

## GLOSSARY AND ABBREVIATIONS

### GLOSSARY

**Academic Award** See [Award](#).

**Academic Credit** See [Credit](#).

**Academic Quality** A comprehensive term referring to how, and how well, institutions manage students' [Learning Opportunities](#).

**Academic Standards** The levels of achievement set and maintained by institutions for their courses (programmes and modules) and expected for their awards (see [Threshold Academic Standards](#)).

**Academic Support** Information, advice and guidance as well as facilities and systems that are provided in order to assist students with various aspects of their academic life (see [Pastoral Support](#)).

**Accreditation** A process for verifying and/or approving a higher education institution or programme by an authorised external organisation such as a professional, statutory and regulatory body (see [PSRB](#)).

**Accreditation of Prior Learning (APL)** The identification, assessment and formal acknowledgement of learning and achievement that occurred, perhaps as the result of a previous course, self-directed study or active experience, at some time in the past (usually within five years) and which is taken into account when admitting a student onto a course of study with advanced standing (see [Recognition of Prior Learning](#)).

**Accreditation of Prior Certificated Learning (APCL)** The identification, assessment and formal acknowledgement of learning and achievement that occurred at some time in the past (usually within five years) and for which the learner was awarded some form of academic recognition (see [Credit](#)).

**Accreditation of Prior Experiential Learning (APEL)** The identification, assessment and formal acknowledgement of learning and achievement that occurred at some time in the past (usually within five years) and for which the learner was not awarded some form of academic recognition (see [Credit](#)).

**Admission(s)** The process of applying for, and gaining entry to, a course (programme or module). Institutions have their own processes in place governing decisions about selection and entry.

**Alternative Provider** An independent college that offers UK higher education but is not in receipt of public funding from the higher education funding councils and may have charitable status, be non-profit or for profit.

**Annual Monitoring** Checking a process or activity every year in order to see if it meets expectations of standards and quality; it is most commonly applied in the context of programme review (see [Periodic Review](#)).

**Anonymous Marking** The marking of students' submitted work without their identity being revealed to the person carrying out the marking at the time the work is marked so as to ensure that the assessment is unbiased.

**Articulation Agreement** A formal agreement whereby an awarding institution judges part, or all, of a programme provided by an external institution to be equivalent to components of one or more of its own programmes and, as a result, enables the admission of students onto a course of study with predetermined advanced standing.

**Assessment** The process of testing and measuring the breadth and depth of a student's knowledge, understanding and/or skills in terms of a given set of Learning Outcomes.

**Assessment Criteria** The breadth of knowledge, understanding and/or skills that markers expect students to display in an assessment task, and which are taken into account in marking any student work; these criteria are based on achievement of the Learning Outcomes.

**Assessment Regulations** The rules governing assessment of a programme of study and including the marking scheme, the pass mark, the requirements for progression to subsequent levels or stages of a programme and the award and classification requirements (for instance, credits to be achieved and specific marks to be attained).

**Award** A qualification, or the allocation of a qualification or credit to a student.

**Awarding Body** A corporate body with the legal authority to award academic qualifications; also known as an Awarding Institution, Degree Awarding Body and Recognised Body.

**Awarding Institution** See Awarding Body, Degree Awarding Body and Recognised Body.

**Awarding Organisation** An organisation legally authorised to award particular qualifications to students of one or more external institutions approved by the awarding organisation to deliver the curriculum and/or assess student work.

**Bachelor's Degree** A first cycle higher education degree (as defined by the Bologna Process) at Level 6 of the Framework for Higher Education Qualifications which may awarded at either an "ordinary" or an "Honours" level; examples include the Bachelor of Arts (BA) and the Bachelor of Science (BSc).

**Blended Learning** Learning delivered by a variety of methods, usually including face-to-face and e-Learning (see Technology Enhanced Learning).

**Bologna Process** An initiative to strengthen and develop the European Higher Education Area as a means of ensuring that qualifications are mutually recognised, systems are transparent and staff and students can transfer easily between higher education institutions within Europe.

