

## Glossary

**Academic Integrity** - The practice of approaching academic and scholarly work honestly, by completing one's own work, by attributing and acknowledging sources when necessary, and by not relying on dishonest means to gain advantage.

**Academic Judgement** - A method of assigning marks in order to represent an examiner's judgement on the level of a student's achievement.

**Academic Misconduct** - The act whereby a person may obtain an unpermitted advantage for themselves or another student.

**Academic Quality** - A comprehensive term referring to how, and how well, institutions manage teaching and learning opportunities to help students progress and succeed.

**Academic Standards** - The standards set and maintained by institutions for their courses (programmes and modules) and expected for their awards.

**Accreditation** - Where a Higher Education Institution or professional / regulatory body approves either itself or another Institution to offer its programme of study.

**Admissions** - The process of applying for, and gaining entry to, a course or programme of study.

**Aegrotat Award** - An award conferred upon a student for which the Examining Board does not have enough evidence of a student's achievements to recommend the award for which they were registered. It is used when a student is unable to complete their degree course in the foreseeable future due to medical or equivalent reasons.

**AMR** - See **Annual Monitoring Report**

**Annual Monitoring** - Checking a process or activity every year to see if it meets expectations for standards and quality.

**Annual Monitoring Report (AMR)** - A document produced annually explaining how an institution has met specific targets during the previous year. They may be monitored by awarding bodies and internal quality committees to ensure that continuing development and attainment of standards at an institution.

**Appeal** - A petition to review a decision that has been decided by an examination board.

**Articulation arrangement** - A process whereby all students who satisfy academic criteria on one programme are automatically entitled (on academic grounds) to be admitted with advanced standing to a subsequent stage of a programme of a degree-awarding body. These arrangements, which are subject to formal agreements between the parties, normally involve credit accumulation and transfer, so that credit achieved for the approved study at the first provider is transferred to contribute to the programme and award completed at the second (the degree-awarding body). The two separate components are the responsibility of the respective organisations delivering them but, together, contribute to a single award (of the degree-awarding body). Students normally have a contractual relationship with the organisation which delivers the first component and subsequently with the degree-awarding body.

**Assessment Board** - A board is convened when there are a large number of individual modules that may contribute to more than one programme in order to consider students module results.

**Assessment Criteria** - Clear statements relating to how the achievement of the learning outcomes will be measured, that markers expect a student to display in an assessment task, and which are taken into account in marking the work. These criteria are based on the intended learning outcomes.

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

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

**Awarding Body** - An organisation with the authority to award academic qualifications, such as diplomas or degrees.

**Awarding Institution** - A higher education institution (often a university) with the power to award degrees, typically conferred by Royal Charter, or under Section 76 of the Further and Higher Education Act 1992, or under Section 48 of the Further and Higher Education (Scotland) Act 1992, or by Papal Bull, or, since 1999, granted by the Privy Council on advice from the QAA (in response to applications for taught degree awarding powers, research degree awarding powers or university title).

**Bachelor's Degree** - A higher education qualification - which may be either an 'ordinary' or an 'honours' degree - at level 6 in *The framework for higher education qualifications in England, Wales and Northern Ireland*. Examples include the Bachelor of Arts (BA) and Bachelor of Science (BSc) degrees. If a bachelor's degree is awarded 'with honours' this normally denotes more extensive study and achievement.

**CATS** - See Credit Accumulation and Transfer Scheme.

**Cheating** - The means by which a candidate gains an unfair advantage in examination and tests.

**Code of Practice** - The *Code of practice for the assurance of academic quality and standards in higher education* published by the QAA: a set of interrelated documents giving guidance for higher education institutions.

**Cohort** - A group (of students) who share the same learning experience, for example because they entered the same programme of study at the same university in the same year.

**Collaborative Provision** - Educational provision leading to an award, or to specific credit toward an award, of an awarding institution delivered and/or supported and/or assessed through an arrangement with a partner organisation.

**Collusion** - Work that has been undertaken by or with others, or in the name of another candidate, which is submitted and passed off as solely the work of one person.

**Condoned Pass** - The awarding of a pass where certain conditions have been met.

**Core Module** - A module that all students are required to pass as part of a particular programme.

**Co-requisite** - A module which students take in conjunction with other specific modules.

**Course** - A programme or module of study.

**Credit** - A means of quantifying and recognising learning, used by most institutions that provide higher education programmes of study, expressed as 'numbers of credits' at a specific level.

