# Abbreviations used throughout the Academic Quality and Standards Handbook

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| AF | Academic Framework |
| AP | Alternative Provider |
| AQSH | Academic Quality and Standards Handbook |
| ARRD | Faculty Annual Report on Research Degrees |
| BTEC | Business and Technology Education Council |
| CDP | Curriculum Design Principles |
| CEP | Course Enhancement Plan |
| CMA | Competition and Markets Authority |
| CMMP | Course and Module Modifications Panel |
| CMS | Curriculum Management System |
| DA | Degree Apprenticeship |
| DBS | Disclosure and Barring Service |
| DfE | Department for Education |
| DfS | Directorate for Students |
| DVC | Deputy Vice-Chancellor |
| EC  | Education Committee |
| EE | External Examiner |
| ECTS | European Credit Transfer and Accumulation Scheme |
| FEC | Further Education College |
| FEC | Faculty Education Committee |
| FHEQ | Framework for Higher Education Qualifications |
| FQ-EHEA | Framework for Qualifications of the European Higher Economic Area |
| FMG | Faculty Management Group |
| GDPR | General Data Protection Regulation |
| GO | Graduate Outcomes |
| HDA | Higher and Degree Apprenticeship |
| HE | Higher Education |
| HEAR | Higher Education Achievement Record |
| HECoS | Higher Education Classification of Subjects |
| HEIs | Higher Education Institutions |
| HESA | Higher Education Statistics Agency (designated data body) |
| IA | Institutional Approval |
| IM | Institutional Monitoring |
| IAV | Institutional Approval Visit |
| ICF | Inclusive Curriculum Framework |
| IELTS | International English Language Testing Scheme |
| IQA | Internal Quality Audit |
| IRR | Institutional Review Report |
| IT | Information Technology |
| ITE | Initial Teacher Education |
| JEC | Joint Executive Committee |
| KCEP | Kingston Continuous Enhancement Process |
| KPI | Key Performance Indicator |
| KSU | Kingston Students’ Union  |
| KU | Kingston University |
| LRC | Learning Resource Centre |
| L&T | Learning & Teaching |
| LTA | Learning, Teaching and Assessment |
| LTEC | Learning and Teaching Enhancement Centre |
| MALA | Masters Awards by Learning Agreement |
| MEP | Module Enhancement Plan |
| MEQ | Module Evaluation Questionnaire |
| NARIC | National Academic Recognition Information Centre |
| NQF | National Qualification Framework |
| NSS | National Student Survey |
| OFSTED | Office for Standards in Education, Children’s Services and Skills |
| OfS | Office for Students (the regulator) |
| OIA | Office of the Independent Adjudicator |
| OJT | On the Job Training |
| PAB | Programme Assessment Board |
| PDP | Personal Development Planning |
| PMG | Portfolio Management Group |
| PSRB | Professional, Statutory and Regulatory Body |
| PTS | Personal Tutor Scheme |
| PVC | Pro Vice-Chancellor |
| QA | Quality Assurance  |
| QAPCC | Quality Assurance Portfolio Change Committee |
| QAA | Quality Assurance Agency for Higher Education  |
| QAE | Quality Assurance and Enhancement |
| QE | Quality Enhancement |
| QTS | Qualified Teacher Status |
| RASC | Regulations, Assessment and Student Casework  |
| RFC | Regulatory Framework Committee |
| RPL//RPCL/RPEL | Recognition of Prior Learning, Recognition of Prior Certificated Learning, Recognition of Prior Experiential Learning |
| SBS | Subject Benchmark Statement |
| SDLT | School Director of Learning and Teaching |
| SEC | School Education Committee |
| SPP | Student Protection Plan  |
| SSG | Student Surveys Group |
| SITS | Student Information Technology Services (student record system) |
| SLT | Senior Leadership Team |
| SMG | School Management Group |
| SRS | Sector Recognised Standards |
| SVC | Student Voice Committee |
| TEF | Teaching Excellence Framework  |
| TEL | Technology Enhanced Learning |
| UCAS | University and Colleges Admissions Service |
| UCE | University Chief Examiner (Pearson provision only) |
| UKQC | UK Quality Code |
| UKVI | United Kingdom Visas and Immigration |
| VC | Vice-Chancellor |
| VCO | Vice-Chancellor’s Office |
| WBL | Work Based Learning |

**Glossary of Terms used in the Academic Quality & Standards Handbook**

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| Academic Council | Operates at a strategic level, responsible for issues relating to research, scholarship, teaching, learning and assessment, academic standards and qualifications. The development of the University’s academic activities and the support of these activities. Advises the Vice-Chancellor and Board of Governors as necessary. |
| Advanced Standing | This is where an individual student is considered for entry to a later year/level/stage of a University award. Applications are considered on an individual basis using recognition of prior learning (RPL) principles and guidelines and it is a matter of academic judgement by those responsible for admissions whether to allow the applicant admission.*(see section H – Accreditation Processes)*  |
| Approval to recruit | A course is only permitted to recruit students once the course has completed the validation process. A course can be advertised with a ‘subject to approval’ statement, once PMG has approved the course to proceed to validation. *(see section A* - *Academic* *Portfolio Changes)* |
