

MANCHESTER METROPOLITAN UNIVERSITY

STUDENT AND ACADEMIC SERVICES

CENTRE FOR ACADEMIC STANDARDS AND QUALITY ENHANCEMENT

GLOSSARY OF DEFINITIONS

The following table presents a list of commonly used definitions in the context of the University's business.

An indication is given within the table to the primary area of its usage, although this may not be exclusive to that area.

The University Department which originated the definition is indicated in the final column and further clarification of that definition may be sought from that source.

General enquiries in relation to these definitions may be directed to the Centre for Academic Standards and Quality Enhancement.

Term	Definition	Curriculum	Outcomes	Monitoring & Evaluation	Students	Assessment	Collaborative Provision	Originating Department
Academic Appeal	A student may be granted permission to appeal against a decision of a Board of examiners on specific grounds. Please refer to:- http://www.mmu.ac.uk/academic/casqe/regulations/assessment/docs/appendix_8_appeals.pdf					√		Student Services
Academic Misconduct	Also referred to as unfair means. A range of activities carried out in order to gain or attempt to gain an unfair advantage in an assessment, including plagiarism, collusion, giving false results in experiments, taking unauthorized material into an exam, copying from another student, or where a student gets another person to do a piece of work for them. Please refer to:- http://www.mmu.ac.uk/academic/casqe/regulations/assessment/docs/appendix_5_plagiarism.pdf					√		Student Services
Academic Regulations	The rules related to academic study, which apply to all students on taught programmes and which cover student progression and awards and their entitlement to receive awards. The regulations are part of a wider set of policies and procedures, which help to maintain and improve quality and standards, Please refer to:- http://www.mmu.ac.uk/academic/grad_regulations.php					√		CASQE
Academic Standards	Academic standards are a way of describing the level of achievement that a student has to reach to gain an academic award. They should be at a similar level across the UK. Professional statutory bodies also set standards of competency.	√	√	√		√		CASQE
Accreditation	In the context used in this Code, accreditation refers to the recognition by a professional or statutory body of a University award for the purpose of qualifying or partially qualifying a candidate for membership of the professional/statutory body concerned.	√						CASQE
Accreditation of Prior Learning	Accreditation of prior learning relates to the learning of individuals and can be defined as learning from the past that is subsequently credited against a (new) qualification and thus gives exemption from taking part of the qualification in question. APL relates to credit and exemption from part of a (new) programme of study, not to meeting admission requirements for a programme of study. APL is dependent on the level, content and achievement of previous learning and the congruence of the learning outcomes of the previous learning to the learning outcomes of the programme of study for which credit or exemption is being sought. Possession of prior learning does not confer right of entry to any programme of study. Please refer to:- http://www.mmu.ac.uk/academic/casqe/regulations/docs/advanced_standing_scheme.pdf		√			√		CASQE

Term	Definition	Curriculum	Outcomes	Monitoring & Evaluation	Students	Assessment	Collaborative Provision	Originating Department
Aims	Programme aims should give a brief overview of what the programme team intends to achieve in the programme. They should align with the thematic priorities of the University's Strategic Framework for Learning, Teaching and Assessment: developing world-class professionals; providing flexible opportunities to learn; rewarding professionalism in learning, teaching and assessment; engaging with, and learning from, our learners. Stage aims indicate what the programme team intends to achieve at each stage of the programme and should be clearly linked to the overall programme aims.	√				√		CeLT
Annual programme monitoring	The University's system for monitoring the operation of departments' taught programmes on an annual basis. See also Continuing Monitoring and Improvement			√				CASQE
Anonymous Marking	Marking conducted without knowledge of which candidate's work is being marked. Please refer to:- http://www.celt.mmu.ac.uk/assessment/design/anon_marking_guidance.php					√		CeLT
Applicant	Any person making a formal application to enter a course at MMU, whether via one of the main application processing bodies (UCAS, GTTR, etc), or as a direct application. Please note the following sub-definitions: <ol style="list-style-type: none"> 1. Applicant withdrawn: an applicant who withdraws their application to MMU before a decision is reached on their application. 2. Applicant reject: an applicant who is not offered a place on a course. 3. Applicant offered: an applicant to whom a formal offer of a place on a course has been made. These offers are subdivided into:- <ol style="list-style-type: none"> a) Conditional offers – the applicant has to satisfy certain conditions (usually achieving acceptable examination results) before the offer of a place is confirmed. b) Unconditional offers – no conditions are set for applicant to meet. 4. Applicant decline: an offered applicant who rejects the offer made to them. 5. Applicant accept: an offered applicant who accepts the offer made to them. The acceptances are subdivided into:- <ol style="list-style-type: none"> a) Firm acceptance – the applicant chooses MMU as first choice, and undertakes to enter the chosen course if they are successful in meeting the conditions imposed. b) Insurance acceptance - the applicant chooses MMU as second choice, and will only enter the chosen course if they are unsuccessful in meeting the conditions imposed by their first choice institution, and successful in meeting the conditions imposed by MMU. 6. Deferred applicant: an applicant who wishes to start their course in a session later than 				√			P & MI

Term	Definition	Curriculum	Outcomes	Monitoring & Evaluation	Students	Assessment	Collaborative Provision	Originating Department
	<p>the next available session.</p> <p>7. Deferred entrant: an applicant who, having previously applied for and been accepted for a place for a particular academic session, then decides to defer their start date until a later session.</p> <p>8. Enquirer: any person making an initial enquiry about studying at MMU, on any level or type of course.</p>							
Assessment	<p>A generic term for a set of processes that measure the outcomes of students' learning in terms of knowledge acquired, understanding developed and skills gained.</p> <ol style="list-style-type: none"> 1. Formative assessment is designed to provide learners with feedback on progress and inform development. Diagnostic assessment provides an indicator of a learner's aptitude and preparedness for a programme of study and identifies possible learning problems. 2. Summative assessment is moderated assessment which provides a measure of achievement or failure in respect of a learner's performance in relation to the intended learning outcomes of the programme of study and which determines progression and award. 	√	√			√		CeLT
Assessment criteria	<p>Descriptions of how a student has achieved the required learning outcomes at a specified level. They are expressed in terms of thresholds to signify required standards.</p>					√		CeLT
Assessment Elements	<p>The approved and summatively assessed components which make up a unit.</p> <p>Final Element of Assessment: The final assessment is the one that has its first occurrence on the latest normal due date: that is, the timing of re-sits and coursework extensions should be disregarded. Whether an element of assessment is considered the final assessment does not depend on the weight associated with it. <i>For example, if a unit is assessed by an exam which accounts for 90 per cent of the marks and the remainder via coursework, with the coursework due after the exam (and not solely by virtue of an extension having been granted), the final element of assessment would be submission of the coursework rather than the exam.</i> Where 2 assessment elements fall due on the same day and these are the last assessment elements for the unit, either of these can be considered the final elements of assessment.</p>	√				√		P & MI
Assessment methods	<p>The various different means by which students' achievement of intended learning outcomes can be assessed. A wide range of methods may be used but they must be appropriate to the intended learning outcomes being assessed.</p> <p>Please refer to:- http://www.celt.mmu.ac.uk/assessment/design/types.php</p>					√		CeLT

