

## Glossary of terms

**Academic Appeals process:** A two-part process comprising the **Request for Reconsideration (R4R)** stage, which allows a candidate to appeal, on certain grounds, the decision of the Board of Examiners, and the Academic Appeal stage, which allows a candidate to appeal, on certain grounds, the outcome of the Request for Reconsideration. The first stage is considered by a Reconsideration Panel in the candidate's School and the second stage is investigated by nominees of the Academic Registrar in the Academic Registry.

**Academic Board:** the senior academic policy making body in the University.

**Academic Irregularities (AI):** occur where a student gains, seeks to gain, or creates the potential to gain, advantage in examinations or assessments contrary to the established conditions under which students' knowledge, abilities or skills are assessed for progression towards, or the conferment of an award. The term covers cheating, plagiarism, collusion, falsifying data, personation and dishonest practice. In the current policy (2020/21) irregularities are divided into three levels: Poor Academic Practice (PAP), academic misconduct, and academic offence.

**Academic Irregularities Penalty Framework (AIPF):** a University wide tariff for considering the penalties for proven academic irregularities.

**Academic liaison tutor** (previously University verifier): The University appoints an academic liaison tutor to each course or cognate group of courses at a Validated Centre. The academic liaison tutor is appointed from the relevant University Link School and their role is to ensure, through a spirit of partnership, that academic standards, quality and student learning opportunities are maintained; act as a critical friend, providing advice and guidance, and facilitating two way communication between the partner and the University; where there is an approved progression route to a University course, to support student progression.

**Academic mentor:** see **personal tutor**.

**Academic Registry:** a professional service department that focuses on graduation organisation and delivery; examination facilitation; student records; timetabling; and the investigation of Academic Appeals, Academic Irregularity Appeals, and Student Complaints.

**Academic Standards and Quality Committee (ASQC):** has delegated responsibility from Academic Board for overview of the policies, practices and regulations governing

NTU's taught courses. A highly technical committee chaired by the Interim Pro Vice-Chancellor (Education).

**Academic Team Leader (ATL):** see **Head of Department (HoD)**.

**Accreditation of prior certificated learning (APCL):** a subset of APL. A process through which previously assessed and certificated learning is considered and, as appropriate, recognised for academic purposes.

**Accreditation of prior experiential learning (APEL):** a subset of APL. A process through which learning achieved outside education or training systems is assessed and, as appropriate, recognised for academic purposes.

**Accreditation of prior learning (APL):** a process for accessing and, as appropriate, recognising prior experiential learning or prior certificated learning for academic purposes. This recognition may lead to credits that can be counted towards the completion of a course and the award(s) associated with it – i.e. admission with advanced standing.

**ABS:** stands for Advanced Business Software.

**Advanced standing:** the term used to describe the admission of a student beyond the beginning of a course.

**Aegrotat award:** an unclassified final exit award which may be offered by the Board of Examiners where a student has failed a module at level 6 (or has failures in trailing modules).

**AIPF:** see **Academic Irregularities Penalty Framework**.

**Anonymous marking:** the identity of individual students is kept from the markers to avoid conscious or unconscious bias. It is recognised that anonymous marking is not possible in oral, practical, performance, studio or work-based situations.

**Approved Partner:** the formal term for an external partner not categorised by other more formal collaborations; typically, an Erasmus or exchange partner.

**Articulation:** a category of partnership in which NTU grants advanced standing to regular cohorts of students completing a named course at a named partner (often overseas). For example, in a 2+2 arrangement the first two years of the course are spent at the partner, the second two at NTU. Different combinations can be approved – 3+1, 2+1, 1+2 – depending on how closely the partner course articulates with the NTU course. Students are aware from the outset of their course that they can gain advanced standing entry to named courses at NTU on successful completion of the partner course.

**ASQC:** see **Academic Standards and Quality Committee**.

**Assessment** is a generic term for a set of processes that measure the outcomes of student learning in terms of knowledge acquired, understanding developed and skills

gained. It enables students to obtain feedback on their learning and helps them to improve their performance. It enables staff to evaluate the effectiveness of their teaching.

**Assessment Criteria** describe what the learner is expected to do, in order to demonstrate that a **learning outcome(s)** has been achieved.

**Assessment element:** a **module assessment** will have at least one element of assessment that seeks to test the module **learning outcomes** or aspects of them. An assessment element is determined at module design and confirmed through the whole course assessment design. An assessment element may be further divided into **sub-elements** (for example, a portfolio assessment element may consist of multiple pieces of reflective writing).

An **Assessment and Feedback Plan (AFP)** is produced annually for each course and sets out the agreed assessment methods, timings and feedback arrangements for the session ahead.