**Credit Accumulation and Transfer Scheme (CATS)** - An arrangement which enables students to move credits they accumulate from one institution to another. The Scheme equates one credit (or credit point) with 10 hours of notional learning time (the time, on average, a learner takes to achieve the specified learning outcomes).

**Credit Framework** - A published formal structure that states the credit value typically associated with programmes and qualifications, and that generally includes credit level descriptors.

**Credit Level** - An indicator of the relative complexity, depth, and autonomy of learning associated with a particular module, used in credit frameworks.

**Credit Level Descriptor** - A statement of the generic characteristics of learning at a specific credit level, used as a reference point for those designing programmes of study.

**Credit Rating** - The process of assigning a number of credits at a specific level to a module within a particular programme of study.

**Curriculum** - A set of courses and their content.

**Dean** - A leader within a higher education institution who has responsibility, both managerial and administrative, over a particular Faculty or the institution's students.

**Defer** - Where an examination or submission of coursework is postponed, or a previous attempt or submission is deemed null and void.

**Degree** - A higher education qualification at one of several levels.

**Degree Awarding Powers** - The right to confer degrees, which is granted by statute, by Royal Charter or by the Privy Council following a recommendation from the QAA.

**Dissertation** - An Academically supervised individual research activity.

**Doctoral Degree** - A higher education qualification at level 8 in *The framework for higher education qualifications in England, Wales and Northern Ireland*, at level 8 in the *Credit and qualifications framework for Wales*. Examples include the PhD and DPsych.

**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/double awards** - Arrangements where two or more awarding bodies together provide a single jointly delivered programme (or programmes) leading to separate awards (and separate certification) being granted by both, or all, of them.

**EBSL** - See **European Business School London**

**ECTS** - See **European Credit Transfer and Accumulation System**

**Elective Module** - One of a set of modules from which a choice can be made within a particular programme.

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

**Enrolment** - The formal procedures that a student must complete or pass through during the admissions stage, after being accepted onto a course and before starting it.

**European Business School London (EBSL)** - A Regent's University London School offering programmes in business at foundation, undergraduate and postgraduate level. Superseded by **Regent's Business School** from September 2016.

**European Credit Transfer and Accumulation System (ECTS)** - An arrangement developed by the Commission of the European Communities, which guarantees the academic recognition of studies taken abroad. It allows accumulated credit to be transferred from one institution to another, providing a comparative scale on which to measure academic achievement.

**Expectation** - An expression of what higher education providers are expected to do, relating to a key matter identified as important for setting and maintaining threshold academic standards and enhancing academic quality.

**External examiner** - An independent expert appointed by an institution to comment on student achievement in relation to established academic standards and to look at approaches to assessment.

**External examining** - The process by which one or more independent experts (**external examiners**) comment(s) on student achievement in relation to established academic standards and on the institution's approach to assessment, thus helping to ensure consistent standards and fair assessment procedures across the UK.

**External Review** - A review conducted at an institution by a suitably qualified team of people not normally employed there.

**Fabrication of Data** - Making false claims to have carried out experiments, observations, interviews or other forms of data collection and analysis, or acting dishonestly in any other way.

**Faculty Executive Committee (FEC)** - Committees at Faculty level charged with monitoring operational activities relating to the delivery of the Faculty's strategy within the overarching context of the Regent's University mission and strategy.

**Faculty Learning and Teaching Committee (FLTC)** - Committees at Faculty level charged with encouraging the development of teaching and learning.

**Falsification of Evidence** - Presentation of evidence of special circumstances which is false or falsified or which in any way misleads or could mislead Boards of Examiners.

**FEC** - See **Faculty Executive Committee**

**FHEQ** - See **Framework for Higher Education Qualifications**

**FLTC** - See **Faculty Learning and Teaching Committee**

**Force Majeure** - any circumstances beyond the reasonable control of a Party including, without limitation, Act of God, fire, explosion, flood, malicious damage, lockouts or other industrial action, civil commotion, hostilities, war, or political interference with the operations of a Party.

**Formative Assessment** - Feedback on students' performance, designed to help them learn more effectively and find ways to maintain and improve their progress. It does not contribute to the final mark, grade or class of degree awarded to the student.

**Foundation Course** - A higher education programme of study designed to prepare students for a further course for which they do not have the usual entry qualifications. Foundation courses sometimes constitute a preparatory 'Year 0' of a degree course. They are not the same as Foundation Degrees.

