



University College  
of Osteopathy

# Academic Quality Framework 2017-2018

## Section 18: Glossary of Terms

## ACADEMIC QUALITY FRAMEWORK

### SECTION 18: GLOSSARY OF TERMS

This Section of the Academic Quality Framework should be read by all members of the UCO.

Version number	Dates produced and approved (include committee)	Reason for production/ revision	Author	Location(s)	Proposed next review date and approval required
V1.0	Sept 2016 Academic Council	<i>To define and clarify terminology and abbreviations used throughout the Academic Quality Framework..</i>	Head of Quality	<i>Master Version:</i> <i>J:\ Quality Team \ 0 Quality Team – AQF</i> <i>Published Version:</i> <i>Intranet</i>	<i>Annually and on an “as required” basis.</i>
V2.0	Sept 2017 Academic Council	<i>Annual Review including amendments to reflect the name change of the British UCO of Osteopathy to the University College of Osteopathy</i>	Head of Quality	<i>Master Version:</i> <i>J:\ Quality Team \ 0 Quality Team – AQF</i> <i>Published Version:</i> <i>Intranet</i>	<i>Annually and on an “as required” basis.</i>
<b>Equality Impact</b>					
Positive equality impact (i.e. the policy/procedure/guideline significantly reduces inequalities)					
Neutral equality impact (i.e. no significant effect)					X
Negative equality impact (i.e. increasing inequalities)					
<p><b>If you have any feedback or suggestions for enhancing this document, please email your comments to: <a href="mailto:quality@uco.ac.uk">quality@uco.ac.uk</a></b></p>					

Abbreviation / Term	Description
<b>AC</b>	Academic Council; the main decision-making committee of the UCO for academic matters.
<b>Academic Quality</b>	Academic quality is concerned with how well the learning opportunities made available to students enable them to achieve their award. It is about making sure that appropriate and effective teaching, support, assessment and learning opportunities are provided for them.
<b>Academic Standards</b>	Threshold academic standards are the minimum acceptable level of achievement that a student has to demonstrate to be eligible for an academic award. Academic standards should be at a similar level across the UK.
<b>AQF</b>	Academic Quality Framework; the document that sets out the UCO's procedures for the management of academic quality and standards in teaching and learning at the UCO.
<b>ARC</b>	The Audit and Risk Committee (ARC) is responsible for overseeing the UCO's audit and risk management and to report thereon to the Board of Directors.
<b>Board of Directors</b>	The UCO's governing body.
<b>Board of Examiners</b>	Boards of Examiners consider the results of assessments at all stages of a course, determine progression and recommend awards, including the classification of awards where appropriate.
<b>BONE</b>	The UCO's Online Learning Environment
<b>CAR</b>	Course Annual Report
<b>CIF</b>	Course Information Form
<b>Course Handbook</b>	A student-focused document that provides students with detailed information about each course of study.
<b>Course Recruitment Groups</b>	Course Recruitment Groups keep under review the course admissions policy and practice, including matters related to Widening Participation, student numbers, and makes recommendations accordingly to the Senior Management Team. It promotes fairness and consistency in the UCO's Admissions Policies.
<b>Course Teams</b>	Course Teams are responsible to the relevant Portfolio Board of Studies for the day to day administration and management of the Course. The Course Teams ensure that the validated curriculum is delivered and assessed in accordance with the relevant Course Information Forms and Unit Information Forms.
<b>CPD</b>	Continuing Professional Development
<b>DBS</b>	Disclosure & Barring Service
<b>EC</b>	The Equality Committee (EC) assures, improves and promotes equality for all UCO users, within the UCO, as required under the Equality Act 2010.