An **assessment method** is a type of assessment used to measure **learning outcomes** and set out in the module specification. At course delivery level, the assessment method will be translated into a specific assessment task.

An **Assessment Schedule** sets out in tabular format a course's modules, indicating their **assessment elements** and weightings, as well as credit values, level and module title - and also whether they are year-long or half-year modules.

**Assessment strategy** is a forward-looking statement of principles that states how assessment is to meet the aims of the course.

An **assessment task** is a specific piece of student work, or linked pieces of work, carried out and submitted for **module assessment**. Assessment tasks stem from the type of assessment **method** set out in the **module specification** under the appropriate **assessment element**.

**Award assessment** is a process by which the Board of Examiners judges whether a student has satisfactorily achieved the course and module **learning outcomes**.

**Award Board:** see **Board of Examiners**.

**Award Framework:** the University's award framework is entirely congruent with the Framework for Higher Education Qualifications (FHEQ).

Level 4: Year 1 undergraduate

Level 5: Year 2 undergraduate

Level 6: Year 3/final year undergraduate

Level 7: postgraduate (taught master's)

Level 8: postgraduate research (doctoral)

**Award Level** is the stage of study associated with the terminal award, e.g. Level 5 for a Foundation Degree, Level 6 for an Honours Degree or Level 7 for a taught master's award.

**Banner:** the University's student records system, owned by the **Academic Registry**.

**Blended Learning** is a combination of any proportion of face-to-face and online learning activity, as part of a coherent course offer.

**Board of Examiners:** a formal meeting of course team members, teaching staff, module leaders, administrators and the external examiner(s) (chaired by a senior School member) that makes decisions on student progression and awards for students on taught courses. At an Award Board, the external examiner(s) must be present, but not necessarily at Progression or Referral Boards.

**Business Evaluation Process (BEP):** a series of stages that a course proposal needs to undergo within Schools before the academic approval process begins.

**CAR:** see **Common Assessment Regulations**.

A **capstone project** is a large project that is intended to be the final piece of an undergraduate degree. In order to support the principle of depth over breadth, the development of capstone projects was introduced as part of the 2011/12 Curriculum Review. Course teams are expected to provide a substantial, integrative piece of work in the final year of all undergraduate courses.

**CADQ:** see **Centre for Academic Development and Quality**.

**Centre for Academic Development and Quality (CADQ):** the administrative centre responsible for managing NTU's quality arrangements, educational development, elearning initiatives and collaborative partnerships and validation services.

A **classification aggregate** is used in Honours, Extended and Foundation Degree courses where two levels contribute to the overall award classification.

**Coach:** there is considerable overlap between coaching and mentoring practices, but coaching is generally more directed and goal-oriented than mentoring. Outside a sporting context this term refers to an individual who facilitates a coaching conversation, defined as a conversation that aims to develop critical thinking and problem-solving skills.

**Common Assessment Regulations (CAR):** the University's framework of principles and regulations governing assessment.

A **collaborative academic lead** is appointed by the School for School-based collaborative course provision. The collaborative academic lead is normally the NTU course leader and therefore an academic subject specialist member of University staff. In their role, the collaborative academic lead formally represents ASQC in monitoring collaborative provision. The role of a collaborative academic lead is to ensure that

academic standards are appropriate for the award; the quality of student learning opportunities is being maintained; the health of the subject and collaboration is upheld (by all partners).

**Collaborations and Partnerships Sub-Committee (CPSC):** oversees the quality of NTU's School-based collaborative and partnership provision and reports to ASQC.

**Collaborative operational document (COD):** a text written during the academic approval process for collaborative provision which represents a shared understanding by the University and the School-based collaborative partner of the mechanisms through which the collaboration will operate and the roles and responsibilities of each party. The COD is considered and agreed at the DAG event or by URDC in the case of PhD collaborations.

**Collaborative provision (CP)** is educational provision leading to an award of NTU, or to specific credit towards an NTU award, which is delivered and / or supported and / or assessed through an arrangement with a partner organisation. There are four categories of partnership:

- a. **Distance Delivery**
- b. **Articulation**
- c. **Foundation Degree Progression**
- d. **School-Centred Initial Teacher Training**

There are five categories of School-based collaborative provision:

- a. **Franchise**
- b. **Joint delivery**
- c. **Joint / double degree**
- d. **Dual degree**
- e. **Joint / double / dual PhD**

**Compensation** may be used by the Board of Examiners to award a pass where a candidate has marginally failed to achieve all the **assessed learning outcomes** for a module, provided that the board is satisfied that the candidate has met the module **learning outcomes (assessed and learned)** or equivalent elsewhere. Compensation is a matter of academic judgement.