**Foundation Degree** - A higher education qualification at level 5 in the framework for higher education qualifications in England, Wales and Northern Ireland.

**Framework** - A published formal structure.

**Framework for Higher Education Qualifications (FHEQ)** - A published formal structure that identifies a hierarchy of national qualification levels and describes the general achievement expected of holders of the main qualification types at each level, thus assisting higher education providers in maintaining academic standards. The QAA publishes the following frameworks: *The framework for higher education qualifications in England, Wales and Northern Ireland*.

**Good Practice** - A process or way of working that makes a positive contribution to an institution's management of academic standards and the quality of its educational provision.

**Grade Descriptors** - Statements that define a level of achievement within a certain band of marks.

**Graduate** - A person who has attained a bachelor's or higher degree.

**Graduate Certificate** - A higher education qualification at level 6 in the framework for higher education qualifications in England, Wales and Northern Ireland.

**Graduate Diploma** - A higher education qualification at level 6 in the framework for higher education qualifications in England, Wales and Northern Ireland.

**Graduation** - The process of formally receiving a degree at a ceremony, not necessarily in person.

**Head of Programme** - An individual charged with establishing a new programme of study through its development to the Validation Event, in consultation with the Associate Dean and the Dean. Afterwards, they are responsible for maintaining standards within a course.

**Head of School (HoS)** - Responsible to the PVC and Faculty Dean for the effective operation and development of their School, for the management of its staff and resources, for the provision of high quality services to its students for ensuring that the department complies with the legal and other obligations placed on the Faculty.

**Higher Education** - Education that comes after secondary and further education and is characterised by a large element of independent learning. Typically it involves working towards a degree but in some cases it leads to a diploma, certificate or other equivalent qualification.

**Highly Trusted Sponsor Status** - (HTSS) The status of institutions that the UK government trusts to admit migrant students from overseas, according to Tier 4 of the UK Borders Agency's points-based immigration system. Institutions wishing to obtain this status must undergo a successful Review for Educational Oversight by the QAA and become listed bodies.

**HoP** - See **Head of Programme**

**HoS** - See **Head of School**

**Internal Programme Review (IPR)** - An evaluation of a school or subject area programme in-depth. A review panel will consider if the school/subject area's quality procedures are working efficiently and effectively together with those of Regent's University London quality framework in order to assure and enhance the quality of teaching and learning, to safeguard academic standards and to enhance the student learning experience. An internal review will normally take place over one day, with a panel that will include external reviewers who are normally senior academics who are not members of Regent's University London staff and have expertise in the discipline/subject area under review.

**Internal Verification** - The processes used by an institution to confirm the accuracy of its marking.

**IPR** - See **Internal Programme Review**

**Joint award** - An arrangement under which two or more awarding bodies together provide a programme leading to a single award made jointly by both, or all, participants. A single certificate or document (signed by the competent authorities) attests to the successful completion of this

jointly delivered programme, replacing the separate institutional or national qualifications.

**Learning Opportunities** - The provision made for students' learning, including planned programmes of study, teaching, assessment, academic and personal support, resources (such as libraries and information systems, laboratories or studios) and staff development.

**Learning Outcome** - Precise learning statements regarding what the successful student will be able to know, understand and/or be able to demonstrate after completing a process of learning.

**Level** - Relates to the complexity, depth of study and learner autonomy by which a student is challenged. A level is one of a series of defined points on a qualification framework that are numbered in ascending order. Qualifications within the same level share characteristics and require similar achievement. Qualification levels in different frameworks can be compared. Qualification levels are distinct from credit levels.

**Listed Bodies** - Institutions that are recognised by the UK government as being providers of higher education on behalf of recognised bodies and are entitled to recruit both UK nationals and overseas students.

**Marking Scheme** - A detailed framework for assigning marks, where a specific number of marks is given to individual components of the answer.

**Master's Degree** - A higher education qualification at level 7 in the framework for higher education qualifications in England, Wales and Northern Ireland. Examples include the Master of Arts (MA), Master of Science (MSc) and Master of Philosophy (MPhil) degrees.

**Mitigating Circumstances** - Unforeseen, unpreventable circumstances that significantly disrupt a student's performance in assessment.

**Moderation** - A process intended to assure that an assessment outcome is fair and reliable and that assessment criteria have been applied consistently.

**Module** - A self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria.

**Notional Learning Time** - The amount of estimated time that a typical student will spend on acquiring specific learning outcomes.