Term	Definition	Curriculum	Outcomes	Monitoring & Evaluation	Students	Assessment	Collaborative Provision	Originating Department
Assessment Outcome	<p>A moderated mark achieved by a student on a stage, unit, element, or sub-element and confirmed by an assessment board that leads to a decision based on the aggregate outcome on whether a student may pass a unit or stage, and proceed to another stage or to an award.</p> <p>Where Practice Credits apply, the assessment may be pass/fail instead of a mark, but this must not contravene the relevant common regulatory framework, and the relevant calculation rules must specify how such assessments are to be treated when calculating final awards.</p>	√				√		Student Services
Assessment strategy/ scheme	<p>The plan adopted for assessing learning and enabling students to demonstrate the achievement of learning outcomes; this might be at unit, programme or departmental level. An assessment strategy should set out the aims and objectives of assessment, the means or methods of assessment and the timing.</p>					√		CeLT
Award	<p>An educational qualification conferred by the MMU, upon a student who has achieved the intended learning outcomes and passed the assessments required to meet the academic standards set by MMU for the award. These MMU awards can be subdivided further as follows:-</p> <ol style="list-style-type: none"> 1. Joint awards – qualification awarded in conjunction with one or more partner institutions. 2. Validated award – qualification validated and conferred by MMU, not delivered as MMU, for which the students follow a course at a partner institution. 3. Exit award – An award given to a student who does not complete the requirements for the final award to which a course leads but who has gained the required credits for, and demonstrated achievement of, the learning outcomes specified for a lower award, as provided for in the programme definitive document. Such exit awards are commonly referred to as Stage awards. 4. External awards <ol style="list-style-type: none"> a) Licenced – awards conferred by MMU under licence from an external body, e.g. HNDs for EdExcel b) Professional – awards for which MMU provides tuition, but for which an external organisation administers the final examinations, and confers the award. 		√					CASQE
Award Title	<p>The approved wording which will appear on the certificate awarded to a successful student.</p>		√					Student Services

Term	Definition	Curriculum	Outcomes	Monitoring & Evaluation	Students	Assessment	Collaborative Provision	Originating Department
Board of Examiners	<p>The group of academic staff, including internal and external examiners, that meets to make decisions on a specific group of students in relation to unit performance or award/progression. The University operates a two-tiered Assessment Board structure: The Unit Results Board is responsible for a set of units. The Board carries full responsibility for considering the performance of students in individual units, groups of units and the confirmation of unit results.</p> <p>Progression and Awards Boards are responsible for confirming that University regulations have been correctly applied, reviewing performance trends and confirming arrangements for counselling students.</p>					√		CASQE
Calculation rules	<p>The rules setting out how assessment outcomes are combined to give total unit marks, and how final awards and classifications are derived from the total unit marks. These rules may need to take account of the curriculum rules, e.g. some units may require a pass mark to enable further progression, in accordance with the regulations.</p>		√			√		Student Services
Completion	<p>1. Successful completion of a unit: The HEFCE definition of completion of a unit ("module" in HEFCE parlance) is as follows: In order to complete a unit, the student must either:</p> <ul style="list-style-type: none"> • undergo the final assessment of the unit (this refers to the activity of the student in sitting an exam or submitting coursework rather than the activity of an assessment board in assessing the achievement of the student), or • pass the unit, where this can be achieved without undergoing the final assessment as they already have enough marks in that unit to be awarded credit for it. In some cases institutional regulations allow credit to be given because of the level attained in other units; this would not be treated as completion for funding purposes, even though the institution may allow the student to progress. <p>2. Successful completion of a stage of a course: Up to and including the 2009-10 academic year, the HEFCE definition of completion of a year of instance (in HEFCE parlance) is as follows: Where a student has a clear intention of completing a specified activity within the year of instance, completion is measured against this intention. Therefore institutions should collect information on students' study intentions for the year so that completion status can be assessed appropriately. A student who fails to complete any unit counted in the year of instance is to be returned as a non-completion for all activity in that year. Thus, if a student starts the year intending to follow a certain pattern of activity but does not complete all of it, then that student would be a non-completion.</p>			√				P & MI

Term	Definition	Curriculum	Outcomes	Monitoring & Evaluation	Students	Assessment	Collaborative Provision	Originating Department
	<p>If the pattern of activity within the year is not specified, then, provided that the student completes all activity started in the year, they would be considered as completing. An exception is allowed for full-time students where the unit is in addition to the standard requirements for full-time study. In this case, a student who completes the number of units normally required in the year for full-time study may be treated as a completion for the year of instance, even if they fail to complete other units in the year that are in addition to the standard requirement.</p> <p>In order to be counted as a completion, a student must complete all the units they intend to complete in the year of instance.</p> <p>From the 2010-11 academic year, a revised definition has been introduced by HEFCE, which replaces the final sentence of the above definition with the following changes and clarifications:</p> <p>Within overall study intentions students may substitute units without affecting their completion status. In order to be counted as substitute units the overall fee charged to the student would need to remain the same, and the total number of credit points in the original and substituted unit(s) would need to be equal.</p> <p>In order to be counted as a completion, a student must complete all the units they intended to complete in the year of instance within 13 calendar months of the start of the year of instance: that is to say within 13 calendar months of the anniversary of their commencement date that defines the start of the year of instance.</p> <p>3. Successful completion of a course: Being granted an award, upon completion of the final stage of the programme. This need not necessarily be the final award offered by the programme. For example, a student receiving a pass degree, or a Dip HE, having followed an honours degree programme, would be regarded as a successful completion. This must happen within a time limit specified by the regulations. N.B. Year of instance is defined as:</p> <p>This records a coherent engagement with the institution aiming towards the award of a qualification(s) or credit. The period of time students study towards qualifications can be split into one or more years of instance. The first year begins when the student starts studying towards the qualification; the</p>							

