

## Course Specification

<b>A. Course Information</b>											
<b>Final award title(s)</b>	CertHE Healthcare Science Associate										
<b>Intermediate exit award title(s)</b>	NA										
<b>UCAS Code</b>	TBC	<b>Course Code(s)</b>	5951								
<b>Awarding Institution</b>	London South Bank University										
<b>School</b>	<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										
<b>Division</b>	LSBU - Division of Human Sciences SBTC – STEAM Career Pathway Directorate										
<b>Course Director</b>	TBC										
<b>Delivery site(s) for course(s)</b>	<input type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Croydon <input checked="" type="checkbox"/> Other: (please specify) South Bank Colleges: London South Bank Technical College										
<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>	<table border="1" style="width: 100%; border-collapse: collapse; margin: 5px;"> <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 style="text-align: center;">1</td> <td>September</td> <td>June</td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Full time	1	September	June
Mode	Length years	Start - month	Finish - month								
Full time	1	September	June								
<b>Is this course suitable for a Visa Sponsored Student?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No										
<b>Approval dates:</b>	Course Validation date	July 2023									
	Course Review date	July 2028									
	Course Specification last updated	August 2023									
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>											
<b>Link to Institute of Apprenticeship (IoA) Standard</b>	Aligned to L4 Healthcare Science Associate Occupational Standard (ST0220) <a href="https://www.instituteforapprenticeships.org/apprenticeship-standards/healthcare-science-associate-v1-0">https://www.instituteforapprenticeships.org/apprenticeship-standards/healthcare-science-associate-v1-0</a>										

<b>Reference points</b>	Internal	<ul style="list-style-type: none"> <li>• Corporate Strategy 2020-2025</li> <li>• Academic Quality and Enhancement Manual</li> <li>• LSBU Mission Statement and Strategic Plan</li> <li>• LSBU Core Skills Policy</li> <li>• LSBU Academic Regulations</li> <li>• Applied Sciences School Roadmap –2020-2025</li> </ul>
	External	<ul style="list-style-type: none"> <li>• OfS Guidance and Regulatory Framework (2022)</li> <li>• Subject Benchmark Statement for Biomedical Sciences (2023)</li> <li>• QAA The UK Quality Code for Higher Education (2018)</li> <li>• Framework for Higher Education Qualifications (FHEQ) Outcome Classification Descriptions for Level 4 (2014)</li> <li>• Regulated Qualifications Framework (RQF) (2015)</li> <li>• SEEC Level Descriptors (2021)</li> <li>• Institute for Apprenticeships and Technical Education EQA Framework (2020)</li> <li>• Health and Care Professions Council (HCPC) standards (2017)</li> <li>• The Institute of Biomedical Science (IBMS) standards and guidance</li> <li>• National School of Healthcare Science (NSHCS) standards and guidance on behalf of Health Education England (HEE)</li> <li>• AHCS Standards of Education and Training for MSC Undergraduate and Postgraduate Programmes</li> </ul>