**Certificate** See Graduate Certificate, Postgraduate Certificate and Undergraduate Certificate.

**Certificate of Higher Education (CertHE)** A type of undergraduate certificate, typically conferred as a Bachelor's Degree Exit Award following the successful completion of 120 credits at Level 4.

**Cohort** A group of students who share the same learning experience and/or the same demographic characteristics.

**Collaborative Provision** A term to describe how institutions work together to provide higher education that leads to a qualification from one or more awarding bodies.

**Component** A discrete and coherent fraction of assessment in a module typically weighted between ten and fifty percent of the module mark (see Unit).

**Component Threshold** The minimum number of components that must be passed within a module in order for the module to be passed, typically all or all bar one (see Condonation).

**Condonation** The process of allowing a student to pass a module having passed all components bar one with the failed component having a mark no less than ten percent below the pass mark for the component.

**Continuing Professional Development (CPD)** Training programmes, some leading to formal awards, that extend a person's employment-related knowledge, skills and understanding.

**Course(s)** Programmes or modules of study.

**Credit(s)** A means of formally quantifying and recognising learning and achievement expressed as numbers of credits at a given level.

**Credit Accumulation** Achieving academic credit over time, by successful completion of units of study, or by Recognition of Prior Learning.

**Credit Accumulation and Transfer Schemes** Arrangements within and between institutions enabling academic credit to be accumulated over time and transferred between programmes and/or institutions.

**Credit Exemption** A system that allows students to be exempted from undertaking all of the requirements for a programme or module of study on the basis of the Recognition of Prior Learning.

**Credit Framework** A formally published 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, depth and autonomy of learning associated with a particular module of study.

**Credit Level Descriptor** A statement of the generic characteristics of learning at a given credit level, used as a reference point for those designing programmes and/or modules of study.

**Credit Transfer** A system that allows credit awarded by one higher education awarding body to be recognised and included towards the requirements for a programme or module of study at another institution or that allows credit gained on a particular programme to contribute towards the requirements of a different one.

**Credit Value** The number of credits quantifying the amount of learning in terms of notional learning hours; in the UK ten hours of study is generally valued at one credit.

**Curriculum** A course (programme or module) or set of courses as well as their integral syllabus and assessment (see Syllabus).

**Degree** A higher education qualification at one of several levels. See Bachelor's Degree, Doctoral Degree, Foundation Degree, Master's Degree, Degree Awarding Body and Degree Awarding Powers.

**Degree Awarding Body** A higher education institution (often a University) with the legal authority to confer degrees (as well as other higher education qualifications and credit).

**Degree Awarding Powers** The legal authority to confer degrees; typically granted by Royal Charter, by statute under Section 76 of the Further and Higher Education Act 1992, or, since 1999, by the Privy Council on the advice of QAA (in response to applications for Taught Degree Awarding Powers, Research Degree Awarding Powers and/or University Title).

**Descriptor** See Credit Level Descriptor and Qualification Descriptor.

**Destinations of Leavers from Higher Education (DLHE)** A survey undertaken by institutions in accordance with the format prescribed by the Higher Education Statistics Agency (HESA) which asks **leavers from higher education what they are doing six months after graduation; approximately three quarters of leavers complete the survey on an annual basis.**

**Diagnostic Assessment** Assessment that is designed to evaluate how well a learner is prepared for a given programme or module of study, identifying any strengths, gaps in knowledge or shortfall in necessary knowledge, understanding and/or skills.

**Diploma** See Graduate Diploma, Postgraduate Diploma and Undergraduate Diploma.

**Diploma of Higher Education (DipHE)** A type of undergraduate diploma, typically conferred as a Bachelor's Degree Exit Award following the successful completion of 240 credits (120 at Level 4 and 120 at Level 5).

**Discipline** A defined field of academic study.

**Distance Learning** Learning that does not involve face-to-face contact between students and tutors but instead uses technology such as the internet, broadcast media, electronic storage media and/or traditional correspondence to facilitate student-staff relationships.