**Contextual document:** replaced by the **course operational document**.

A **course** is a curriculum of modules and structured learning, independent learning and associated learner support, which together have been designed and approved to lead to a specific named award or awards of the University. A course may contain pathways that usually comprise a subset of the full course diet and may lead to awards in their own right.

A **course committee** is the formal body that manages the ongoing operation of a course of study, monitors its success and formulates actions to enhance its quality. A

committee will be chaired by the **course leader** and include in its membership all relevant teaching and administrative staff, as well as student representatives.

A **course co-ordinator**: see **collaborative academic lead**.

**Course Development Plan**: the outcome of a **Periodic Course Review** exercise which is undertaken every three years. The Course Development Plan is monitored and updated annually through interim course reporting.

A **course leader** is a member of academic staff responsible for leading staff associated with a particular course, and for managing its successful operation and development.

**Course operational document (COD)**: previously known as the contextual document, this document is submitted for academic approval and includes the justification for that specific proposal. A COD is now required as part of the **DAG** process for new and existing courses.

A **course specification** is a document comprising the rationale, aims, **learning outcomes**, academic subject content, learning and teaching details, assessment details and learning resources associated with a specified course of study. It is formally designated as a course specification in line with standard technical nomenclature across the UK higher education community, and should be expressed in language that is readily understood by all stakeholders, especially students, employers and staff.

**Course Standards and Quality Report (CSQR)**: replaced by **Interim Course Report (ICR)** except for **Validation Service** provision for which a CSQR is still completed by the course team every year.

**Coursework** is any assignment that is not produced under time constraints.

**Curriculum Refresh Framework**: introduced to support the ambitions and expectations of the **Strategic Plan 2015 – 2020**. The Curriculum Refresh Framework articulated those ambitions of the Strategic Plan which have a particular implication for curriculum and course design. All course teams had to articulate how they have engaged with all of the criteria. This engagement was captured in the Curriculum Refresh Course Road Map document which prompted a summary of present and future plans in relation to the Framework. The Framework was not prescriptive; it described the University's expectations in a way that enabled individual course teams to make decisions that are most appropriate for their specific contexts. The requirement for course road-maps was discontinued in the 2018/19 academic year following the end of the Curriculum Refresh project.

**Criterion-referenced assessment** is the use of a set of explicit criteria to judge a student's work so that individual performance is judged and is not related to the performance of other students.

**Cross-School Standards and Quality Sub-Committee (X-SASQC)**: a sub-committee established by ASQC to monitor and review the quality and standards of courses which

are designed to work across several Schools, including the Global Summer School, Postgraduate Certificate in Academic Practice (PGCAP), and Wiley online courses.

A **Curriculum Map** charts each module against the course outcomes. It will indicate - for each module - where a course outcome is "taught" or assessed.

**Deferral:** where a **Board of Examiners** is unable to reach a decision about a student because of an absence of relevant information or where a student has been allowed to postpone completion of **assessment elements** until a later date.

**Degree apprenticeship:** see **higher education apprenticeships**

A **Design Sprint** supports innovation in course development with the course team at its centre and academic approval of the course(s) built into the activity with completion of specific tasks.

A **Development and Approval Group (DAG)** is formed to guide and approve all proposals for new courses and major changes to existing courses.

**Diagnostic assessment** provides an indicator of a learner's aptitude and preparedness to undertake a module or course and identifies possible learning weaknesses, but does not contribute to formal assessment.

**Digital** broadly describes the use of computer technology, independently of, or integral to online environments.

**Disability:** the University applies the definition of disability that is included in the Equality Act 2010. A disabled person is someone who has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

**Discover Uni** is an official source of information about higher education. It is owned and operated by the UK higher education funding and regulatory bodies. These are: The Department for the Economy in Northern Ireland, The Higher Education Funding Council for Wales, The Office for Students in England, and The Scottish Funding Council. It includes official statistics about higher education courses taken from national surveys and data collected from universities and colleges about all their students.

A **dissertation** is an extended piece of written work involving a focused analysis of a topic and research of data and / or primary sources.

**Distance Delivery:** a category of partnership in which an existing or new NTU course is wholly delivered by NTU staff, either at the partner's or another organisation's premises. A proportion of the delivery may take place at the University; however, the majority of teaching is off site. This category also includes research degrees delivered and supervised at a distance.

**Distance learning** comprises online learning activities and content delivery, where the student does not have to attend the University campus.