Term	Definition	Curriculum	Outcomes	Monitoring & Evaluation	Students	Assessment	Collaborative Provision	Originating Department
	<p>second and subsequent years start on or near the anniversary of this date (to allow for minor variations in term dates).</p> <p>There are 2 types of year of instance:</p> <p>a) Standard year</p> <p>This is where all activity for the year of instance is entirely within one academic year (1 August to 31 July). Mostly all undergraduate students are on standard years of instance.</p> <p>b) Non-standard year</p> <p>This is where all activity for the year of instance is not entirely within one academic year – that is, the activity for the year of instance crosses from one academic year into the next.</p>							
Condonement	<p>Where a student has marks in the Marginal Fail category in whole units to the value of more than 40 credits, the Board of Examiners shall determine, by reference to the relative performance in those units and to the learning outcomes for the programme, in which units the student shall receive condoned passes. Students who receive a condoned pass in a unit shall be granted the credits associated with the unit. The mark that is recorded for the unit shall, however, be the actual mark achieved.</p>		√					Student Services
Continuing Monitoring and Improvement	<p>The University's system for monitoring the operation of departments' taught programmes on an annual basis.</p>							CASQE
Course	<p>Potential students apply for a course, e.g. for FT UG students, it is the course to which the UCAS/GTTR application code points. Students enrol on a course leading to a defined set of award titles.</p>	√						CASQE
Coursework	<p>A summative element of assessment which must be submitted or completed by the date and in the format specified in the unit handbook.</p>							CeLT
Credits	<p>Credit is awarded to a learner in recognition of the achievement of designated learning outcomes at a specified level. Credits therefore place a value on a unit in terms of its weighting within the selected course, for example 20 credits.</p> <p>Practice Credits: Credits gained from periods of assessed practical training, placement, supervised work experience, or clinical or professional practice, whether taken in the UK or abroad, which are additional to the academic credits required for the award. Practice credits are not assigned to a level.</p>	√						CASQE

Term	Definition	Curriculum	Outcomes	Monitoring & Evaluation	Students	Assessment	Collaborative Provision	Originating Department
Curriculum Framework	<p>The curriculum and credit structure for all awards at the Manchester Metropolitan University. It is consistent with the Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland (QAA, 2001/2008) which specifies the level and volume of study required for specific types of awards, and the Higher Education Credit Framework for England: guidance on academic credit arrangements in higher education in England (QAA, 2008).</p> <p>This document provides the general principles, requirements and additional guidance for the structural design and credit requirements of all courses approved by MMU, including all foundation degrees and the Foundation Year (Level 3), whether delivered within MMU or by Collaborative Partner organisations.</p>	√						CASQE
Curriculum rules	<p>Rules defining the option choices available for a student profile. The rules can be set for a programme, a course, or a unit set. Some of the types of rules used are:-</p> <ol style="list-style-type: none"> 1. Mandatory – all students enrolling on the course or unit set must take the mandatory unit, which should be automatically selected by the Student Record system. 2. Mandatory pass – a mandatory unit which the student must not only take, but also pass, in order to achieve progression. 3. Optional – all students enrolling on that course or unit set can take the optional unit, if they choose. 4. Option list – a list of the optional units available for selection by students enrolling on that course or unit set, together with a specification of the number to be chosen by the students, as a credit total. 5. Electives – units that students can select to undertake from a free choice of cross institutional units 6. Pre-requisite – students must achieve a specified level of performance (usually a pass) on all units which are pre-requisites of their selected unit. 7. Co-requisite – students must select all units defined as co-requisites of their selected unit. 8. Exclusions – students cannot select any units defined as exclusions for their selected unit. 	√						CASQE
Degree classification	A means of distinguishing between the levels of achievement by different students of the outcomes of a degree programme.		√			√		Student Services

Term	Definition	Curriculum	Outcomes	Monitoring & Evaluation	Students	Assessment	Collaborative Provision	Originating Department
Deferred	Board of Examiners has deferred (i.e. 'put off') making a decision on the student because of: lack of information caused (for example) by student not having taken assessment because of valid reason such as illness; the Board requires additional information to that already provided before reaching its decision; the student is to be reassessed as if for the first time because previous assessments were affected by illness or other factors accepted as valid by the Board. It is the <i>decision</i> of the Board which is deferred and the student's results remain undetermined for the time being.		√					Student Services
Diploma Supplement	A summary record recognised throughout, Europe, that states a student's academic achievements on a particular programme of study which, in addition, includes contextual information about the award and the national higher education system in which it is awarded.	√				√		Student Services
Distance learning	Learning through TV, radio, correspondence or via computer networks which take place entirely or mainly at a distance from the educational institution responsible for the learning programme.	√						CeLT
ECTS (European Credit Transfer and Accumulation System)	The system for allocating credit used by European institutions to make study programmes in Europe easier to read and compare and therefore assists student mobility. The workload of a full-time student during one academic year is calculated to be 60 ECTS credits and equates to half the value of a UK credit. Workload refers to the average time a learner might be expected to reach the required learning outcomes.	√						CASQE
Employability and Sustainability Outcomes	See Graduate Outcomes	√				√		CeLT
Enrolment	The process by which a student is formally confirmed as a student of the University and agrees to abide by its rules. A student is registered on a programme of study, usually at the start of each academic year. Registration includes the payment of tuition fees.				√			Student Services
Enrolled and Registered students (Status of Students).	<p>1. Enrolled Student: any person formally enrolled by and with the university as its student, and with whom the University has thereby created a direct contractual relationship. This includes franchise students who are enrolled students of MMU taught by other institutions or organisations. Enrolled students are not necessarily registered students (e.g. students studying for accountancy professional awards, students on non-credit bearing courses).</p> <p>2. Registered Student: any person at MMU or a partner institution on a course leading to an award of the University or an award of an external body for which the University makes award recommendations (e.g. BTEC HNDs). Registered students are not necessarily enrolled students</p>				√			P & MI