**Doctor of Philosophy** A Doctoral Degree, the aim of which is to enable the student to make an original contribution to knowledge through the completion of a substantial piece of academic research, typically presented as a thesis. "New Model" PhDs can include a taught or directed study element which is formally assessed and which is typically designed to frame the academic research that is to follow (see Professional Doctorate).

**Doctoral Degree** A third cycle higher education degree (as defined by the Bologna Process) at Level 8 of the Framework for Higher Education Qualifications; examples include the Doctor of Philosophy (PhD) and the Professional Doctorate (DXxx).

**Doctorate** see Doctoral Degree.

**Double Award** The granting of two separate awards for the same programme of study, either by two awarding institutions who have jointly delivered the programme of study leading to them or by a single institution where the awards serve different, but concurrent, purposes, e.g.: academic and professional (see Joint Award).

**Double Marking** The marking of students' work by two or more independent markers as a means of safeguarding or assuring academic standards by mitigating individual bias (see Moderation).

**DPhil** see Doctor of Philosophy

**e-Learning** see [Technology-Enhanced Learning](#).

**Element** see [Component](#)

**Embedded College** A provider that operates a one or more colleges near to, or integrated into, the campuses of one or more higher education institutions and offers courses that act as pathways into higher education.

**Employability** A set of achievements, skills, understanding and personal attributes that makes graduates more likely to gain employment and be successful in their chosen occupations.

**Engagement** Interacting and communicating with a particular group or organisation leading to improved understanding (especially on issues of shared concern).

**Enhancement** Taking deliberate steps at institutional level to improve the quality of learning opportunities; it is used as a technical term in QAA's review processes.

**Enrolment** The formal processes that students must complete or pass through after accepting a place on a course and before starting it.

**European Credit Transfer and Accumulation System (ECTS)** A system used across Europe for the transfer and accumulation of credit.

**Exit Award** An award made upon achievement of a specified partial number of credits allocated to a degree programme.

**Expectation** A term denoting the key matters with which higher education institutions are required to be engaged in respect of setting and maintaining academic standards, assuring and enhancing academic quality and producing information about higher education provision.

**External Examiner** An independent expert appointed by an awarding body to comment upon student achievement in relation to established academic standards and assessment methodologies thus helping to ensure consistent standards and fair assessment procedures across the UK.

**External Examining** The process by which one or more independent experts (external examiners) comment upon student achievement in relation to established academic standards and assessment methodologies thus helping to ensure consistent standards and fair assessment procedures across the UK.

**Externality** The use of one or more experts from outside an institution to assist in the execution of quality assurance and enhancement processes.

**Flexible and Distributed Learning** Learning that does not require students to attend classes or events at particular times or locations (see also [Distance Learning](#)).

**Formative Assessment** Assessment that is designed to provide feedback on students' knowledge, understanding and/or skills against a given set of [Learning Outcomes](#) in order to assist them to learn more effectively and find ways to maintain and improve their progress; it does not contribute to the final mark, grade or classification of the award to be conferred.

**Foundation Degree** A first cycle higher education degree (as defined by the [Bologna Process](#)) at Level 5 of the [Framework for Higher Education Qualifications](#) typically involving

an industrial placement year; examples include the Foundation of Arts (FdA) and the Foundation of Science (FdSc).

**Foundation Programme** A higher education programme of study designed to prepare students for a further course for which they do not have the usual entry qualifications; foundation courses sometimes constitute a preparatory “Year 0” of a degree course pitched at Level 3.

**Framework** A formally published structure. See Credit Framework, Framework for Higher Education Qualifications and Qualifications Framework.

**Framework for Higher Education Qualifications (FHEQ)** A formally published structure that identifies the hierarchy of national qualification levels in the United Kingdom (excluding Scotland) and describes the general level of achievement expected of holders of the main qualification types at each level; its purpose is to assist higher education institutions to set and maintain academic standards.

