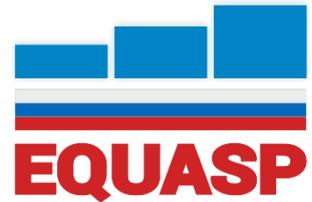




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EQUASP Glossary of Terms

Final

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Forewords

Terms relating to quality, management, organization, process and product are borrowed from the ISO 9000:2015 norm [1].

For the other terms, the EQUASP Glossary of Terms adopts the Tuning Glossary of Terms [2], integrated with some terms not provided for by Tuning.

In some cases, the definitions of the terms borrowed from the ISO 9000:2015 norm have been adapted and those of the terms included in the Tuning glossary have been reviewed, in order to better specify their meaning in the context of the EQUASP project.

The definitions adopted for the added terms correspond to the meanings commonly shared in the context of the European Higher Education Area.

Ability

A mental or bodily power to perform an action. According to Tuning, acquired or natural capacity.

Accreditation

In higher education, ‘accreditation’ means the procedure according to which a recognised body attests formally the fulfilment of pre-definite standards or quantitative and/or qualitative requirements.

Admission

Admission to the study programme.

Assessment, Internal Assessment and Self-Assessment, External Assessment (*of a study programme*)

In the world of quality, ‘assessment’ means the systematic, comprehensive and periodic analysis of the activities of an organisation, developed assessing the current characteristics of the organisation with respect to the ideal ones described in a reference model. In this way, it is possible to identify the strength and weakness points of the organisation, necessary precondition for the adoption of appropriate and effective actions of development and improvement by the management. Main aim of assessment process is the improvement of the quality of a specific product, process or service.

Quality assessment of a study programme comprises all those activities that aim at assessing its fitness of purpose and for purpose. The assessment process requires the preventive definition of the assessment criteria, which constitute the main reference for the identification of the strength and weakness points.

Assessment may be internal or external.

The ‘internal assessment’ is the assessment carried out by the same study programme. The ‘self-assessment’ is an internal assessment carried out by assessors who belong to the same study programme to be assessed.

The internal assessment of a study programme comprises the systematic collection of information and data on the study programme objectives, educational process, resources, results and management system. Strengths and weaknesses can be identified through the analysis of the collected information and data and feedback from staff, students, graduates and employers. The internal assessment process comprises also the compilation of an internal assessment report, which lists the identified strength and weakness points.

The ‘external assessment’ is the assessment carried out by an assessment team composed by more experts or peers (peer review) external at the study programmes to be assessed.

The external assessment of a study programme generally starts with the analysis of the self-assessment report and includes a visit to the study programme and structured conversations with staff, students, graduates and employers. Furthermore, the external assessment comprises the compilation of an external assessment report.

Assessment Criteria (*of the students’ learning*)

Descriptions of what the learner is expected to do and to what level, in order to demonstrate that a learning outcome has been achieved and to what extent. The criteria are usually related to the learning outcomes specific of the course unit (or module) concerned. They are normally presented to the students in course catalogues or similar documentation along with the intended learning outcomes, syllabus, etc., at the beginning of the course unit.

Assessment Methods (*of the students’ learning*)

The total range of methods used to evaluate the learner’s achievement in a course unit. Typically, these methods include written, oral, laboratory, practical tests/examinations, projects, performances and portfolios. The evaluations may be used to enable the learners to evaluate their own progress

and improve on previous performance (formative assessment) or by the institution to judge whether the learner has achieved the learning outcomes of the course unit (summative assessment).

Attestation

Documentation provided to graduates after the completion of their studies.

Bachelor Degree

Same meaning of 'First Cycle Degree'.

