

Quality Manual: Glossary

A glossary of terms used in the Quality Manual and a definition of document types.

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1. Glossary

1.1. The table below provides a glossary of terms used by the Quality and Standards Office and wider University.

Term	Description
Academic Framework for the Design and Delivery of University Awards	A document that articulates the structures in place for the operation of the University's awards. It sets out the requirements and attributes for the design and delivery of University awards with which all courses must comply.
Accreditation	External recognition of adherence to a set standards to perform activity or hold a certain status. For example, a course may be accredited by an external body to be developed and delivered to meet the external bodies set standards and expectations
Additional Course Regulations	This denotes a regulation that is approved to extend or vary the University regulations for a course or group of courses.
Additional Regulations	A set of regulations approved by Academic Board for academic courses, such as joint awards and jointly approved courses, which are additional both to the University Regulations and Additional Course Regulations.
Advanced Standing	The use of a prior certificated award to gain entry to a course at a level or stage of study later than the normal entry point

Articulation agreement	An articulation agreement is a formal agreement that allows specific credits that has been gained from one higher education institution to be transferred to another institution as advanced standing.
B Conditions for Quality and Standards	As part of the ongoing conditions for registration that the University must continue to meet to provide higher education in the UK, the Office for Students imposes the following conditions specific to “Quality, reliable standards and positive outcomes for all students” https://www.officeforstudents.org.uk/advice-and-guidance/quality-and-standards/how-we-regulate-quality-and-standards/
Blended learning	Refers to learning design that purposefully, thoughtfully and effectively integrates on-site face-to-face and online learning opportunities, informed and driven by student needs.
Boards of Studies	Boards of Studies monitor and oversee course development and performance throughout the academic year and course approval cycle.
Characteristics Statements	The QAA has published characteristic statements for four areas of academic activity (i) Doctoral degrees, (ii) Master's degrees, (iii) Foundation degrees, (iv) Qualifications involving more than one degree-awarding body (v) Higher Education Apprenticeships and (vi) microcredentials. It is University policy that its awards should be consistent with these.
Collaborative provision	Collaborative Provision is an arrangement in which a higher education institution enters into partnership with another organisation to offer academic courses together. Collaborative courses are primarily those where students are registered as students of the University but study in whole or in part at another organisation (collaborative partner).
Course	A course is an approved curriculum as expressed in its generic aims and objectives, which provides a coherent academic experience, for a registered student and leading to a named award. The University termed this a ‘programme’ before September 2021.
Course Approval	Mechanism for the approval of an academic course of study.
Credit	Credit is an educational currency that provides a means of quantifying learning achieved at a given level of study. It is awarded to students who have demonstrated that they have attained the specified intended learning outcomes of a module/course. The amount of credit attributed or awarded is based upon an estimate of the notional average time which it would take an average student to acquire the specified learning at a given level. One credit is attributed to 10 notional average time (or Notional Study Hours). 120 credits are attributed to the learning acquired at a particular level in a full-time academic year of approximately 30 weeks. One full-time academic year involves 1200 hours of notional learning time; one full time week involves 40 hours of notional learning time Credit is awarded for achievement at or above a threshold or pass level. One credit is attributed to 10 hours of notional learning time at a specified level.
Credit Framework	The University currently manages the majority of its taught awards through the Regulation and Credit Framework [link]. This sets out the architecture of taught undergraduate and taught postgraduate awards.

Typical higher education qualifications within each level	FHEQ Level	Minimum credit	QF-EHEA cycles	ECTS credit ranges from the QF-EHEA
PhD/DPhil	8	Not typically credit-rated	Third cycle (end of cycle) qualifications	Not typically credit-rated
Professional doctorates (eg DProf, EdD, DBA, DClInPsy)		540 (360 at FHEQ level 8)		
Research master's degrees (eg MRes, MPhil)	7	Not typically credit-rated	Second cycle (end of cycle) qualifications	The minimum requirement is 60 ECTS; however a range of 90-100 ECTS credits is more typical at second cycle level
Taught master's degrees (eg MA, MSc)		180 (150 at FHEQ level 7)		
Integrated master's degrees (eg MEng, MChem, MPhys, MPharm)		480 (120 at FHEQ level 7)		
Primary (or first) qualifications in medicine, (eg BM BS) and dentistry (eg BDS)		Not typically credit-rated		
Postgraduate diplomas		120 (90 at FHEQ level 7)		
Postgraduate Certificate in Education (PGCE)	60 (40 at FHEQ level 7)	60 (40 at FHEQ level 7)	First cycle (end of cycle) qualifications	180-240 ECTS credits
Postgraduate certificates	60 (40 at FHEQ level 7)			
Bachelor's degrees with honours (eg BA/BSc Hons)	360 (90 at FHEQ level 6)			
Bachelor's degrees	300 (60 at FHEQ level 6)	60 (40 at FHEQ level 6)	Short cycle (within or linked to the first cycle) qualifications	Approximately 120 ECTS credits
Professional Graduate Certificate in Education (ProfGCE/sometimes referred to as PGCE)	60 (40 at FHEQ level 6)			
Graduate diplomas	80 (80 at FHEQ level 6)			
Graduate certificates	40 (40 at FHEQ level 6)			
Foundation degrees (eg FGA, FdSc)	5	240 (90 at FHEQ level 5)	Short cycle (within or linked to the first cycle) qualifications	Approximately 120 ECTS credits
Diplomas of Higher Education (DipHE)		240 (90 at FHEQ level 5)		
Higher National Diplomas (HND awarded by degree-awarding bodies under licence from Pearson)		240 (90 at FHEQ level 5)		
Higher National Certificates (HNC awarded by degree-awarding bodies under licence from Pearson)	4	120 (60 at FHEQ level 4)	Short cycle (within or linked to the first cycle) qualifications	Approximately 120 ECTS credits
Certificates of Higher Education (Cert HE)		120 (90 at FHEQ level 4)		

