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# Academic Regulations

## Glossary

Section 19

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## Glossary

<b>ADip</b>	Advanced Diploma
<b>APDip</b>	Advanced Professional Diploma
<b>ARB</b>	Architects Registration Board
<b>BA</b>	Bachelor of Arts
<b>BA (Hons)</b>	Bachelor of Arts (Honours)
<b>BEd</b>	Bachelor of Education
<b>BEd (Hons)</b>	Bachelor of Education (Honours)
<b>BEng</b>	Bachelor of Engineering
<b>BEng (Hons)</b>	Bachelor of Engineering (Honours)
<b>BMedSci</b>	Bachelor of Medical Science
<b>BSc</b>	Bachelor of Science
<b>BSc (Hons)</b>	Bachelor of Science (Honours)
<b>BTEch</b>	Bachelor of Technology
<b>BTEch (Hons)</b>	Bachelor of Technology (Honours)
<b>Cert</b>	Certificate
<b>CertEd</b>	Certificate in Education
<b>CertHE</b>	Certificate of Higher Education
<b>CM</b>	Certificate in Management
<b>DA</b>	Degree Apprenticeship
<b>DBA</b>	Doctor of Business Administration
<b>DCA</b>	Doctor of Creative Arts
<b>Deng</b>	Doctor of Engineering
<b>Dip</b>	Diploma
<b>DipHE</b>	Diploma of Higher Education
<b>DLitt</b>	Doctor of Letters
<b>DMS</b>	Diploma in Management Studies
<b>Dprof</b>	Doctor of Professional Practice
<b>DSc</b>	Doctor of Science
<b>Dtech</b>	Doctor of Technology
<b>ECTS</b>	European Credit Transfer and Accumulation System
<b>EdD</b>	Doctor of Education
<b>EIF</b>	Education Inspection Framework
<b>EngD</b>	Doctor of Engineering
<b>EPA</b>	End Point Assessment (of apprentices)
<b>ESFA</b>	Education and Skills Funding Agency
<b>FCert</b>	Foundation Certificate
<b>FdA</b>	Foundation Degree Arts
<b>FdEng</b>	Foundation Degree Engineering
<b>FdSc</b>	Foundation Degree Science

<b>FHEQ</b>	Framework for Higher Education Qualifications
<b>GCert</b>	Graduate Certificate
<b>GCSE</b>	General Certificate of Secondary Education
<b>GDip</b>	Graduate Diploma
<b>HA</b>	Higher Apprenticeship
<b>HE</b>	Higher Education
<b>aHNC</b>	Higher National Certificate
<b>HND</b>	Higher National Diploma
<b>IELTS</b>	International English Language Testing System
<b>IfATE</b>	Institute for Apprenticeships and Technical Education
<b>INA</b>	Initial Needs Assessment (of apprentices)
<b>ISSN/ISBN</b>	International Standard Serial Number/ International Standard Book Number
<b>KPIs</b>	Key Performance Indicators
<b>KSBs</b>	Knowledge, Skills and Behaviours (for apprenticeship competency)
<b>LLB</b>	Bachelor of Laws
<b>LLB (Hons)</b>	Bachelor of Laws (with Honours)
<b>LLD</b>	Doctor of Laws
<b>LLM</b>	Master of Laws
<b>MA</b>	Master of Arts
<b>MArch</b>	Master of Architecture
<b>MBA</b>	Master of Business Administration
<b>MBioms</b>	Master of Biomedical Sciences
<b>MEd</b>	Master of Education
<b>MEng</b>	Master of Engineering
<b>MFA</b>	Master of Fine Art
<b>MPA</b>	Master of Public Administration
<b>MPhil</b>	Master of Philosophy
<b>MPlan</b>	Master of Planning
<b>MRes</b>	Masters by Research
<b>MSc</b>	Master of Science
<b>MTL</b>	Masters in Teaching and Learning
<b>NS</b>	Non Submission
<b>OIA</b>	Office of the Independent Adjudicator
<b>PDip</b>	Professional Diploma
<b>PGCE</b>	Postgraduate Certificate in Education
<b>PGCert</b>	Postgraduate Certificate
<b>PGCHE</b>	Postgraduate Certificate in Higher Education
<b>PGDip</b>	Postgraduate Diploma
<b>PhD</b>	Doctor of Philosophy
<b>PSRB</b>	Professional, Statutory or Regulatory Body

