

## QUALITY MANUAL: GLOSSARY

*A glossary of the terms used in the quality manual.*

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	The process by which the University allows greater autonomy in areas of quality assurance to partners that are working with the University to confer a University award, and which over a period of time have demonstrated their ability to have management of quality and enhancement delegated to them. The University does not at the present have such arrangements. Offering validated courses does not in itself evidence the capacity to so act.
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 Special 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 credit that has been gained from one higher education institution to be transferred to another institution as advanced standing. The right to such advanced standing applies to all students covered by the agreement, who have gained that specific credit, without a further consideration of that credit, subject to any limitations set out in the agreement. An articulation agreement is therefore covered by Chapter B10 of the <i>UK Quality Code for Higher Education</i> , as the University in receipt of the credits will need to assure itself of the quality and standards of the learning that is undertaken at its partner and cannot do this through an assessment of the achievement of the individual student. It contrasts therefore with RPL (qv) where there is no prior commitment to offer a student advanced standing and where entry is dependent on an assessment of the achievement of a student, and with a Progression Accord (qv), where no credit is being imported and where there may be additional hurdles, such as an interview.
Blended learning	Course delivered using a combination of traditional classroom-based learning and distance learning, normally using such information technologies as video-conferencing, audio-conferencing, Internet, and other media, and underpinned by effective learner support systems.
Board of Study	Boards of Study monitor and oversee course development and performance throughout the academic year and course approval cycle.

<p>Characteristics Statements</p>	<p>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. It is University policy that its awards should be consistent with these.</p>												
<p>Collaborative provision</p>	<p>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. Students are registered as students of the University and receive an award from the University, the standard of which is guaranteed by the University as equivalent of the awards it delivers entirely itself.</p>												
<p>Conditions for Quality and Standards</p>	<p>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”.<sup>1</sup></p> <table border="1" data-bbox="359 696 1481 1406"> <tr> <td data-bbox="359 696 587 831"> <p>Condition B1</p> </td> <td data-bbox="587 696 1481 831"> <p>The provider must deliver well designed courses that provide a high quality academic experience for all students and enable a student’s achievement to be reliably assessed.</p> </td> </tr> <tr> <td data-bbox="359 831 587 958"> <p>Condition B2</p> </td> <td data-bbox="587 831 1481 958"> <p>The provider must support all students, from admission through to completion, with the support that they need to succeed in and benefit from higher education.</p> </td> </tr> <tr> <td data-bbox="359 958 587 1059"> <p>Condition B3</p> </td> <td data-bbox="587 958 1481 1059"> <p>The provider must deliver successful outcomes for all of its students, which are recognised and valued by employers, and/or enable further study.</p> </td> </tr> <tr> <td data-bbox="359 1059 587 1187"> <p>Condition B4</p> </td> <td data-bbox="587 1059 1481 1187"> <p>The provider must ensure that qualifications awarded to students hold their value at the point of qualification and over time, in line with sector recognised standards.</p> </td> </tr> <tr> <td data-bbox="359 1187 587 1314"> <p>Condition B5</p> </td> <td data-bbox="587 1187 1481 1314"> <p>The provider must deliver courses that meet the academic standards as they are described in the Framework for Higher Education Qualifications at Level 4 or higher.</p> </td> </tr> <tr> <td data-bbox="359 1314 587 1406"> <p>Condition B6</p> </td> <td data-bbox="587 1314 1481 1406"> <p>The provider must participate in the Teaching Excellence and Student Outcomes Framework.</p> </td> </tr> </table>	<p>Condition B1</p>	<p>The provider must deliver well designed courses that provide a high quality academic experience for all students and enable a student’s achievement to be reliably assessed.</p>	<p>Condition B2</p>	<p>The provider must support all students, from admission through to completion, with the support that they need to succeed in and benefit from higher education.</p>	<p>Condition B3</p>	<p>The provider must deliver successful outcomes for all of its students, which are recognised and valued by employers, and/or enable further study.</p>	<p>Condition B4</p>	<p>The provider must ensure that qualifications awarded to students hold their value at the point of qualification and over time, in line with sector recognised standards.</p>	<p>Condition B5</p>	<p>The provider must deliver courses that meet the academic standards as they are described in the Framework for Higher Education Qualifications at Level 4 or higher.</p>	<p>Condition B6</p>	<p>The provider must participate in the Teaching Excellence and Student Outcomes Framework.</p>
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<p>Credit</p>	<p>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 the student to acquire the specified learning at a given level. 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.</p> <p>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.</p> <p>Students using RPL for Advanced Standing may “reuse” credits that have already been used for other awards but only on one occasion. Credit cannot be re-used for other purposes except to support an RPEL application. Only the credits and not the marks or grades derived from those credits can be re-used.</p>												

<sup>1</sup> <https://www.officeforstudents.org.uk/advice-and-guidance/regulation/conditions-of-registration/initial-and-general-ongoing-conditions-of-registration/> (accessed 03/09/2021).