Distance learning	Distance learning is a mode of study in which students undertake courses of study outside of an institutional environment and usually without face-to-face tuition.. Academic standards for distance learning and the quality of provision should be equivalent to those offered at the University.
Franchise	A franchise agreement is a formal collaborative agreement where a partner delivers approved university courses in line with the agreed terms and conditions, where the award is from Canterbury Christ Church University.
Higher Education Credit Framework for England: Advice on Academic Credit Arrangements	<p>The main purposes of <i>The framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ)</i> is to provide guiding principles for the use of credit.</p> <p>The framework provides level descriptors at levels 4-8. The design of University courses embeds the FHEQ. Level descriptors must be utilised in course design.</p>
Intended learning outcome	Intended Learning Outcomes identify what a successful student is expected to achieve, know and do on the completion of an award. ILOs should be measurable, achievable and accessible.
Level	<p>The University recognises the following higher education levels of achievement:</p> <p>Level 0: University learning, such as a Foundation Year of a degree, that does not result in the award of HE credit but may comprise the first year of a four-year course of study.</p> <p>Level 4: Certificates of Higher Education</p> <p>Level 5: Foundation degrees, Diplomas of Higher Education</p> <p>Level 6: Ordinary (Bachelors) degrees, Bachelor's degrees with Honours, Graduate Certificates and Graduate Diplomas, Professional Graduate Certificates in Education</p>

	<p>Level 7: Masters degrees, Postgraduate Certificates, Postgraduate Diplomas, Postgraduate Certificates in Education</p> <p>Level 8: Doctorates</p>
Module	<p>A module is a component of study within a course. Each module has its own aims and intended learning outcomes (aligned to the course outcomes) which are assessed during that module. Most University modules represent a notional average of 200 hours of study, carrying 20 credits.</p>
Non-credit bearing courses	<p>Non-credit Bearing Course is a type of short course which does not carry any credits and do not lead to a recognised qualification. For example, courses which offer an attendance certificate are classed as non-credit bearing courses and must follow the appropriate planning, approval and review process.</p>
Professional, Statutory and Regulatory Body	<p>A Professional, Statutory or Regulatory Body (PSRB) is an organisation which is authorised to accredit, approve or recognise specific courses/modules that leads to professional or vocational recognition.</p> <p>Faculty Quality Committees have responsibility for the oversight of the reports by Professional, Statutory and Regulatory Bodies. Annual reports regarding PSRB activity are received by the Quality Monitoring and Review Sub Committee.</p>
Progression agreement	<p>A formal agreement between the University and a partner institution that allows a student who completes one qualification entry to another, subject to any limitations imposed by the accord. Where limitations exist, they may include specific levels of achievement on the award that has been completed, or additional hurdles such as an interview. Unlike an Articulation Agreement (qv), the institution receiving the student does not take any responsibility for the standards of the award to be achieved for entry.</p>
Quality Strategy Group	<p>A group comprising key members of the Quality and Standards Office and the Faculty Directors of Quality, which meets weekly to consider key strategic and operational issues relating to academic quality. It is not a decision-making body and it is not a substitute for University-wide consultation or for the deliberative function of University committees and sub-committees.</p>
Recognition of prior learning (RPL)	<p>A process that recognises learning undertaken outside the course of study being taken. This can be through either:</p> <ul style="list-style-type: none"> • Recognition of prior certificated learning (RPCL) - the use of prior certificated credits to gain exemption from specific module(s) within a University course of study, where no credit is awarded by the University, including Advanced Standing; • Recognition of prior experiential learning (RPEL) - the use of recent previous professional or non-certificated experience to gain exemption from part of a University course of study, where credit is awarded by the University. <p>See also Advanced Standing.</p>
Regulations	<p>A set of rules approved by Academic Board that must be followed. They include course specific Additional Course Regulations. Regulations cannot be set aside or qualified by a subsidiary process. The University's regulations are set out in the Regulation and Credit Framework.</p>

