

## Section 59 Glossary

Term	Description
Academic Board	Academic Board safeguards the academic integrity of the University and is the custodian of its degree awarding powers. As the most senior university academic body, it provides the Vice Chancellor and the Governing Body with authoritative and expert advice on the formulation and delivery of the University's Mission and Strategic Plan.
Academic quality	A comprehensive term referring to how, and how well, Higher Education providers manage teaching and learning opportunities to help students progress and succeed
Academic standards	The standards set by the University for our courses (programmes and modules) and expected for our awards
<b>ACC</b>	Appeals and Conduct Committee, has powers delegated by Academic Board to be responsible for the procedures for the consideration, hearing and resolution of issues concerning student conduct and discipline, and to be responsible for the consideration hearing and resolution of appeals from students against university decisions relating to progression, assessment, award and the application of the University regulations more generally.
Aegrotat	An unclassified award for a student who is too ill to attend all final examinations and complete their degree
Annual monitoring	Checking a process or activity every year to see if it meets expectations for standards and quality
Assessment criteria	The knowledge, understanding and skills that markers expect a student to display in an assessment task, and which are considered in marking the work. These criteria are based on the intended learning outcomes.
<b>CPR</b>	Collaborative Programme Representatives (CPRs) work as the key academic contact for collaborative partnerships. The CPR may be the key contact for a particular programme or across a number of programmes and provides a first point of contact between academic members of staff.
Collaborative arrangement	A formal arrangement between the University and another Higher Education provider. Collaborative provision provides learning opportunities typically leading to an award of academic credit or a qualification, which are delivered, assessed or supported through the arrangement with an organisation other than York St John University, the degree awarding body. In all such cases, the degree-awarding body remains responsible for ensuring that the expectations of the QAA Quality Code are met.
Compensation	A process by which it is determined that overall performance in a level of study can compensate for failure in individual modules. Credit will be awarded to modules that can be compensated.
Condonement	A process by which failure in a module can be disregarded for progression and award purposes. No credit is awarded.
CPD	Continuing Professional Development relates to training programmes, some leading to formal awards, to extend a person's employment-related knowledge, skills and understanding
Credit	Credit is awarded to a student in recognition of the verified achievement of designated learning outcomes at a specified level
Credit framework	A published formal structure that states the credit value typically associated with programmes and qualifications, and that generally includes credit level descriptors
Credit level	An indicator of the relative complexity, demand and/or depth of learning and of learner autonomy
Credit value	The number of credits, at a particular level, assigned to a body of learning. The number of credits is based on the estimated notional learning hours (where 1 credit represents 10 notional hours of learning).
DSIT	Disability Support and Inclusion team
EC	Education Committee, has powers delegated by Academic Board, this committee is responsible for the University's strategy on learning, teaching, enhancement and the quality of the student experience.

