

# Appendix: Glossary

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## ACRONYMS

<b>AAP</b>	Articulations Approval Panel (of VASP)
<b>AAR</b>	Academic Assurance Report (Board of Governors)
<b>ADC</b>	Application for Development Consent
<b>AMR</b>	Annual Monitoring Report
<b>APC</b>	Academic Planning Committee
<b>APR</b>	Annual Process Review
<b>AQDU</b>	Academic Quality and Development Unit
<b>AQEC</b>	Academic Quality Enhancement Committee
<b>CATS</b>	Credit Accumulation and Transfer Scheme
<b>CLT</b>	Centre for Learning and Teaching
<b>CMA</b>	Competition and Markets Authority
<b>CPD</b>	Continuing Professional Development
<b>CVU</b>	Council of Validating Universities
<b>DBA</b>	Desk Based Assessment
<b>DMG</b>	Directorate Management Group
<b>DVC</b>	Deputy Vice-Chancellor
<b>ECTS</b>	European Credit Transfer System
<b>EESC</b>	External Examiners Sub-Committee (of AQEC)
<b>EHEA</b>	European Higher Education Area
<b>EMC</b>	Exceptional Mitigating Circumstances
<b>EPA</b>	End-Point Assessment (apprenticeships)
<b>ESC</b>	Employability Sub-Committee (of LTC)
<b>ESFA</b>	Education and Skills Funding Agency

<b>E-Val</b>	Electronic Validation Documentation System
<b>FDL</b>	Flexible and Distributed Learning
<b>FEC</b>	Further Education College
<b>FHEQ</b>	Framework for Higher Education Qualifications (QAA)
<b>GSBOS</b>	Graduate School Board of Studies
<b>HAC</b>	Honorary Awards Committees (of Academic Board)
<b>HEAR</b>	Higher Education Achievement Report
<b>HESA</b>	Higher Education Statistics Agency
<b>HTMSC</b>	Human Tissue Management Sub-Committee (of RS)
<b>ICT</b>	Information and Communication Technologies
<b>ILO</b>	Intended Learning Outcome
<b>IPM</b>	Initial Proposal for Major Programme Modification
<b>ITE</b>	Initial Teacher Education
<b>ITT</b>	Initial Teacher Training (generally replaced by 'ITE', above)
<b>LEO</b>	Longitudinal Education Outcomes data
<b>LTC</b>	Learning and Teaching Committee
<b>MAP</b>	Module Approval Panel
<b>MMP</b>	Major Modifications Panel (of VASP)
<b>MMR</b>	Minor Modifications Review
<b>MOOC</b>	Massive Open Online Course
<b>MRes</b>	Masters Degree by Research
<b>NSS</b>	National Student Survey
<b>NUCCAT</b>	Northern Universities Consortium (for Credit Accumulation and Transfer)

<b>OfS</b>	Office for Students
<b>Ofsted</b>	Office for Standards in Education
<b>PDP</b>	Personal Development Planning/Portfolio
<b>PGCE</b>	Professional Graduate Certificate in Education/Postgraduate Certificate in Education <sup>1</sup>
<b>PLO</b>	Programme Learning Outcome
<b>PSRB</b>	Professional Statutory and Regulatory Body
<b>PVC</b>	Pro Vice-Chancellor
<b>PVM</b>	Programme Validations and Modifications (group)
<b>QAA</b>	Quality Assurance Agency for Higher Education
<b>QCF</b>	Qualifications and Credit Framework
<b>QME</b>	‘Quality Management and Enhancement’
<b>QMH</b>	Quality Management Handbook
<b>QTLS</b>	Qualified Teacher Learning and Skills ( <i>FE Sector</i> )
<b>REF</b>	Research Excellence Framework
<b>RIC</b>	Research and Innovation Committee
<b>RO</b>	Research Office
<b>RPL</b>	Recognition of Prior Learning
<b>RPCL</b>	Recognition of Prior Certificated Learning
<b>RPEL</b>	Recognition of Prior Experiential Learning
<b>RRSC</b>	Regulations Review Sub-Committee (of LTC)
<b>SCITT</b>	School-Centred Initial Teaching Training
<b>SED</b>	Self-Evaluation Document

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<sup>1</sup> Professional Graduate Certificate in Education at Level 6; Postgraduate Certificate in Education at Level 7.