**Full-Time Equivalent (FTE)** A measure where each part-time member of staff or student is expressed as a fraction (or decimal) of a full-time member with the total FTE being considered collectively for comparison and/or funding purposes (see Headcount).

**Further Education (FE)** Formal learning that follows compulsory education and includes A-Levels, NVQs and Access to Higher Education courses; some form of further education is normally required to qualify for entry into higher education.

**Further Education Colleges (FECs)** Colleges including sixth-form colleges and specialist colleges that provide further education and training for school leavers and adults; some FECs also deliver higher education programmes leading to qualifications from other awarding bodies and/or have the legal authority to confer Foundation Degrees.

**Good Practice** A process or way of working that, in the view of a QAA review team, makes a particularly positive contribution to an institution’s management of academic standards and the quality of its educational provision; it is used as a technical term in QAA’s review processes.

**Grade Descriptors** Statements that define characteristic levels of achievement within a given band of marks.

**Grading Criteria** The depth of knowledge, understanding and/or skills that markers expect students to display in an assessment task, and which are taken into account in marking any student work; these criteria are based on Grade Descriptors.

**Graduand** A candidate who has completed all the requirements for the award of a degree and has been confirmed as eligible to graduate by an Award Board but has not yet passed through Graduation.

**Graduate** A person who has completed all the requirements for the award of a degree and has passed through Graduation.

**Graduate Certificate** A higher education qualification typically entailing 60 credits of study at Level 6 of the Framework for Higher Education Qualifications.

**Graduate Destinations** The employment, education or other occupations that graduates are pursuing after a certain time interval (usually six months and two years) following the successful completion of their studies.

**Graduate Diploma** A higher education qualification typically entailing 120 credits of study at Level 6 of the Framework for Higher Education Qualifications.

**Graduation** The process of formally receiving a degree from an awarding body, often at a ceremony, but not necessarily in person.

**Headcount** A measure where each member of staff or student is expressed as a whole number irrespective of their fractional commitment; Headcount is typically used for analytical purposes such as stakeholder surveys (see [Full-Time Equivalent](#)).

**Higher Education (HE)** Formal learning that follows secondary and/or further education and is characterised by a large element of independent learning; typically involves working towards a degree but in some cases may lead to a certificate, diploma or other qualification.

**Higher Education Funding Council for England (HEFCE)** The primary regulator of higher education in England, responsible for promoting and funding high quality, cost-effective teaching and research and for meeting the diverse needs of students, the economy and society.

**Higher Education Institutions (HEIs)** Universities, colleges or other organisations that primarily deliver programmes of higher education.

**Higher Education Review (HER)** The method of review used by QAA to assure the standards and quality of higher education in [Alternative Providers](#). The method includes review of academic standards, learning opportunities, public information and enhancement as well as scrutiny of an institution's governance and finances.

**Higher Education Statistics Agency (HESA)** A charitable company which is funded by the subscriptions of the higher education institutions from whom data is collected on an annual basis; the data is provided to government and higher education funding bodies to support their work in regulating and funding higher education institutions and is also published as official statistics for use by a wide range of organisations and individuals for a variety of research purposes.

**Highly Trusted Sponsor (HTS)** An institution that the UK trusts to admit migrant students from outside the European Union according to Tier 4 of the UKVI point-based immigration system.

**Holistic Assessment** Assessment that is designed to test and measure the breadth and depth of a student's knowledge, understanding and/or skills in terms of multiple [Learning Outcomes](#) within the context of a single piece of work; typically the student's work takes the form of an artefact, portfolio or industry project.

**Honorary Degree** A degree that is not an academic qualification but which is used by an institution to recognise the achievements or status of a particular individual.

**Honours Degree** See [Bachelor's Degree](#).

**Integrated Assessment** Assessment that is designed to test and measure the breadth and depth of a student's knowledge, understanding and/or skills across two or more modules with the same or similar [Learning Outcomes](#).