Term	Definition	Curriculum	Outcomes	Monitoring & Evaluation	Students	Assessment	Collaborative Provision	Originating Department
	<p>(e.g. students taking validated awards at other institutions). MMU has no contractual relationship with individual students on the basis of registration alone. However, the university is responsible for the quality assurance for all registered students, through the institution at which the students are enrolled.</p> <p>Registered students can be sub-divided into :</p> <ol style="list-style-type: none"> a. internal students – those who are also enrolled at MMU (see 11) b. external students – a student who is enrolled by and at an institution other than MMU who is registered by and with MMU on a course of study validated as leading to one or more of its awards, but which is provided and delivered by the institution at which the student is enrolled. <p>3. Cancelled Enrolment (student): Any student who has a valid expected enrolment record e.g. provisional (PR in the Student Record) but does not subsequently enrol is recorded on the Student Record System as a cancelled enrolment.</p> <p>4. Dormant Student: An enrolled <i>part-time student</i> who has not been in attendance in the current session, or receiving any tuition or supervision, on their course at any period during the current session, but is expected to resume or complete their studies at a later, unspecified, date after the current session, within the maximum period of student registration for the course. Part-time students can only be classified as dormant students if they have not been in attendance, or receiving any tuition or supervision, at any time during the session in question. <i>NB: Full-time students <u>cannot</u> be classed as dormant.</i></p> <p>5. EU Student: Students are classified as EU if they have residency in the EU and can be regarded as eligible students as defined in Schedule 1 of the Education (Fees and Awards) (England) Regulations 2007 (SI 2007 No.779), as amended. Students from Gibraltar should be treated as if they were from a country in the EU. Turkish Cypriots who hold a Republic of Cyprus passport and meet the residency requirements will be eligible to be treated as EU regardless of where they live in Cyprus.</p> <p>6. Franchise student: An enrolled student who is on a franchised course (see Curriculum definitions). Although franchise students are enrolled students, in some cases, the act of enrolment may take place via the partner institution rather than directly at MMU. This definition of franchise students accords with the HEFCE funding definition of the term, rather than the QAA</p>							

Term	Definition	Curriculum	Outcomes	Monitoring & Evaluation	Students	Assessment	Collaborative Provision	Originating Department
	<p>definition, which includes other collaborative provision.</p> <p>7. Home Student: Students are classified as Home if they have residency status in the UK and can be regarded as eligible students as defined in Schedule 1 of the Education (Fees and Awards) (England) Regulations 2007 (SI 2007 No.779), as amended.</p> <p>8. Incoming Exchange student: An enrolled student who is attending MMU as part of an official exchange course. These students are not counted as HEFCE-fundable in any of MMU’s external returns, nor in the SSR exercise, irrespective of whether the students come from inside or outside the EU.</p> <p>9. Intercalating student: The term ”intercalating” is used by Finance and in the Student Record for “suspension”. The latter term is more commonly used by academic staff and by students. It is important to note, that neither term describes students who are away from MMU for an entire session as a scheduled part of their course of studies, e.g. language students studying abroad, sandwich students on placement.</p> <p>10. Late Enrolment: Students who do not enrol between 1 August and 1 December (i.e. enrol between 2 December and 31 July) are referred to as late enrolments.</p> <p>11. Outgoing Exchange student: an enrolled student who is attending MMU, but is spending part of their course at another institution as part of an official exchange course. These students are counted as HEFCE-fundable in MMU’s external returns, and in the SSR exercise. They are subdivided into :</p> <ul style="list-style-type: none"> a) Away for whole session – Exchange students away from MMU for at least ten months do not pay fees. MMU is compensated by HEFCE for this, so it is important to be able to identify these students for returns to HEFCE. b) Away for part of the session only - Exchange students away from MMU for less than ten months do not qualify for fee remission. <p>12. Outreach student: an enrolled student who is receiving tuition or supervision wholly or predominantly from MMU members of staff (FT or PT), or visiting lecturers, but not on MMU premises.</p>							

Term	Definition	Curriculum	Outcomes	Monitoring & Evaluation	Students	Assessment	Collaborative Provision	Originating Department
	<p>13. Overseas Student: All students who fall outside the definition of Home and EU student should be recorded as island and overseas. This will include students usually resident in the Channel Islands and the Isle of Man.</p> <p>14. EU student: Students are classified as EU if they have residency in the EU and can be regarded as eligible students as defined in Schedule 1 of the Education (Fees and Awards) (England) Regulations 2007 (SI 2007 No.779), as amended. Students from Gibraltar should be treated as if they were from a country in the EU. Turkish Cypriots who hold a Republic of Cyprus passport and meet the residency requirements will be eligible to be treated as EU regardless of where they live in Cyprus.</p> <p>15. Non-MMU student: A student who cannot be counted for funding purposes as an MMU student. These students are subdivided into:-</p> <ul style="list-style-type: none"> a) MMU enrolled students - full members of the University, even though they are studying at a partner institution and have full entitlement to the University's educational and support services. Examples include some of the students in the School of Architecture, and some students on the MA European Urban Cultures course. Such students will need their personal details, curriculum details, etc., recording in the same way as enrolled MMU students. b) MMU external students – external students of the University have restricted entitlement to the University's educational and support services. A student not enrolled on an MMU course, but whose details need to be recorded in the Student Record system for the purposes of issuing MMU awards, and because MMU has a quality assurance responsibility for these students. Usually, these are students who will be receiving MMU awards after completing MMU-validated courses abroad. c) Non-credit bearing students – students on courses which do not lead to an award, or give credit towards an award. One example is students on “short courses” run as commercial arrangements for specific external organisations. <p><u>Definition of “Year of Instance”</u></p> <p>This records a coherent engagement with the institution aiming towards the award of a</p>							

Term	Definition	Curriculum	Outcomes	Monitoring & Evaluation	Students	Assessment	Collaborative Provision	Originating Department
	<p>qualification(s) or credit. The period of time students study towards qualifications can be split into one or more years of instance. The first year begins when the student starts studying towards the qualification; the second and subsequent years start on or near the anniversary of this date (to allow for minor variations in term dates). There are 2 types of year of instance:</p> <p>a) Standard year</p> <p>This is where all activity for the year of instance is entirely within one academic year (1 August to 31 July). Mostly all undergraduate students are on standard years of instance.</p> <p>b) Non-standard year</p> <p>This is where all activity for the year of instance is not entirely within one academic year – that is, the activity for the year of instance crosses from one academic year into the next. See also 'Withdrawn Students' below</p>							
Equivalent or Lower Qualification (ELQ) including exemptions	<p>Students are considered to be aiming for an equivalent or lower qualification (ELQ) where they are aiming for a qualification that is no higher than one they have already achieved.</p> <p>There are 2 key considerations in determining whether a student is aiming for an ELQ: the academic levels of the qualifications already awarded to the student; and the academic level(s) of the qualification(s) that the student has stated that they are aiming for.</p> <p>If the qualifications already achieved are not known the student should be treated as if aiming for an ELQ.</p> <p><i>Where students have currently stated multiple higher education qualification aims as part of the same instance, they should be recorded against the lower qualification aim.</i></p> <p><i>Where a student's currently stated qualification aim for that instance is at a higher level than their highest existing HE qualification, then none of the study for the year of instance should be treated as study towards an ELQ.</i></p> <p><i>Study for a given year of instance which is at the same or lower level than a qualification already achieved, but which is being pursued solely as an integral part of a qualification aim that is higher than the one already achieved, should not be treated as study towards an ELQ.</i></p> <p><i>The ELQ policy applies regardless of where a student's previous qualifications were obtained, or</i></p>				√			P & MI