<b>SEEC</b>	Southern England Consortium (for Credit Accumulation and Transfer)
<b>SESC</b>	Student Experience Sub-Committee (of LTC)
<b>SET</b>	Student Experience Team
<b>SPPU</b>	Strategic Planning and Policy Unit
<b>SSCF</b>	Student-Staff Consultative Forum
<b>SSR</b>	Student-Staff Ratio
<b>TEF</b>	Teaching Excellence and Student Outcomes Framework
<b>TEL</b>	Technology Enhanced Learning
<b>UCAS</b>	Universities and Colleges Admissions Service
<b>UCAS Postgraduate</b>	The UK Postgraduate Search Tool and Application Service
<b>UKPSF</b>	UK Professional Standards Framework (Advance HE, formerly Higher Education Academy)
<b>URESC</b>	University Research Ethics Sub-Committee (of RIC)
<b>VASP</b>	Validation and Audit Standing Panel
<b>WBL</b>	Work-Based Learning
<b>WRL</b>	Work-Related Learning

## GLOSSARY

### Academic Assurance Report

Produced annually by the Director of Quality Assurance, the AAR summarises the quality processes and outcomes of the previous year as evidence for the Academic Board and Board of Governors that the University remains in compliance with the Office for Students' General Ongoing Conditions of Registration for Quality and Standards.

### Academic Board

Academic Board is the supreme academic authority within the University's deliberative committee structure. Its major committees are the *Academic Planning Committee (APC)*, *Academic Quality Enhancement Committee (AQEC)*, *Learning and Teaching Committee (LTC)*, *Research and Innovation Committee (RIC)* and *Faculty Boards*. See Quality Management Handbook [Chapter 8](#).

### Academic Partnership

Academic partnerships cover any module, course or programme that is delivered in whole or in part by or with another organisation and for which the University has responsibility for academic standards and quality. Academic partnerships also include articulation arrangements. See Quality Management Handbook [Chapter 5](#).

### Academic Planning Committee (APC)

APC is responsible for advising Academic Board and the Directorate on the broad institutional implications of strategic academic developments and gives development consent for new programmes and major programme modifications. See Quality Management Handbook [Chapters 4 & 8](#).

### Academic Quality Enhancement Committee

The Academic Quality Enhancement Committee (AQEC) oversees the academic quality and standards of the University's taught programmes. It is responsible to the Academic Board (AB) for the operation of the University's quality management strategy with specific regard to academic standards and quality enhancement, including programme approval, annual monitoring, periodic review, internal audit, academic partnerships and the outputs from external examining. See Quality Management Handbook [Chapter 8](#).

## Academic Quality and Development Unit<sup>2</sup> (AQDU)

A central service department of the University with responsibility for the development, management and administration of processes for academic quality management and academic planning including academic partnerships. The AQDU also provides the secretariat for Academic Board, its committees and principal sub-committees.

## Academic Registry<sup>3</sup>

The primary responsibilities of the Academic Registry are for the management of student assessment and the maintenance of student records.

## Accessible Information

Information presented or made available in appropriate formats so that it can be found and understood by all intended audiences.

## Access and Participation Plan

Formerly known as Access Agreements, Access and Participation Plans set out how an institution will seek to improve equal opportunities for under-represented groups, as defined by the Office for Students.

## Advance HE

Created out of the former Higher Education Academy and Leadership Foundation for Higher Education, a sector organisation with a remit for enhancing teaching and supporting learning in higher education, developing academic managers and leaders, and supporting governing bodies to discharge their responsibilities for academic and corporate governance. Owners of the [UK Professional Standards Framework \(UKPSF\)](#) which provides the reference point for HEA Fellowship and accreditation.

## Alternative (Exit) Award

Students who exit their degree programme prematurely and have achieved the requisite number and level of credits may be awarded an intermediate award as confirmed at validation, e.g. 120 credit Certificate of Higher Education (CertHE) or 240 credit Diploma of Higher Education (DipHE). Alternative awards are also available for students on PSRB-regulated programmes who have the requisite number/ level of credits but have not met the requirements for professional registration. See Quality Management Handbook [Chapter 4](#).

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<sup>2</sup> [www.edgehill.ac.uk/aqdu/](http://www.edgehill.ac.uk/aqdu/).

<sup>3</sup> [www.edgehill.ac.uk/registry/](http://www.edgehill.ac.uk/registry/).

## **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 that the assessment is unbiased.

## **Annual Monitoring Report (AMR)**

Department-level AMRs provide evaluation of the quality and standards of the University's taught provision drawing on programme performance data and other primary evidence. See Quality Management Handbook [Chapter 3](#).