Bologna Process

Launched in 1999 by the Ministers of Education and University leaders of the 29 countries signatories of the Bologna Declaration (a pledge to reform the structures of their higher education systems in a convergent way), the Bologna Process aimed to create a European Higher Education Area (EHEA) by 2010; it has further developed into a major reform encompassing 47 countries. Taking part in the Bologna Process is a voluntary decision made by each country and its higher education community to endorse the principles underlined in the European Higher Education Area. The Bologna Process does not aim to harmonize national educational systems but rather to provide tools to connect them. The intention is to allow the diversity of national systems and universities to be maintained while the European Higher Education Area improves transparency between higher education systems, as well as implements tools to facilitate recognition of degrees and academic qualifications, mobility, and exchanges between institutions. The reforms are based on ten simple objectives that governments and institutions are currently implementing. Most importantly, all participating countries have agreed on a comparable three-cycle degree system for undergraduates (first cycle-Bachelor degrees) and graduates (second cycle-Master and third cycle-PhD degrees).

Certification

In the ESG this term refers to the documentation provided to graduates after the completion of their studies. In the EQUASP Model this term has been substituted by the term 'Attestation'.

Characteristic

According to ISO 9000:2015 norm, "distinguishing feature".

Cohort

The group of students that started a particular study programme at the same time.

Competence

According to ISO 9000:2015 norm, "ability to apply knowledge and skills to achieve intended results".

According to the European Qualification Framework, "proven ability to use knowledge, skills and personal, social and/or methodological abilities in work or study situations and in professional and personal development".

According to Tuning, 'competence' represents a dynamic combination of knowledge, understanding, skills and abilities. This is the definition adopted by the EQUASP project.

Competences are developed and acquired by the students during the educational process. Some competences are subject-area related (specific to a field of study), others are generic (common to any study programme). Normally competence development proceeds in an integrated and cyclical manner throughout a study programme.

Continual improvement

According to ISO 9000:2015 norm, "recurring activity to enhance performance".

Course

Same meaning of 'Study Programme'.

Course Unit

A self-contained, formally structured learning experience. It should have a coherent and explicit set of learning outcomes, expressed in terms of competences to be obtained, and appropriate assessment criteria. Course units can have different numbers of credits, although it is recommended that units carry a uniform number of credits or a multiple thereof. These units, with thesis work (or final work), are the building blocks of study programmes.

Coursework (Course work)

Coursework refers to the required - normally assessed - learning activities within a course unit.

Credit

The 'currency' used to measure student workload in terms of the time required to achieve specified learning outcomes. It enables staff and students to assess the volume and level of learning, based on the achievement of learning outcomes and the associated workload measured in time.

Credit can be awarded to a learner in recognition of the verified achievement of designated outcomes at a specific level through coursework as well as through work based learning or prior learning.

ECTS is the most widespread credit system in Europe, but other credit system do exist.

Credit Accumulation

Credit accumulation is the process of collecting credits for learning within study programmes. In a credit accumulation **system, a** specified number of credits must be obtained in order to complete successfully a study programme or part thereof, according to the requirements of the study programme. Credits are awarded and accumulated only when the successful achievement of the required learning outcomes is confirmed by assessment. Learners can use the credit accumulation system to transfer or 'cash in' credits achieved from work-based learning/different study programmes within and between educational institutions. Credits are also transferable between study programmes in the same institution, between different institutions within the same country, or internationally (often with certain limits about the proportion of the total that can be transferred).

The process allows learners to study individual course units without immediately achieving an academic award, and allows for the award of interim awards where students do not complete a full study programme leading to the award of a degree. In every case, it is the institution that will award the degree that decides which credits earned elsewhere can be accepted as part of the work required for the degree.

Curriculum

An approved set of course units.

Cycles

All European higher education qualifications are located within three cycles. One of the objectives indicated in the Bologna Declaration was the adoption of a system based on two main cycles, undergraduate and graduate. Doctoral studies are now included in the Bologna structure and referred to as the third cycle.