Term	Definition	Curriculum	Outcomes	Monitoring & Evaluation	Students	Assessment	Collaborative Provision	Originating Department
	<p><i>how they were financed.</i></p> <p>Students exempt from the ELQ policy for HEFCE funding purposes:</p> <ol style="list-style-type: none"> 1. In receipt of the Disabled Students' Allowance (DSA) 2. Qualification aim is a foundation degree. 3. On an ITT or INSET course (in any mode or level of study). 4. On a course (in any mode or level of study) for which an NHS bursary is payable. 5. They are on an undergraduate course (in any mode of study) which leads to a first registerable qualification with: <ol style="list-style-type: none"> a. Nursing and Midwifery Council b. Health Professions Council (HPC) for the professions of: <ul style="list-style-type: none"> Chiropodist/podiatrist; Dietician; Occupational therapist; Orthoptist; Paramedic; Physiotherapist; Prosthetist or orthotist; radiographer; speech and language therapist c. General Social Care Council 6. On an undergraduate course (in any mode of study) which is a course for which the primary (but not necessarily the only) purpose is to improve the effectiveness of practitioners registered with one of the professional bodies above. 7. On an undergraduate course (in any mode of study) which leads to a professional qualification that has been validated by the National Youth Agency. These are courses leading to qualification to practise as a youth and community worker. 8. On a full time undergraduate course which leads on to successful completion towards registration with the Architects Registration Board. 							
Examination	A summative element of assessment (usually written but sometimes practical or oral) formally scheduled and supervised by the University which takes place over a specified period, in a specified location and at a specified time.					√		CeLT

Term	Definition	Curriculum	Outcomes	Monitoring & Evaluation	Students	Assessment	Collaborative Provision	Originating Department
Examiners/ Assessors	<p>Internal and External Examiners are appointed for all programmes which lead to an award of the University. Internal Examiners are members of the academic staff in the relevant subject(s). External Examiners are drawn from other Universities or from among suitably qualified professionals/ practitioners, and are involved in scrutinising draft examination papers, moderating the marking of assessments and determining the overall result for each student.</p> <p>An Assessor is an individual (eg a member of University staff, external expert who has been briefed on the University's assessment processes or a student/ group of students in the case of self or peer assessment) who determines whether a student has demonstrated the achievement of the intended learning outcomes.</p> <p>Please refer to:- http://www.mmu.ac.uk/academic/casqe/examiners/docs/EE_ICP.pdf</p>					√		CASQE
Exceptional Factors	<p>Exceptional Factors (EF) are exceptional, short-term events which have a serious impact on the student's assessment in either the prevention of a student from attending, completing or submitting an assessment on time or in significantly affecting performance in an assessment.</p> <p>Please refer to:- http://www.mmu.ac.uk/academic/casqe/regulations/assessment/docs/appendix_2_exceptional_factors.pdf</p>					√		Student Services
FTEs	<p>Full Time Equivalent values are related, in general, to credit values. For undergraduate courses, 120 credits = 1 FTE; for postgraduate courses, 180 credits = 1 FTE. There may be exceptions where the FTE value for a unit is not derived from its credit value, e.g. the professional accountancy courses, where the units do not have credit ratings.</p>	√						P & MI
Feedback	<p>Information, advice and guidance given to students on their strengths and weaknesses in assessed work The aim should be for high quality and timely feedback to enable students to assess their progress and to improve upon it.</p>					√		CeLT
Final Element of Assessment (HEFCE definition)	<p>The final assessment is the one that has its first occurrence on the latest normal due date: that is, the timing of re-sits and coursework extensions should be disregarded. Whether an element of assessment is considered the final assessment does not depend on the weight associated with it. <i>For example, if a unit is assessed by an exam which accounts for 90 per cent of the marks and the remainder via coursework, with the coursework due after the exam (and not solely by virtue of an extension having been granted), the final element of assessment would be submission of the coursework rather than the exam.</i> Where 2 assessment elements fall due on the same day and these are the last assessment elements for the unit, either of these can be considered the final elements of assessment.</p>					√		P & MI

Term	Definition	Curriculum	Outcomes	Monitoring & Evaluation	Students	Assessment	Collaborative Provision	Originating Department
Foundation Year	This is an integrated part of an undergraduate course. Satisfactory completion of the foundation year of an undergraduate course is a necessary and sufficient condition for continuation of the undergraduate course for which the student is registered.							CASQE
Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ)	A set of reference points drawn up by the Quality Assurance Agency for Higher Education to determine whether the intended learning outcomes for a programme of study and actual student achievement are appropriate to the level of the qualification being awarded. The <i>Framework for England, Wales and Northern Ireland</i> distinguishes five levels in higher education and sets out descriptors exemplifying the outcomes of the main qualification at each level.	√				√		CASQE
Franchise element	A course or part of a course, of the University which is delivered at MMU, and also delivered wholly or in part by a partner institution.	√						Collaborative Partnership Office
Full-time Study	<p>HEFCE (the Higher Education Funding Council for England) groups the two modes "full-time" and "sandwich (other than sandwich year out)" together as full-time under the following definition: A year of instance is counted as full-time if it meets the following criteria:</p> <ol style="list-style-type: none"> a. The student is normally required to attend the institution, or elsewhere, for periods amounting to at least 24 weeks within the year of instance and, during that time, they are normally expected to undertake periods of study, tuition, learning in the workplace or sandwich placement that does not meet the criteria to be sandwich year-out which amount to an average of at least 21 hours per week. b. Full-time fees are chargeable for the course for the year. Exceptionally, all or part of the fee may be waived for individual students based on their particular circumstances. It should not be waived for all students on a course, and the criteria that determine whether fees may be waived should not be tantamount to waiving the fee for all students. <p>This category includes all full-time, sandwich and language year-abroad students, other than those falling within the definition of 'Sandwich year-out' given below.</p>	√						P & MI