## **Annual Process Review (APR)**

The Annual Process Review (APR), which is conducted on behalf of AQEC, contains evaluation of one or more elements of the University's quality management strategy informed by consultation with, and feedback from, Faculties and academic-related support services. See Quality Management Handbook [Chapter 1](#).

## **Annual Review Form**

The Annual Review process operates for all academic partners at Category C+ and provides an opportunity to review and monitor the currency and effectiveness of academic partners and the associated delivery of Edge Hill provision. The Annual Review of Academic Partnerships operates in conjunction with Departmental Annual Monitoring but is a separate process. See Quality Management Handbook (Chapter 5).

## **Application for Development Consent (ADC)**

The process by which Faculties seek approval from the Academic Planning Committee for new programmes of study or the re-validation of existing programmes. See Quality Management Handbook [Chapter 4](#).

## **Articulation**

An agreement by the University to recognise an external qualification for entry with advanced standing to an Edge Hill programme, e.g. direct entry to the final year (level 6) of an undergraduate degree or to the dissertation stage (final 60 credits) of a Masters degree. Articulation arrangements enable advanced entry for all students holding the approved qualification and are therefore distinct from applications for Recognition of Prior Learning (RPL) which are made by individuals. An articulation arrangement may be accompanied by a progression agreement with the qualification provider. See Quality Management Handbook [Chapter 5](#).

### **Articulations Approval Panel (AAP)**

A sub-group of the Validation and Audit Standing Panel with responsibility for approving articulation arrangements (as above). See Quality Management Handbook [Chapter 8](#).

### **Asynchronous Learning**

Asynchronous learning is a general term used to describe forms of education, learning and teaching that do not occur in the same place or at the same time. It uses resources outside the constraints of time and place among a network of people.

### **Awarding Body**

An organisation with power to award its own qualifications. UK degree awarding bodies have their powers conferred either by Royal Charter, Act of Parliament or (as is the case for Edge Hill University) the Privy Council.

### **Benchmark Statements**

The QAA's subject benchmark statements<sup>4</sup> set out national expectations about the standards of undergraduate (and some Masters) degrees in a range of subjects and are designed to assist those involved in programme design, approval, delivery and review. See also *UK Quality Code for Higher Education*.

### **Benchmarking**

A process for establishing the comparability or equivalence of the University's provision and practices with those of other higher education providers (or vice versa).

### **Blackboard**

Proprietary brand of Virtual Learning Environment (VLE) chosen by many education institutions including Edge Hill University's Learning Edge VLE. See also *Virtual Learning Environment*.

### **Bologna Process<sup>5</sup>**

The European Commission's process to establish a European Higher Education Area with a common framework for higher education qualifications and standards. See also *European Credit Transfer System*.

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<sup>4</sup> [www.qaa.ac.uk/quality-code/subject-benchmark-statements](http://www.qaa.ac.uk/quality-code/subject-benchmark-statements).

<sup>5</sup> [www.ond.vlaanderen.be/hogeronderwijs/bologna/](http://www.ond.vlaanderen.be/hogeronderwijs/bologna/).

## Centre for Learning and Teaching (CLT)<sup>6</sup>

An Edge Hill service department focused on enhancing student and staff learning and promoting the objectives of the University's Learning and Teaching Strategy<sup>7</sup>. The CLT manages the Advance HE-accredited Postgraduate Certificate in Teaching in Higher Education and UKPSF Continuing Professional Development Framework. See also *Advance HE*.

## Characteristics Statements<sup>8</sup>

Published by the QAA, the five Characteristics Statements define the distinctive features of: Foundation degrees; Masters degrees; Dual and Joint degrees; Doctoral degrees; and HE Apprenticeships.

## Combined Honours

A mixed undergraduate programme of study derived from two subjects, either 60 credits per subject per level (Joint Honours), or 80/ 40 credits per level (Major/Minor). See Quality Management Handbook [Chapter 4](#).

## Competition and Markets Authority (CMA)<sup>9</sup>

Non-ministerial government department responsible for strengthening business competition and preventing and reducing anti-competitive activities. Monitors compliance with consumer protection legislation with specific guidance for higher education providers and students.

## Credit Accumulation and Transfer (CATS)

Credit accumulation provides students with the opportunity to acquire academic credit for their learning achievements which then counts progressively towards a qualification award. Credit transfer is an arrangement by which credit granted by one awarding body is recognised by another.

## Credit Rating

The award of specific or general credit to modules or programmes that are designed and delivered by the University or by other organisations. See Quality Management Handbook [Chapter 5](#).