**International Benchmarking** The activity of identifying, considering, comparing and learning from international higher education practices and sharing and applying them within the UK.

**Ipsative Assessment** Assessment that is designed to test and measure the breadth and depth of a student's knowledge, understanding and/or skills in terms of Learning Outcomes within the context of two or more pieces of work that are of increasing complexity and are submitted sequentially; typically greater weight is allocated to later submissions than earlier ones.

**Joint Award** The granting of a single award by two awarding institutions who have jointly delivered the programme of study leading to it (see Double Award).

**Knowledge Exchange** The process of using the results or outcomes of higher education research activities to benefit the economy or society in general; typically, this process can involve the development of commercial applications or the improvement of services.

**Knowledge Transfer** See Knowledge Exchange.

**Learning Opportunities** The provision made for students' learning, including planned programmes of study, learning, teaching and assessment, academic and pastoral support, learning resources and staff development.

**Learning Outcomes (LOs or ILOs)** Statements that describe both the level and the nature of the knowledge, understanding and/or skills that students will be able to demonstrate in both discipline-specific and wider contexts as a result of having undertaken a process of learning. Effective learning outcomes help students understand what is expected of them and help staff to focus precisely on what students need to achieve.

**Level** See Credit Level and Qualification Level.

**Level Descriptor** See Credit Level Descriptor.

**Listed Body** An institution that is recognised by the UK Government as being a provider of higher education on behalf of one or more awarding bodies (see Awarding Body, Degree Awarding Body and Recognised Body).

**Management Information** Data that is collected for the purpose of monitoring and reviewing academic standards and quality and which informs management decision-making.

**Marking Criteria** See Grading Criteria.

**Marking Schema** A detailed framework for assigning marks whereby a specific number of marks is given to individual sections within a given answer; typically used in practical and written examinations.

**Master's Degree** A second cycle higher education degree (as defined by the Bologna Process) at Level 7 of the Framework for Higher Education Qualifications; examples include the Master of Arts (MA) and the Master of Science (MSc).

**Mode** The structure or format of study taking account of time and location considerations, for example: full-time/part-time, residential/blended/distance.

**Moderation** The review of a sample of students' assessed work by an independent senior assessor as a means of safeguarding or assuring academic standards by ensuring that assessment and grading criteria have been utilised consistently and effectively and by mitigating any excessive discrepancies between two or more markers (see Double Marking).



**Module(s)** Self-contained, formally structured units of study comprising a coherent and explicit set of aims, Learning Outcomes and Assessment Criteria.

**Module Specifications** Published statements about the intended Learning Outcomes of modules of study, containing information about learning and teaching methods, assessment and support.

**Notional Learning Hours** The number of hours that it is expected a learner at a particular level will spend, on average, in order to achieve the specified Learning Outcomes at that level.

**Ordinary Degree** See Bachelor's Degree.

**Partner Organisation** An organisation with which an awarding body enters into an agreement enters into an agreement to collaborate or which it franchises to deliver aspects of a programme or to provide support.

**Pastoral Support** Information, advice and guidance as well as facilities and systems that are provided in order to assist students with various aspects of their non-academic life (see Academic Support).

**Peer Review** A process of review conducted by people with current or very recent experience of undertaking the activity being reviewed.

**Periodic Review** A process of review of one or more programmes of study, typically undertaken once every five years, that uses nationally agreed reference points and a number of external experts to confirm that the programme(s) is/are of an appropriate academic standard and quality and continue to meet the needs of the student community in terms of curriculum, learning, teaching and assessment and employability.

**Placement** A planned period of experience outside the institution (for example, in a workplace) designed to help students to develop particular knowledge, understanding and/or skills as part of their programme of study.

**Postgraduate Certificate** A higher education qualification typically entailing 60 credits of study at Level 7 of the Framework for Higher Education Qualifications.

**Postgraduate Diploma** A higher education qualification typically entailing 120 credits of study at Level 7 of the Framework for Higher Education Qualifications.

