

# 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>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>EPA</b>	End-Point Assessment (apprenticeships)
<b>EPAO</b>	End-Point Assessment Organisation (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>IFATE</b>	Institute for Apprenticeships and Technical Education
<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>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 Tertiary Education
<b>QCF</b>	Qualifications and Credit Framework
<b>QIP</b>	[Apprenticeship] Quality Improvement Plan
<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>SAR</b>	[Apprenticeship] Self-Assessment Report

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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>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 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 Governance and Assurance and Clerk to Governors, 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. Partnerships are differentiated into categories according to potential risk. See Quality Management Handbook [Chapter 5](#) for details including the taxonomy of partnership arrangements according to risk profile.

### 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, developmental enquiries, academic partnerships and the outputs from external examining. See Quality Management Handbook [Chapter 8](#).

## Academic Registry<sup>2</sup>

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

## Academic Partnership Proposal

An initial description of a proposed partnership arrangement (category C and above) and is used to assess both business viability and fit with the University's Curriculum and International Strategies (by APC).

## 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/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 Round (AMR)

Department-level AMERs 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 Monitoring and Enhancement Report (AMER)

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](#).

## 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 5](#).

### **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>3</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 Ultra**

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*.

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<sup>3</sup> [www.qaa.ac.uk/quality-code/subject-benchmark-statements](http://www.qaa.ac.uk/quality-code/subject-benchmark-statements).

## Blended Learning

Programme designed to be studied through a combination of both sustained online delivery and on-site learning. Patterns of study will vary but will be through a combination of online and on-site teaching and learning across the academic year.

## Bologna Process<sup>4</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*.

## Centre for Learning and Teaching (CLT)<sup>5</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>6</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>6</sup>

Published by the QAA, the six Characteristics Statements define the distinctive features of: Foundation degrees; Masters degrees; Qualifications involving more than one degree-awarding; Doctoral degrees; HE Apprenticeships, and Micro-credentials.

## Classroom

Programme designed to be studied through attendance on site with teaching and learning in person, and supplementary asynchronous and/ or synchronous elements to add value.

## 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>7</sup>

Non-ministerial government department responsible for strengthening business competition and preventing and reducing anti-competitive activities. Monitors compliance

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<sup>4</sup>[The Bologna Process and the European Higher Education Area | European Education Area \(europa.eu\)](#)

<sup>5</sup>[Learning and Teaching Strategy - Edge Hill University](#)

<sup>6</sup>[Characteristics Statements \(qaa.ac.uk\)](#)

<sup>7</sup>[www.gov.uk/government/organisations/competition-and-markets-authority](http://www.gov.uk/government/organisations/competition-and-markets-authority).

with consumer protection legislation with specific guidance for higher education providers and students.

### **Completion**

The proportion of students that were observed to have gained a higher education qualification (or were continuing in the study of a qualification) four years and 15 days after they started their course (six years and 15 days for part-time students)

### **Continuation**

The proportion of students of students that were observed to be continuing in the study of a higher education qualification (or have gained a qualification) one year and 15 days after they started their course (two years and 15 days for part-time 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](#).

### **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](#).

## Development Consent

See '*Application for Development Consent*'.

## Developmental Enquiry

A form of internal investigation 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 awarding organisations design, validate<sup>8</sup> and deliver a course of study, however students receive separate degrees from both partners. Each is responsible for making its own award under its own regulations, however the programme's components form a single package requiring elements of joint management and oversight. Edge Hill University does not deliver dual degrees at this time.

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<sup>8</sup> In this arrangement, each partner is responsible for taking the programme through its own Institutional approval (validation) process.

## 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>9</sup>

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

## 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.

## 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.

## 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).

## European Credit Transfer System (ECTS)<sup>10</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.

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<sup>9</sup> [www.gov.uk/government/organisations/education-and-skills-funding-agency](http://www.gov.uk/government/organisations/education-and-skills-funding-agency).

<sup>10</sup> [http://ec.europa.eu/education/tools/ects\\_en.htm](http://ec.europa.eu/education/tools/ects_en.htm). European Credit Transfer and Accumulation System (ECTS) | Education and Training (europa.eu)

## 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](#).

## 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>11</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](#).

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<sup>11</sup> [www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks](http://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks).

## **Governance, Quality Assurance and Student Casework Unit (GQASC)**

A central service department of the University comprising three teams whose role is to ensure the University's quality, standards and student outcomes comply with the Office for Students' (OfS) whole regulatory approach.

## **Graduate Attributes**

Are the high-level qualities, skills and understandings that a student should gain as a result of the learning experiences they engage with, while at university.

## **Graduate Outcomes survey**

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. Delivered by HESA (Higher Education Statistics Agency), the survey has replaced the previous Destination of Leavers from Higher Education survey and helps universities and colleges fulfil their legal requirement to report on the outcomes of higher education funding and regulatory bodies, e.g., the Office for Students.