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<sup>6</sup> [www.edgehill.ac.uk/ct/](http://www.edgehill.ac.uk/ct/).

<sup>7</sup> [www.edgehill.ac.uk/documents/learning-teaching-strategy/](http://www.edgehill.ac.uk/documents/learning-teaching-strategy/).

<sup>8</sup> [www.qaa.ac.uk/quality-code/supporting-resources](http://www.qaa.ac.uk/quality-code/supporting-resources).

<sup>9</sup> [www.gov.uk/government/organisations/competition-and-markets-authority](http://www.gov.uk/government/organisations/competition-and-markets-authority).

## **Degree Apprenticeship**

Degree Apprenticeships are practical vocational degree courses at FHEQ levels 6 & 7, regulated by the Office for Students, which allow people to combine both the academic study from a traditional university degree with practical vocational experience, assessed against a national Apprenticeship Standard. See Quality Management Handbook [Chapter 5](#).

## **Degree Outcomes Statement**

Degree Outcomes Statements are produced and published by higher education providers and analyse their degree outcomes in the context of arrangements for teaching, learning and assessment, academic regulations (degree classification algorithm), and academic governance.

## **Delivery Plan**

A systematic and comprehensive record of the responsibilities that are retained by the University and those that are delegated to another organisation in the management and delivery of partner-delivered provision. See Quality Management Handbook [Chapter 5](#).

## **Desk-Based Assessment**

The annual monitoring process at department level consists of a Desk-Based Assessment of Academic Standards and Quality, and the creation of a Quality Enhancement Plan (QEP) which contains details of how the department intends to improve performance in specific areas and showcases examples of good practice linked to higher performance. See Quality Management Handbook [Chapter 3](#).

## **Development Consent**

See '*Application for Development Consent*'.

## **Developmental Enquiry**

A form of internal audit that explores cross-cutting themes or practices across Faculties with the aim of identifying and promoting good practice. See Quality Management Handbook [Chapter 3](#).

## **Diploma Supplement**

A document issued to graduates describing the nature and content of their qualification and the structure of the higher education system within which it was awarded. Includes (at Edge Hill) the student's transcript of modules/credit and Award Statement.

**Directorate**

The executive management team of Edge Hill University consisting of the Vice-Chancellor, Deputy Vice-Chancellor and five Pro Vice-Chancellors including three Faculty Deans.

**Double Marking**

Assessment of students' work by two or more independent markers as a means of safeguarding or assuring academic standards by controlling for individual bias.

**Dual Degree**

An academic partnership in which two (or more) awarding institutions together deliver a programme leading to separate awards being granted by each (all) of them using their own academic regulations. Edge Hill University does not deliver dual degrees at this time.

**Due Diligence**

Enquiries related to the governance, ethos, status, capacity, reputation and general sustainability of a potential delivery organisation or support provider to satisfy the requirements of a degree-awarding body for an arrangement to deliver learning outcomes.

**Electronic Validation Documentation System (E-Val)**

A database that uses a web front-end to assemble and publish electronic programme and module specifications, Applications for Development Consent and Initial Proposals for Major Programme Modification for all Edge Hill University awards.

**Education and Skills Funding Agency (ESFA)<sup>10</sup>**

Government agency with responsibility for funding skills training for further education in England, including Higher and Degree Apprenticeships.

**Employability Sub-Committee**

The Employability Sub-Committee (ESC) is responsible to the Learning and Teaching Committee (LTC) for advising on issues relating to employability and enterprise activity and its impact on learning and teaching and the overall student experience.

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<sup>10</sup> [www.gov.uk/government/organisations/education-and-skills-funding-agency](http://www.gov.uk/government/organisations/education-and-skills-funding-agency).



## End-Point Assessment

The independent assessment of apprentices at the conclusion of Higher and Degree Apprenticeship programmes. Conducted by registered End-Point Assessment Organisations (EPAOs).

## Erasmus+<sup>11</sup>

Erasmus+ is the EU programme for education, training, youth and sport that enables higher education students to study or work abroad (for between three and twelve months) as part of their degree.

## European Credit Transfer System (ECTS)<sup>12</sup>

Part of the Bologna accord for the establishment of a single European Higher Education Area, ECTS supports student mobility within the EHEA through credit transfer with one ECTS credit being equivalent to two UK HE credits.

## Exceptional Mitigating Circumstances (EMC)

Part of the University's Academic Regulations<sup>13</sup>, the Exceptional Mitigating Circumstances process provides for students whose health or personal circumstances at the time of assessment are deemed deserving of special consideration by a Scheme Progression and Award Board - see Quality Management Handbook Chapter 8.