**Postgraduate Student** A student who has attained a Bachelor's Degree or equivalent and is now studying for a qualification at a higher level.

**Privy Council** A government body formed of the Executive that makes formal decisions about which institutions shall be awarded the title and status of University and/or be legally authorised to confer degrees.

**Professional Body** An organisation that oversees the activities of a particular profession, sets and maintains professional standards and represents the interests of its members.

**Professional Doctorate** A Doctoral Degree, the aim of which is to enable students to integrate professional and academic knowledge by means of the completion of a substantial and original piece of research, typically presented as a thesis or portfolio, that makes a contribution to both theory and practice in their field and develops professional practice by making a contribution to professional knowledge. Professional doctorates are often

characterised by a large taught or directed study element which is formally assessed (see Doctor of Philosophy).

**Professional, Statutory and Regulatory Body (PSRB)** An organisation that sets the benchmark standards for, and regulate the standards of entry into, particular professions, is authorised to accredit, approve and/or recognise specific programmes leading to the relevant professional qualification(s) and for which they may have a statutory or regulatory responsibility.

**Programme(s)** A formally structured unit of study comprising a coherent and explicit set of aims and modular structure and that normally leads to a qualification.

**Programme Specifications** Published statements about the intended Learning Outcomes of programmes of study, containing information about learning and teaching methods, assessment and support.

**Progression** Formal progress through a programme of study according to specified requirements such as pre and co-requisites, threshold marks and compulsory and/or optional modules of study.

**Provision** In the context of higher education, making courses available to students and supplying them with learning opportunities accordingly.

**Public Information** In the context of higher education, information about institutions, their programmes and services that is made available to both prospective and current students and/or third parties such as government, PSRBs and the general public.

**Qualification** A formally recognised academic award, such as a degree, a diploma or a certificate that is granted upon successful completion of a programme of study.

**Qualification Descriptor** A statement of the generic characteristics of learning at a given qualification level (for example, Bachelor's Degree, Master's Degree and/or Doctoral Degree), used as a reference point for those designing programmes and/or modules of study.

**Qualification Level** One of a series of defined points on a qualifications framework that are numbered in ascending order. Qualifications within the same level share characteristics and require similar achievement.

**Qualification Framework** A formal structure identifying qualification levels in ascending order and stating the requirements for qualifications to be awarded at each level (see Framework for Higher Education Qualifications).

**Quality** See Academic Quality.

**Quality Assurance** The systematic monitoring and evaluation of learning, teaching and assessment and the processes that support these activities in order to ensure that the standards of awards meet expectations and that the student experience is being safeguarded and improved.

**Quality Assurance Agency (QAA)** The independent body entrusted with monitoring and advising on standards and quality in UK higher education and which aims to ensure that the three million students working towards a UK qualification get the higher education experience they are entitled to expect.

**Quality Code** See UK Quality Code for Higher Education.

**Recognised Body** An institution that is recognised by the UK Government as being authorised to award degrees and other higher education qualifications (see Awarding Body, Degree Awarding Body and Listed Body).

**Recognition of Prior Learning (RPL)** Taking account of previous learning that has occurred in any of a range of contexts including University, college, school and/or employment and/or life experience. Once recognised through this process, prior learning can be used to gain credit or exemption for qualifications (see Accreditation of Prior Learning).

**Reference Points** Statements and other publications that establish criteria against which performance can be measured.

**Regulatory Body** An organisation recognised by government as being responsible for the regulation or approval of a particular range of issues.

**Research Councils** The seven organisations funded by government to support research in different disciplines and to fund studentships for successful applicants wishing to undertake formal academic research.

**Research Degree** A higher education qualification at Level 7 or 8 of the Framework for Higher Education Qualifications; typical examples of research degrees included Master of Research (MRes), Master of Philosophy (MPhil) or Doctor of Philosophy (PhD).