Cycle Descriptors

Generic statements of the broad expected outcomes of each of the three cycles. A good example of general cycle descriptors are the so-called Dublin Descriptors, which have been developed by a group of experts, the Joint Quality Initiative (JQI). These descriptors have served as one of

foundations (along with ECTS) for the framework for qualifications of the European Higher Education Area. See also ‘Dublin Descriptors’ and ‘European Qualifications Framework’.

Degree

A formal qualification awarded by a higher education institution after successful completion of a prescribed study programme. In a credit accumulation system, the study programme is completed through the accumulation of a specified number of credits awarded for the achievement of a specific set of learning outcomes.

Degree Profile

A description of the character of a study programme or qualification. This description gives the main features of the study programme that are based on the specific aims of the programme, how it fits into the academic map of disciplines or thematic studies and how it relates to the professional world. Deciding to institute a new degree profile should normally be the outcome of a process of analyzing the needs of society combined with those of the specific subject area as well as the financial and personnel means that can be made available to establish the study programme.

Degree Programme

Same meaning as ‘Study Programme’.

Design of the educational process

Process of definition of the curriculum and of the characteristics of the course units of a study programme, consistent with the established learning outcomes.

Diploma Supplement

The Diploma Supplement is an annex to the official qualification documentation that is designed to provide more detailed information on the studies completed according to an agreed format that is internationally recognised. For reasons of transparency and comparability it is important that this format, which has been drawn up by the European Commission, Council of Europe and UNESCO/CEPES, be followed exactly.

Doctoral Studies

The third cycle of academic studies, leading to degrees such as ‘PhD’. A student normally takes it after completion of a second cycle degree. The core component of doctoral training is the advancement of knowledge through original research. The normal workload of the third cycle in most countries correspond to 3-4 years full time.

Double Degree

A double-degree study programme involves a student's working for two different university degrees in parallel, either at the same institution or at different institutions (sometimes in different countries), completing them in less time than it would take to earn them separately. The two degrees might be in the same subject area (especially when the course is split between countries), or in two different subjects.

Dropouts

Students no longer enrolled in the study programme after one year.

Dublin Descriptors

The Dublin Descriptors provide very general statements of typical expectations of achievements and abilities associated with awards that represent the end of a Bologna cycle. They have been developed for the ‘short cycle within the first cycle’ and the first, second and third cycle. The

descriptors consist of a set of criteria, phrased in terms of competence levels, which enables to distinguish in a broad and general manner between the different cycles. The following five sets of criteria are distinguished:

- Acquiring knowledge and understanding;
- Applying knowledge and understanding;
- Making judgements and choices;
- Communicating knowledge and understanding;
- Capacities to continue learning.

The Dublin descriptors have been developed by an international group of experts, which has named itself the Joint Quality Initiative (JQI). The work of the JQI and Tuning is considered complementary by both parties.

ECTS (European Credit Transfer and Accumulation System)

ECTS is a learner-centred credit system based on the student workload required to achieve the objectives of a study programme and on the principle that 60 credits constitute the workload of a full-time student during one academic year. The student workload of a full-time study programme in Europe represents in most cases a student workload of around 1500 to 1800 hours per year for study programmes of normal length (i.e. with summer holidays). Credits are allocated on the basis of an official plan.

Educational Objectives

Educational objectives are professional profiles and/or functions/roles/activities students are to be prepared for and competences to be developed during the learning process by the students.

Effectiveness

According to ISO 9000:2015 norm, “extent to which planned activities are realized and planned results achieved”.

Efficiency

According to ISO 9000:2015 norm, “relationship between the result achieved and the resources used”.

Elective

See ‘Optional Course Unit’.

Employability

A set of achievements - knowledge, understandings, skills and abilities - that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy. Employability should not be confused with merely a profession orientation in a narrow sense (readiness for a particular profession). Its aim cannot be just to respond to short-term labour market concerns. Rather, the link between employability and academic learning outcomes should be realised by fostering analytical thinking, competent reasoning, ability to structure information and arguments, and ability to interact in a social context. In addition, it is logical to involve employers (public and private), trade unions and professional associations closely in curricular development. This will help to ensure that students can gain specific competences that are important for particular professions.

