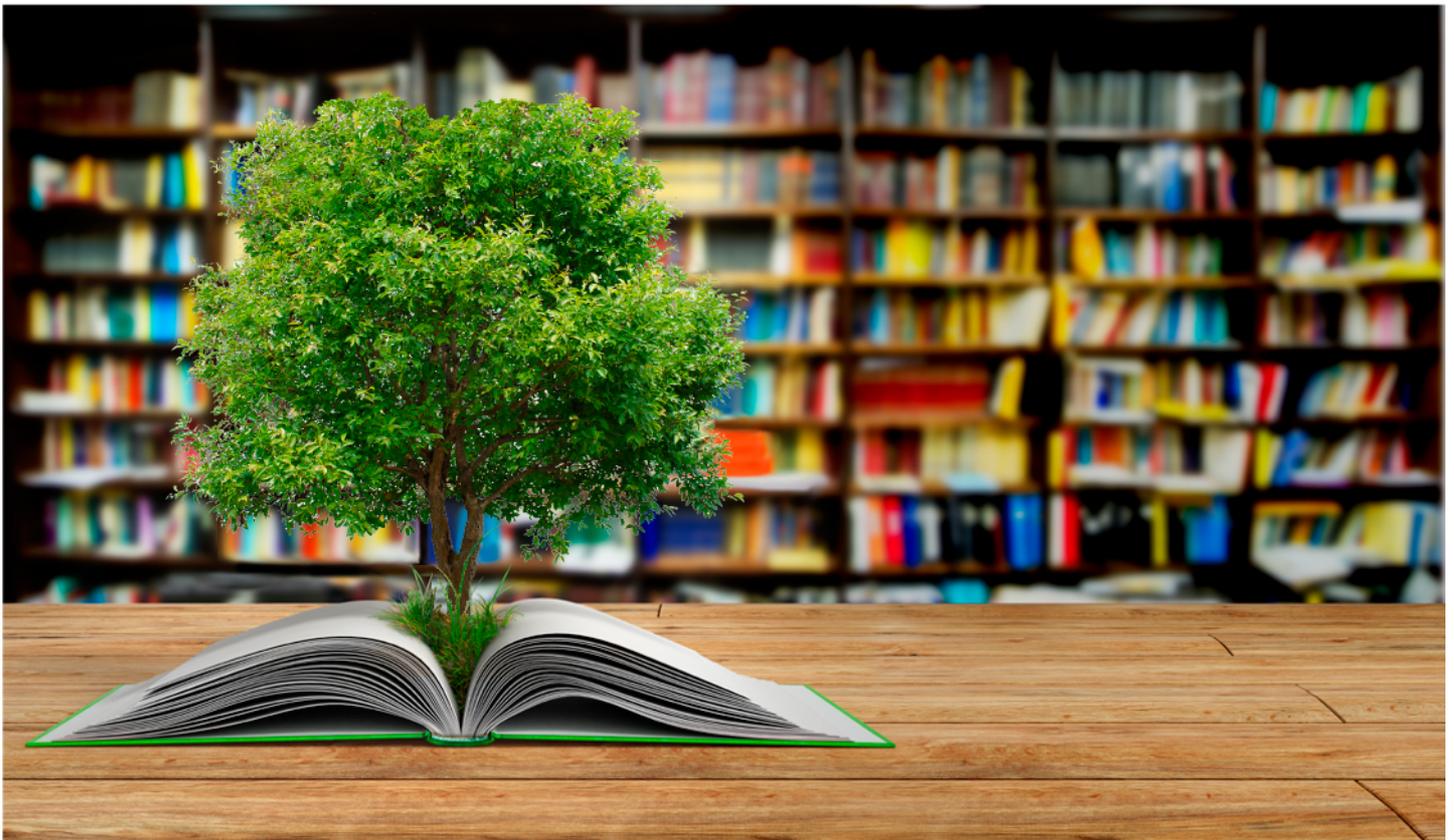


GLOSSARY OF TERMS USED IN BUSINESS &
MANAGEMENT EDUCATION IN THE 'BOLOGNA'
EUROPEAN HIGHER EDUCATION AREA



The purpose of this Glossary is threefold:

1. as a useful reference for members of EQUAL and its constituencies including the business schools that they represent
2. as a contribution towards the Bologna process in facilitating transparency and harmonisation of terms within the European Higher Education Area
3. as a contribution to improving the clarity and consistency of terminology being used by international accreditation and quality assurance agencies It should be noted that many of the terms listed have different interpretations in different countries or are called by other names. The definitions given here aim to aid convergence of meaning and understanding but have no legal standing.

Academic governing body The principal body (in some institutions) where major issues affecting the School's academic life and its development are brought for discussion and approval. *Sometimes known as Academic Board, Academic Council, Senate*

Academic partner Another academic institution, either national or international, formally linked for mutually beneficial purposes.