## External Examiners

A peer review system operated by UK higher education providers which engage academic staff of other providers to review (moderate) assessed student work. External examiners verify that qualifications meet or exceed national threshold standards and that standards beyond threshold are comparable with other providers. See Quality Management Handbook Chapter 2.

## External Examiners Sub-Committee (EESC)

Makes recommendations to AQEC on the engagement of external examiners using criteria defined in Quality Management Handbook Chapter 2. For EESC's constitution and terms of reference, see Quality Management Handbook Chapter 8.

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<sup>11</sup> [www.britishcouncil.org/study-work-abroad/outside-uk/erasmus/study-europe](http://www.britishcouncil.org/study-work-abroad/outside-uk/erasmus/study-europe).

<sup>12</sup> [http://ec.europa.eu/education/tools/ects\\_en.htm](http://ec.europa.eu/education/tools/ects_en.htm).

<sup>13</sup> Available via [www.edgehill.ac.uk/documents/collection/academic-regulations/](http://www.edgehill.ac.uk/documents/collection/academic-regulations/).

### **Extraordinary Audit**

A type of internal audit commissioned by AQEC to address a specific presenting issue or set of circumstances. See Quality Management Handbook [Chapter 3](#).

### **Faculty Board**

Responsible to *Academic Board* for the monitoring, evaluation and review of academic provision within the Faculty, including programmes delivered by or with academic partners. See Quality Management Handbook [Chapter 8](#).

### **Flexible and Distributed Learning**

Distinguished from conventional classroom-based activity on the basis of *location*, where the time and place of learning are to some extent controlled by the student; or *prescription*, where there is some flexibility to negotiate the content, learning outcomes and assessment activities.

### **Framework for Higher Education Qualifications (FHEQ)<sup>14</sup>**

This describes the achievement represented by higher education qualifications at levels 4-8 with reference to generic qualification level descriptors. See also *UK Quality Code for Higher Education*.

### **Franchising**

The transfer of significant responsibilities for the delivery (in whole or in part) of a University programme or module/s to another organisation. See also *Academic Partnership - Quality Management Handbook* [Chapter 5](#).

### **Graduate Outcomes**

A UK-wide survey of graduates fifteen months after completion which aims to help current and future students gain an insight into career destinations and development in the context of performance by individual degree providers. Has replaced the previous Destinations of Leavers from Higher Education survey.

### **Graduate School (Board of Studies)**

The Graduate School is an administrative unit that oversees the enrolment, supervision and examination of Edge Hill's research degree students. The Graduate School Board of Studies (GSBOS) is responsible to the Research and Innovation Committee for the quality assurance of research degrees and monitors the effectiveness of the GSBOS Student Experience Sub

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<sup>14</sup> [www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks](http://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks).

Group in its discharge of quality-related issues. GSBOS also acts as the progression and award board for MRes, MPhil, PhD and professional doctorate students.

### **Graduate School Board of Studies Student Experience Sub Group**

A Sub Group responsible to the Graduate School Board of Studies, Research Innovation Committee and Academic Board that specifically considers any postgraduate research student feedback and any issues relating to the research student experience, making recommendations as appropriate.

### **Higher Apprenticeship**

Higher Apprenticeships are practical vocational courses at FHEQ levels 4 & 5, inspected by Ofsted, which allow people to combine both the academic study from a traditional university higher education programme with practical vocational experience assessed against a national Apprenticeship Standard. See Quality Management Handbook [Chapter 5](#).

### **Higher Education Provider**

Organisations that delivers higher education. In the UK this may be a degree-awarding body or another organisation that offers programmes of higher education on behalf of one or more degree-awarding bodies.

### **Higher Education Statistics Agency (HESA)<sup>15</sup>**

The central source for the collection and dissemination of statistics about publicly-funded UK higher education. The Office for Students' Designated Data Body for England.

### **Honorary Awards Committee**

A committee of the Academic Board with responsibility for receiving nominations and making recommendations for recipients of the University's honorary degree awards.

### **Human Tissue Management Sub-Committee (HTMSC)**

The Human Tissue Management Sub-Committee (HTMSC) is responsible for overseeing activity conducted under the University's Human Tissue Research Licence and reports directly to the University's Research Innovation Committee. See Quality Management Handbook [Chapter 8](#).

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<sup>15</sup> [www.hesa.ac.uk/](http://www.hesa.ac.uk/).