| Articulation Agreement | A formal agreement recognising the credit rating of a named qualification of another institution or organisation creating the opportunity to transfer credit and enable student entry from the named institution or organisation with advanced standing and specific credit to a University award. Students who achieve the agreed standard have the right to enrol on the articulated programme.*(see section H – Accreditation Processes)* |
| Blended Learning | Blended learning is an approach to learning and teaching that integrates on-campus, off-campus and online delivery modes. Courses that make use of blended learning will include a combination of in-person (on or off campus) and online delivery |
| Canvas | The University’s Virtual Learning Environment (previously known as StudySpace) |
| Course closure | Course closure is the permanent withdrawal of the course (sanctioned by QAPCC) from the University's academic portfolio of taught provision. The course no longer remains in validation.*(see section A* - *Academic* *Portfolio Changes)* |
| Course and Module Modification Panel (CMMP) | Other than those changes requiring University level approval (such as significant course changes, title changes, change to mode of delivery), faculties have delegated authority to make changes to course and modules within the UG and PG Regulations through the CMMP. All changes should be signed off by the relevant SDLT, in liaison with the Head of Department.  |
| Credit | Credit is awarded in recognition of the achievement of designated learning outcomes at a specified level. |
| Credit Accumulation and Transfer | A mechanism which allows credit awarded by a higher education awarding body to be recognised, quantified and included towards the credit requirements for a programme delivered by another higher education provider and/or between programmes offered by a higher education provider. |
| Credit level | An indicator of the relative complexity and/or depth of learning. |
| Credit level descriptors | The generic characteristics of learning at a specific level, used as reference points. |
| Credit value | The number of credits, at a particular level, assigned to a body of learning. In other words, it indicates both the amount of learning expected and the relative level of difficulty. |
| Collaborative Provision | This is the umbrella term used to cover the different types of collaborative arrangements. Partnership arrangements cover any activity where the achievement of the learning outcomes for a module or programme are dependent on the arrangement made with the other delivery or support organisation(s), and will be subject to the processes outlined in section B of the Handbook.*(see section B – Managing Higher Education Provision with Others)* |
| Credit Rated course | A course delivered by a partner organisation can be recognised for the award of academic credit (*eg*. where the course carries less credit than is required for an award)*(see section B – Managing Higher Provision with Others)* |
| Double Degrees | This is an arrangement that involves students completing a single progamme of study that is otherwise wholly joint, but upon completion students are awarded two separate awards conferred by each degree awarding body involved.*(see section B – Managing Higher Education Provision with Others)* |
| Dual Degrees | A dual degree is where separate awards are conferred by more than one institution upon a student upon completion of a jointly conceived programme of study. Students do not need to satisfy the requirements of all partners to achieve an award.*(see section B – Managing Higher Education Provision with Others)* |
| Due Diligence | Refers to the task of carefully reviewing and verifying all critical assumptions and facts presented by an institution, to enable the University to be confident that institutions with which it plans to work closely are of appropriate legal, technical and financial standing, and that the intended collaboration does not present the University with any particular risks in principle*(see section B – Managing Higher Education Provision with Others)* |
| Education Committee | The committee with responsibility for: the continuous enhancement of teaching quality, learning environment and student outcomes; and for developing the University’s quality assurance and enhancement processes. |
| External Examiner | External examiners are appointed by the University from UK HEIs, practice and industry to be independent auditors of the assessment system of the University, its academic standards, assessment regulations, processes and procedures*(see section I – External Examiners)* |
| Flying Faculty | An arrangement whereby a KU programme is delivered and assessed in a location away from the University by KU staff.*(see section B – Managing Higher Education Provision with Others)* |
| Franchised course (see also sub-contracted course) | A franchised or ‘sub-contracted’ course is designed and assessed by Kingston University but is delivered by a partner institution. The University has full contractual responsibility for the provision of education, returns the students in its statutory returns and where access to student support is concerned will submit course information to the Student Loans Company and will receive the relevant tuition fee loan.*(see section B – Managing Higher Education Provision with Others)* |