## **B. Course Aims and Features**

<b>Distinctive features of course</b>	<p>The CertHE Healthcare Science Associate qualification offers the opportunity to develop the knowledge, skills, behaviours and competencies necessary for a career as a Healthcare Science Associate or related occupation in the Healthcare Science industry and provides learners with a clear pathway to employment. The course maps to the standards for the IfATE HCS Associate apprenticeship.</p> <p>The emphasis is on developing a broad scientific understanding in the discipline, as well as the technical skills and knowledge needed for laboratory work, and application of the knowledge and skills to the study of real world situations and challenges. The course includes a strong specialist work-based training component that is integrated with the theoretical content.</p> <p>The CertHE qualification also provides learners with a recognised progression route to gain further learning at Level 5 and 6 in the subject of biomedical science. Successful completion offers learners the opportunity to continue their studies to degree level by direct entry to the second year of a BSc Biomedical Science degree or Biomedical Apprenticeship degree. Thus, it is intended to be a practical qualification in its</p>
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	own right, with the flexibility to progress to degree study if learners wish to.
<b>Course Aims</b>	<p>The L4 CertHE Healthcare Science Associate course aims to:</p> <ol style="list-style-type: none"> <li>1. Develop a comprehensive understanding of the core scientific knowledge and technical skills required to work in Healthcare Science laboratories.</li> <li>2. Provide fundamental technical skills to form the basis of continuing professional development in the field of Healthcare Science.</li> <li>3. Provide a combination of theory, practical skills, knowledge and behaviours suitable for the professional role of Healthcare Science Associate.</li> <li>4. Develop an understanding of the NHS's organisation and role in society and how the Healthcare Science workforce contributes to patient pathways and ensures the patient's needs and wishes are central to their care.</li> <li>5. Develop personal transferable skills that will allow students to succeed in employment, career advancement, and/or further education.</li> <li>6. Develop a comprehensive understanding of the professional and ethical standards required for employment in the NHS industry.</li> </ol>
<b>Course Learning Outcomes</b>	<p>a) <b>Students will have knowledge and understanding of:</b></p> <p><b>A1</b> – Core requirements of Healthcare Science including Technical Scientific Services; Professional Practice and Person-Centred Care; Clinical Care; Health, Safety and Security; Quality and Audit/Service Improvement.</p> <p><b>A2</b> – The NHS organisation and role of the NHS within Pathology including all specialities: Blood Sciences, Cellular Sciences, Genomic Sciences, and Infection Sciences.</p> <p><b>A3</b> – The role of the Pathology service in patient care.</p> <p><b>A4</b> – Core aspects of Biomedical Science including Cellular and Molecular Biology, Biochemistry, Microbiology, Genetics and Human Anatomy and Physiology.</p> <p>b) <b>Students will develop their intellectual skills such that they are able to:</b></p> <p><b>B1</b> – Write scientific laboratory reports.</p> <p><b>B2</b> – Prepare, process, analyse (including statistical analysis), and interpret scientific laboratory data, as well as display data in an acceptable format.</p> <p><b>B3</b> – Use analytical thinking skills, numerical and statistical methodologies, and problem-solving abilities.</p> <p>c) <b>Students will acquire and develop practical skills such that they are able to:</b></p> <p><b>C1</b> – Demonstrate the standards of proficiency required by IfATE by successfully completing work-based training modules.</p>

**C2** – Employ skills associated with professional and ethical laboratory practice, with a focus on HCS, such as the ability to conduct risk and COSHH assessments, evaluate and apply health and safety policies, good laboratory practise, and problem solving, as well as appropriately respond to governance, audit, and quality control and assurance.  
**C3** – Perform basic scientific and clinical laboratory procedures, and be able to explain them and related findings in laboratory reports.

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

**D1** – Communicate effectively, both verbally and in writing.  
**D2** – Effectively use information technology (including the use of the internet and other electronic devices as sources of information and means of communication).  
**D3** – Work effectively, both alone and in teams.  
**D4** – Manage time and personal resources efficiently.  
**D5** – Sustain self-directed learning and engage in autonomous learning to maintain continuing professional development.

## **C. Teaching and Learning Strategy**

### **Overview of Teaching and Learning Activities**

The learning and teaching plan adopts a technical and academic learning approach where learners will receive a wide range of relevant learning experiences. All level 4 modules are core, ensuring that students have the foundation in science essential for further study. Teaching and learning activities vary based on module aims and learning outcomes and aim to provide a wide range of relevant employability and transferable skills embed within the study programme. Modules exist to support the development of IT, study and communication skills, to develop independent learning, self-management skills and effective team-working (D1, D2, D3, D4, D5). Classroom activities will be used to foster these abilities.

Formal on-site lectures will help students gain information, understanding, and discipline-specific abilities (A1, A2, A3, A4), complemented by workshops, online activities and practical sessions on campus (C1, C2, C3, B1, B2, B3). This learning is supported using the SBC VLE where learners can access course materials (D2, D5). This range of teaching and learning methods aims to engage students with different types of learning styles to embed inclusivity and to encourage the development of generic and transferable skills along with subject specific skills and knowledge. Activities will be constructed in alignment with the methods of assessment and the learning outcomes. The teaching and learning strategy effectively prepares students to successfully take part in the different types of assessment and learners will receive feedback on their progress combined with adequate support and mentoring via personal tutoring and online accounts (e.g. SBC ProPortal, LSBU MyAccount).