<b>EESC</b>	The Education Enhancement & Strategy Committee (EESC) reports to Academic Council on initiatives for assuring and enhancing education and teaching standards at the UCO through defining and monitoring educational strategy.
<b>ERSC</b>	Education and Registration Standards Committee of the GOsC; promotes high standards of education and training in osteopathy (referred to in The Osteopaths Act as the Education Committee).
<b>FEC</b>	The Finance & Estates Committee (FEC) is responsible for overseeing the development and implementation of the UCO's financial and estates strategies and to report thereon to the Board.
<b>FHEQ</b>	The framework for higher education qualifications in England, Wales and Northern Ireland; an important reference point for providers of higher education. The FHEQ, and associated guidance for implementation, has been written to assist higher education providers to maintain academic standards; to inform international comparability of academic standards, especially in the European context; to ensure international competitiveness; and to facilitate student and graduate mobility.
<b>GOsC</b>	The General Osteopathic Council; the Professional, Statutory and Regulatory Body for Osteopathy.
<b>HEFCE</b>	Higher Education Funding Council for England; promotes and funds teaching and research in higher education institutions. Includes general information and sections on finance, good practice, and research.
<b>HEI</b>	Higher Education Institution; higher education providers regulated in England which have one or more of the following features: receive direct public grants for HE, have courses which have been specifically designated by the Government as eligible for the purposes of English student support funding, are higher education institutions (HEIs), have the right to award one or more types of UK degree.
<b>HSC</b>	The Health & Safety Committee (HSC) is responsible for overseeing health and safety matters at the UCO.
<b>IAR</b>	Institutional Annual Report
<b>IOS</b>	Introduction to Osteopathic Sciences
<b>KIS &amp; WIS</b>	Key Information Set & Wider Information Set
<b>KPI</b>	Key Performance Indicator; a set of quantifiable measures that a company or industry uses to gauge or compare performance in terms of meeting their strategic and operational goals.
<b>LASER</b>	Laser Learning Awards; develops, accredits and quality assures courses and qualifications at all levels of education and training and is licensed by the Quality Assurance Agency for Higher Education (QAA) to award the Access to HE Diploma.
<b>M.Ost</b>	Integrated Masters in Osteopathy Award
<b>MoU</b>	Memorandum of Understanding

<b>NSS</b>	National Student Survey; a widely recognised authoritative survey completed by students at all publicly funded Higher Education Institutions in England, Wales, Northern Ireland, and Scotland, as well as other providers of higher education.
<b>OAR</b>	Operational Annual Report
<b>OHC</b>	The Occupational Health Committee (OHC) is a standalone committee that meets when required to consider reasonable adjustments to the methods of learning and assessment through which students acquire and demonstrate osteopathic competences, for students/potential students who have declared or have an observed significant health issue or disability.
<b>OEI</b>	Osteopathic Education Institution; an educational institution providing osteopathic education.
<b>OPS</b>	Osteopathic Practice Standards; The Osteopathic Practice Standards are published by the GOsC and describe the standards expected of osteopaths and include guidance to assist osteopaths in meeting these standards. The purpose of the standards is to ensure quality care for patients and to protect them from harm.
<b>PBE</b>	Pre-Boards of Examiners (Pre-Boards) (PBEs) take place in advance of Boards of Examiners meetings and consider Portfolio Board approved student award, progression, and assessment profiles and then make proposals for consideration by the Boards of Examiners in accordance with the UCO's regulations as approved by its validating bodies.
<b>PDR</b>	Professional Development Review
<b>PG</b>	The Principal's Group collectively acts to ensure effective leadership of the UCO and to oversee strategic planning processes.
<b>Policy</b>	A course or principle of action adopted or proposed by an organization or individual.
<b>Portfolio Boards</b>	Portfolio Boards report to the EESC and oversees the courses under their remit to ensure coherence, maintain an overview of curriculum content, structure, organisation, assessment, learning resources and delivery of the teaching timetable. There are three Portfolio Boards: Foundation Education, Pre-Registration Education and Postgraduate Education.
<b>PRAG</b>	Policy, Regulations & Audit Group; a subcommittee of the Quality Assurance Committee which evaluates the effectiveness of academic policy and regulations, the quality assurance framework, and the Academic Council governance committee structure.
<b>Procedure</b>	An established or official way of doing something.
<b>PSRB</b>	Professional, Statutory and Regulatory Body; the body that sets and monitors the standards and outcomes of programmes of study leading to professional accreditation.
<b>QAA</b>	The Quality Assurance Agency; the independent body entrusted with monitoring and advising on standards and quality in UK higher education.