| Institutional Agreement | Formalises the contract between the University and the collaborative partner. *(see section B – Managing Higher Education Provision with Others)* |
| Institutional Approval | Institutional approval is the process by which a new partnership arrangement is scrutinised for its suitability to collaborate in programmes leading to awards of the University. The process culminates in approval by the Academic Council on the recommendation of the Education Committee and the completion of an Institutional Agreement between senior officers of the partner institution and the Vice-Chancellor on behalf of the University*(see section B – Managing Higher Education Provision with Others)* |
| Internal Quality Audit (IQA) | Kingston University’s process for investigating specific quality-related procedures with a view to providing support for QA processes where necessary.*(see section E - Internal Quality Audit)* |
| Joint Degree | A joint award is where a single award is conferred jointly by more than one institution upon a student upon completion of a single programme of study.*(see section B – Managing Higher Education Provision with Others)* |
| Joint Delivery | This is where a Kingston University award is jointly delivered by the partner and the University (this should not be confused with a “joint award”, see above). For quality assurance purposes, provision which is jointly delivered is treated in the same way as franchised provision.*(see section B – Managing Higher Education Provision with Others)* |
| Kingston Continuous Enhancement Process (KCEP) | This is the institutional framework for quality enhancement, which fosters strong working relationships between course teams across all faculties and the professional services. It underpins the enhancement and monitoring of current courses and facilitates the showcasing of excellence in course delivery.*(see section D – Kingston Continuous Enhancement Process)* |
| Learning outcomes | Statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning. |
| Liaison Document | Document used in the validation of collaborative arrangements outlining the respective responsibilities of the University and the partner organisation with respect to the delivery of the course.*(see section B – Managing Higher Education Provision with Others)* |
| Masters Award(s) by Learning Agreement (MALA) | MALA is a form of programme followed by individuals or cohorts who do all or a significant part of their study in a work setting. *(see section B – Managing Higher Education Provision with Others)* |
| Module | A self-contained, formally structured learning experience with a coherent and explicit set of learning outcomes and assessment criteria. |
| My Kingston  | The internal intranet system for students. |
| Module Descriptors | Definitive record of the key features of a module including aims, learning outcomes, teaching and learning and assessment strategies, etc.*(see section C – Validation of New Courses)* |
| Office for Students (OfS) | The Office for Students (OfS), established by the Higher Education and Research Act of 2017, is the regulator of higher education providers in England. It came into operation on the 1st of April 2018.*(see section K – External Requirements)* |
| Programme Assessment Board (PAB) | The assessment board responsible for the overall assessment of students following similar programmes and for the standards of awards. |
| Planning Meeting | Meeting held to formalise the arrangements for a forthcoming validation event (eg date, panel and documentary requirements)*(see section C – Validation of new courses)*ORMeeting held to formalise the arrangements for a forthcoming substantive review event (*eg*. date, documentary requirements, etc).*(see section E – Substantive Review)* |
| Portfolio Management Group (PMG) | The group responsible for overseeing all course-related activity that might have a commercial impact on the university, including approving new course ideas to proceed to validation.  |
| Postgraduate Regulations | Regulations for Kingston University’s postgraduate courses available at [Kingston Academic Regulations](https://www.kingston.ac.uk/aboutkingstonuniversity/howtheuniversityworks/policiesandregulations/). |
| Programme Specification | Definitive record of the key features of the course including aims, learning outcomes, teaching and learning and assessment strategies, etc. *(see section C – Validation of New Courses)*The Unviersity’s central respository is here at [Kingston Programme Specifications](https://progspec.kingston.ac.uk/). |
| Progression Agreement/Compacts/ Accords | These are arrangements designed to support individual students in the application process to the University. They can apply to entry at the start of a course or to entry with advanced standing (see above). The partners agree to support and facilitate the applications from individual students covered by the agreement. These agreements often underpin vocational progression pathways, support applications from non-traditional entrants in Widening Participation initiatives and offer certain guarantees to students applying from the partner, including support in recognition of prior experiential learning (RPEL).*(see section H – Accreditation Processes)* |
| Qualification descriptors | Generic statements of the outcomes of study for the main qualification at each level which exemplify the nature and characteristics of that qualification. |