**Research Degree Awarding Powers** See Degree Awarding Powers.

**Research Excellence Framework (REF)** The system for assessing the quality of research in UK higher education institutions that replaced the Research Assessment Exercise (RAE) in 2014. The purpose of the REF is to produce assessment outcomes for each submission made by institutions in order to inform the selective allocation of research funding to HEIs, to provide accountability for, and evidence of the benefits of, public investment in research and to provide benchmarking information and reputational yardsticks against which institutions can measure their research performance.

**Royal Charter** A grant by the Monarch, on the advice of the Privy Council, by which most Universities established before 1992 – including the University of Buckingham acquired their University status and which sets out their constitution and statutes (the general regulations under which they operate).

**Sandwich Course** A programme of study that includes a significant period of time (typically a year) spent studying away from the institution (typically in a work-based setting).

**Second Marking** A second stage of marking which may take the form of Double Marking or Moderation.

**Self-Evaluation** The process whereby a higher education institution assesses, evaluates and documents its own performance in terms of academic standards, learning opportunities, public information and/or enhancement (depending on the type of review for which the document is prepared).

**Semester** One part of an academic year when the year is divided into two parts for the purposes of learning, teaching and assessment (in contrast to the division of the academic year into terms).

**Standards** See Academic Standards.

**Statutory Body** An organisation set up through Act of Parliament that has a legal requirement to oversee a particular profession.

**Student Engagement** Communicating with students and involving them in how the standards and quality of their higher education are set and maintained.

**Subject Benchmark Statement** A published statement that sets out what knowledge, understanding and/or skills are expected of those graduating in each of the main subject areas at Bachelor's and Master's Degree level; the statements are consistent with the applicable Qualifications Descriptor.

**Summative Assessment** Assessment which is designed to test and measure the breadth and depth of a students' knowledge, understanding and/or skills against a given set of Learning Outcomes and which contribute to the final mark, grade or classification of the award to be conferred.

**Syllabus** A summary of topics which will be covered during a programme, module or unit of study (see Curriculum).

**Teaching Excellence Framework (TEF)** The newly implemented scheme for recognising excellent teaching above and beyond that measured by existing national quality requirements for universities, colleges and other providers of higher education providers. Participating higher education providers receive a gold, silver or bronze award reflecting the excellence of their undergraduate teaching, learning environment and student outcomes as measured by a suite of metrics and as described in a provider submission.

**Technology-Enhanced Learning** Learning that is delivered or supported through the use of technology (see e-Learning).

**Term** One part of an academic year when the year is divided into more than two parts for the purposes of learning, teaching and assessment (in contrast to the division of the academic year into semesters).

**Threshold Academic Standards** The minimum levels of achievement that a student should reach in order to gain a particular qualification as set out in the national Qualifications Framework and Subject Benchmark Statement. Threshold standards are distinct from the standards of performance need to achieve in order to gain a particular class of award (see Grading Criteria).

**Transcript** A document separate from the formal certificate that certifies the results achieved (usually broken down to at least module level).

**UK Quality Code for Higher Education** Guidance developed and agreed by the higher education community, published by QAA and used by institutions to ensure that their courses meet national expectations for standards and that students have access to a suitable environment for learning. It sets out 'what higher education providers expect of themselves', and 'what students may expect of them'. It has three parts: *Part A: Setting and Maintaining Academic Standards*; *Part B: Assuring and Enhancing Academic Quality*; and *Part C: Information about Higher Education Provision*. Parts A and B are subdivided into a number of chapters on particular topics. Each chapter, and also Part C, contains a single mandatory 'expectation' supported by discretionary 'indicators of good practice'.

**Undergraduate** A student who has not yet attained a Bachelor's Degree.

**Undergraduate Certificate** A higher education qualification typically entailing 60-80 credits of study at Level 4 of the Framework for Higher Education Qualifications.

**Undergraduate Diploma** A higher education qualification typically entailing 60-80 credits of study at Level 5 of the Framework for Higher Education Qualifications.