European Dimension

In the Bologna Declaration it is stated that the promotion of the European dimension in higher education, particularly with regards to curricular development, inter-institutional co-operation,

mobility schemes and integrated programmes of study, training and research, is of primary relevance.

European Higher Education Area (EHEA)

The European Higher Education Area (EHEA) was launched along with the Bologna Process' decade anniversary, in March 2010, during the Budapest-Vienna Ministerial Conference.

As the main objective of the Bologna Process since its inception in 1999, the EHEA was meant to ensure more comparable, compatible and coherent systems of higher education in Europe. From 1999 to 2010, all the efforts of the Bologna Process members were targeted to creating the European Higher Education Area, which became reality with the Budapest-Vienna Declaration of March 2010.

European Network for Quality Assurance in Higher Education (ENQA)

The European Network for Quality Assurance in Higher Education (ENQA) was established in 2000 to promote European cooperation in the field of quality assurance. In November 2004, ENQA's General Assembly transformed the Network into the European Association for Quality Assurance in Higher Education.

ENQA is an umbrella organisation that represents its members at the European level and internationally, especially in political decision-making processes and in co-operations with stakeholder organisations.

The Association aims to maintain and enhance the quality of European higher education at a high level, and to act as a major driving force for the development of quality assurance across all the Bologna signatory countries.

ENQA contributes to this goal especially by promoting European co-operation in the field of quality assurance in higher education and disseminating information and expertise among its members and towards stakeholders in order to develop and share good practice and to foster the European dimension of quality assurance.

Evaluation, Internal Evaluation and Self-Evaluation, External Evaluation (*of a study programme*)

Same meaning as 'Assessment, Internal Assessment and Self-Assessment, External Assessment (*of a study programme*)'.

European Qualifications Framework

A European Qualifications Framework (EQF) is an overarching framework that makes transparent the relationship between European national (and/or sectoral) educational frameworks of qualifications and the qualifications they contain. It is an articulation mechanism between national frameworks.

At present two European Qualifications Frameworks exist. One focuses on Higher Education and has been initiated as part of the Bologna Process, the other focuses on the whole span of education and has been initiated by the European Commission. The first framework is named "Framework for Qualifications of the European Higher Education Area", abbreviated as EQF for HE. The second extends across all areas including that of higher education and is called "European Qualifications Framework for Lifelong Learning", abbreviated as EQF for LLL.

The EQF for HE, adopted by the 45 countries participating in the Bologna Process, is a system that aims to:

- enable learners (citizens, employers, etc.) across Europe to understand the full range and relationship between the various national, local and regional European higher education qualifications;
- promote access, flexibility, mobility, collaboration, transparency, recognition and integration (links) within, and between, European higher education systems;

- defend diversity, in the content and delivery of educational programmes and therefore national, local, regional and institutional academic autonomy;
 - improve the competitiveness and efficiency of European higher education.
- See also ‘National Framework of Qualification’.

European Standards and Guidelines (ESG)

Document *Standards and Guidelines for Quality Assurance in the European Higher Education Area* of the European Association for Quality Assurance in Higher Education (ENQA), adopted by the Ministers of Higher Education of 45 countries in the Bergen meeting on May 2005.

Exam or Examination

Generally, a formal written or oral test taken at the end of a course unit, at set points (e.g. end of a semester or term, mid-semester or term) or at the end of a study programme.

Expected Learning Outcomes

See ‘Learning Outcomes’.

Facilities (Educational Facilities)

Infrastructures (in particular, classrooms, rooms for individual studies, laboratories, libraries) for the development of the didactic activities.

Final Work

Same meaning as ‘Thesis’.