**Observer** - An individual who may monitor, record and report actions arising from a meeting, without any input into the proceedings.

**Option** - A module undertaken as a free choice that may be outside the primary area of study.



**Partner Organisation** - An institution or other body with which an awarding institution enters into an agreement to collaborate, or which it commissions to deliver aspects of a programme or to provide support.

**Peer Observation** - A collegiate teaching and reflective process that allows a third-party observer to provide feedback on teaching and learning support.

**Periodic Review** - A review of one or more programmes of study, undertaken periodically (typically once every five years); using nationally agreed reference points, to confirm that the programmes are of an appropriate academic standard and quality. The process typically involves experts from other institutions.

**Placement** - A period of time in an approved setting in paid or unpaid employment within the duration of an academic programme.

**Plagiarism** - Submission for Assessment of material (written, visual or oral) originally produced by another person, without acknowledgement, in such a way that the work could be assumed to be the student's own.

**Postgraduate Certificate** - A higher education qualification at level 7 in "*The framework for higher education qualifications in England, Wales and Northern Ireland*".

**Postgraduate Diploma** - A higher education qualification at level 7 in "*The framework for higher education qualifications in England, Wales and Northern Ireland*".

**Posthumous Award** - An award conferred posthumously by the Finalist Board and accepted on the student's behalf by an appropriate individual.

**Pre-requisite** - A module that has been designated as a module that students must take and pass before, or be credited with, proceeding to a specific module.

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

**Privy Council** - The government body that makes formal decisions about which institutions shall be awarded the title and status of university, and/or be allowed to award degrees.

**Professional, Statutory and Regulatory Bodies** - Organisations that set the benchmark standards for, and regulate the standards of entry into, particular profession(s) and are authorised to accredit, approve or recognise specific programmes leading to the relevant professional

qualification(s) - for which they may have a statutory or regulatory responsibility.

**Programme** - A specified programme of study, with its own aims and learning outcomes made up from a specified set of modules, which leads to a specifically named academic award, an example of which may be a Foundation, BA, MBA, MA and MSc.

**Programme Development Leader** - A position that guides a programme of study from its initial development, through to the (Re)Validation Event. They construct and lead a programme team based on the intended content and delivery of a proposed programme.

**Programme of Study** - An approved course of study which provides a coherent learning experience and normally leads to a qualification.

**Programme Specifications** - Published statements about the intended learning outcomes of programmes of study, containing information about teaching and learning methods, support and assessment methods, and how individual units relate to levels of achievement.

**Progression** - Formal progress through an academic programme, meeting key academic requirements.

**Progression arrangements** - Arrangements whereby students who have completed a programme at one organisation successfully may be considered for entry (on an individual basis) either to the beginning, or to a more advanced stage, of a programme of the degree-awarding body. See also articulation arrangement.

**Project** - Individual or group-based activity or work experience which is academically supervised.

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

**PSRB** - See **Professional, Statutory, Regulatory Body**

**QA** - See **Quality Assurance**

**QAA** - See **Quality Assurance Agency**

**QE** - See **Quality Enhancement**

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

**Qualification Descriptors** - Generic statements about the main qualifications at each level (for example, bachelor's degree with honours, master's degree), specifying what students should know,

understand and/or be able to demonstrate on being awarded that qualification, and exemplifying its nature and characteristics.

**Qualifications Framework** - formal structure identifying qualification levels in ascending order and stating the requirements for qualifications to be awarded at each one.

**Quality Assurance (QA)** - The systematic monitoring and evaluation of learning and teaching, and the processes that support them, to make sure that the standards of academic awards meet UK expectations, and that the quality of the student learning experience is being safeguarded and improved.

**Quality Assurance Agency (QAA)** - An independent body funded by subscriptions from universities and colleges of higher education, which safeguards the public interest in sound standards of higher education qualifications and encourages continuous improvement in the management of the quality of higher education.

**Quality Code** - A short term for the UK Quality Code for Higher Education, which from 2011 was developed to replace the Academic Infrastructure and incorporates all its key elements along with additional topics and overarching themes.

**Quality Enhancement (QE)** - The process of taking deliberate steps to improve the quality of learning opportunities.

**RACL** - See **Regent's American College London**

**RBSL** - See **Regent's Business School**

**RILC** - See **Regent's Institute of Languages & Culture**

**RSCLA** - See **Regent's School of Creative & Liberal Arts**

**RSDFM** - See **Regent's School of Drama, Film & Media**

**RSFD** - See **Regent's School of Fashion & Design**

**RSPP** - See **Regent's School of Psychotherapy & Psychology**

**Recognised Bodies** - Institutions that are recognised by the UK government as being entitled to award degrees and other higher education qualifications.