Term	Definition	Curriculum	Outcomes	Monitoring & Evaluation	Students	Assessment	Collaborative Provision	Originating Department
Funding	<p>HEFCE fundable students</p> <p>These are Home and EU students eligible for HEFCE recurrent funds for teaching if they meet one of the following criteria:</p> <ol style="list-style-type: none"> 1. Not funded by another EU public source (e.g. NHS, TDA) 2. Not funded through a separate non-mainstream teaching allocation (employer co-funded ASNs) 3. Not aiming for an ELQ or are aiming for an ELQ but are exempt from the policy 4. On a course open to any suitably qualified candidate 5. At least 0.03 FTE (approx 1 week full time study) 6. On a recognised course of HE 7. Not a Postgraduate Research student 		√					P & MI
Graduate Outcomes	The MMU Graduate outcomes express a core set of abilities which all students should have by the end of their MMU programmes.	√				√		CeLT
Higher Education Academy	The Higher Education Academy is an independent organisation in the United Kingdom that supports higher education institutions with strategies for the development of research and evaluation to improve the learning experience for students	√						CeLT
HEFCE	The Higher Education Funding Council for England (HEFCE) is a non-departmental public body of the Department for Business, Innovation and Skills in the United Kingdom, which has been responsible for the distribution of funding to Universities and Colleges of Higher and Further Education in England since 1992		√					P & MI
Institutional Codes of Practice	Institutional Codes of Practice are intended to provide a comprehensive guide to regulations and policy, to offer examples of good practice, and to demonstrate clearly how the University meets the precepts of the QAA's Code of Practice. Please refer to:- http://www.mmu.ac.uk/academic/academic_policy.php	√		√				CASQE
Invigilator	An invigilator is responsible for the supervision of exams. Their role includes making sure that students have the correct exam paper, are aware of the exam rules and any instructions they need to do the exam, are given the correct amount of time and do not cheat. They also take responsibility for receiving and keeping secure the completed exam scripts.					√		Student Services

Term	Definition	Curriculum	Outcomes	Monitoring & Evaluation	Students	Assessment	Collaborative Provision	Originating Department
Learning outcomes	Learning Outcomes express what a typical student should be able to do when they complete a unit or a whole programme and they must be demonstrable and measurable. Unit learning outcomes must be linked directly to the assessment for the unit. Programme learning outcomes are expressed at a broader level but must be linked to the learning outcomes for individual units as well as to the University General Educational Outcomes. Consideration must be given to institutional and QAA level or qualification descriptors, including relevant subject benchmark statements and the requirements of relevant PSRBs in the case of an accredited programme.	√				√		CeLT
Level	Units, and the Credits gained from them, contributing to an award are assigned to levels. Each unit can only have one level as they are an indicator of the relative demand, complexity and depth of the learning required of a learner in relation to particular units or elements of study. Within undergraduate courses the level reflects the progressive sophistication of the learning outcomes associated with the unit and the academic abilities that the unit requires a student to develop, and to demonstrate through the assessment scheme. Levels are aligned with QAA's Framework for Higher Education Qualifications and the Higher Education Credit Framework for England, which are: level 3 [Foundation level, or pre-entry level for HE], level 4 [FHEQ level C], level 5 [FHEQ level I], level 6 [FHEQ level H], level 7 (M) and level 8 (D) [for the taught element of a Professional Doctorate course] respectively. Levels indicate the progressive sophistication of learning outcomes associated with each Level, and the academic abilities which students should develop through the curriculum of a course.	√						CASQE
Mark	All elements of summative assessment within a unit are marked out of 100. The weighted average mark for the unit shall be calculated from the marks for the individual elements of summative assessment. And expressed as a mark out of 100.					√		Student Services
Mixed mode	A course involving periods of both full-time and part-time study.	√						P & MI
Moderator	A person responsible for examining a selection of pieces of work from an assessment task to verify or otherwise the level and consistency of marks allocated by the marker(s), particularly at the borderlines.					√		CASQE
Moderation of Marks	The examination of a selection of pieces of work from an element assessment by an individual to verify or otherwise the level and consistency of the marks allocated by the marker(s), particularly at the borderlines. This may involve blind (or independent) double/ second marking , where two markers mark the work independently without access to each other's marks or comments about the work. Marks must be reconciled. Second marking is when a second marker marks the work but has access to the first marker's					√		CASQE

Term	Definition	Curriculum	Outcomes	Monitoring & Evaluation	Students	Assessment	Collaborative Provision	Originating Department
	marks and/ or comments. Sampling is a way of identifying the range of work that should be selected for moderation. Sampling may be based on the desirability of checking borderline marks of any kind, or to test that marking criteria have been applied consistently across the assessment of students in the cohort. Please refer to:- http://www.mmu.ac.uk/academic/casqe/regulations/docs/summative_assessment_icp.pdf							
National Student Survey (NSS)	The National Student Survey is a survey of all final year degree students at institutions in England, Wales and Northern Ireland. The survey is designed to assess students' opinions of the quality of their degree programmes, with seven different scores published including an "overall satisfaction" mark. NSS is conducted by Ipsos MORI on behalf of the Higher Education Funding Council for England				√			CASQE
Occurrence	The specific delivery, in time, place, mode or partner, of a unit, course or programme	√						P & MI
Part-time study	HEFCE define part-time as: A year of instance is counted as part-time if it does not meet the requirements to be either full-time or sandwich year-out.	√						P & MI
Periodic Review	The aim of programme review is to ensure on a periodic basis that the design, academic standards and quality of learning opportunities of existing taught programmes remain appropriate to the awards to which they lead and are informed by reference to institutional regulations and policies, national benchmarks and relevant professional and employment demands. Such a review is carried at 6-yearly intervals. Please refer to:- http://www.mmu.ac.uk/academic/casqe/event/docs/review.pdf			√				CASQE
Professional, Statutory and Regulatory Bodies (PSRB)	Professional, Statutory or Regulatory Body - an organisation which accredits a course, bestowing a certain enhanced status to its graduates, eg. Health Professions Council.	√				√		CASQE
Profiling	The process of determining the classification of an award on the basis of the classifications of individual units (rather than average marks)					√		Student Services
Programme	One or more cognate courses represented by a single programme specification and covered by a single Quality Action Plan (QAP). In many cases, a programme will contain a single course (see above); in others, the programme will contain many courses.	√						CASQE