The modules offered at L4 provide the basic background in core aspects of Healthcare Science, cellular and molecular biology, biochemistry, human anatomy and physiology, genetics and microbiology through a blend of keynote lectures, tutorials, group work, flipped learning, and problem-based learning activities (A1, A2, A3, A4). Lectures will convey major elements of the subject-specific content and provide explanations of difficult concepts, where appropriate in the

context of real world situations/challenges. They will facilitate the development of students' active listening skills and enable them to appreciate how information is structured and presented (D1). Additionally, lectures will make use of computer-based aids and multimedia, as well as encouraging interactive participation of students in groups (D2, D3).

Students will be able to improve their comprehension of specific topics through on-site laboratory sessions which facilitate the application of the theoretical content (C1, C2, C3). Laboratory sessions will provide students with the opportunity to develop and demonstrate competence in essential laboratory skills as well as laboratory report writing, data handling, analysis and interpretation skills (B1, B2, B3). The laboratory-based practicals will predominantly use approaches that engage students through structured demonstrations, experiments, group work, and problem-based learning. These will also aid in the development of discipline-specific abilities as well as employability and personal transferable skills (B1, B2, B3, D3).

The work-based learning and training modules enable the development of learning objectives and cover many of the key knowledge, skills and behaviours required to prepare learners for the workplace (C1, C2, C3). Through workplace learning models, there is also the potential for collaborative learning with healthcare professionals on-site.

The course actively promotes inclusion and diversity as well as the other values defined in the LSBU EPIIC Values (<https://www.lsbu.ac.uk/about-us/mission-vision-values>).

### **Importance of Independent Learning**

Many of the learning outcomes are developed through directed study, which includes reading of appropriate books and research papers. Students will be expected to engage in independent learning as outlined in each of the module descriptor documents which will be made available on the Moodle sites. Where appropriate this learning will be guided by staff via tasks set in class and on the VLE. Students must regularly access the Moodle site for this course. They should download class/lecture material from the Moodle site, and complete recommended reading, before each lecture/class. The programme of teaching, learning and assessment for each module will give guidance on the textbook reading required for each week, the purpose of which is to encourage further reading both on and around the topic.

### **Subject-Related and Generic Resources**

Students will study in state-of-the-art classrooms and fully equipped tech-forward laboratories at SBC. They will have access to a range of subject-related resources including modern instrumentation, Anatomy TV and an Anatomage Table. Generic resources include access to libraries at both SBC and LSBU, including the Digital Spine at LSBTC and LSBU's new Hub library, and LSBU's Digital Skills Centre and Students' Support Centre.

### **Overview of Learning Support**

Learners will be assigned to a personal tutor for the duration of their studies who will monitor students' engagement and performance. Students will have the opportunity to discuss academic and career guidance with their personal tutors, as well as individual learning needs. The College and University offer a variety of support for students' learning and personal development and provide a wide range of personal and academic services to students including Additional Learning Support and Careers advice and guidance services. All services are based at South Bank

Technical College or on the main LSBU campus in Southwark. Some services are provided in the evening to allow accessibility for learners. Information about the services is included on the SBC and LSBU portals (ProPortal, MyAccount & MyLSBU App) and in course documentation and students can access and request appointments with support services through their online accounts and tutor referrals.

### **Teaching Staff**

The CertHe HCS qualification will be delivered at and taught by lecturing staff based at SBC, who have science and teaching qualifications and experience, or work experience in the HCS workforce. The SBC Course Director, Curriculum Head of Department and Module leaders together with the APS HS division management will ensure the suitability of the teaching team. Support and training will be provided where necessary to ensure the appropriate quality of teaching and learning. Contributions to the programme may also be made by guest lecturers, external practitioners from the NHS as hourly paid lecturers and postdoctoral trainees. All staff are appropriately qualified and where postdoctoral trainees are involved, they will be appropriately trained and supervised.