	Where credits are re-used for Advanced Standing it is expected that they will only be used for a purpose different from their original use. This is an academic decision to be taken when the admission decision is made.					
Credit Framework	The University currently manages the majority of its taught awards through the Regulation and Credit Framework. This sets out the architecture of taught undergraduate and taught postgraduate awards.					
	HE qualifications as set out in the FHEQ	FHEQ Level	Minimum credits	Minimum at award level	FQ-EHEA cycles	ECTS credit ranges from the FQ-EHEA
	PhD/DPhil	8	Not typically credit-rated		Third cycle (end of cycle) qualifications	Not typically credit-rated
	Professional doctorates (e.g. EdD, DBA, DCLinPsych)		540	360		
	Research master's degrees (e.g. MPhil, MLitt)	7	Not typically credit-rated		Second cycle (end of cycle) qualifications	The minimum requirement is 60 ECTS credits; however a range of 90-120 ECTS credits is more typical at second cycle level
	Taught MPhil		360	240		
	Taught master's degrees (e.g. MA, MSc, MRes)		180	150		
	Integrated master's degrees (e.g. MPharm)		480	120		
	Postgraduate diplomas		120	90		
	Postgraduate Certificate in Education (PGCE)		60	40		
	Postgraduate certificates		60	40		
	Bachelor's degrees with honours (e.g. BA/BSc Hons)	6	360	90	First cycle (end of cycle) qualifications	180-240 credits ECTS credits
	Bachelor's degrees		300	60		
	Professional Graduate Certificate in Education (PGCE)		60	40		
	Graduate diplomas		80	80		
	Graduate certificates		40	40		
	Foundation Degrees (e.g. FD)	5	240	90	Short cycle (within or linked to the first cycle) qualifications	Approximately 120 ECTS credits
	Diplomas of Higher Education (Dip HE)		240	90		
	Higher National Diplomas (HND)		240	90		
	Higher National Certificates (HNC)	4	120	120		
Certificates of Higher Education (Cert HE)	120		90			

Distance learning	Distance learning is a mode of study in which students undertake courses of study outside and institutional environment and usually without face-to-face tuition. Distance Learning course documentation requires specific information detailing how the distance learning course will operate and be managed and how quality and standards are to be assured. Academic standards for distance learning and the quality of provision should be equivalent to those offered at the University. Distance-learning materials required for the operation of the course must be prepared in advance of the course approval process.
Framework for Higher Education Qualifications	<p>The main purposes of <i>The framework for higher education qualifications in England, Wales and Northern Ireland</i> (FHEQ), as summarised form page 6 of the second edition of the framework (August 2008) are:</p> <ul style="list-style-type: none"> <li>• To provide reference points to set and assess standards</li> <li>• Assist in indicating progression routes</li> <li>• Promote a shared understanding of expectations associated with typical qualifications.</li> </ul> <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> <p>This is subsumed within Part A of the <i>UK Quality Code for Higher Education</i> (qv).</p> <p>See also Higher education credit framework for England.</p>
Franchise	A collaborative provision arrangement where a partner works with the University to confer a University award or credit that has been developed within the University.
Higher education credit framework for England	The <i>Higher education credit framework for England: guidance on academic credit arrangements in higher education in England</i> (August 2008) offers guidance for course credit arrangements. Please note that the University does not offer all these awards.
Intended learning outcome	Intended Learning Outcomes identify what a successful student is expected to achieve on the completion of an award. They embody the educational purposes and values of the overall learning experience within a course of study and provide the strategic framework for the process of learning.
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	A module is a component of study within a course. Each module has its own aims and intended learning outcomes which are assessed during that module. A University module normally represents a notional 200 hours of study and carries 20 credits.
Non-credit bearing courses and courses	<p>Courses that do not carry HE credit but result in an award of the University and are subject to the same regulations. These may be allocated to Levels 0-8 in the Framework for Higher Education (QAA).</p> <p>Where a course or course does not carry credit, these will follow the same planning, approval and review processes as would a credit-bearing course with a comparable learning time.</p> <p>Courses which offer an attendance certificate are classed as non-credit bearing courses and must follow the appropriate planning, approval and review process. The FDQ will advise as to what constitutes a course for this purpose.</p>
Pathway	A pathway is normally used to denote a route through a course that carries a discrete award of the University. The term pathway was in use for course approval purposes until September 2021.
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.</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>
Course	<p>A course is an approved curriculum which provides a coherent academic experience, expressed in its generic aims and objectives, followed by a registered student and leading to a named award.</p> <p>The University termed this a 'programme' before September 2021.</p>
Course Approval	Mechanism for the approval of an academic course of study.
Progression agreement	A formal agreement 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.
Quality Strategy Group	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.
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"> <li>• 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;</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
Regulations	A set of rules approved by Academic Board that must be followed. They include course specific Special 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.
Special Regulations	This denotes a regulation that is approved to extend or vary the University regulations for a course or group of courses. These are distinct from Additional Regulations.
Short Course	A short course is a course of study of no greater than 400 hours learning time, usually but not always credited, 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 <a href="#">UK Quality Code for Higher Education</a> sets out the formal expectations that all UK higher education providers reviewed by QAA [The Quality Assurance Agency] are required to meet. It is the nationally agreed, definitive 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). All higher education providers reviewed by QAA must commit to meeting the expectations that it sets out.