Performance			
	SRE_6004 Placement 2	20 credits		
	SRE_6005 Application of Evidence-Based Practice (Research)	Sem 1 and 2		20 credits

Placement information

Students are required by BASRaT to complete 400 hours of clinical placement. This would normally comprise:

Year 1 - 50 hours – students are in the Year 1 massage clinic 1 day per week to achieve these hours which are attached to SRE 4003 module

Year 2 - 150 hours – students are in the Year 2 Sport Rehabilitation clinic 2 days per week to achieve these hours

Year 3 – 200 hour- students are on external placements to achieve these hours

A suitable and qualified medical or allied health professional must be identified to act as the Practice Educator/Clinical Mentor of the students. This may include Graduate Sport Rehabilitators, Graduate Sports Therapists, Osteopaths and other with significant industrial experience. From these placements a maximum of 50 clinical hours can be achieved through the completion of observational placements.

H. Course Modules

- There are no optional modules for this programme, all modules are Core Modules

I. Timetable Information

Provide as much information as possible:

- Students will receive their timetable during induction week. The timetable will also be displayed electronically via My Account. Teaching may be between the hours of 9.30am and 5pm on any day of the week, except Wednesday afternoons which is set aside for e.g. sporting/cultural activities
- Module teaching days will be displayed on the VLE Moodle module site with details of weekly teaching content

J. Costs and Financial Support

Course related costs

- The tuition fees include the following
- An optional trip to an Anatomy lab where there will be cadaveric specimens (usually in Year 1 to supplement anatomy studies)
- An optional trip to DMRC Stanford Hall to view the military rehabilitation facilities and discuss potential careers (usually in Year 2 or 3)
- The PHICIS Level 2 course and exam (students are provided with 2 attempts at each of the 2 components. If they are unsuccessful at these they will need to pay for a subsequent course themselves with PHICIS should they wish to register with BASRaT)
- The opportunity to take the entrance exam for the Sports Massage Association

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

List of Appendices

Appendix A: Curriculum Map

Appendix B: Personal Development Planning (postgraduate courses)

Appendix C: 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.

The letters T for taught, D for developed and A for assessed should be added as appropriate to each Course Outcome.

Modules			Course Outcomes																						
Level	Title	Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B 5	B 6											
4	Functional Anatomy and Kinesiology	SRE_4001	T D A	T D		D			D			D		D											
4	Human Physiology and Pathophysiology	SRE 4002	T D A						D A	D		D	T D	D											
4	Therapy & Clinical Skills	SRE 4003	D	T D A	T D A		D	T D A						D											
4	Physical Activity and Exercise Prescription	SRE 4004	T D	T D A	T D A	T D					D			D											
4	Concepts of Interprofessional and Collaborative Practice (IPL1)	AHP 4010				T D		T D A	D					D											
5	Pitch Side Assessment, Trauma Management and Advanced Clinical Skills	SRE 5001	D	T D	T D A	D A			D	D A	T D A	D A	D	D											
5	Lower Limb Rehabilitation	SRE 5002	D	T D A	T D A	D					D			D											
	Applied Biomechanics	SRE 5003	T A D	T D	T D	D					D		D A												
5	Upper Limb and Spinal Rehabilitation	SRE 5004	D	T D A	T D A	D					D			D											

5	Appraising Evidence for Research-informed Practice (IPL2)	AHP 5010	T D A				T D A	D	T D		T D A	D	T D A	D												
5	Placement 1	SRE 5005	D A	T D	T D A	D A		T D	T D	D	T D		T D													
6	Psychological Principles of Rehabilitation & Human Performance	SRE 6001	TD	TD	TD	D	TD	TD A	TD A	TD	TD A	D	TD	D												
6	Screening and Conditioning for Performance	SRE 6002	T D A	T D A		TD	D		TD A	TD A	TD	TD A	TD A													
6	Clinical Rehabilitation and Health Promotion	SRE 6003	T D			TD A	D	D	TD A	D	TD A	D		D												
6	Placement 2	SRE 6004	D A	T D	T D A	D A		T D A	T D A	D	T D		T D													
6	Application of Evidence-Based Practice (Research)	SRE 6005	D A				T D A	T D	T D	D																