### **Initial Proposal for Major Modification (IPM)**

Initial Proposal for Major Modification of an Existing Validated Programme received by the Academic Planning Committee and completed using the E-Val system. See also Quality Management Handbook [Chapter 4](#).

### **Initial Teacher Education (ITE)**

Undergraduate and Postgraduate (PGCE) programmes with Qualified Teacher Status (QTS) for School-based provision, and Qualified Teacher Learning and Skills (QTLS) status for Further Education. See also *National College for Teaching and Leadership*.

### **Integrated Masters**

A four-year programme that combines undergraduate and postgraduate study at levels 4-7 in proportions of 120 credits per level.

### **Integrated Single Honours**

A mixed subject undergraduate programme in which subjects are combined in roughly equal proportions across the three years/ levels of study. See Quality Management Handbook [Chapter 4](#).

### **Intended Award**

Intended awards are promoted in the University's course prospectus and equate to successful completion of a full programme of study. See Quality Management Handbook [Chapter 4](#).

### **Internal Audit**

A generic term which at Edge Hill encompasses various styles of internal quality audit. See Quality Management Handbook [Chapter 3](#).

### **Joint Degree**

An academic partnership arrangement in which two (or more) awarding institutions together provide a programme of study which results in a single award of both/ all institutions operating under a common set of academic regulations. Edge Hill University does not validate Joint degrees at this time.

### **Joint Honours Degree**

A mixed undergraduate degree derived from two subjects in equal proportions, i.e. 60 credits per subject per level. See Quality Management Handbook [Chapter 4](#).

### **Learning and Teaching Committee (LTC)**

Responsible to the *Academic Board* for leading on enhancements to the University's strategies for learning, teaching, and assessment, and with overall strategic responsibility for the student experience. See Quality Management Handbook [Chapter 8](#).

### **Longitudinal Education Outcomes (LEO)**

A set of official experimental statistics on employment and earnings outcomes of higher education graduates by degree subject studied and university attended.

### **Major/ Minor Degree**

A mixed undergraduate degree derived from two subjects in the ratio of 80/ 40 credits per level. See Quality Management Handbook [Chapter 4](#).

### **Major Modifications Panel (MMP)**

A sub-group of the Validation and Audit Sub-Committee Standing Panel with responsibility for approving major programme modifications. See Quality Management Handbook [Chapter 8](#).

### **Minor Modifications Review**

Minor Modifications Reviews are conducted by the Validation and Audit Sub-Committee Standing Panel (VAS-P) and consider the totality of modifications made since the previous Institution-level validation or review activity to confirm that a programme's award title, aims and learning outcomes remain valid and achievable. See Quality Management Handbook [Chapter 4](#).

### **Moderation (of assessment)**

A process for sampling assessment which tests for consistent application of marking criteria across the range of student achievement (grades). Internal moderation, which normally precedes moderation by an external examiner, confirms that the marks awarded are in the appropriate range and in exceptional cases may include the scaling of marks or a requirement to re-mark a whole cohort (see also *Second marking*). See Quality Management Handbook [Chapter 7](#).

### **Module Approval Panel (MAP)**

Faculty process for approving new modules. See Quality Management Handbook [Chapter 4](#).

## MOOC

Massive Open Online Courses are aimed at large-scale interactive participation and open access via the internet. Courses are typically free and tend not to offer academic credit. See Quality Management Handbook [Chapters 4 and 6](#).

## Masters by Research

A Level 7 research degree - see also Quality Management Handbook [Chapter 9](#).

## Module Assessment Board

Receives the marks from module assessment and makes recommendations for the award of credit to the associated *Progression and Award Board*.

## Notional Learning Hours

The number of hours that (it is expected) a learner at a particular level will spend, on average, to achieve the specified learning outcomes at that level.

## Office for Standards in Education (Ofsted)<sup>16</sup>

A single inspectorate for schools and providers of initial teacher education and apprenticeships at levels 2-5 including Higher Apprenticeships.

## Office for Students (OfS)<sup>17</sup>

National regulator of higher education in England, replacing the Higher Education Funding Council for England (HEFCE) and Office for Fair Access (OFFA). Responsible for teaching standards, market entry and widening participation including responsibility for monitoring the Prevent duty<sup>18</sup>.

## Outreach Delivery

A form of academic partnership in which the University retains full responsibility for the delivery, assessment and quality assurance of a programme that is delivered by its own staff at another location (also occasionally referred to as 'flying faculty'). Includes learning venues (Edge Hill Category B academic partnership) and supported learning centres (Category C academic partnership). See Quality Management Handbook [Chapter 5](#).