**DLHE:** the Destinations of Leavers from Higher Education (DLHE) survey asks leavers from higher education what they are doing six months after graduation. About three quarters of leavers complete the survey. Some published statistics are restricted to certain types of leaver such as first degree (bachelor's level) graduates or leavers who studied full-time.

**Double marking:** a form of non-anonymous marking where more than one marker grades student work, but each marker is not aware of the grades given by the other markers.

**Dual degree:** a category of School-based collaborative provision in which NTU collaborates with one or more degree awarding bodies (or equivalent) in order jointly to deliver a course which entails formal study periods in two or more centres, leading to different and separate awards from each partner. The student receives two award certificates and transcripts on successful completion, one from each degree awarding body. A dual degree is longer and greater in credit volume than for each of the individual awards but shorter than if they had been studied separately. (In some countries this is the only permitted process for undertaking collaborative degrees.) Each partner retains ultimate responsibility for the oversight and academic standards of its own course.

**e-assessment** refers to the integration of electronic information and communication technologies with those processes that measure the outcomes of students' learning, in respect of knowledge acquired, understanding developed, and cognitive, subject-specific and transferable skills gained.

**Element:** see **assessment element**.

**ENQA:** see **European Association for Quality Assurance in Higher Education**.

**Entry profiles** are published information on the personal, professional and educational experiences and interests that would be advantageous to prospective applicants in addition to formal requirements, and which may be used in assessing suitability and ability to benefit from the course. This information appears alongside course information on the UCAS (Universities & Colleges Admissions Service) website.

**ESG** stands for Standards and Guidelines for Quality Assurance in the European Higher Education Area, against which NTU has mapped its **Quality Handbook**. See also **European Association for Quality Assurance in Higher Education**.

**European Association for Quality Assurance in Higher Education:** this body has produced Standards and Guidelines for Quality Assurance in the European Higher Education Area, against which NTU has mapped its **Quality Handbook**.

An **examination** is an assessment produced under time constraints. Includes seen and unseen examinations, phase tests, class tests, oral examinations and open book examinations.

**Extenuating / exceptional circumstances:** see **Notification of Extenuating Circumstances**.

**Expectations:** statements in the **Quality Code** that set out what all UK higher education providers expect of themselves and each other and what the general public can therefore expect of them.

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

**External Examiner Appointments Panel (EEAP):** a sub-committee established by ASQC to scrutinise nominations for external examiners.

**Face-to-face learning** requires learners and teachers to be in the same physical environment.

**Framework for Higher Education Qualifications (FHEQ):** a QAA framework for academic awards and levels used by NTU.

**First sitting (first attempt):** a candidate is allowed a further opportunity to undertake an assessment without any penalty.

**Flexible learning** offers a diverse range of students' choices about when, where, and how they learn, and how they pay for their course.

**Formative assessment** is designed to provide learners with feedback on progress and informs development, but does not contribute to the overall formal **module assessment** although it is used in conjunction with **summative assessment**.

**Foundation Degree:** a higher education qualification at level 5.

**Foundation Degree progression:** a category of partnership granted to regular cohorts of students. All foundation degrees must have an articulated progression route from a named foundation degree award to a named bachelor's degree, generally to level 6.

**Franchise:** a category of School-based collaborative provision in which the partner delivers the whole of an existing NTU course to NTU students, at its own centre. The partner is approved by NTU. In some cases, the course could be newly designed by NTU or could be a modified version of an existing NTU course; the course may be designed to 'top up' an existing award offered by the partner. The course (or level/module) is taught and assessed by the partner. Students receive an award certificate and transcript/diploma supplement from NTU. The partner name, language (where not English) and location of delivery is detailed on the transcript/diploma supplement.

**Generic grade criteria** are a University-wide set of descriptors at key attainment levels, i.e. 1st, 2:1, 2:2 and 3rd on Honours Degrees. They are used by course teams to set the grade criteria for the specific course.

**Generic Level Descriptors** are University-wide descriptors that indicate the broad **learning outcomes** expected at levels 3-7. They are used to set the outcomes for a specific course and its modules, at each level.

**Generic Grading Descriptors** define the standards of performance expected across the NTU 17-point grading scale. These are aligned to the University's generic level descriptors.

**Grade based assessment (GBA):** the University's approach to the setting and marking of student work. It includes grade criteria and a 17-point grading scheme.

**Group assessment** might consist of a) a group of students forming a single judgement on a piece of work to which they have all collaborated, b) a group of students forming judgements on each student's contribution to the piece of group work, c) a tutor forming a single judgement on the group work, d) a tutor forming judgements on each student's contribution to the piece of group work.