<b>QAA</b>	Quality Assurance Agency
<b>QAS</b>	Quality Assurance Services
<b>QCF</b>	Qualifications and Credit Framework
<b>QTS</b>	Qualified Teacher Status
<b>RIBA</b>	Royal Institute of British Architects
<b>RoEPAO</b>	Register of Approved End Point Assessment Organisations
<b>RPCL</b>	Recognition of Prior Certificated Learning
<b>RPEL</b>	Recognition of Prior Experiential Learning
<b>RPL</b>	Recognition of Prior Learning
<b>TOEFL</b>	Test of English as a Foreign Language
<b>TPR</b>	Tripartite Review (of apprentices)
<b>VCert</b>	Vocational Certificate

### **Module**

The standard ‘building block’ of all course delivery – identified in size by CATS credits. The most common module size across all courses is 20 CATS credits; other credit volumes can, however, be validated.

### **Course**

A full or part-time award-bearing structure of modules, with defined learning outcomes and secure location within the *Framework for Higher Education Qualifications*. Not all courses will lead to awards of the University (they may, for example, be Edexcel or professional-body courses). Courses may be single honours or combined degrees. Each course will have a unique Course Specification – except where awards are ‘nested’ (in the case of, for example, CertHE and DipHE – but not FDA/FDSc and ‘top up’ BA/BSc).

### **Framework**

A structure of modules which lead, through appropriate designation of common and optional modules, to a number of defined award outcomes. Frameworks will contain designated Pathways.

Frameworks may operate at both undergraduate and postgraduate levels, and will have a common structure at levels 4 (or below) and 5 of undergraduate awards and in the early stages of taught postgraduate awards. They will lead to a common set of named awards, designated as pathways, which will qualify a generic award title (which should be available to all students who choose, or fail, to meet the criteria for a designated pathway). This will be iterated in the structure of generic title - *BSc Basketweaving* – with the qualifier in parentheses – *BSc Basketweaving (Macrame)*, *BSc Basketweaving (Rattan)* etc. Pathways will be designated by having a minimum of 60 credits (including the dissertation or project, where that exists) at level 6, or 7 as applicable, which is particular to that pathway (and the associated qualified award title).

Up to the level of 60 level-6 credits differentiation, new pathways may be proposed within a framework, subject to approval of the qualified award title by Academic Quality and Standards Committee approval and subsequent approval of the pathway structure by the relevant School Committee. Related qualified award titles associated with these pathways will not require separate validation, unless the degree of change of an existing pathway is greater than that approved within the University's policy for modifications. All qualified award titles approved in this way will, however, be subject to review at the next review stage (no matter how soon after the validation of the pathway).

### **Pathway**

A structure of modules within a framework which leads to a specific named award. Pathways will have defined learning outcomes and be securely located within the *Framework for Higher Education Qualifications*.

Pathways will be validated, en bloc, alongside their related frameworks. New pathways may be approved by an institutional course validation panel or University validation panel in accordance with section 13. Individual pathways will have a minimum of 60 credits at level 6, or 7 as applicable (including the dissertation or project, where that exists).

### **Apprenticeships**

The Institute for Apprenticeships and Technical Education (IfATE) define an apprenticeship as:

“... a job with training to industry standards. It should be about entry to a recognised occupation, involve a substantial programme of on- and off-the-job training and the apprentice's occupational competence should be tested by an independent, end point assessment. Apprenticeships are employer-led ...but the needs of the apprentice are equally important; to achieve competence in a skilled occupation, which is transferable and secures long-term earnings potential, greater security and the capability to progress in the workplace”.