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<sup>16</sup> [www.ofsted.gov.uk/](http://www.ofsted.gov.uk/).

<sup>17</sup> [www.officeforstudents.org.uk/](http://www.officeforstudents.org.uk/).

<sup>18</sup> Prevent duty: relevant higher education bodies must give due regard to the need to prevent people from being drawn into terrorism – see: [www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales](http://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales).

## Periodic Review

Five-yearly cyclical internal review of an academic department's taught degrees. Periodic review establishes that academic standards are being maintained and the quality of students' learning opportunities enhanced. Successful periodic review confers continuing approval of current taught programmes. See Quality Management Handbook [Chapter 3](#).

## Personal Development Planning/Portfolio (PDP)

A process used within programmes to help students plan, record and reflect on their personal development as learners, often linked with the development of academic and graduate transferable skills.

## Professional Doctorate

Professional doctorates are equivalent to a PhD, the key difference being that the student's research is informed by, and ultimately contributes to, their professional practice context – see Quality Management Handbook [Chapter 9](#).

## PhD by Publication

A doctorate awarded through submission of a coherent portfolio of peer-reviewed published work which provides an original contribution to knowledge - see Quality Management Handbook [Chapter 9](#).

## Programme Board

Reporting to Faculty Board, Programme Boards are located in academic departments and provide opportunities for the formal discussion and evaluation of programme-related issues. Participants comprise teaching staff and student representatives (see also *Student-Staff Consultative Forum*). See Quality Management Handbook [Chapters 6 & 8](#).

## Programme Specification

At Edge Hill University, programme specifications are used to describe the knowledge, understanding, skills and other attributes that students will have developed on successful completion, and the teaching and assessment activities that support their learning. Programme specifications form the core of the documentation required for programme approval (See *Validation*).

## Programme Validations and Modifications Group (PVM)

Information on module and programme approvals, modifications and closures is circulated by email to a group of key Edge Hill University stakeholders comprising Faculties, Academic Registry, Academic Quality & Development Unit, Admissions, Careers Centre, Corporate

Communications, International Office, Learning Services, Strategic Planning and Policy Unit and Student Recruitment.

### **Progression and Award Board**

Progression and Award Boards operate with delegated authority from the Academic Board to confirm the award and classification of Edge Hill University credit and awards. See Quality Management Handbook [Chapter 8](#), also *Module Assessment Board*.

### **Protected Characteristics**

Certain characteristics – age, disability, gender re-assignment, marital or civil partnership status, pregnancy and maternity, race (ethnic origin or national identity), religion or belief (including lack of belief), sex and sexual orientation – which in the context of the Quality Code, may require particular consideration in ensuring equal access to educational opportunities for all.

### **Qualifications and Credit Framework (QCF)**

Replacement for the National Qualification Framework (NQF), the QCF recognises Further Education qualifications and units through the award of credit, typically at levels 1-3 but also at higher levels for some professional programmes. The QCF is regulated jointly by England's regulator Ofqual, Wales' DCELLS and Northern Ireland's CCEA.

### **Quality Assurance Agency for Higher Education (QAA)<sup>19</sup>**

Established in 1997 to provide an integrated quality assurance service for UK higher education institutions. The Office for Students' Designated Quality Body for England.

### **Regulations Review Sub-Committee (RRSC)**

A sub-committee of the Learning and Teaching Committee with responsibility for making recommendations for changes and additions to the *Academic Regulations*. See Quality Management Handbook [Chapter 8](#).

### **Research Innovation Committee (RIC)**

Responsible to the Academic Board for assuring the standards and quality of research and knowledge exchange activity undertaken by both staff and students. See Quality Management Handbook [Chapter 8](#).

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<sup>19</sup> [www.qaa.ac.uk/](http://www.qaa.ac.uk/).



### **Research Excellence Framework (REF)**

Assesses the quality of research in UK higher education institutions and used by the four UK higher education funding bodies (Research England, the Scottish Funding Council (SFC), the Higher Education Funding Council for Wales (HEFCW), and the Department for the Economy, Northern Ireland (DfE)) to determine the allocation of research funding.

### **Recognition of Prior Learning (RPL), Recognition of Prior (Certificated) Learning, RP(C)L; Recognition of Prior (Experiential) Learning, RP(E)L**

The process of recognising previous learning that is either formally certificated or *experiential*, i.e. derived from the workplace or other life experience. See Quality Management Handbook [Chapter 7](#).