**Recognition of Prior Learning** - Taking account of previous learning that has occurred in any of a range of contexts including school, college and university, and/or through life and work experiences. Once recognised through this process, prior learning can be used to gain credit or exemption for qualifications and/or personal and career development.

**Recognition of Prior Experiential Learning (RPEL)** - The identification, assessment, and formal acknowledgement of learning and achievement that occurred at some time in the past prior to entry to a course of study, but not in the context of formal education or training.

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

**Regents Business School (RBS)** - A Regent's University London School offering programmes in Business at Foundation, Undergraduate and Postgraduate level from September 2016.

**Regent's Institute of Languages & Culture (RILC)** - A Regent's University London School offering courses and programmes in the areas of English language, foreign languages (Arabic, Chinese, French, German, Italian, Japanese, Portuguese, Russian, Spanish), Cross-Cultural Management, Intercultural Communication and Cultural Studies.

**Regent's School of Creative & Liberal Arts** - A new Regent's University London School, established in September 2016, encompassing the programme areas of Fashion and Design; Film, Media and Performance, and Liberal Arts and Humanities.

**Regent's School of Drama, Film & Media (RSDFM)** - A Regent's University London School offering programmes in screenwriting, theatre writing, film and television production, acting, and producing at undergraduate and postgraduate level. Superseded by **Regent's School of Creative & Liberal Arts** from September 2016.

**Regent's School of Fashion & Design (RSFD)** - A Regent's University London School offering programmes in fashion and design at undergraduate level. Superseded by **Regent's School of Creative & Liberal Arts** from September 2016.

**Regent's School of Psychotherapy & Psychology (RSPP)** - A Regent's University London School that offers courses in psychology at foundation and undergraduate level and in psychology, psychotherapy, counselling and counselling psychology at postgraduate level.

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

**RPEL** - See **Recognition of Prior Experiential Learning**

**RPL** - See **Recognition of Prior Learning**

**Rescind** - To revoke (cancel) credit/an award.

**Research Degree** - A higher education qualification at level 7 or 8 in “*The framework for higher education qualifications in England, Wales and Northern Ireland*”.

**Resit** - A process where students are not required to attend lectures or classes except to the extent that attendance is required in order to complete a necessary assignment.

**Retake** - A process where students are required to attend classes and to complete all assignments and assessments associated with the module. In cases where students have performed very well in the majority of elements, work but have failed an element, work assessed at a high standard may be carried over.

**Revalidation** - Where a Higher Education Institution or external accreditation authority deems a programme of study already validated to continue to be offered at an external institution as an academically viable and appropriate standard to be offered in the public domain.

**Review** - A thorough evaluation by suitably qualified experts.

**Review for Educational Oversight** - A review conducted by the QAA for purposes of educational oversight as required by the UK government, which is concerned with taught higher education programmes of study at levels 4-7 in England, Wales and Northern Ireland.

**Review Report** - A document reporting in detail on an evaluation by suitably qualified experts.

**Reviewer** - An individual employed by the QAA to be part of the team that reviews an institution; he/she may be a current employee in the higher education sector, a recently retired higher education professional or a current or recent student (having completed a course within the last two years).

**RILC** - See Regent’s Institute of Languages & Culture

**RSDFM** - See **Regent’s School of Drama, Film & Media**

**RSPP** - See **Regent’s School of Psychotherapy & Psychology**

**SLTC** - See **Senate Learning and Teaching Committee**

**Second Marking** - As the name implies, a second stage of marking, which may be for checking, sampling or moderation purposes.

**Semester** - One half of a nine month academic programme, usually consisting of 14-15 weeks of teaching and assessment during which attendance at the University (or specified alternate) is required.

**Senate** - A committee that reviews all aspects of academic issues which relate to the development and delivery of all programmes offered by

the University. It supports the pursuit of excellence in learning and teaching in all Regent's University London programmes.

**Senate Portfolio Scrutiny Panel (SPSP)** - A committee that proposes the development of portfolios of programmes which will ensure the attainment of the University's strategic objectives and vision and which will reflect the University's mission and values. It monitors and offers support and guidance for new academic programme developments and reviews collaborative arrangements linked to study period abroad agreements, staff teaching exchanges in international collaborative partnerships and in the longer term dual degree possibilities and overseas delivery of Regent's University London validated programmes.