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

The Graduate School Board of Studies (GSBOS) acts as the progression and award board for MRes, MPhil, PhD and professional doctorate students.

## **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>12</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.

**Hybrid Learning**

Programme designed to be studied both in-person or synchronously online. The tutor delivers the session on campus and teaches the remote and in-person learners at the same time using technology.

**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](#).

**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.

**Integrated Masters**

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

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<sup>12</sup> [www.hesa.ac.uk/](http://www.hesa.ac.uk/).

### **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 reserved term which at Edge Hill encompasses various assignments undertaken by Internal Auditors on behalf of the Board of Governors. See Quality Management Handbook [Chapter 3](#).

### **Intersections of characteristics**

The intersection of two or more indicators of underrepresentation (for example, white British males from low socioeconomic backgrounds) to enable a broader understanding of a provider's student population. This is used to identify barriers to equality of opportunity.

### **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](#).

### **Level Descriptors**

A statement of the generic characteristics of outcomes of learning at a specific level of a qualification framework, used as a reference point.

### **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 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 Standing Panel (VASP) 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>13</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>14</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>15</sup>.

## Online Learning

Programme designed to be studied online, with teaching and learning consisting of both synchronous and/ or asynchronous online learning activities.

## 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>13</sup> [www.ofsted.gov.uk/](http://www.ofsted.gov.uk/).

<sup>14</sup> [www.officeforstudents.org.uk/](http://www.officeforstudents.org.uk/).

<sup>15</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).



## **PebblePad**

Adopted by Edge Hill University to support academic, professional, and personal development goals of students while encouraging them to provide evidence of programme learning outcomes, professional competencies, and graduate attributes.

## **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 Circumstances**

Part of the University's Academic Regulations<sup>16</sup>, the Personal Circumstances process provides for students whose health or personal circumstance at the time of assessment are deemed deserving of special consideration by a Scheme Progression and Award Board – see Quality Management Handbook [Chapter 8](#).

## **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.

## **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](#).

## **POLAR**

POLAR (participation of local areas) is a classification of small areas across the UK according to the participation of young people in higher education. There have been several iterations of POLAR, which are referred to as POLAR1, POLAR2, POLAR3, and POLAR4.

## **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](#).

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<sup>16</sup> Available via [Academic Regulations 2022/23 - Edge Hill University](#)

## 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, Admissions, Careers Centre, Corporate Communications, Learning Services, Governance, Quality Assurance and Student Casework unit, Strategic Planning and Policy Unit and Student Recruitment.

## Progression

The proportion of qualifiers that identify managerial or professional employment, further study or other positive outcomes among the activities that they were undertaking when responding to the Graduate Outcomes survey 15 months after they left higher education (See *Graduate Outcomes survey*).

## 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 Regulator, 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>17</sup>**

An independent charity working to benefit students and higher education, and one of the worlds experts in quality assurance.

### **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](#).

### **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](#).

### **Risk Assessment Meeting**

May be convened at very short notice and enables a rapid response to a specific presenting issue, incident or set of circumstances. An Institutional panel chaired by a senior manager is convened and considers written and oral evidence with a report submitted to AQEC

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<sup>17</sup> [www.qaa.ac.uk/](http://www.qaa.ac.uk/).

(Academic Quality Enhancement Committee) and the Directorate within two to six weeks of commissioning.

### **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>18</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.

### **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 Voice Survey**

A survey of students' learning experience at module and programme level conducted electronically on a schedule managed by the Marketing 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.

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<sup>18</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).

### **Taught Degrees Framework<sup>19</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 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](#).

### **Thematic Support Panel**

A cross institutional panel commissioned to investigate and provide support and challenge to a specific presenting issue or set of circumstances. See Quality Management Handbook [Chapter 3](#).

### **Turing Scheme<sup>20</sup>**

The Turing Scheme is a student exchange programme established by the UK Department for Education in 2021 as a Brexit replacement for the EU Erasmus Programme.

### **UK Quality Code for Higher Education<sup>21</sup>**

The *UK Quality Code for Higher Education* represents a shared understanding of quality practice across the UK higher education sector. It applies to higher education providers based in all four nations of the UK. It is a reference point for the quality arrangements, in Scotland, Wales and Northern Ireland. In England, the Quality Code is not regulatory, but providers are able to use it to inform their approach to quality as a way of providing comparability across the UK and to aid international visibility.

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<sup>19</sup> [www.edgehill.ac.uk/clt/taught-degrees-framework/](http://www.edgehill.ac.uk/clt/taught-degrees-framework/).

<sup>20</sup> <https://www.britishcouncil.org/study-work-abroad/outside-uk/turing> [The Turing Scheme | British Council](#)

<sup>21</sup> [www.qaa.ac.uk/quality-code](http://www.qaa.ac.uk/quality-code).

**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*'.

**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.