| Quality Assurance Agency (QAA) | The QAA is an independent expert quality body for higher education across the UK. QAA is the custodian of a suite of UK-wide sector reference points which form an essential part of the quality assurance infrastructure of higher education institutions across the UK and help to safeguard the global reputation of UK higher education. |
| Quality Assurance and Enhancement (QAE) | Has responsibility for implementing and monitoring the academic quality assurance procedures of the University. |
| Quality Assurance Portfolio Change Committee (QAPCC) | The committee responsible for approving changes and additions to the University’s academic portfolio, including new collaborative partnerships.  |
| Regulations, Assessment and Student Casework (RASC) | Has responsibility for implementing and monitoring the academic regulations of the University. Part of the Academic Registry. |
| Regulatory Framework Committee (RFC) | A sub-committee of the Academic Council responsible for regulatory issues. |
| Recognition of Prior Learning (RPL) | A process for accessing and, as appropriate, recognising prior experiential learning or prior certificated learning for academic purposes.*(see section H – Accreditation Processes)* |
| StaffSpace | The internal intranet system for staff. |
| Strategic Information Technology Services (SITS) | SITS is a software database aimed at universities so that they can administer all aspects of student life. At Kingston, SITS is used to manage enquiries, applications, programme planning, assessments(progression and awards), timetabling/exam scheduling and research students. |
| Student Voice Committee (SVCs) | SVCs are a forum for students to give feedback on any aspect of the course and its operation.*(see section L – Student Voice)* |
| Sub-contracted course (see also franchise course) | A franchised or ‘sub-contracted’ course is designed and assessed by Kingston University but is delivered by a partner institution. The University has full contractual responsibility for the provision of education, returns the students in its statutory returns and where access to student support is concerned will submit course information to the Student Loans Company and will receive the relevant tuition fee loan.*(see section B – Managing Higher Education Provision with Others)* |
| Subject Benchmark Statements (SBS) | Documents published by the Quality Assurance Agency outlining the skills and attributes that graduates of partiular subject areas should be expected to possess.*(see section C – Validation of New Courses)*  |
| Suspension of recruitment | Suspension of recruitment is a decision to cease recruitment to a course for a temporary period. The course can remain in validation for a period of 3 consecutive years with no recruitment, after which time it will be automatically closed.*(see section A* - *Academic* *Portfolio Changes)* |
| UK Quality Code for Higher Education | The [UK Quality Code](https://www.qaa.ac.uk/quality-code) gives all higher education providers a shared starting point for setting, describing and assuring the academic standards of their higher education awards and programmes and the quality of the learning opportunities they provide. *(see section K – External Quality Assurance and Enhancement Requirements)* |
| University and Colleges Admissions Service (UCAS) | UCAS are the body responsible for managing applications to higher education courses in the UK. |
| Undergraduate Regulations  | Regulations for Kingston University’s undergraduate courses available from here at [Kingston Academic Regulations](https://www.kingston.ac.uk/aboutkingstonuniversity/howtheuniversityworks/policiesandregulations/). |
| Validation | Validation is the process of approving a new or revised curriculum against agreed criteria.*(see section C – Validation of New Courses)* |
| Validated course | A course that has been through the validation process and has been subsequently approved.*(see section C – Validation of New Courses)*In terms of collaborative provision - a validated course is designed and delivered by the partner institution but awarded and quality assured by Kingston University. The course is “unique” to the partner and is not offered by the University.The partner has full contractual responsibility for the provision of education, will return the students in its statutory returns and where access to student support is concerned will either submit course information to the Student Loans Company and will receive the relevant tuition fee loans or will have responsibility for invoicing students. *(see section B – Managing Higher Education Provision with Others).* *Note: “Validation” is a term describing the process and must be distinguished from the definition of a “validated course”. All new courses that lead to normal awards and the award of credit go through a process of validation.* |
| Withdrawal of validation | Withdrawal of validation is a decision made by the QAPCC if there is evidence that a course is no longer meeting minimum acceptable standards. If validation is to be reinstated, the QAPCC will determine the process by which this will be done.*(see section A* - *Academic* *Portfolio Changes)* |
| Work based learning | 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.*(see section H – Accreditation Processes)* |