



Nottingham Trent
University

NTU Glossary for External Examiners

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NTU Structure and Governance	
VC, DVC, PVC	Vice-Chancellor, Deputy Vice-Chancellor, Pro Vice-Chancellor: Members of the University Executive Team (UET)
NTU Academic Schools are commonly abbreviated as	
AAH	School of Arts and Humanities
ADBE	School of Architecture, Design and Built Environment
ARES	School of Animal, Rural and Environmental Sciences
CICT/Confetti	Confetti Institute of Creative Technologies
NLS	Nottingham Law School
NBS	Nottingham Business School
NSAD (previously AAD)	Nottingham School of Art and Design
SSS/SOC/S3	School of Social Sciences
SST	School of Science and Technology
Doctoral	NTU Doctoral School
Each School has	
SSQM	School Standards and Quality Manager: this colleague is likely to carry out your School-level external examiner induction
LTM	Learning and Teaching Manager
SEM	School Employability Manager
HoD	Various Heads of Department
ED, DD	Executive Dean, Deputy Dean
SASQC	School Academic Standards Quality Committee: provides governance and oversight for course quality matters
SET	School Executive Team: senior decision-making body at School level
Each course has	
Course leader	Responsible for course oversight and management: this colleague will be your main contact and is likely to carry out your course-level external examiner induction
Module leaders	Support the course leader in the management and delivery of the course
CCM	Course Committee Meetings: Attended by the course team and students
NOW Learning Room	NOW (NTU Online Workspace) is NTU's virtual learning environment. A learning room is a specific area within NOW in which students can access course or module information. You will have access to relevant learning rooms so that you can review samples of student work.
Terms related to assessment regulations	
QH	NTU's Quality Handbook: divided into sections and supplements
GBA	Grade-Based Assessment: NTU's assessment framework designed to be

	fair and non-inflationary. See the Assessment section of this page, as well as QH Sections 15 (Assessment) and 16 (Common Assessment Regulations)
CAR	Common Assessment Regulations and Degree Classifications: Section 16 of the QH outlines NTU's academic thresholds and their application.
NEC	Notification of Extenuating Circumstances: Usually submitted by students ahead of an assessment deadline to request an extension or an assessment attempt at the next available opportunity on the basis of circumstances beyond their control. See QH Section 17A
R4R	Request for Reconsideration: Submitted by students after they receive their exam board results. A School R4R panel will consider, e.g., additional material evidence not previously available, to support the student's claim that their academic performance was impeded. If the student is unsatisfied with the R4R outcome they are entitled to submit an Academic Appeal. QH Section 17B covers R4Rs and Academic Appeals.
AIP	Academic Integrity Policy. NTU's policy has three categories of investigation: Improving Academic Integrity; Academic Misconduct; and Serious Academic Misconduct. Where cases are upheld the School Academic Integrity Lead recommends a penalty from the penalty framework. The Board of Examiners receives the outcome of all upheld academic misconduct and serious academic misconduct cases and will make a decision about applying a penalty in the context of the student's overall academic profile. See QH Section 17C
Terms related to NTU pedagogical approaches	
ACL	Active collaborative learning: Pedagogies which eschew traditional transmissive lecture-style teaching in favour of enquiry-based learning where students carry out specific activities in carefully managed groups. ACL creates a dynamic and interactive learning environment to foster critical thinking, communication skills, and teamwork.
SCALE-UP	Student-Centred Active Learning Environment with Upside-down Pedagogies: A strategic approach to ACL in which students work collaboratively to solve problems via "upside-down pedagogies" such as flipped learning, peer teaching, and rotating group roles in assigned groups. NTU's purpose-built SCALE-UP rooms feature distinctive circular tables along with shared technologies, but SCALE-UP principles have been applied in a range of NTU learning spaces.
TBL	Team-Based Learning: A strategic approach to ACL in which learning enquiries are addressed individually and then collectively, in this way enabling students to privately compare their own response with that of their group. Ahead of scheduled contact time students engage with learning resources (flipped learning) so that they are prepared for short individual readiness assurance tests (iRAT) in class. Each iRAT is immediately followed by an identical team test (tRAT). Instant tRAT feedback allows the discussion to address any particular challenges evidenced by the team results. This pedagogy enables students to spend the majority of class time collaboratively solving problems.
WCA	Whole-course assessment/integrated assessment: Institutional expectation that assessment strategies are designed at course rather than individual module level
SfA, S4A	Success for All: A university-wide initiative to close attainment gaps between disadvantaged or marginalised student groups and their peers via evidence-based targeted interventions

Terms related to NTU academic quality monitoring processes	
PCR	Periodic Course Review
ICR	Interim Course Report: produced annually
PR	Periodic Review: takes place at School level every 3-5 years
Other NTU-specific terms	
NTIC	Nottingham Trent International College: On successful completion of their NTIC course, NTIC students progress by arrangement to certain NTU courses
TILT	Trent Institute for Learning and Teaching
SPUR	Scholarship Programme for Undergraduate Researchers
EIA	Equality Impact Assessment
X-SASQC	Cross-School Academic Standards and Quality Committee: provides governance and oversight of multidisciplinary courses or provision that does not sit neatly within one School
External terms	
OfS	Office for Students: Regulatory body for higher education in England and current Designated Quality Body. All universities must meet the OfS' B Conditions of Registration
QAA	Quality Assurance Agency for Higher Education: previous Designated Quality Body for England. Producer of subject benchmark statements. Recently produced principles and guidance for external examination.
GOS	Graduate Outcomes Survey
NSS	National Student Survey: Sector-wide annual survey of undergraduate students and their learning experience
PTES	Postgraduate Experience Survey: like NSS
PSRB	Professional, Statutory and Regulatory Bodies