Academic qualification A university award for completion of academic (rather than vocational) study. A Bachelor's degree is awarded for successful completion of undergraduate (1st cycle) study; postgraduate study includes graduate or Master's (2nd cycle) and Doctoral (3rd cycle) qualifications. These qualifications are being standardised across Europe as part of the Bologna process.

Academic research A systematic intellectual investigation of theories, phenomena and events. Basic research (fundamental or pure research) advances knowledge and theoretical understanding. Applied research investigates specific practical questions and often aims to improve and/or understand practice.

Accreditation The process of evaluating whether an institution or programme(s) meets the standards of the accrediting body and then awarding a quality label or certificate.

Action learning The process of taking crucial organisational problems and, in real time, analysing their dynamics; implementing proposed solutions derived from constructive criticisms of colleagues; and through being held responsible for these actions, learning from the results so that future problem solving is improved. The problems will have no right answers and AL is essentially about acquiring the ability to ask good questions rather being taught programmed knowledge. Action learning attempts to blend logic and emotionality through giving rigour to the process of learning using the positive powers of small groups.

Adequacy of faculty Assessment of the quality and quantity of academic staff members in relation to the stated mission and objectives of the institution and/or a particular programme.

Administrative services Non-academic support to ensure the institution operates efficiently and effectively, e.g. registry, finance, human resources, estates and facilities, marketing and communications, advancement, etc.

Admission The act of a student entering an educational institution prior to registration. Conditional admission is acceptance to study that is contingent upon the student obtaining specified grades and/or providing specific documentation.

<i>Admissions process</i>	Procedures by which potential students complete an application with supporting documentation and appropriate work experience, if required. They may also undergo an interview and admissions test and pay an admissions fee. The admissions office team manages the admissions systems, policies and procedures and provides support and advice to applicants and staff.
<i>Adult learning process</i>	How mature learners acquire new skills and knowledge and which may differ from approaches taken by younger learners.
<i>Advisory Board</i>	A group of distinguished and influential people from the business community, government and other influential spheres of public life, as well as academic advisers, who meet regularly to advise the Dean (or equivalent) on a range of issues such as the strategy, emerging trends and any new requirements for resources or learning to meet the changing needs of business and enhance the school's reputation.
<i>Alumni Association</i>	Body formed to facilitate graduates to network together and to maintain links with their Institution.
<i>Alumni directory</i>	A listing of graduates and /or members of an Alumni Association.
<i>Appeals process</i>	The procedure for handling a student's formal request for a decision on the failure or deferral of an assessment result to be reconsidered, e.g. on grounds of procedural irregularity, prejudice, or inadequate assessment by examiners or mitigating circumstances.
<i>Apprenticeship</i>	Systematic, long-term training alternating periods at the workplace and in an educational institution or training centre. The apprentice is contractually linked to the employer and receives remuneration (wage or allowance). The employer assumes responsibility for providing the trainee with training leading to a specific occupation.
<i>Articulation agreement</i>	A formal credit-rating and transfer agreement between two or more institutions which agree to recognise and grant specific credit and /or advanced standing to applicants from a named programme of study pursued in each other's institution.
<i>Assessment</i>	The total range of written, oral and practical tests, as well as projects and portfolios, used to decide on a student's progress in the course unit or module. These measures may be used by students to assess their own progress (Formative assessment) or by the institution to judge whether the course unit or module has been completed satisfactorily against the Learning outcomes (Summative assessment). Criterion-referenced assessment: candidates are measured against defined, objective criteria. Norm-referenced assessment: compares students and is typically used for entrance tests. Formal assessment: usually a written document that is given a numerical score or grade based on performance. Informal assessment may include discussion, peer/self-observation that is not given a score.
<i>Assessment criteria</i>	Descriptions of what the learner is expected to know or do in order to demonstrate that a learning outcome has been achieved.
<i>Associate or adjunct faculty</i>	A body of educators who are not tenured or fully employed by the institution.
<i>Assurance</i>	Process of ensuring that students achieve the learning objectives of the program in which they participate through the systematic assessment of learning outcomes, analysis of the assessment and using its results to continuously improve the curricula.