Term	Definition	Curriculum	Outcomes	Monitoring & Evaluation	Students	Assessment	Collaborative Provision	Originating Department
Programme Approval	<p>The process of strategic approval and academic scrutiny to ensure that the design, academic standards and quality of learning opportunities of new taught programmes are appropriate to the awards to which they lead and are informed by reference to institutional regulations and policies, national benchmarks and relevant professional and employment demands. Please refer to:-</p> <p>http://www.mmu.ac.uk/academic/casqe/event/docs/approval.pdf</p>			√				CASQE
Programme Discontinuation	<p>The discontinuation of a programme currently in approval is a strategic decision that must form part of the University's planning process for its portfolio of taught programmes. The aim of the programme discontinuation procedure is to ensure:</p> <ol style="list-style-type: none"> that the academic standards and quality of the programme, and appropriate support for any students still enrolled on the programme (or who might possibly return after a period of intercalation) to finish their studies are maintained that the long term consequences of any such decision and its potential impact on other provision are fully considered (eg Foundation Year, Combined Honours) the appropriate re-allocation of student numbers <p>Please refer to:-</p> <p>http://www.mmu.ac.uk/academic/casqe/event/docs/discontinuation_suspension.pdf</p>			√				CASQE
Programme Modification	<p>Modifications are any changes to an approved programme of study which are undertaken between the approval (or last review) of the programme and its next scheduled review and which are recorded within the University's Academic Database and the Programme Specification. Modifications can vary considerably in scale and impact on the student experience. In order to ensure that the locus of responsibility for the consideration and approval of modifications is appropriate to their specific nature, modifications are grouped into two categories for consideration and approval purposes:</p> <ul style="list-style-type: none"> Minor Modifications Major Modifications <p>Please refer to:-</p> <p>http://www.mmu.ac.uk/academic/casqe/event/docs/modifications.pdf</p>			√				CASQE
Programme specification	<p>A concise description (required by the Quality Assurance Agency [QAA]) of the intended learning outcomes and the means by which those outcomes are achieved and demonstrated.</p>	√						CASQE

Term	Definition	Curriculum	Outcomes	Monitoring & Evaluation	Students	Assessment	Collaborative Provision	Originating Department
Programme Suspension	<p>Suspension of a programme is a tactical decision that forms part of the University's planning process for its portfolio of taught programmes.</p> <p>"Suspension" of a programme is a temporary state and may either be:</p> <ul style="list-style-type: none"> for a pre-determined, relatively short, period, where there is a clear intention is to re-establish recruitment to the programme at a stated point in the future or pending discontinuation of a programme. <p>Please refer to:- http://www.mmu.ac.uk/academic/casge/event/docs/discontinuation_suspension.pdf</p>			√				CASQE
Progression	<p>Uniview's Retention analysis recognises five different categories of student progression, this being defined as where a student present in one academic year is also present in the following academic year. The five categories are:</p> <ol style="list-style-type: none"> <u>Std (Standard)</u>: successful progression. The student has progressed to the next year of a course with the same (or similar) qualification aim. This does not always mean that the student is on the same course: a progression from year one of an engineering degree to year two of a languages degree counts as a successful progression. For Foundation Year students, successful progression is to year one of a first degree. <u>Repeat</u>: The student is repeating a year on a course with the same (or similar) qualification aim. Again, this does not necessarily mean on the same course. <u>QUp (qualification change up)</u>: The student has changed onto a higher qualification aim, usually after a successful completion. <u>QDown (qualification change down)</u>: The student has changed onto a lower qualification aim <u>Other</u>: Any progression which does not fit into one of the above categories, for example, a move from year one directly into year three. 		√					P & MI
Ratification	The formal confirmation of marks by a Board of Examiners.					√		Student Services
Reasonable Adjustments	Modifications made to the assessment process in order to facilitate the greatest potential for full participation by a student whose disability or need may otherwise prevent them from so doing. Recommended adjustments are made within the student's personal learning plan.					√		Student Services

Term	Definition	Curriculum	Outcomes	Monitoring & Evaluation	Students	Assessment	Collaborative Provision	Originating Department
Reassessment	<p>To achieve the academic credits that are assigned to unit, students shall always be required to undertake re-assessment in units in which they have not achieved a weighted average mark of at least 35%. In general, students are allowed at least one, but no more than two, opportunities to redeem assessment failures. Second and any further re-assessment opportunities shall, however, be conditional upon the student engaging fully with the first re-assessment opportunity and/or securing approval for non-engagement from the relevant Faculty Exceptional Factors Panel.</p> <p>The Board of Examiners shall determine whether or not students must repeat the unit with attendance and thereby engage with the full range of learning activities associated with the unit. In most cases, there will be a cap on the mark for a reassessed unit of 40%.</p> <p><i>Resit</i> refers to the resitting of an examination following failure <i>Resubmission</i> refers to the submitting of a separate piece of coursework following failure. In each case, the result will be capped at the minimum pass mark as a reassessment.</p>		√			√		Student Services
Referred	The Board of Examiners has decided student cannot progress/ gain award without reassessment.		√					Student Services
Results	The term 'results' covers the range of methods of calculation currently used in the University to reflect the outcome of examination.					√		Student Services
Quality Assurance Agency (QAA)	The independent agency responsible for ensuring and enhancing quality and academic standards in UK Higher Education.	√				√		CASQE
Sandwich Year Out	<p>HEFCE define sandwich year out as: A year of instance is counted as sandwich year out if it includes a period of work-based experience and meets both of the following criteria:</p> <ol style="list-style-type: none"> The course falls within the definition of sandwich in Regulation 2 (10) of the Education (Student Support) (No. 2) Regulations 2008 (SI2008 No. 1582), as amended. This includes language year-abroad courses where the year abroad is spent working. The overall maximum fees are, for qualifying students, those described in Regulation 5 of the Student Fees (Amounts) (England) Regulations (SI 2004 No. 1932), as amended by Regulation 2(b) of the Student Fees (Amounts) (England) (Amendment) Regulations 2008 (SI 2008 No.2507), or up to approximately half of the fees that would be chargeable if the student were full-time. <p>Exceptionally, all or part of the fee may be waived for individual students based on their particular</p>	√						P & MI