Term	Description
ECP	Exceptional Circumstances Plan, which specifies amendments to standard assessment submission dates for students with non-medical circumstances or a protected characteristic where a student's situation is unlikely to change throughout a defined period of their programme of their studies. Adjustments are based on individual requirements and evidence of need.
ECTS	European Credit Transfer and Accumulation System, which is a standard means for comparing volume of learning based on the defined learning outcomes and their associated workload for higher education across the European Union and other collaborating European countries. ECTS credits are used to facilitate transfer and progression throughout these collaborating countries and includes a standard grading scale, shown alongside local standard grades.
e:Vision	A web-based interface for students and staff to interact with the University records system
External examiner	An independent expert appointed by an institution to comment on student achievement in relation to established academic standards and to look at approaches to assessment
Exit qualification/award	A qualification which may be awarded when a student leaves the programme early without completing or through failing the intended award
Feedback	Comments on assessed work from academic tutors, normally written but maybe in other formats such as oral
Feedforward	While feedback focuses on a student's current performance, feedforward looks ahead to subsequent assessments and offers constructive guidance on how to do better in the future.
FHEQ	Framework for Higher Education Qualifications (England, Wales and Northern Ireland).
Fitness to Practise	Fitness to Practise relates to a student's suitability for professional registration and practice with the public. The University has a particular responsibility in respect of students who will graduate with academic awards which also confer the right to apply for professional qualifications and registration with a professional body. Because of their responsibilities to the general public, students following such programmes should demonstrate high standards of conduct and behaviour and must be physically and mentally fit to undertake the demands of their profession
Fitness to Study	The phrase 'fitness to study' refers to a student's capacity to partially or totally engage with university life, both academically and otherwise, without unreasonable detriment to their wellbeing and while maintaining appropriate standards of behaviour.
Formative assessment	Assessments with a developmental purpose, designed to help students learn more effectively by giving them feedback on their performance and how it can be improved and/or maintained.
Franchising / Franchise partner	A process by which York St John University (the degree-awarding body) agrees to authorise another organisation to deliver (and sometimes assess) part or all of 1 (or more) of our own approved programmes.
Freestanding module	A freestanding module, sometimes referred to as a standalone module, is a module that is completed independently of an award programme. The module is awarded credit upon successful completion. Typically, freestanding modules are completed for Continuing Professional Development on a part time basis.
Generic Assessment Descriptors (GAD)	Generic descriptions of what is required to achieve a level of attainment in relation to the assessment. These descriptions apply to specific criteria: knowledge, understanding and enquiry, and skills and values.
Graduate	A person who has attained a Bachelor's or higher degree.
Graduation	The process of formally receiving a degree at a ceremony, not necessarily in person.
Internal repeat	To repeat the teaching for a module or level. Repeating a module or level internally involves attending classes and tutorials and receiving the full range of academic guidance as well as resubmitting assessments. Approval is required and this will specify if the internal repeat is for capped or uncapped marks. In some cases, undergraduate students are permitted to repeat some study on a part time basis to retrieve failure (see <a href="#">section 38.9</a> ). A repeat fee is charged for each module.
Invigilator	A person responsible for enforcing the University regulations and policies that govern examinations.
Learning outcomes	A statement of what a student is expected to know, understand and/or be able to demonstrate after completion of a process of learning.
LSP	Learning Support Plan, which specifies the reasonable adjustments to standard examination and assessment procedures recommended by the Disability Support and Inclusion team for students with a long-term health condition, impairment, a specific learning difficulty, or a mental health condition. Adjustments are based on individual requirements and evidence of need.
Model answer	An example of what is expected to be demonstrated in an individual assessment task.
Module	A self-contained, formally structured, learning experience with a coherent and explicit set of learning outcomes and assessment criteria.