First Cycle Degree

A higher education qualification awarded after successful completion of first cycle studies that, according to the Bologna Declaration, should normally last a minimum of three years or 180 ECTS credits. It is often referred to as a Bachelor’s degree.

Formal, Non-formal and Informal Learning

‘Formal learning’ means learning typically provided by an education or training institution, structured (in terms of learning objectives, learning time or learning support) and leading to certification. Formal learning is intentional from the learner's perspective.

‘Non-formal learning’ means learning that is not provided by an education or training institution and typically does not lead to certification. However, it is structured (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's perspective.

‘Informal learning’ means learning resulting from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time or learning support) and typically does not lead to certification. Informal learning may be intentional but in most cases it is non-intentional (or ‘incidental’/random).

Grade

Any numerical or qualitative measure, based on well-defined criteria, which is used to describe the results of assessment in an individual course unit or in a complete study programme.

Higher Education

Higher education applies to academic programmes of study that may be entered by students holding either an appropriate school leaving certificate from an upper secondary school or other relevant professional qualifications or approved prior learning and/or prior experience. Providers may be

universities, universities of professional studies, higher education institutions, colleges, polytechnics, etc.

Indicator

Element/Quantity intended to provide specific information/data for the purpose of an orientation or an assessment/evaluation.

Integrated Second Cycle Degree

Second Cycle Degree that does not include a First Cycle Degree. It is often referred to as Integrated Master Degree.

Intended Learning Outcomes

See 'Learning Outcomes'.

Joint Degree

A joint degree refers to a higher education qualification issued jointly by two or more higher education institutions based on a joint study programme.

Key Competences

Key competences are the main competences to be developed and obtained by the students during the learning process.

Knowledge

The outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, concepts, theories and practices that is related to a field of study, work or everyday life.

Interested Party

According to ISO 9000:2015 norm, "person or organization that can affect, be affected by, or perceive themselves to be affected by a decision or activity".

Learning Outcomes

Learning outcomes are statements – made by the academic staff – of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning. Learning outcomes have to be expressed in terms of the level of competence (knowledge, understanding, skills and abilities) to be obtained by the learner. Consequently, the study programme learning outcomes should align with the programme competences, not necessarily on a one to one basis, but overall. Learning outcomes must be accompanied by appropriate assessment criteria that can be used to judge whether the expected learning outcomes have been achieved. Learning outcomes, together with assessment criteria, specify the requirements for the award of credit, while grading is based on attainment above or below the requirements for the award of credit. Credit accumulation and transfer is facilitated if clear learning outcomes are available to indicate with precision the achievements for which the credit will be awarded.

Levels

The term 'Levels' may have two meanings.

Levels are understood to be a series of sequential steps to be taken by the learner (within a development continuum) expressed in terms of a range of generic outcomes, within a given study programme.

The other meaning is the same as 'Cycles'.

Level Descriptors

A level descriptor is a statement that provides an indication of the depth and extent of learning expected at a specific stage in a study programme. They are a guide to the kind of demands or expectations it is appropriate to make of learners at each of the designated levels within a study programme. The descriptors guide the learner, teacher and curriculum with respect to the complexity, relative demand and learner autonomy. These general descriptors can be applied to specific subject disciplines and ways of learning. Level descriptors are useful for curriculum design, assignment of credit, validation, guidelines for recognition of learning from experience and of non-formal learning and for staff development.

Management

According to ISO 9000:2015 norm, “coordinated activities to direct and control an organization”.

Management System

According to ISO 9000:2015 norm, “set of interrelated or interacting elements of an organization to establish policies and objectives and processes to achieve those objectives”.

Mark

Same meaning as ‘Grade’.

Master Degree

Same meaning of ‘Second Cycle Degree’.

Mobility

With regard to students, the term mobility refers to access to study and training opportunities and to related services in a European/international context.

With regard to teachers, researchers and administrative staff, the term mobility refers to the recognition and valorization of periods spent in a European/international context researching, teaching and training, without prejudicing their statutory rights.