Modules			Course Outcomes																																			
Level	Title	Code	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D 6	D7	D8																						
4	Functional Anatomy and Kinesiology	SRE_4001	T A	T D		D			D	D A	D		D		D	D																						
4	Human Physiology and Pathophysiology	SRE 4002	T D		D				T D	D	T D A		D			D																						
4	Therapy & Clinical Skills	SRE 4003		T D A	T D	T D A	D	T D	D	T D	T D		D			D																						
4	Physical Activity and Exercise Prescription	SRE 4004	D	T D	T D	T D A		T D	D	T D	T D	D	D	T D A		D																						
4	Concepts of Interprofessional and Collaborative Practice (IPL1)	AHP 4010	D		D	T D			D		T D	D	D	T D		D																						
5	Pitch Side Assessment, Trauma Management and Advanced Clinical Skills	SRE 5001	D	T D	T D		D	D	T D A	T D A	T D A	T D	T D		D																							
5	Lower Limb Rehabilitation	SRE 5002	D	T D A	T D			D	D				D	D		D																						
	Applied Biomechanics	SRE 5003				T D			D		T D	T D A	D			D																						
5	Upper Limb and Spinal Rehabilitation	SRE 5004	D	T D A	T D	T D		D	D							D																						
5	Appraising Evidence for Research-informed Practice (IPL2)	AHP 5010	T D A		D		T D A	D A		D	D A																											

5	Placement 1	SRE 5003	T D A	T D A	T D	T D A	D	T D A	D A	D	T D	D	D	D	T D	T D								
6	Psychological Principles of Rehabilitation & Human Performance	SRE 6001	TD	TD A	TD	TD		TD	TD	TD	D	D	D	TD A	D	D								
6	Screening and Conditioning for Performance	SRE 6002	D	D	D	TD A	D	TD A	TD A	TD	D	D	D	TD A	TD A	D								
6	Clinical Rehabilitation and Health Promotion	SRE 6003	D		TD A	TD A		TD A	TD A		D	D	D	TD A	TD A	D								
6	Placement 2	SRE 6004	T D A	T D A	T D	T D A	D	T D A	D A	D	T D	D	D	D	T D	T D								
6	Application of Evidence-Based Practice (Research)	SRE 6005				D	D				T D A			T D A										

Appendix C: Terminology

(Please review the definitions and add those according to your own course and context to help prospective students who may not be familiar with terms used in higher education.)

Some examples are listed below:

accelerated degree	accelerated degrees (also known as two-year degrees) are full bachelor's degrees (undergraduate courses) you can complete in a condensed time period
awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
end-point assessment	End-point assessment (EPA) tests the knowledge, skills and behaviours that an apprentice has gained during their training. Unique to each standard, EPA demonstrates the competence of an apprentice in their role. Only approved End-Point Assessor Organisations (EPAOs) can carry out assessments as set out in the assessment plan.

extended degree	an extended degree provides a bridging route for students who don't meet the initial entry requirements for the undergraduate degree. The first year provides the necessary knowledge and skills before students begin the degree-level course.
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students
foundation	foundation year programmes are designed to develop skills and subject-specific knowledge to ensure a student can advance to a degree course. They may be offered as stand-alone one-year courses or integrated into degree programmes.
gateway	gateway takes place before an End-Point Assessment (EPA) can start. The employer and LSBU will review their apprentice's knowledge, skills and behaviours to see if they have met the minimum requirements of the apprenticeship set out in the apprenticeship standard, and are ready to take the assessment. Usually includes off the job training and reviews.
higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision

integrated	an integrated Master's degree combines undergraduate and postgraduate study. In relation to Apprenticeships, integrated would usually mean that the End-Point Assessment (EPA) is integrated with the academic award
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
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
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 '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
non-integrated	in relation to Apprenticeships, non-integrated would usually mean that the End-Point Assessment (EPA) is not integrated with the academic award
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music

pre-registration (HSC only)	a pre-registration course is designed for students who are not already registered with an independent regulator such as the Nursing and Midwifery Council (NMC)
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider
regulated course / regulatory body	a course that is regulated by a regulatory body, which is an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)

top-up degree	A top-up degree is the final year (Level 6) of an undergraduate degree course. It allows students to top-up an existing qualification to a full BA, BSc or BEng.
total study time / workload	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
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