Term	Description
Moodle	The University's virtual learning environment (VLE). An intranet interactive website giving access to learning opportunities electronically. These might include such resources as course handbooks, information and reading lists; blogs, message boards and forums; recorded lectures; and/or facilities for online seminars (webinars).
Ordinary degree	A Bachelor's degree located at Level 6 of the <i>Framework for Higher Education Qualifications</i> which typically requires a student to achieve the learning outcomes of a smaller volume of study than that expected for a Bachelor's degree with Honours.
OSA	Outgoing Study Agreement, which specifies which modules a student embarking on a Study Abroad year will study at the host institution
OSP	Outgoing Study Plan, which specifies which modules a student embarking on a Study Abroad year will study at the host institution.
PAEP	Progress and Award Examination Panel, which ensures that assessment procedures are properly conducted and undertakes the final approval of progression decisions and the classification of awards.
PASP	Programme Amendment Scrutiny Panel, a sub-Committee of the Quality and Standards Committee, which approves module and programme amendments.
PASS	Programme Administration and Support Service, a cross-institutional service that provides professional support for the delivery of university academic programmes.
Plagiarism	Presenting someone else's work as if it was one's own, without referencing the source of the work.
Postgraduate student	A student who has attained a Bachelor's degree or equivalent and is now studying for a qualification at a higher level.
Programme learning outcomes (PLO)	The knowledge, understanding and skills students are expected to have on successful completion of the programme.
Programme of study	An approved course of study that provides a coherent learning experience and normally leads to a qualification. UK Higher Education programmes must be approved and validated by UK degree-awarding bodies.
Programme specification	Published statements about the intended learning outcomes of programmes of study, containing information about teaching and learning methods, support and assessment methods, and how individual units relate to levels of achievement.
Progression	Formal progress through an academic programme, meeting key academic requirements.
PSRBs	Professional, statutory and regulatory bodies.
QAA	The Quality Assurance Agency for Higher Education is the independent body that checks on standards and quality in UK Higher Education. It conducts quality assessment reviews, develops reference points and guidance for providers, and conducts or commissions research on relevant issues.
QSC	Quality and Standards Committee, has powers delegated by Academic Board, this committee is responsible for the quality of programmes and standard of awards for all provision.
Qualification	A formally recognised academic award, such as a degree, diploma or certificate, granted on successful completion of a programme of study.
Qualification level	One of a series of defined points in a qualifications framework that are numbered in ascending order. Qualifications within the same level share characteristics and require similar achievement. Qualification levels in different frameworks can be compared. Qualification levels are distinct from credit levels.
<b>Qualification framework</b>	A formal structure identifying qualification levels in ascending order and stating the requirements for qualifications to be awarded at each one. In UK Higher Education the qualifications framework refers specifically to the <i>Frameworks for Qualifications of UK Degree-Awarding Bodies</i> , which form part of the <i>QAA Quality Code</i> .
Reassessment	A generic term that encompasses resitting assessments for capped marks.
Resit	To take an assessment for a capped mark having failed an earlier attempt for the same assessment.
Restart	Where a student is permitted to restart and repeat the first level of their programme (applies to Level 3 and Level 4 first year students only) (refer to <a href="#">section 37.10</a> ).
RPL	Recognition of prior learning, a process of assessing learning achieved outside of the University to be recognised for academic purposes and allows exemption from parts of a student's programme as, based on evidence provided, their prior learning is judged to be equivalent. This includes credit transfer from other institutions, certified learning that has not led to a recognised FHEQ award, or experiential learning that has been achieved through experience or training that has not been formally assessed.

Term	Description
SAB	School Assessment Board, which is responsible for the oversight of assessment for all taught provision within a School, including that assessment procedures are properly conducted, and standards assured.
SAP	School Assessment Panel, which considers and agrees marks to be presented to the School Assessment Board (SAB).
SITS	SITS is a student records management system used to store, administer and manage all aspects of student information from initial enquiry and application through to award.
Special Cases Panel (SCP)	University committee responsible for considering individual student cases where a School requests the Progress and Award Examination Panel to vary a decision it would otherwise make, and to make decisions on behalf of the Progress and Award Examination Panel.
SQP	School Quality Panel, responsible for the oversight of the implementation of the University's procedures by the School as it relates to the quality of taught programmes, standards of awards and overall quality of the student experience.
<b>Subject benchmark statement</b>	A published statement (part of the <i>QAA Quality Code</i> ) that sets out what knowledge, understanding, abilities and skills are expected of those graduating in each of the main subject-areas and explains what gives that particular discipline its coherence and identity. The statements are consistent with the relevant generic qualification descriptors.
<b>Summative assessment</b>	Formal assessment of students' work, contributing to the final result for the module. Used to indicate the extent of a student's success in meeting the assessment criteria to gauge the intended learning outcomes. Typically, within summative assessment, the marks awarded count towards the final mark of the course/module/award.
<b>Support to study</b>	A supportive process used by academic staff to identify and secure the implementation of measures to support a student, whilst noting concerns about the student's performance, or programme participation.
<b>Suspension of studies</b>	A suspension of study allows a student to take an authorised break in their studies for a specified period of time.
<b>Transcript</b>	A document, but not a formal certificate, that certifies the results achieved in a final examination (usually broken down at least to module/unit level).
<b>Turnitin</b>	Turnitin is a text matching software used by universities across the world to ensure the integrity of student writing.
<b>Undergraduate student</b>	A student who has not yet gained a first degree.
<b>Validation / Validated partner</b>	Validation is the process by which the University judges that a programme developed and delivered by another institution without degree awarding powers is of an appropriate quality and standard to lead to a York St John University award at a specified level.
<b>VLE</b>	Virtual Learning Environment.