

GLOSSARY OF DEFINITIONS

Abbreviations

AMR	Annual Monitoring Report
BC	British Council
BIS	Department for Business Innovation and Skills
CATS	Credit Accumulation and Transfer Scheme
CPR	Collaborative Programme Representative
GTTR	Graduate Teacher Training Registry
HEFCE	Higher Education Funding Council for England
HEROBAC	Higher Education Reach Out into Business and the Community
HESA	Higher Education Statistics Agency
HESDA	Higher Education Staff Development Agency
HESES	Higher Education Students Early Statistics
ILT	Institute for Learning and Teaching
ILU	Independent Learning Unit
OFSTED	Office for Standards in Education
PO	Partner Organisation
PSB	Professional or Statutory Body
QA	Quality Assurance
QAA	Quality Assurance Agency
QCA	Qualifications and Curriculum Authority
QSC	Quality and Standards Committee
SAP	Subject Assessment Panel
TTA	Teacher Training Agency
UCAS	Universities and Colleges Admissions Service
UKCOSA	The Council for International Education
Ufi	University for Industry

Definitions

<i>Academic Review</i>	The term used to describe the integrated system of review of Higher Education (HE) institutions by the Quality Assurance Agency. The system comprises institutional audit, and includes Discipline audit trails and thematic enquiries. These will test the academic standards achieved, and the quality assurance systems operating in HE institutions in the UK.
<i>Accreditation</i>	A process by which an institution without its own degree awarding powers, or which chooses not to use its awarding powers, is given wide authority by a university or other Awarding Institution to exercise powers and responsibility for academic provision. The Awarding Institution exercises only limited control over the quality assurance functions, but remains ultimately responsible for the quality and standards of the awards made.
<i>Accreditation of Prior (Experiential) Learning (AP(E)L)</i>	A process by which individuals can claim and gain credit towards qualifications based on their prior learning and, sometimes, experience. Credit should only be given where there is evidence that the experience or learning has resulted in the student achieving the appropriate and clearly expressed learning outcomes.
<i>Articulation</i>	A description of a particular form of formal credit-rating and transfer agreement between two institutions, one of which agrees to recognise and grant specific credit and advanced standing to applicants from a named programme of study pursued in the other.
<i>Assessment</i>	<p>Assessment is the exercise of judgement on the quality of students' work, as a way of supporting student learning and of appraising its outcomes. Assessment judgements signify the extent to which a student has satisfied the learning objectives/outcomes of a module or programme of study. Assessment provides the means by which students are graded, passed or failed. It provides the basis for decisions on whether a student is ready to proceed, to qualify for an award or to demonstrate competence to practise. It enables students to obtain feedback on their learning and helps them improve their performance. It enables staff to evaluate the effectiveness of their teaching.</p> <p><i>Diagnostic assessment:</i> provides an indicator of a learner's aptitude and preparedness for a programme of study and identifies possible learning problems.</p> <p><i>Formative assessment:</i> is designed to provide learners with feedback on progress and inform development, but does not contribute to the overall assessment.</p> <p><i>Summative assessment:</i> provides a measure of achievement or failure made in respect of a learner's performance in relation to the intended learning outcomes of the programme of study.</p>
<i>Awarding Institution</i>	Means a university or other higher education institution empowered to award degrees, diplomas, certificates, or credits by virtue of authority given to it by statute, Royal Charter or the Privy Council or under licence from another body.

<i>Credit</i>	Provides a means of quantifying assessed learning outcomes achievable in a given number of notional learning hours and at a given level.
<i>Credit rating</i>	Is the process of assigning to a module or unit of learning a number of credits at a specified level.
<i>Collaborative provision</i>	Is an umbrella term, covering a multiplicity of forms of partnership, types of provision and range of awards. Collaboration normally involves the provision of an institution's award through some form of collaborative activity with one or more 'partner' organisations. Responsibility for standards and quality ultimately lie with the Awarding Institution, but responsibility for some aspects of quality control and assurance may be delegated by the Awarding Institution to the partner, which may be wholly or partly responsible for providing teaching and learning support to students.
<i>Distance learning</i>	Describes a wide range of learning activities that are distinguished from institution-centred modes of learning because they involve some degree of physical separation of the student (the learner) from the teacher.
<i>Elective</i>	Electives are modules that a student chooses. In this University, the <i>Elective</i> is a module that can be chosen at the appropriate level from any area of the University (subject to the student being able to meet any pre-requisite). <i>Optional</i> module is the term used where a student is given a choice of modules from an approved list for the programme of study. <i>Compulsory module</i> is the term used to describe any module that is prescribed within a programme of study.
<i>Franchise</i>	Is the process by which an Awarding Institution agrees to authorise the provision of the whole or part of one or more of its own approved programmes, by a Partner Organisation. In doing so, the Awarding Institution retains overall responsibility for the programme's content, delivery, assessment and quality assurance arrangement.
<i>Franchised student numbers</i>	An arrangement whereby student numbers distributed by HEFCE for a collaborative arrangement are franchised to the Partner Organisation (usually where the Awarding Institution is the lead body).
<i>Graduate profiles</i>	Records of achievement and self-reflection kept by students throughout their programme of study, which are monitored and managed by the institution and which provide a record of progress and achievement in academic study, key skills and other relevant activities.
<i>Interdisciplinary programmes</i>	Describes University programmes that focus on broad areas of human concern and activity that can only be fully explored through insights from a variety of disciplines.
<i>Joint Honours programme</i>	A programme combining the study of two separate subjects. The subjects are combined equally within the programme of study, and this is reflected in the award title as, for example BA (Hons) in History and English.