Module

The term module has different meanings in different countries. In some it means a course unit; in others a module is a group of course units. EQUASP attributes to the term ‘module’ the same meaning as ‘Course Unit’.

National Framework of Qualifications

A national framework of qualifications is a single description, at national level or level of an educational system, which is internationally understood. The framework describes all qualifications awarded in the system considered and relates them to each other in a coherent way. See also ‘Qualification Descriptors’.

Object

According to ISO 9000:2105 norm, “anything perceivable or conceivable”.

Objective

According to ISO 9000:2015 norm, “result to be achieved”.

Optional Course Unit

A course unit that may be chosen as part of a study programme but is not compulsory for all students. Some systems distinguish between electives (i.e. course units chosen from a pre-defined list) and completely free optional course units.

Organization

According to ISO 9000:2015 norm, “person or group of people that has its own functions with responsibilities, authorities and relationships to achieve its objectives”.

Organizational Structure

According to ISO 9000:2015 norm, “arrangement of responsibilities, authorities and relationships between people”.

Planning of the educational process

Process of definition of the carrying out of the didactic activities of a study programme.

Policy

According to ISO 9000:2015 norm, “intentions and direction of an organization as formally expressed by its top management”.

Procedure

According to ISO 9000:2015 norm, “specified way to carry out an activity or a process”.

Process

According to ISO 9000:2015 norm, “set of interrelated or interacting activities which transforms inputs into outputs”.

Product

According to ISO 9000:2015 norm, “result of a process”.

Programme (Study Programme) Outcomes

Same meaning as ‘Learning Outcomes’.

Progression

This term refers to the definition of management criteria of the students’ career able to favour a regular students’ progression in their studies.

Project

According to ISO 9000:2015 norm, “unique process, consisting of a set of coordinated and controlled activities with start and finish dates, undertaken to achieve an objective conforming to specific requirements, including the constraints of time, cost and resources”.

Qualification

Any degree, diploma or other certificate issued by a competent authority attesting the successful completion of a recognized programme of study.

Qualification Descriptors

Generic statements of the outcomes of study for a qualification. They provide clear points of reference that describe the main outcomes of a qualification, as defined in the National Frameworks, and make clear the nature of change between levels.

Quality (of a study programme)

According to ISO 9000:2015 norm, “degree to which a set of inherent characteristics of an object fulfils requirements”.

Coherently with the ISO 9000:2015 definition, for ‘study programme quality’ EQUASP intends the grade (level) of fulfilment of the objectives established coherently with the needs and expectations

of all those who are interested in the educational service provided. In other words, the level of accomplishment of the quality requirements established coherently with the needs and expectations of all the stakeholders.

Quality Assurance, Internal Quality Assurance, External Quality Assurance (*of a study programme*)

According to ISO 9000:2015 norm, “part of quality management focused on providing confidence that quality requirements will be fulfilled”.

Coherently with the ISO 9000:2015 definition, for ‘study programme quality assurance’ EQUASP intends the whole of the activities (processes) for the management of the educational service aimed at achieving the established educational objectives and then at ‘ensuring trust’ in meeting the quality requirements to all the stakeholders. Therefore, the activities of quality assurance are concentrated on the activities necessary to provide objective evidence of the achieved quality, where for ‘objective evidence’ the ISO 9000:2015 norm intends data that support the evidence or truthfulness of something.

Quality assurance is the instrument to make study programme quality transparent and trustworthy for students and employers.

In Europe, the main reference for the definition of the quality assurance activities is the ENQA document *Standards and Guidelines for Quality Assurance in the European Higher Education Area*, adopted in Bergen on 2005 from 45 Ministers of Higher Education.

This document defines ‘internal quality assurance’ and ‘external quality assurance’ the activities of quality assurance carried out by the study programmes and by the agencies for the quality assessment and accreditation of study programmes respectively.