**Head of Department (HoD):** previously **Academic Team Leader (ATL)**. A member of academic staff who is responsible for leading an area of a School's work, normally subject based. Key decision maker in **Academic Irregularities** process.

**HEFCE:** Higher Education Funding Council for England.

**Higher apprenticeship:** see **higher education apprenticeship**

A **higher education apprenticeship** combines both higher and vocational education, and fully tests wider occupational competence and academic learning. This is achieved either through an integrated degree co-designed by the University and employers, or through a degree plus a separate end-point assessment which tests professional competence. There are two types of HE apprenticeships:

- a. **higher apprenticeships** are offered at levels 4 and 5. These are equivalent to a higher education certificate, higher education diploma or a foundation degree;
- b. **degree apprenticeships** are offered at levels 6 and 7. These are equivalent to a bachelor's or master's degree respectively.

**Higher Education Review (HER):** the Quality Assurance Agency for Higher Education's (QAA's) review method for all subscribers in England and Northern Ireland, as well as for providers with access to funding from the Higher Education Funding Council for England (HEFCE) who are not subscribers to QAA. It was launched in 2013-14 and succeeds Institutional Review.

**Inclusive Assessment Practice:** enabling of full and equitable participation in and progression through higher education for all prospective and existing students.

**Interim Course Report (ICR):** previously Course Standards and Quality Report (CSQR). Prepared by the course leader at the end of the academic year for consideration by SASQC on an annual basis, this report provides an annual "health check" of the course, i.e. that everything is appropriately in place to assure the quality and standards of the provision for the next cohort of students. It also provides an opportunity to assess progress made on the **Course Development Plan** (an output of the most recent **Periodic Course Review**) and update this where necessary.

**Joint delivery:** a category of School-based collaborative provision in which the partner and NTU jointly deliver an existing NTU course (or part of a course, or module) to NTU students. The location of delivery may vary. The course could be a modified version of an existing NTU course to suit the nature of the partnership or a new course that is jointly designed by both partners. This category also includes jointly delivered and / or supervised research degrees. Students receive an award certificate and transcript / diploma supplement from NTU.

**Joint / double degree:** a category of School-based collaborative provision in which NTU collaborates with one or more degree awarding bodies (or equivalent) in order jointly to design and deliver a course which entails formal study periods in two or more centres, leading to a single award made jointly by both partners. The student receives one award certificate which carries the crests / logos of the participating degree awarding bodies. The student receives one transcript / diploma supplement which describes the nature of the collaboration, and details all credits and in which locations these were achieved. A double degree applies where there is a legal impediment in the partner's jurisdiction to making a joint award.

**Joint / double / dual PhD:** a category of School-based collaborative provision in which NTU collaborates with another degree-awarding body in order jointly to supervise a programme of PhD study. These arrangements are normally made on an individual student level and are subject to a cotutelle agreement; they entail formal periods of study and research at each institution. For a joint PhD a single award is made jointly by both partners. Where one partner is legally prevented from offering a joint award a double award may be developed.

**Learning** is the acquisition of knowledge or skills through study, experience, or being taught.

**Learning and Teaching Manager (LTM):** an academic located in, and representing, a School. Individually, and as a group, LTMs are important contacts for advice on learning and teaching issues and developments.

A **learning outcome** is a statement of what a student is expected to know, understand and/or be able to demonstrate at the end of a learning process. In the context of a module, an **assessed learning outcome** means that the outcome is formally assessed in the module; a **"taught" learning outcome** means that the outcome is taught, developed or practised but not summatively assessed.

**Level:** this term refers to each of the annual stages of a course. The term "level" is most commonly used within "level descriptors," which indicate what a student is expected to have achieved in knowledge, skills, attitudes etc. by the end of a particular level of the course.

**LLR:** Library and Learning Resources.

**LTM:** see **Learning and Teaching Manager**.

A **marking matrix** defines the performance standard required for each grade for each of the assessment criteria. The assessment criteria must map to the module learning outcomes. Example marking matrices are included on the SharePoint site.

**Mansfield Standards and Quality Sub-Committee:** a sub-committee established by ASQC to monitor and review the quality and standards of courses which are delivered at Nottingham Trent's Mansfield campus.

**MAW** stands for management of academic workloads.

**Mentor:** a member of staff or alumni who uses their knowledge and experience to support a student through their course. A student or peer mentor with more experience may also mentor a less experienced student.

**Mode:** refers to the means by which the course is delivered. This can refer to any one or more of the following: full-time (FT); part-time (PT); sandwich (SW); distance learning (DL); flexible learning.