**Senate Quality Assurance and Enhancement Committee (SQAEC)** - A committee that defines academic standards, and assures and supports enhancement of the quality of academic provision throughout the University. It develops academic regulations for approval by Senate.

**Senate Research Committee (SRC)** - A committee that promotes a research culture on the Regent's University London campus to provide a robust underpinning to teaching programmes particularly at postgraduate level, and engendering a spirit of global perspective, professionalism and entrepreneurship consistent with the values and mission of the University. It reviews the level of staff support for research and consultancy across the campus.

**Senate Learning and Teaching Committee (SLTC)** - A committee that ensures that the students of Regent's University London receive high quality services and high quality support to underpin and enhance their learning experience. The committee reports to Senate any proposals which it may determine will aid the personal and academic development of students in the area of learning and teaching.

**SITS** - See **Student Administration Record System**

**SPA** - See **Study Period Abroad**

**SPSP** - See **Senate Portfolio Scrutiny Panel**

**SQAEC** - See **Senate Quality Assurance and Enhancement Committee**

**SRC** - See **Senate Research Committee**

**Statutory Body** - An organisation set up through Act of Parliament that has a legal requirement to oversee a particular profession (for example, the General Medical Council).

**Student Administration Record System (SITS)** - A higher education industry standard student and course management software programme.

**Senate Student Experience Committee (SSEC)** – A committee that considers and reviews policies and procedures for the assurance and enhancement of the student experience. The SSEC monitors student complaints and reviews student feedback mechanisms and feedback results. The SSEC does not directly consider issues relating to learning and teaching which are the remit of the SLTC.

**Study Period Abroad (SPA)** - A period of time that may extend up to one academic year, during which a student studies at an international partner university or college. All grades which a student receives at an international partner university or college will be converted to an equivalent Regent's University London grade, and included in the calculation of a student's final degree classification.

**Subject Benchmark Statements** - Published statement that sets out what knowledge, understanding, abilities and skills are expected of those graduating in each of the main subject areas (mostly applying to bachelor's degrees), and explains what gives that particular discipline its coherence and identity. The statements are consistent with the relevant generic qualification descriptors.

**Summative Assessment** - Formal assessment of students' work, contributing to the final result.

**Synoptic Assessment** - Assessment through a task that requires students to draw on different elements of their learning and show their accumulated knowledge and breadth and depth of understanding, as well as the ability to integrate and apply their learning.

**Term** - A period of compulsory attendance between specified dates, of around 10 weeks, during which teaching assessment occur.

**Threshold Academic Standard** - The minimum standard that a student should reach in order to gain a particular qualification or award, as set out in the subject benchmarking statements and national qualification frameworks. Threshold standards are distinct from the standards of performance that students need to achieve in order to gain any particular class of award, for example a first-class bachelor's degree.

**Tier 4** - The part of the UK Borders Agency's points-based immigration system that is concerned with individuals who want to come to the UK to undertake a course of study at an educational establishment. Higher education institutions intending to recruit such migrants must achieve highly trusted sponsor status through a QAA Review for educational oversight.

**Transcript** - A document, but not a formal certificate, that certifies the results achieved (usually broken down at least to module/unit level).

**Undergraduate** - A student who has not yet gained a first degree.

**Undergraduate Certificate** - higher education qualification at level 4 in *The framework for higher education qualifications in England, Wales and Northern Ireland*, at level 4 in the *Credit and qualifications framework for Wales*, and at level 7 in the *Scottish credit and qualifications framework*.

**Undergraduate Diploma** - A higher education qualification at level 5 in *"The framework for higher education qualifications in England, Wales and Northern Ireland"*.

**University** - Independent, self-governing institutions that undertake research and teaching and are diverse in size, mission, history, and the range of subjects on offer. The first universities arose from colleges or institutions founded by groups of scholars, often with monastic connections and/or noble or royal patrons. Subsequently, universities have been established by a Royal Charter, Act of Parliament, Papal Bull or by Order of the Privy Council enabling them to develop their own programme of study and award their own degrees.

**Validation** - A formal process through which an awarding institution initially approves a programme of study (in terms of its content, teaching/learning and assessment) for the purpose of leading to one of its qualifications. This applies both to programmes delivered at the institution itself and to programmes delivered at partner institutions.

**Viva Voce** - An oral examination which assesses skills and knowledge.