**Unit** A discrete and coherent fraction of learning and teaching in a programme or module typically delivered longitudinally over time (see Component).

**University** Independent, self-governing institutions that undertake research and teaching and are diverse in size, mission, history and the range of disciplines on offer. The first Universities arose from colleges or institutions founded by groups of scholars with monastic, noble or royal patrons; subsequently, Universities in the UK have been established by Royal Charter, Act of Parliament or by Order of the Privy Council.

**University College** An institution authorised to operate as an independent, self-governing body that can award its own degrees (typically as part of a federation of University Colleges).

**University Title (UT)** The entitlement of an institution to call itself a University.

**Validation** A formal process through which an awarding body initially approves a programme of study (in terms of its curriculum, learning, teaching and assessment) for the purpose of leading to one or more of its qualifications.

**Widening Participation** Increasing the involvement of students from a wider range of social and educational backgrounds in higher education.

**Work-Based Learning (WBL)** A programme, module or unit of learning that takes place in a workplace (see Placement and Sandwich Course).

## ABBREVIATIONS

AAC	Academic Advisory Council
ACCA	Association of Chartered Certified Accountants
AMF	Anglo-Mexican Foundation
AP	Alternative Provider
BCS	British Computing Society
BPS	British Psychological Society
CAB	Citizens Advice Bureau
CAMO	Central Academic Misconduct Officer
CBM	Collaborations Business Meeting
CertHE	Certificate of Higher Education
CILIP	Chartered Institute of Library and Information Professionals
CIMA	Chartered Institute of Management Accountants
CMA	Competition and Markets Authority
CMI	Chartered Management Institute
CNC	Conde Nast College of Fashion and Design
CPA	Certified Practicing Accountants
CPD	Continuing Professional Development
DAPs	Degree Awarding Powers
DfE	Department for Education
DipHE	Diploma of Higher Education
<i>DVC</i>	<i>Deputy Vice-Chancellor</i>
E&D	Equality and Diversity Committee
ECTS	European Credit Transfer and Accumulation System
Ed.D	Doctor of Education
ESE	European School of Economics
FBIH	Federal Ministry of Education (Bosnia and Herzegovina)

FHEQ	Framework for Higher Education Qualifications
FSMG	Financial Sustainability, Management and Governance
FTE	Full-Time Equivalent
GHD	Good Honours Degree
GMC	General Medical Council
HEFCE	Higher Education Funding Council for England
HEP	Higher Education Provider
HR	Human Resources Department
IBS	International Business School Budapest
IELTS	International English Language Testing System
ILO	Intended Learning Outcomes
ISUG	Information Services User Group
ITT	Initial Teacher Training
JIBS	Jersey International Business School
KIS	Key Information Set
MPW	Medipathways
NHS	National Health Service
NSS	National Student Survey
OIA	Office of the Independent Adjudicator
OfS	Office for Students
Ofsted	Office for Standards in Education
PDR	Personal Development Review
PGCE	Postgraduate Certificate in Education; Professional Graduate Certificate in Education
PGCert	Postgraduate Certificate
PGDip	Postgraduate Diploma
PRES	Postgraduate Research Experience Survey
PTES	Postgraduate Taught Experience Survey
PVC	Pro Vice-Chancellor

QAA	Quality Assurance Agency
QTS	Qualified Teacher Status
RED	Research Environment Document
SAMO	School Academic Misconduct Officer
SED	Self-Evaluation Document
SLTC	School Learning and Teaching Committee
SNC	Student Numbers Cap
SRA	Solicitors Regulation Authority
SSR	Staff / Student Ratio
SSST	Sarajevo School of Science and Technology
SU	Student Union
TEF	Teaching Excellence Framework
TOR	Terms of Reference
TSEP	The Student Engagement Partnership
UCC	University Collaborations Committee
ULT	University Link Tutor
ULTC	University Learning and Teaching Committee
UMHAN	University Mental Health Advisers' Network
URC	University Research Committee
VC	<i>Vice-Chancellor</i>