Quality Assurance Policy

Coherently with the ISO 9000:2015 norm, overall intentions and direction of an organization related to quality assurance as formally expressed by top management.

Quality Assurance Requirements (*of a study programme*)

Coherently with the ISO 9000:2015 definition of ‘requirement’, needs or expectations for the quality assurance.

Quality Assurance System (*of a study programme*)

Same meaning as ‘Quality Assurance’ as intended by the EQUASP project, i.e. the set of activities (processes) for the management of the educational service aimed at achieving the established educational objectives and then at ‘ensuring trust’ in meeting the quality requirements to all the stakeholders.

Quality Control

According to ISO 9000:2015 norm, “part of quality management focused on fulfilling quality requirements”.

Quality Improvement

According to ISO 9000:2015 norm, “part of quality management focused on increasing the ability to fulfil the quality requirements”.

Quality Management

According to ISO 9000:2015 norm, “management with regard to quality”.

Quality Management System

According to ISO 9000:2015 norm, “management system with regard to quality”.

Quality Objective

According to ISO 9000:2015 norm, “objective related to quality”.

Quality Planning

According to ISO 9000:2015 norm, “part of quality management focused on setting quality objectives and specifying necessary operational processes and related resources to fulfil the quality objectives”.

Quality Policy

According to ISO 9000:2015 norm, “policy related to quality”.

Quality Requirements

According to ISO 9000:2015 norm, “requirement related to quality”.

Recognition

Formal acknowledgment of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, of the students who enrol in the study programme.

Re-examination

Same meaning as ‘Review’.

Requirement

According to ISO 9000:2015 norm, “need or expectation that is stated, generally implied or obligatory”.

Resit Exam (Examination)

Students who have not been able to take or who have not passed an examination or assessment on the first date scheduled may be offered the opportunity to take a resit examination or assessment later.

Where a resit examination is offered, the candidate is deemed to have passed or failed the examination after the results of the resit are known.

Review (of a study programme)

According to the ISO 9000:2015 norm, “determination of the suitability, adequacy and effectiveness of an object to achieve established objective”.

Coherently with the ISO 9000:2015 definition, for ‘study programme review’ EQUASP intends a periodic and scheduled process finalised to the improvement of the study programme, through which the study programme assesses the fitness, adequacy and effectiveness of its management system and adopts all the opportune improvement actions.

Generally, a review process starts with a self-assessment finalised to the identification of the strong and weak points of the study programme. The self-assessment may bring to the identification of needs of revision or redefinition of the educational objectives and process and of the internal quality assurance system and of opportunities of improvement of the management and/or of the results of single processes. Then the study programme should identify and adopt opportune improvement actions for each identified need of revision and opportunity of improvement.

Revision

Same meaning as ‘Review’.

Second Cycle Degree

A higher education qualification awarded after the successful completion of second cycle studies that may involve some research work. It is often referred to as a Master's degree. A student normally takes it after completion of a first degree.

Skill

The ability to apply knowledge to complete tasks and solve problems. According to Tuning, learned capacity.

Skills can be described as cognitive (use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).

Stakeholder

Same meaning as 'Interested Party'.

Standard

The term 'standard' refers to a set of outcomes to be satisfied, and does not imply any 'standardization' of the national educational systems, that in the Bologna spirit must be 'harmonized' and made 'transparent', not 'uniform'.

Student Workload

The time (expressed in hours) that it is expected that an average learner (at a particular cycle/level) will need to spend to achieve specified learning outcomes. This time includes all the learning activities in which the student is required to carry out (e.g. lectures, seminars, practical work, private study, professional visits, examinations).

Study Programme

A complete programme of study leading to a degree or an approved set of course units recognized for the award of a specific degree, which should be defined through the set of learning outcomes, expressed in terms of competences, to be achieved in order to obtain the specified credits.

It is composed of compulsory and optional course units that lead to the achievement of the pre-determined set of learning outcomes.