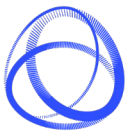
Short Course	A short course is a course of study of no greater than 400 hours learning time, usually but not always credit-bearing, and which normally leads to a University Certificate.
Subject benchmarks	<p>'Subject benchmarks provide a means for the academic community to describe the nature and characteristics of courses in a specific subject. They also represent general expectations about the standards for the award of qualifications at a given level and articulate the attributes and capabilities that those possessing such qualifications should be able to demonstrate.' (The Quality Assurance Agency for Higher Education).</p> <p>Where they exist, subject benchmarks should be consulted in the designing of courses and, where appropriate, reflected in the aims and intended learning outcomes for those courses. Unquestioning adherence, however, is not required. Course designers are encouraged to use them selectively - to adopt those which apply to the design of their particular course and where necessary to give reasons why others are not applicable or relevant. It is important that course documentation is clear and explicit about how the relevant benchmark statements have been used.</p>
<i>UK Quality Code for Higher Education</i>	The <i>UK Quality Code for Higher Education</i> is a key reference point for UK higher education providers reviewed by QAA [The Quality Assurance Agency]. It is a nationally agreed point of reference for all those involved in delivering higher education courses that lead to an award from, or are validated by, a UK higher education awarding body (a provider entitled to award degrees).

2. Types of document: definitions

2.1. The table below provides definitions of the different types of document used across the University.

Class of Document	Description
Strategy	<p>A Strategy is a statement that sets out, for a designated period, a set of achievable, measurable and timely objectives requiring cross-University activity. The intention is normally to impact upon the long-term future of a key area or the University as a whole.</p> <p>A Strategy may be termed a strategic plan, strategic framework or masterplan.</p>
Regulation	A regulation is a statement of general applicability that requires compliance with financial, academic or research standards and requirements (including those required by a regulatory body).
Policy	<p>A policy is a statement that reflects the approach to be taken by the University related to a specific issue.</p> <p>A University policy:</p> <ul style="list-style-type: none"> (a) sets of the governing principles requiring actions or place limitations on action (b) has University-wide application (c) is intended to establish a framework for University-wide activity that is to last for the foreseeable future and change infrequently other than as a consequence of legal or regulatory change or significant change within the University

	<p>(d) assists the University to comply with external requirements</p> <p>(e) contributes to the management of institutional risk by the University; and</p> <p>(f) is approved at a University level.</p> <p>The purpose is to inform decision-making and secure compliance. A policy is of general applicability affecting or applying across several operating groups within the University such as Faculties, Schools and Departments, and the University as a whole.</p> <p>A policy will say “what” is to be achieved and ascribe responsibility for implementation.</p>
Code of Practice	<p>A Code of Practice establishes rules for a particular aspect of the University, which may be specific to a more limited number of operating groups. A Code of Practice will often have ethical or professional considerations as the reason for its development. The Code may detail expected processes or actions, although these may be in the associated procedures.</p>
Process	<p>A process sets out the practical steps to follow in order to deliver the regulation, procedure etc in practice.</p>
Procedure	<p>A Procedure sets out how to implement a Strategy, Regulation, Policy or Code of Practice across the University and, as such, is a directive statement. It sets out a series of interrelated actions taken to help this implementation.</p> <p>University procedures:</p> <p>(a) identify and provide a suitable link to the applicable University Policy,</p> <p>(b) are written in a format that is easy to follow, using numbers or bullets to set out the steps that need following,</p> <p>(c) are subject to periodic review and updated as necessary.</p> <p>The University expects that a procedure will be specific, factual, and to the point and identify responsibility for carrying out the process or action. A Procedure assists decision-making by ensuring consistency and avoids duplication.</p> <p>The specified steps generally should be followed as outlined. Usually, there is more detailed explanatory text than with a Policy.</p>
Standard	<p>A Standard is a statement setting out the required action in a particular circumstance. A Standard establishes a set of rules emanating from a recognised authority outside the University.</p>
Guidance	<p>The Guidance provides a flexible framework to enable the achievement of a task using a recommended approach for conducting a specific activity. Guidance will contain information about how to accomplish a task or reach a particular goal. The Guidance provides operational detail, instructions and advice that facilitate the implementation of a Policy or Procedure. The Guidance offers suggestions. Although not mandatory, Guidance defines what is best practice while recognising that alternate actions might be available. However, they might not be as effective. An explanatory text is usually involved.</p>



Checklist	A checklist contains one or more statements setting out how to accomplish a task, usually through a series of steps. These steps apply to a specific circumstance and need writing in simple language with an emphasis on brevity. The sequence is important. A flowchart is an alternative means of conveying similar information.
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