**Moderation** is a process by which the assessment tasks and the completed assessments themselves are considered by a peer(s) to ensure fairness, validity, reliability and rigour of the procedure. *Internal moderation* is conducted for all assessments and involves members of the subject or module team. *External moderation*, which involves the external examiner, is required for all assessment that leads to a terminal award.

A **module** is the sub-unit of a course. A course comprises a number of modules within each of its levels. The number of modules within a course depends upon the size of the modules, which are determined according to University regulations and agreed through the course approval process.

**Module assessment** is the process by which the **learning outcomes** of a module are tested. A module assessment will typically be divided into formal **assessment elements**.

A **module leader** is a member of academic staff who is responsible for a named module and leads other staff associated with that module.

A **module specification** is a written explanation of the rationale, aims, **learning outcomes**, academic subject content, learning and teaching details, assessment details and learning resources associated with a specified module within a course of study.

**MSQSC:** see **Mansfield Standards and Quality Sub-Committee**

**MySay:** the University platform for student evaluation surveys designed to capture student feedback on any issues or areas of best practice regarding the content of the modules and courses, the ways in which they are delivered and their overall learning experience.

**NECC:** see Notification of Extenuating Circumstances Contact.

**NECP:** see Notification of Extenuating Circumstances Panel.

**Norm-referenced assessment** is the grading of students on the basis of their relative performance in a cohort.

**Notification of Extenuating Circumstances (NEC) process:** previously Notification of Exceptional Circumstances. A mechanism which enables students to disclose to the University circumstances beyond their reasonable control and request support in the form of an extension to a coursework submission deadline or an assessment attempt at the next available opportunity, or other academic or pastoral support.

**Notification of Extenuating Circumstances Contact (NECC):** members of academic staff appointed by the School to consider NEC submissions and to assess whether the student's claims are substantiated by their evidence. May decide to uphold, partially uphold or not uphold the submission. In certain cases, the NECC may be unable to make a decision and may refer the submission to the NECP.

**Notification of Extenuating Circumstances Panel (NECP):** members of academic staff appointed by the School to monitor NEC activity across the School and to report on NEC outcomes to the **Board of Examiners** and to resolve particularly complex cases. The Chair of the NECP may attend the Board of Examiners meeting but not as a member.

**Notional study hours of learning:** 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.

**NOW:** NTU Online Workspace. NOW is the University's Virtual Learning Environment, formerly known as the VLP.

**OfS** is the independent regulator of higher education in England. It aims to ensure that every student, whatever their background, has a fulfilling experience of higher education that enriches their lives and careers. Its work covers all students whether undergraduate or postgraduate, national or international, young or mature, full-time or part-time, studying on a campus or by distance learning.

**Online learning** uses the internet as the primary means of delivering learning and assessment.

**PAP:** Poor Academic Practice, the level of academic irregularity below academic misconduct and academic offence. PAP is dealt with by the course team rather than through a formal SAIP meeting.

**Pathway:** a designated route through a particular course, which indicates the predominant emphasis in the course. For example, in BSc Applied Biology (Environmental Biology) the bracketed subject indicates the pathway and the major emphasis.

**PDP:** Personal Development Planner (or Personal Development Plan).

**Peer assessment:** type of assessment in which students judge the work of their peers by engaging with criteria and standards and applying them to make judgements. This term is usually applied when each partner in a pair of students assesses the other's work.

**Periodic Collaborative Review:** forms part of the University's normal quality management procedures for collaborative provision. It is the way in which the University satisfies itself that collaborative arrangements continue to fulfil the requirements for quality, that the academic standards of the awards are appropriate and that there are comparable student learning opportunities to those students studying at the University. The review process is both developmental and judgemental. A form of periodic collaborative review is undertaken every three years for all **School-based** and **Validation Service collaborative provision**.

**Periodic Course Review (PCR):** a mechanism by which course teams reflect on the validity, currency, and the academic quality of the provision once every three years. The review consists of a face-to-face discussion with external stakeholders and students centring on key data sets provided in advance of the meeting to enable appropriate consideration of the current and future quality and standards of the course. The outcomes of the review are recorded within the **Course Development Plan**.

**Periodic Research Degree Review (PRDR):** a process of assuring the University that the Doctoral School and Academic Schools are effectively managing quality and enhancement procedures and processes for research degrees, and providing high quality and inclusive learning opportunities that enable students to achieve the University's research degree awards and qualifications. PRDR is undertaken every five years.

**Periodic School Review (PSR):** PSR is a developmental review of a School's approach to quality assurance and enhancement, undertaken through consideration of the School's policies, procedures and strategies, and through meetings with School staff and stakeholders. Each School is reviewed every five years. The outcome confirms that the School is operating in line with the University's expectations as set out in strategy and policy. An action plan follows the review and is integrated within the annual School academic plan.