Term	Definition	Curriculum	Outcomes	Monitoring & Evaluation	Students	Assessment	Collaborative Provision	Originating Department
	circumstances. It should not be waived for all students on a course, and the criteria that determine whether fees may be waived should not be tantamount to waiving the fee for all students.							
Stage	A defined set of course units with an approved set of learning outcomes that must be achieved for progression or award. Where applicable, and at undergraduate level, a stage should comprise 120 credits equating to 1,200 hours of student learning effort. For taught awards at levels 7 and 8, a stage is defined as a set of course units, normally aligned with the learning outcomes of an interim or final award. In full time delivery a stage would encompass all study undertaken during one academic year. In flexible delivery, where specified in the course's approved definitive document, students may study units of different stages and levels during the same study period.	√						CASQE
Student Information Point (SIP)	SIPS provide comprehensive advice and information service to all students on all student-related matters, including enrolment, timetables, coursework, examinations, support services, etc.				√			Student Services
Student profile	A defined selection of programme, courses, stages, unit sets and units leading to a defined award title, selected from within a course by an individual student.	√						Student Services
Subject benchmark statements	A means of describing the nature and characteristics of programmes of study in a specific subject. Subject benchmark statements represent general expectations about the standards for the award of qualifications at a given level and articulate attributes and capabilities that those possessing such qualifications should be able to demonstrate. Most of the subject benchmark statements produced to date at the request of the Quality Assurance Agency by the relevant subject communities refer to bachelor's degrees with honours.	√				√		CASQE
Transfer	When a student moves from the programme on which they were first registered to another programme.		√			√		P & MI
Transcript	A summary record of a student's academic achievements on a particular programme of study.	√	√			√		Student Services
Unit	A Unit Specification will define the structure and content and be approved through the validation process. Each unit will have a defined level of study at Level 3, 4, 5 or 6. The discrete unit of study will lead to specified learning outcomes which are summatively assessed; it will have a specific code and title and be distinctive overall in terms of aims, defined learning outcomes, content and assessment. Each unit, regardless of size, will have a maximum of five learning outcomes.	√						CASQE

Term	Definition	Curriculum	Outcomes	Monitoring & Evaluation	Students	Assessment	Collaborative Provision	Originating Department
Validation	The process by which a programme/ course is judged to have met the requirements for an award by the relevant degree-awarding body, or the relevant examining board/ PSRB, or by an accredited institution. See also Programme Approval	√						CASQE
Verification	The checking of assessment briefs which form part of a unit assessment scheme, whether examination paper questions or coursework assignments of any type.					√		CASQE
Version	Programmes, courses, and their components, will change over time. A version is the programme and course (or component) on offer for a defined period of time. Students must be associated with the correct version of a course and its components, so that accurate student transcripts can be provided for any cohort of students. Each component version should be associated with the relevant documentation. In general, only one version will be available in each academic session, but there may be exceptions to this.	√						P & MI
Weighting	The value, usually expressed as a percentage, which is given to each element of assessment of a unit. For example a unit may comprise a written assessment with a 60% weighting and an examination with a 40% weighting.					√		P & MI
Withdrawn student	<p>Please refer to Student Withdrawal Procedure:- http://www.mmu.ac.uk/academic/casqe/regulations/assessment/docs/appendix_6_withdrawal_and_suspension.pdf</p> <p>There are two categories of withdrawal and in each case it is important to determine the date of withdrawal for tuition fee liability.</p> <p>1. Withdrawal at the request of the student Students should discuss the matter with their Academic Tutor or Programme Leader before making a final decision. Depending on the reasons, the Academic Tutor or Programme Leader may be able to refer the student to sources of specialist advice and guidance. Students should also be given a copy of the booklet 'Considering withdrawing from your course?', on the Student Services web page which sets out the options that are available, identifies sources of help within the University, and describes the financial implications of withdrawal, including liability for payment of tuition fees The student should complete a 'Notification of Withdrawal' form, on the Student Services web site, and if applicable, inform the Student Loans Company, the relevant local authority or Student Finance England immediately.</p>					√		P & MI

Term	Definition	Curriculum	Outcomes	Monitoring & Evaluation	Students	Assessment	Collaborative Provision	Originating Department
	<p>2. Withdrawal of a student by the University</p> <p>Where a student is judged no longer to be in a position to be able to complete the academic work that is required to secure a pass at the end of the academic year or equivalent session, but where the University would be prepared in principle to re-admit the student to the same programme at a future date on the basis of a new application, the student may be withdrawn under the Student Withdrawal Procedure. In such cases, withdrawal of the student will take place on the authority of the Head of Department who has overall responsibility for the programme on which the student is enrolled.</p> <p>The judgement will need to take into account a range of factors. It will, however, be based mainly on evidence of the student's overall level of engagement with the programme, evaluated by reference to a statement that will have been provided to students by the programme setting out the minimum acceptable level of engagement.</p> <p>a) Early withdrawal: Any student ending their period of study within the two weeks of the start of the current session of their course is deemed to be cancelled for the current session, and will not be counted as an enrolled student and will not be liable for tuition fees.</p> <p>A student who has not withdrawn from their instance/course of study within two weeks of starting will be included in the statutory individualised year-end HESA return, and will count towards the Student Number Control.</p> <p>b) Interrupted study (student): The Assessment Regulations provide for students to apply to the Chair of their Board of Examiners to suspend their studies. If the Chair considers that the reasons for a request are valid, s/he may agree to a suspension of studies for up to one year, taking account of the implications of the timing and duration of the suspension for the student's engagement with the programme and with assessment and re-assessment opportunities. Students should discuss the detailed financial implications of suspension should be advised to contact Student Financial Support in the first instance. The expectation is that first requests for suspensions of studies will be approved. Any further suspensions will need to be considered carefully, based mainly on a judgement about the likelihood of the student returning to, and successfully completing, his or her programme.</p> <p>Suspension of studies is particularly appropriate where a student is experiencing personal</p>							

Term	Definition	Curriculum	Outcomes	Monitoring & Evaluation	Students	Assessment	Collaborative Provision	Originating Department
	<p>or health problems that are or appear likely to be time-limited. The student should complete a 'Request for Suspension of Studies' form, which will be available on the Student Services web site, and submit it to the relevant Campus Programmes Office.</p>							
Year of Instance	<p>This records a coherent engagement with the institution aiming towards the award of a qualification(s) or credit. The period of time students study towards qualifications can be split into one or more years of instance. The first year begins when the student starts studying towards the qualification; the second and subsequent years start on or near the anniversary of this date (to allow for minor variations in term dates).</p> <p>There are 2 types of year of instance:</p> <p>a) Standard year</p> <p>This is where all activity for the year of instance is entirely within one academic year (1 August to 31 July). Mostly all undergraduate students are on standard years of instance.</p> <p>b) Non-standard year</p> <p>This is where all activity for the year of instance is not entirely within one academic year – that is, the activity for the year of instance crosses from one academic year into the next.</p>				√			P & MI