### **Virtual Learning Environment (VLE)**

Moodle, the college and university's Virtual Learning Environment (VLE) provides online resources and support for all students. It enables students to access resources and tools to support their teaching and learning, ensuring that all students will have access to the same electronic curriculum resources irrespective of their location (on or off-campus). The VLE also provides facilities such as on-line timetables, assessment submissions, lecture and tutorial resources, assessment and examination results, course information, and other systems for both students and staff to support their courses.

The VLE is also used in collaboration with LinkedIn Learning, through which students have free access to a wide range of training materials supporting their course. Typically, the content from LinkedIn Learning is used via embedded links in the VLE (Moodle) to prescribe playlist sequences of audio/video and various media content in support of students learning. Microsoft Teams is also used to communicate with learners, for remote tutorial support and online lectures and to upload student resources. Learners will also have access to ProPortal, a platform used to record student data, including attendance, grades, support, tutor meetings and disciplinary actions. Digitally Enhanced Learning will be incorporated into the teaching and learning (T&L) strategy to develop and support learning.

## **D. Assessment**

The course relies upon a diverse range of accessible formative and summative assessment types and methods vary according to module. This strategy is intended to ensure that students can work to their own strengths to meet the course learning outcomes. All assessments provided are supported with structured in-class briefings and availability of module leaders and other teaching staff for advice. Both formative and summative assessments are designed to develop skills in analysis, problem solving, debate, discussion, and evidence-based reflection. These types of skills are fundamental to IfATE standards, LSBU Curriculum Framework competency requirements and professional practice. The assessments are designed to assess the taught theoretical knowledge and practical skills as well as the ability to apply this theoretical knowledge to real world challenges through laboratory investigations and client-based interventions.

Scenarios used for teaching and assessment will be inclusive and diverse and use real-life examples where possible.

### **Formative assessment**

Formative assessment is designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment. For each module, opportunities will be provided for formative assessment, on which supportive and constructive feedback can be gained to help with preparation of the summative assessment. This is to allow students to gauge their own progress and address weak areas. Formative assessment will also provide assessors with the opportunity to learn about the extent to which students have developed expertise and can tailor their teaching accordingly. Formative assessment will take different forms depending on the module, but in general a selection and combination of the following will be used:

- class discussions
- verbal feedback on tutorial activities
- observation and questioning to provide instant feedback as the student takes part in learning activities
- self and peer assessment
- interactive revision quizzes

The module descriptors detail the nature of the formative assessment. Formative assessment does not contribute to the final mark, grade or class of degree awarded to students.

### **Summative assessment**

For the scientific based modules on the HCS L4 CertHE course, the summative assessment of theoretical knowledge is by means of both examination and coursework components including oral and poster presentations, and practical laboratory reports. These are required to assess and consolidate the basic subject-specific knowledge, skills and understanding. Learners are expected to demonstrate their practical skills through laboratory reports.

Alongside the taught materials, students will compile an evidence portfolio of their training, through the Employability Skills and Pathological Science Practical Skills Modules. These modules are assessed via coursework only, provide work-based simulated learning and professional practice and assessment will include a demonstration of practice and reflective report.

Each Module is assessed individually. A summary of the assessment plan is included below. Full details are provided in the relevant Teaching and Learning sections of Module specifications (module descriptors). The timing of summative assessments are co-ordinated across the modules to ensure no excessive workload is required.

### **Feedback**

Verbal and written feedback will be provided to learners for both formative and summative assessment. Feedback will be informative, constructive and allow learners to monitor their progress and make improvements. Feedback will be provided within 15 working days of learner submission and will usually be via Turnitin on Moodle.

## **E. Academic Regulations**

The University's Academic Regulations apply for this course:

[https://www.lsbu.ac.uk/data/assets/pdf\\_file/0017/351260/Academic-Regulations-2022-23.pdf](https://www.lsbu.ac.uk/data/assets/pdf_file/0017/351260/Academic-Regulations-2022-23.pdf)

#### Course Specific Protocols:

Students enrolled onto the CertHE Course will be offered the opportunity to transfer via direct entry onto the second year (Level 5) of LSBU's BSc Biomedical Science degree course or our new BSc Applied Biomedical Science (HCS Practitioner Apprenticeship) degree, delivered at LSBU from academic year 23-24 if they fulfil the following criteria:

1. Achieve a merit or distinction on the CertHE Healthcare Science Associate qualification.
2. Learners will need to be in a relevant HCS employment role to progress onto the Apprenticeship degree.