<i>Key skills</i>	Those skills which are sufficiently generic as to be transferable whatever the context in which they are employed. These commonly include skills in communication, IT, numeracy, and learning how to learn. The University also includes careers orientation in its key skills requirement.
<i>Level</i>	Is a broad indicator of the relative demand, complexity, depth of study and autonomy of learning.
<i>Level descriptor</i>	Is a statement that provides a broad indication of learning appropriate to attainment at a particular level, designed to support the assignment of specified learning outcomes to particular modules.
<i>Off-site delivery</i>	An arrangement whereby a programme is delivered by the University but with the support of a Partner Organisation, for example in the form of premises, learning resources and, in some cases, staff.
<i>Partner organisation</i>	Is the term used to describe the institution or other body with which the Awarding Institution enters into an agreement to collaborate. The Partner Organisation will normally be an institution or body that does not have degree awarding powers, but may, on occasion, be another Awarding Institution.
<i>Pathway</i>	Is used to describe a recognised route through a programme of study.
<i>Professional and statutory bodies</i>	Is used to denote organisations that approve or recognise specific programmes in the context of the requirements for professional qualification. Some such organisations have a prescribed statutory responsibility to approve or recognise programmes and/or to determine the academic standards and professional or vocational components of such programmes.
<i>Programme</i>	An institutionally defined curriculum route that leads to a named award.
<i>Programme specification</i>	Provides a concise statement about the intended learning outcomes from a particular programme, information about the teaching, learning and assessment methods used to enable the learning outcomes to be achieved and demonstrated, and shows how the modules and units of study which make up a programme will relate to levels of achievement recognised in the qualifications frameworks.
<i>Qualifications frameworks</i>	Describe the national structures within which all UK higher education qualifications and awards should be located. Two separate frameworks are developed for EWNI (England, Wales and Northern Ireland) and Scotland. The frameworks locate named qualifications at specified levels and provide guidance to the broad level outcomes for these qualifications.
<i>Quality assessment</i>	Is the process of external evaluation of the actual provision of education at subject level (see also <i>Academic Review</i>).
<i>Quality assurance</i>	Is the means through which an institution ensures that the conditions and systems are in place for students to achieve the standards set by the institution or other awarding body, and monitors that they are operating effectively. Encompasses policies, systems and processes.

<i>Quality audit</i>	Is the process of ensuring that the quality assurance arrangements are in place and operating satisfactorily. This term usually refers to a planned review event undertaken either internally by an organisation or by an external agency.
<i>Quality enhancement</i>	Is the process of continuously improving quality.
<i>Specialist programmes</i>	Describes University programmes involving intensive and highly focused study in subjects that are closely related and complementary (commonly known elsewhere as Single Honours).
<i>Standards</i>	Are the expected levels of academic attainment that are used to describe and measure academic requirements and achievements of individual students or groups of students.
<i>Subject benchmark</i>	A term used to define explicit national statements of academic standards or outcomes for individual subjects. Benchmark information of this type provides a reference point against which outcomes can be measured.
<i>Transcript</i>	Is a record of the modules taken and credits and award achieved by a student and may include other aspects of the student experience (e.g. language and location of study and assessment). It is issued as quantitative evidence to support an award certificate.
<i>Validation</i>	In respect of collaborative provision describes the process by which an Awarding Institution judges that a programme developed and delivered by another institution or organisation is of an appropriate quality and standard to lead to its award. In the particular case of accreditation the process of validation may be delegated to the Partner Organisation, although the Awarding Institution retains ultimate responsibility for the quality and standards of awards. The Awarding Institution will determine the extent to which it exercises direct control over the quality assurance aspects of the programme's management.