**Personal tutor:** also known as an academic mentor. A member of NTU academic staff who provides academic, pastoral and professional advice and guidance for a nominated group of students. They may provide a gateway to further support. Tutorial support may be provided in groups or one-to-one.

**Placement:** a planned period of experience outside the institution (for example, in a workplace) to help students to develop particular skills, knowledge or understanding as part of their course.

**Placement learning:** where a student, as part of a University course, undertakes a negotiated and agreed period of work or research based / study experience, normally outside the University, and where the learning from that experience is monitored and assessed according to a set of validated outcomes. The policy is not intended to cover learning outside an institution that is not a planned (and approved) part of a course, such as part-time, term-time and vacation work that students have arranged for

themselves. In addition, it does not apply to professional or vocational practice courses designed for individuals already in employment.

**Placement mentor:** a member of NTU academic staff who provides academic, personal and professional advice and guidance for a student while on placement. This may include visiting the student.

**Progression Board:** see **Board of Examiners**.

**Progression Partnership:** a form of collaboration in which students studying at named partners are entitled to entry onto the beginning of an NTU course once they have met the admission requirements.

**Project Module:** a module in which a student investigates a topic in depth on an individual or group basis. The form of the project will depend on the course and its subject field, but may be a report, dissertation, thesis or artefact.

**PSR:** see **Periodic School Review**.

**PSRB** stands for Professional Statutory and Regulatory Body. PSRBs are organisations that set the standards for, and regulate entry into, particular profession(s) and are authorised to accredit, approve or recognise specific courses leading to the relevant professional qualification(s) for which they may have a statutory or regulatory responsibility.

**QAA** stands for Quality Assurance Agency for Higher Education.

**Quality Code:** refers to the QAA UK Quality Code for Higher Education, the UK-wide set of reference points for higher education providers (agreed through consultation with the higher education community, and published by QAA), which outlines the expectations that all providers are required to meet.

**Quality Code expectations:** QAA statements in the **Quality Code** that set out what all UK higher education providers expect of themselves and each other and what the general public can therefore expect of them.

**Quality Code indicators of sound practice:** QAA indicators describe activities which higher education providers have agreed reflect sound practice, and through which higher education providers can demonstrate that they are meeting the relevant expectation. Indicators are not designed to be used as a checklist; they are intended to help providers reflect on and develop their regulations, procedures and practices to demonstrate that the expectations in the Quality Code are being met. The indicators are grouped into clusters under a heading.

**Quality Handbook (QH):** the primary source of University policies, procedures, processes, regulations and guidance that define and assure the academic standards and quality of the University's academic portfolio. The Sections are listed in QHS 0B, which is available on the Academic Development and Quality website.

**Quality Handbook Supplement (QHS):** the QH is supported by a number of Supplements. These Quality Handbook Supplements (QHS) contain more specialised policies, requirements and guidance notes, but can also take the form of technical and procedural manuals, templates and / or forms. The Supplements are listed in QHS 0B, which is available on the Academic Development and Quality website.

**Referral:** where the **Board of Examiners** deems that a student has failed a **module assessment** (or element of it) and is required to be reassessed at a later date with penalty.

**Referral Board:** see **Board of Examiners**.

**Reliability** refers to consistency in the marks allocated in the following circumstances:

- i. different assessors marking the same piece of work.
- ii. an individual assessor marking each piece of work in a batch of marking.
- iii. the same assessors on different occasions.

**Repeat:** where the **Board of Examiners** decides that a student has to repeat a module (or modules) by full attendance and by completing all elements of the **module assessment**.

**Repeat without attendance:** where the **Board of Examiners** decides that a student has to repeat a module (or modules) without full attendance but by completing all elements of the **module assessment**.

**Request for Reconsideration (R4R):** The first stage of the **Academic Appeals process**.

A **sample** is a representative proportion of **module assessments** usually taken at key grading points.

**Sampling** is the process whereby a peer reviews a sample of student marks for the purpose of moderation.

**SASQC:** see **School Academic Standards and Quality Committee**.

**School Academic Standards and Quality Committee (SASQC):** body primarily responsible for academic quality and standards within a School.

A **School Academic Irregularities Panel (SAIP)** reviews the evidence relating to an allegation of academic irregularity against a candidate's work and decides, on the balance of probabilities, whether to uphold the allegation. If the allegation is upheld, then the SAIP applies a penalty from the Academic Irregularities Penalty Framework (AIPF).