### F. Entry Requirements

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

- GCSEs in Mathematics, English and Science at grade C or above (grade 4 to 9) (or equivalent e.g. Functional Skills Level 2 in Maths and English, BTEC First Extended Certificate or Diploma in Applied Science).
- **AND** 64 UCAS points from a Level 3 science qualification e.g. 2-3 A Levels in Biology/Chemistry/Math's, **OR** a T Level in Healthcare Science/Science (Pass), **OR** a L3 BTEC Diploma/Extended Diploma in Applied Science (DM/MMP) **OR** an Access to HE in Health & Human Science.
- Applications are welcomed from applicants who do not possess the academic qualifications listed above but have extensive appropriate work experience in the NHS sector or other Healthcare Science Services.
- Applicants may be required to attend an interview, complete an aptitude test in Math's and/or provide a portfolio of work e.g. IBMS CoA part 1.
- If English is a second language, applicants also need IELTS 6 with no less than 5.5 in reading and writing (or equivalent e.g. TOEFL iBT or PTE Academic English language tests).

### G. Course Structure(s)

#### Course overview

The Level 4 modules will be delivered over two academic semesters (S1-2), in a 1-year, full-time study programme. Each semester will be 15 weeks long, comprised of 13 teaching weeks and 2 exam weeks. The qualification is comprised of six core compulsory modules of 20 credits (making a total of 120 credits for the qualification). Each module carries 200 hours of study and practical experience, made up of direct contact and independent study hours. Learners are expected to pass all core modules to achieve an overall pass for the qualification. The required threshold for passing a module as specified in the LSBU academic regulations is 40%.



## Healthcare Science Associate CertHE (ST0220) – Full time

Table 1: CertHE Healthcare Science Associate Course Structure

	Semester 1		Semester 2	
<b>Level 4</b>	Biochemistry, compulsory	20 credits	Microbiology, compulsory	20 credits
	Introduction to Genetics, Molecular Biology and Cellular Biology, compulsory	20 credits	Human Anatomy and Physiology , compulsory	20 credits
	Pathological Science Practical Skills , compulsory	20 credits	Employability Skills , compulsory	20 credits

### Placement information

Not applicable

### H. Course Modules

The HCS Associate CertHE course has been mapped to and is in alignment with the first year (level 4) of LSBU's current provision of BSc Biomedical Science courses and the course modular structure has been based on existing modules from the BSc Applied Biomedical Science (HCS Practitioner Apprenticeship) degree qualification. This is to enable a clear path for graduates who wish to progress to degree level by direct entry to second year of the BSc degrees (Level 5 and 6). The IfATE occupational standard are closely related and map directly from the L4 HCS Associate (ST0220) to the L6 HCS Practitioner (ST0413).

The CertHe and BSc courses share three common modules that have been previously validated – Human Anatomy & Physiology, Biochemistry and Microbiology. A further module, Introduction to Genetics, Molecular Biology & Cellular Biology, has been created in alignment with two similar validated modules from the BSc courses and the learning outcomes have been selected from the original modules. The two subject-specific, professional skills modules are similar to the BSc Apprenticeships module Work-based learning and Professional Practice 1 for Biomedical Scientists, but have been newly developed to specifically meet IfATE's knowledge, skills and behaviours standards for HCS Associate.

Table 2: LSBU BSc and CertHE Qualifications Level 4 Modules

	Human Anatomy and Physiology	Microbiology	Biochemistry	Genetics	Molecular and Cellular Biology	Introduction to Genetics, Molecular Biology and Cellular Biology	Work-based learning and Professional Practice 1 for Biomedical Scientists	Employability Skills	Pathological Science Practical Skills
BSc Applied Biomedical Science (HCS Practitioner Apprenticeship) Degree	x	x	x	x	x		x		
CertHE HCS Associate	x	x	x			x		x	x