<b>Quality Assurance</b>	Quality assurance refers to a range of review procedures designed to safeguard academic standards and promote learning opportunities for students of acceptable quality.
<b>QAC</b>	The Quality Assurance Committee (QAC) is a subcommittee of Academic Council and is responsible for overseeing the implementation and development of the UCO's systems for setting, maintaining and monitoring academic standards including its quality assurance systems and procedures, for all taught provision.
<b>Quality Code</b>	The UK Quality Code for Higher Education; this 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.
<b>Quality Enhancement</b>	Quality enhancement refers to taking deliberate steps to bring about continual improvement in the effectiveness of the learning experience of students.
<b>RAG</b>	Reporting to the Senior Management Team (SMT), the Resource Allocation Group (RAG) is responsible for making recommendations concerning the UCO's resource allocation model.
<b>REC</b>	The Research Ethics Committee (REC) is responsible for undertaking ethical consideration of research proposals whether it involves participants within the institution or outside the institution; this currently includes students and staff from the UCO and applications from students from other institutions who would like to carry out work with our faculty, students or patients.
<b>RPL</b>	Recognition of Prior Learning
<b>RQ</b>	Recognised Qualification; Under the Osteopaths Act 1993 the GOsC is the statutory regulatory body for osteopaths and osteopathic education providers. The GOsC ensures that courses of osteopathic education meet its requirements for standards and quality, as well as governance and management of the course provider. Those that do are recognised and awarded Recognised Qualification (RQ) status. This allows graduates from those courses to register with the GOsC and practise osteopathy legally in the UK. The RQ is subject to approval from the Privy Council.
<b>RSSC</b>	The Research and Scholarship Strategy Committee (RSSC) reports to Academic Council and focuses on research and scholarship activity and development across the UCO. It takes responsibility for the assurance and enhancement of research activities of the UCO.
<b>SARG</b>	The Student Attendance and Retention Group (SARD) is a stand-alone group which consists of the appropriate Course Leaders, Heads of Area and the Student Support department. Its purpose is to monitor student attendance and to notify the relevant support staff, Course Leaders and the Student Support Manager of cases for concern.
<b>SB</b>	The Scrutiny Board is a sub-committee of the relevant Course Team and is responsible for the receipt, consideration and modification of all examination material for the specified course.

<b>SCG</b>	The Staff Consultative Group (SCG) provides a forum for staff consultation and participation, with specific responsibilities for health and safety and policy review.
<b>SMT</b>	The Senior Management Team (SMT) ensures there is effective leadership, management and co-ordination of all the major academic and support activities undertaken by the UCO.
<b>SEEC</b>	SEEC Level Descriptors; Credit level descriptors define the level of complexity, relative demand and autonomy expected of a learner on completion of a module or programme of learning. They provide a description of levels of learning through a hierarchy of knowledge and skills.
<b>SSLCGs</b>	Student-Staff Liaison Consultation Groups (SSLCGs); these groups are subcommittees of the Education Enhancement & Strategy Committee (EESC). They serve as the arena for students to discuss with faculty and staff significant group issues connected to learning, teaching, student support, and UCO services and environment. They also provide an opportunity for staff to consult with students about institutional developments under consideration.
<b>TDAP</b>	Taught Degree Awarding Powers; Taught degree awarding powers (TDAP) give UK higher education providers the right to award bachelor's degrees with honours and other taught higher education qualifications, but not postgraduate research degrees.
<b>The Charity Commission</b>	Regulates the administration and affairs of registered UK charities.
<b>UCO</b>	University College of Osteopathy
<b>UAR</b>	Unit Annual Report
<b>UIF</b>	Unit Information Form
<b>Unit Handbook</b>	A student-focused document that provides students with detailed information about each unit of study.
<b>WPASG</b>	The Widening Participation and Admissions Strategy Group (WPASG) is responsible for overseeing the development and implementation of the UCOs strategy for admissions and widening participation.