### **Sandwich Programme**

A programme of study that includes a significant time – normally a year – spent studying away from the university or college (typically a work-based setting).

### **School-Centred Initial Teacher Training (SCITT)<sup>20</sup>**

Initial teacher education designed and delivered by groups of neighbouring schools and colleges in which trainees are usually based in a lead school and complete their teaching practice at others within the group.

### **School Direct**

Initial teacher education delivered by a school or group of schools in partnership with a university or SCITT (see above). See Quality Management Handbook [Chapter 5](#).

### **Student Experience Sub-Committee (SESC)**

A sub-committee of the *Learning and Teaching Committee* with specific responsibility to advise on issues related to the operation of learning, teaching and student support and their impact on the student experience. See Quality Management Handbook [Chapter 8](#).

### **Student Experience Team (SET)**

Comprises dedicated sub-teams with responsibilities for managing student communications and feedback (Student Pulse Survey), and developing, promoting and managing initiatives that encourage students to engage in non-academic enrichment activity.

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<sup>20</sup> [www.ucas.com/postgraduate/teacher-training/train-teach-england/postgraduate-teacher-training-england](http://www.ucas.com/postgraduate/teacher-training/train-teach-england/postgraduate-teacher-training-england).

### **Student Pulse Survey**

A survey of students' learning experience at module and programme level conducted electronically on a schedule managed by the Student Experience Team. See Quality Management Handbook [Chapter 6](#).

### **Student-Staff Consultative Forum (SSCF)**

A mechanism for staff and students to discuss programme- related issues (see also *Programme Board*). See Quality Management Handbook [Chapters 6 & 8](#).

### **Synchronous Learning**

Synchronous learning refers to a learning event in which a group of students are engaging in learning at the same time.

### **Tableau**

Tableau software is used for creating data visualisations, publishing data sources and publishing workbooks with particular application to Edge Hill's Annual Monitoring and Periodic Review processes.

### **Taught Degrees Framework<sup>21</sup>**

Guiding principles, support and resources for the design and delivery of Edge Hill's undergraduate and postgraduate taught degrees focused on student induction and transitions; learning, teaching and assessment; academic and pastoral support; graduate employability; and civic awareness and internationalisation. See Quality Management Handbook [Chapter 6](#).

### **Teaching Excellence and Student Outcomes Framework (TEF)**

A government mechanism for recognising teaching quality among higher education providers (analogous to the *Research Excellence Framework*).

### **Technology Enhanced Learning**

Involves the use of [electronic media](#), [educational technology](#) and [information and communication technologies \(ICT\)](#) in the delivery of face-to-face, blended or distance learning programmes (see also *Virtual Learning Environment*). See Quality Management Handbook [Chapter 6](#).

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<sup>21</sup> [www.edgehill.ac.uk/clt/taught-degrees-framework/](http://www.edgehill.ac.uk/clt/taught-degrees-framework/).

## UK Quality Code for Higher Education<sup>22</sup>

The *UK Quality Code for Higher Education* is used by higher education providers to assure the standards and quality of their degree programmes, and by the Office for Students and other UK national regulators to review the standards and quality of HE providers. Aligned with baseline requirements for market entry by new higher education providers.

## University Research Ethics Sub-Committee (URESC)

The University Research Ethics Sub-Committee (URESC) of the Research Innovation Committee oversees the ethical good practice of research and knowledge exchange activities carried out by staff and students across the Institution. See Quality Management Handbook [Chapter 8](#).

## Validation

The formal Institutional procedure for the academic approval of an Edge Hill University programme of study. See Quality Management Handbook [Chapter 4](#).

## Validation and Audit Standing Panel (VASP)

An appointed body of qualified and experienced academic and senior support staff who receive training to serve on Edge Hill validation, review and audit panels. See Quality Management Handbook [Chapters 3 & 4](#).

## Virtual Learning Environment (VLE)

A software system designed to facilitate online learning. See also '*Blackboard*'.

## Cross Institutional Retention Group

A working group of the Student Experience Sub-Committee to provide an institutional focus for issues concerning student retention and promote the dissemination of good practice.

## Work-Based Learning/Work-Related Learning (WBL/WRL)

Programmes or modules that embody practical employability skills to complement students' academic knowledge and skills. *Work-based* learning occurs mainly in the workplace and includes a significant amount of work-based assessment, while *work-related* learning may involve industry simulations, projects and case studies.

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<sup>22</sup> [www.qaa.ac.uk/quality-code](http://www.qaa.ac.uk/quality-code).