**School Centred Initial Teacher Training (SCITT):** a category of partnership comprising a specific agreement between NTU and a School (or consortium of Schools) by which students complete 60 level 7 credits at NTU and the equivalent of 60 level 6 credits at the SCITT School. The School(s) which make up a SCITT deliver 60 credits of

government approved, level 6 equivalent, professional practice study which constitutes the Qualified Teacher Status (QTS) element of a Postgraduate Certificate in Education (PGCE).

**School Standards and Quality Manager (SSQM):** each School has an SSQM who liaises with academic colleagues and CADQ on matters relating to the quality management.

**SCITT:** see **School Centred Initial Teacher Training**.

**Second marking:** a form of marking where more than one marker grades student work, but the second marker is aware of the grade given by the first marker.

**Self-assessment** is a process that involves a student in the marking of their own work. There are three aspects to this process: (i) involvement in setting the assessment criteria, (ii) making judgments on their own work and (iii) monitoring and reviewing their own learning.

**SRDC:** School Research Degrees Committee; it has delegated responsibility from the University Research Degrees Committee (URDC) to monitor and report on the academic standards and quality of ProfD, PhD, Higher Doctorate and PhD by Published Work awards within a School.

**Strategic Plan (University, reimagined):** The University's vision 2020-2025, consisting of six main themes: Connecting Globally, Creating Opportunity, Empowering People, Enriching Society, Embracing Sustainability, and Valuing Ideas.

**Standards and Guidelines for Quality Assurance in the European Higher Education Area:** produced by the European Association for Quality Assurance in Higher Education, and which NTU has mapped against its ASQ Handbook.

**Sub-element:** see **assessment element**.

**Success for All (S4A / SfA):** Educational development initiative originating with the **Strategic Plan** to continue to address differences in attainment between and obstacles to equal access to opportunities across all student groups. Each School has a dedicated educational developer from the team based in **CADQ**.

**Subject benchmark statement:** a statement published by **QAA** 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.

**Subject:** refers to an academic discipline, which can form part or all of the basis of a course.

**Summative assessment** provides a measure of achievement or failure made in respect of a learner's performance in relation to the **module assessment** (or element) and / or the course **learning outcomes**.

**Synoptic assessment:** all courses should incorporate a synoptic assessment piece, allowing students to combine learning in relation to their employability from a range of activities and experiences, and which requires a significant element of reflection in relation to their future employability aspirations. This synoptic assessment should be integrated into an appropriate module.

**Task and Finish Groups (T&FG):** A T&FG may be set up by **ASQC** to consider in detail a particular theme or issue and report back to the Committee.

**TEL** stands for technology-enhanced learning.

**University Research Degrees Committee (URDC):** has delegated responsibility from the University Research Committee to monitor the academic standards and quality of research degrees and oversee the conduct of PhD and professional doctorate routes.

**University verifier (UV):** see **academic liaison tutor**.

**URDC:** see **University Research Degrees Committee**.

**Validated Centre:** an external organisation that operates under a **validation service**.

**Validated Centre Standards and Quality Report (VCSQR):** an annual report submitted by Validated Centres with more than one NTU validated course. The VCSQR provides Centre-level data and evidence and allows the Centre to reflect on the full range of University awarded provision and to identify Centre-wide strengths and areas for development.

**Validation Service:** a particular form of collaboration in which an external partner delivers its own courses to its own students at its own centres. The courses are validated and awarded by NTU. Students receive an award certificate with the NTU crest alongside the partner's name. Inclusion of the partner's logo and a signature of the Head of Centre is optional. Students receive a transcript from the partner which has been approved by NTU.

**Validation Service Sub-Committee (VSSC):** a sub-committee established by **ASQC** to oversee the quality of NTU's Validation Service provision.

**Verification** is the totality of procedures that ensure assessment is fair, valid and reliable. It includes rigorous specification of courses, modules and assessment strategies that themselves are subject to validation and evaluation. It incorporates peer checking in the setting and marking of assessment tasks (**moderation**), clear assessment regulations and procedures, properly constituted **Boards of Examiners** and independent **External Examiners**. Evidence to indicate a sound verification process is obtained through monitoring, including the analysis of External Examiner reports and student results within and across modules. This evidence is evaluated to improve all aspects of verification.

**VSSC:** see **Validation Service Sub-Committee**.

**VLE/VLP:** see **NOW**.

**WCA** stands for whole course assessment.

**Work-based learning** is learning that is usually achieved and demonstrated through engagement with a workplace environment, the assessment of reflective practice and the designation of appropriate learning outcomes, and is either integral to a University course or can be stand alone.

**X-SASQC:** See **Cross-School Standards and Quality Sub-Committee**.