Table 3: HCS Associate CertHE Course Assessment Plan

Module Code	Module Title	Level	Semester	Credit value	Assessment
ASC_4_488	Biochemistry	4	1	20	<ul style="list-style-type: none"> <li>Examination</li> <li>Coursework - written laboratory report</li> </ul>
SBC_4_IGM	Introduction to Genetics, Molecular & Cellular Biology	4	1	20	<ul style="list-style-type: none"> <li>Examination</li> <li>Coursework - oral presentation</li> </ul>
SBC_4_PSP	Pathological Science Practical Skills	4	1	20	<ul style="list-style-type: none"> <li>Coursework 1 - E-portfolio evidence</li> <li>Coursework 2 - skills assessment oral viva</li> </ul>
ASC_4_489	Microbiology	4	2	20	<ul style="list-style-type: none"> <li>Examination</li> <li>Examination - practical laboratory test</li> </ul>
ASC_4_498	Human Anatomy & Physiology	4	2	20	<ul style="list-style-type: none"> <li>Examination</li> <li>Coursework - written laboratory report</li> </ul>
SBC_4_ESK	Employability Skills	4	2	20	<ul style="list-style-type: none"> <li>Coursework 1 - reflective report</li> <li>Coursework 2 - presentation</li> </ul>

### I. Timetable Information

Confirmed timetables for study commitments will be provided to students via Moodle sites as soon as possible before the start of each semester. Students are usually expected to attend college 2-3 full days every week and have at least 2 days per week teaching free. Learners usually have one teaching-free afternoon set aside for enrichment activities.

### J. Costs and Financial Support

#### Course related costs

The course fee does not include the cost of textbooks, journal subscriptions or personal devices (student laptops). These items are not required for study as alternatives exist (including laptop loan service). All textbooks and journals that are mandatory for study are usually available via the LSBU and SBC libraries in a free form (for example as e-books and e-journals). The costs of field trips, subject specific seminars or conferences are not included, but where a field trip is required for the purpose of study, costs will not exceed typical transport costs within the London area.

### **Tuition fees/financial support/accommodation and living costs**

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

## **List of Appendices**

Appendix A: Curriculum Map

Appendix B: Terminology

## Appendix A: Curriculum Map

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	B1	B2	B3	C1	C2	C3	D1	D2	D3	D4	D5
4	Biochemistry	ASC_4_488	T/D/ A			T/D/ A	T/D/ A	T/D/ A	T/D/ A		T/D/ A	T/D/ A	D	D	D	D	D
4	Introduction to Genetics, Molecular & Cellular Biology	SBC_4_IG M	T/D/ A			T/D/ A	T/D/ A	T/D/ A	T/D/ A		D	D	D	D	D	D	D
4	Human Anatomy & Physiology	ASC_4_498	T/D/ A			T/D/ A	T/D/ A	T/D/ A	T/D/ A		T/D/ A	T/D/ A	D	D	D	D	D
4	Microbiology	ASC_4_489	T/D/ A			T/D/ A	T/D/ A	T/D/ A	T/D/ A		T/D/ A	T/D/ A	D	D	D	D	D
4	Employability Skills	SBC_4_ES K	T/D/ A	T/D/ A	T/D/ A					T/D/ A			T/D/ A	T/D/ A	T/D/ A	T/D/ A	T/D/ A
4	Pathological Science Practical Skills	SBC_4_PS P	T/D/ A	T/D/ A	T/D/ A		T/D/ A	T/D/ A	T/D/ A	T/D/ A	T/D/ A	T/D/ A	T/D/ A	T/D/ A	T/D/ A	T/D/ A	T/D/ A

## Appendix B: Terminology

<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>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>CertHE</b>	a Certificate of Higher Education, equivalent to 120 credits at Level 4, which is the same as the first level of a Bachelors degree
<b>higher education</b>	organisations that deliver higher education

<b>provider</b>	
<b>independent learning</b>	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
<b>intensity of study</b>	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>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>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 'unit' to refer to individual modules
<b>non-integrated</b>	in relation to Apprenticeships, non-integrated would usually mean that the End-Point Assessment (EPA) is not integrated with the academic award
<b>optional module</b>	a module or course unit that students choose to take
<b>performance (examinations)</b>	a type of examination used in performance-based subjects such as drama and music
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider
<b>regulated course / regulatory body</b>	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
<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>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
<b>total study time / workload</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>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