Study Programme Profile

Same meaning as 'Degree Profile'.

Success rate

The proportion of full-time students earning a degree within the official length of the study programme + one year.

Supervisor

Member of academic staff of the university who monitors the progress of a student's thesis work and provides advice and guidance. See also 'Thesis'.

Syllabus

Same meaning as 'Curriculum'.

System

According to ISO 9000:2015 norm, "set of interrelated or interacting elements".

Task

A specific piece of work required to be done as a duty.

Teaching & Learning Methods

A wide range of teaching techniques is used in universities. The set of teaching techniques strongly depends on the instructional form of education (face-to-face education, education by correspondence or distance education). The Tuning consultation revealed the following list (which is far from exhaustive):

- lectures;
- seminar (small group teaching);
- tutorials;
- research seminar;
- exercise classes;
- workshops (classroom based practical classes);
- problem-solving classes;
- laboratory teaching;
- demonstration classes;
- placement (internship/traineeship);
- work based practice;
- fieldwork;
- distance learning (which may be paper based or ICT based);
- e-learning (which maybe entirely on-line or 'blended' using other techniques and learning environments).

Such lists are indicative only, and are really a list of categories of teaching activity, since how each is undertaken may vary widely not only between academics but also within the everyday practice of any one academic, depending on the focus of the teaching and the intended learning outcomes for the students.

As with teaching, a wide range of learning activities is used in universities. The following (inevitably partial) list of commonly used learning activities gives some idea of the richness that is possible teaching and learning:

- attending lectures, seminars and tutorials, laboratory sessions;
- participating in problem solving classes;
- note-taking;
- conducting searches for relevant materials in libraries and on-line;
- surveying literature;
- reading and studying texts or other material;
- summarizing;
- conducting increasingly complex research/independent projects or group projects;
- practising technical, mathematical or laboratory skills;
- practising professional skills (e.g. in Nursing, Medicine, Teaching);
- researching and writing papers, reports, dissertations of increasing difficulty (in terms of size and complexity of the material);
- working with other students to co-produce a report/design/answer to a problem;
- preparing and making oral presentations, either in groups or individually;
- making constructive criticism of the work and others, and using the criticism of others productively;
- chairing and participating usefully in meetings (of seminar groups, for example);
- leading or being collaborative members of teams.

Thesis

A formally presented written report, based on independent research/enquiry/project work, which is required for the award of a first or a second cycle degree.

Top Management

According to ISO 9000:2015 norm, “person or group of people who directs and controls an organization at the highest level”.

Tuning

Tuning Educational Structures in Europe (<http://www.unideusto.org/tuningeu/home.html>) is a university driven project that aims to offer a universal approach to implement the Bologna Process at higher education institutional and subject area level. The Tuning approach contains a methodology to (re-)design, develop, implement and evaluate study programmes for each of the Bologna cycles. Furthermore, Tuning serves as a platform to develop reference points that are based on learning outcomes expressed in terms of competences. Tuning distinguishes generic and subject specific competences. The project is developing cycle (level) descriptors for a growing number of subject areas. Launched in 2000 and supported, financially and morally, by the European Commission, it covers now the vast majority of the Bologna signatory states, including the Ukraine and since 2006 the Russian Federal Republic. A comparable project has been set up in 2003 for 18 countries in Central- and South-America: Tuning America Latina.

Workload

Workload is a learner-oriented quantitative measure of [all] learning activities that may feasibly be required for the achievement of the learning outcomes. Workload comprises the estimated time that is needed for any type of learning: lectures, seminars, practical work, private study, information retrieval, research, group work, independent studies examinations, etc. The concept of workload is also the basis for allocating credits within a credit system such as the ECTS.

References

- [1] ISO 9000:2015, http://www.iso.org/iso/catalogue_detail?csnumber=45481
- [2] Tuning Glossary of Terms, <http://www.unideusto.org/tuningeu/documents/glossary-of-terms.html>