Apprenticeships are available up to Level 8 and are available as:

- Degree apprenticeships which require the award of a Bachelor or Masters degree qualification
- Higher apprenticeships which do NOT require a degree but one may be offered by an awarding body

From 1st April 2021, all apprenticeships will fall under the remit of Ofsted (extract from the Ofsted Education and Skills Framework (EIF):

- Inspection provides independent, external evaluation and identifies what needs to improve in order for provision to be good or better. It is based on gathering a range of evidence that is evaluated against an inspection framework and takes full account of our policies and relevant legislation in areas such as safeguarding, equality and diversity.
- Inspection provides important information to parents, carers, learners and employers about the quality of education, training and care. These groups should be able to make informed choices based on the information published in inspection reports.

Key characteristics of apprenticeships, that distinguish apprentices from students:

- Funded through the Education and Skills Funding Agency (ESFA) therefore compliance with the ESFA funding rules is essential. Costs and responsibilities for those costs, are in line with ESFA funding rules and form part of the contractual agreements signed before an apprenticeship starts.
- Apprenticeships run along a calendar year, not an academic year.
- Apprenticeships are employer-led; the consumer is the employer not the apprentice and as such the apprenticeship content/ delivery is directly linked to the on-going needs and priorities of both the apprentice AND the employer. A tripartite relationship is established for each apprenticeship where employers, apprentices and the university all contribute to the application of academic regulations and general delivery/ operation of the apprenticeship, the specific roles and responsibilities of each party are set out in legal documentation that is signed prior to the start of the apprenticeship.
- An Apprenticeship Standard sets out the occupational competencies required to be successful on the apprenticeship. These Standards are developed by employers (Trailblazers) and approved by the Institute for Apprenticeships and Technical Education (IfATE).
- Apprentice competency is assessed through an End Point Assessment (EPA), either as part of the degree (integrated degree apprenticeship) or separately, upon completion for the degree (non-integrated degree apprenticeship). The requirements of the EPA are defined in an Assessment Plan, produced by the Trailblazers to accompany the Apprenticeship Standard. For integrated degree apprenticeships, where the grading requirements of the EPA fall outside of academic regulations schools must submit regulatory exemption requests. EPAs must be conducted by independent assessors on the Register of Approved End Point Assessment organisations (RoEPAO); Leeds Beckett is on the register for integrated degree apprenticeships.
- In addition to satisfying the standard entry criteria for the degree, all apprentices must satisfy ESFA eligibility criteria and have their learning needs assessed against the Knowledge, Skills and Behaviours (KSBs) of the Apprenticeship Standard through an Initial Needs Assessment (INA) prior to the start of the apprenticeship, the outcome

of which will be captured within the required formal documentation. Expectations relating to applicants holding English and Maths qualifications at entry will align with the requirements of the ESFA and Apprenticeship Standard.

- The outcome of the INA will be used to create an individualised programme of study and training against which the apprentice's progress will be closely monitored.
- Learning activities are categorised as on-the-job and off-the-job. Off-the-job training is a statutory requirement for an English apprenticeship. It is training which is received by the apprentice, during the apprentice's normal contracted working hours, for the purpose of achieving the KSBs of the approved Apprenticeship Standard. ESFA funding is claimed to support the delivery of the off-the-job learning.
- Apprentices must spend at least 20% of their contracted hours off-the-job undertaking off-the-job learning. Evidence of engagement and completion of off-the-job hours must be collected, and submitted to the university, on an on-going basis.
- Tripartite Review (TPR) meetings, between the apprentice and university and employer representatives, must take place regularly (at least twice a year, the first taking place in the first semester) to ensure the apprentice is progressing as planned at the start of the apprenticeship and provide meaningful discussions regarding the apprentice's learning needs, additional support requirements, trajectory of learning to meet the projected apprenticeship outcome, etc. Final year apprentices must have an additional TPR to confirm that they have satisfied the Gateway requirements.
- Completion of the apprenticeship is when the EPA has been undertaken, not just upon completion of the degree element.

To ensure the university remains compliant with the ESFA Funding Rules, and delivers a high-quality apprenticeship provision in the view of Ofsted, bespoke resources and processes are deployed across the university.