<i>Audit</i>	The process of evaluating the efficacy of the institution's quality and other processes, usually by sampling available data.
<i>Autonomy</i>	The extent of an institution's self-direction, management and governance.
<i>Award</i>	A general term covering all certificates, diplomas and degrees. It includes a whole award, dual awards, joint awards, specified credit toward an award, which is delivered and/or supported and/or assessed as part of collaborative provision.
<i>Bachelor's degree</i>	Higher education award, usually requiring three or four years' study at Bologna first cycle level and consisting of at least 180 ECTS credits.
<i>Blended learning</i>	A learning process that combines face-to-face with distance or remote education.
<i>Bologna process</i>	The process to develop the European Higher Education Area by harmonising academic awards, study cycles and quality assurance standards across signatory countries, following agreement between European Ministers of Education in Bologna 1999.
<i>Business Ethics</i>	Business Ethics is the science of fairness and justice behaviours that arise in a business environment deemed to consolidate and promote value for business in society at large. This should operate at two levels: <ul style="list-style-type: none">• the corporate level – what should an organisation do when faced with conflicting ethical priorities;• and the individual level - how should an individual behave and act when working in an organisation.
<i>Business school</i> <i>B-school</i>	A coherent organisational unit whose staff research and teach primarily on business and management courses.
<i>Business simulation</i>	An activity that imitates processes and decision making in the business world.
<i>Career placement service/Careers office</i>	A unit that facilitates students' search for jobs and career development opportunities by finding them relevant openings in organisations of their choice. The role sometimes includes facilitation of placements or internships.
<i>Collaborative provision</i>	A general term that should be understood to include e.g. joint programmes, dual degrees, student exchanges, twinning agreements, franchising, validation and off-shore arrangements.
<i>Cooperative Education</i>	Also known as "co-op" it refers to a programme that alternates periods of academic study with periods of work experience in a field relevant to the study programme. Work terms are developed in partnership with the employer to ensure a suitable learning environment while the curriculum should support student learning goals, personal evaluation and reflection. Students receive remuneration for the productive work engaged and the usual amount of co-op work experience is at least 30% of the total academic study.
<i>Core faculty</i>	Members of academic staff for whom the institution is the main employer and who deliver key learning and research activities.
<i>Core values</i>	The fundamental principles and beliefs that the institution stands for.
<i>Corporate links</i>	Connections with the world of business.
<i>Corporate</i>	<i>Sometimes known as Corporate Social Responsibility – CSR</i>

<i>Responsibility</i>	See Global responsibility
<i>Corporate world</i>	The business community at large from small and medium-sized organisations up to large multi-national corporations and including the public and not for profit sectors.
<i>Counselling</i>	Giving advice on practical problems and supporting someone in a non-judgmental way to help them deal more effectively with psychological or emotional problems.
<i>Course</i>	Can refer to a single or self-contained component of a programme of study, formally structured with a coherent and explicit set of learning outcomes – <i>sometimes called</i> a module, or can be a course of study
<i>Credit</i>	A measure (“currency”) of student workload required to achieve specified learning outcomes at a given academic level.
<i>Credit transfer</i>	Recognition of student achievement in a particular course transferable to another programme or institution and allowing exemption.
<i>CSR</i>	Corporate Social Responsibility is a proactive management approach oriented towards sustainable growth or “prosperity” (generating added value) (PRME: for an inclusive and sustainable global economy). It is characterized by an economic reason which takes social, ecological and economic effects into account in decision making. <i>Also see Corporate Responsibility and Global responsibility</i>
<i>Customised/ Tailored programme</i>	A study, education or training programme designed for specific participants, companies, or organisations.
<i>DBA</i>	Doctor of Business Administration, a professional doctorate based on applied research in the business and management area.
<i>Dean</i>	A widely used term (sometimes Director) for the person with overall responsibility for a particular institution, school or faculty.
<i>Diploma supplement</i>	<p>A document accompanying a higher education diploma, providing a standardised description of the nature, level, context, content and status of the studies completed by its holder. It is produced by the higher education institutions according to standards agreed by the European Commission, the Council of Europe and UNESCO. The Diploma Supplement is also part of the Europass framework transparency tools.</p> <p>It has the following eight sections of information:</p> <ul style="list-style-type: none">the holder of the qualificationthe qualificationits level and functionthe contents and results gainedcertification of the supplementdetails of the national higher education system concerned (provided by the National Academic Recognition Information Centres (NARICs))any additional relevant information <p>Graduates in all the countries taking part in the Bologna Process have the right to receive the Diploma Supplement automatically, free and in a major European language.</p>

<i>Director of research</i>	A senior member of academic staff who provides leadership, policy guidance, and oversight of research strategy, implementation and funding.
<i>Disadvantaged student</i>	A student from a background that has hindered them physically, socially or in other ways which means they may be less likely to succeed in their studies.
<i>Distance /Open learning programme</i>	A programme offered remotely off-campus
<i>Doctoral degree/ doctorate</i>	The Bologna third cycle of degree awarded in most higher education systems, including Doctor of Philosophy (Ph.D.) and DBA. No ECTS credits or range of credits have been assigned to it. The third cycle includes a broad variation of doctoral phases from pure (doctoral) study programmes to fully independent research.
<i>Dual (or multiple) degree Double degree</i>	A collaborative provision where a programme is delivered and operated between two or more institutions and results in the awarding of two (or more) distinct degrees.
<i>Drop-out rate</i>	Percentage of students who withdraw from a programme before successful completion, for instance because of failure, financial hardship, lack of motivation, transfer to studies elsewhere.
<i>ECTS</i>	European Credit Transfer System for increasing the transparency of educational systems and increasing the mobility of students. It assumes that the workload of an academic year of study is equal to 60 credits which are allocated to course units in proportion the workload required to achieve the related learning outcomes.
<i>Elearning</i>	A type of training that makes use of information and communication technologies to support formal and informal learning. It can be used as a tool for distance learning as well as an aid to face-to-face learning.
<i>Employability</i>	Attributes that enhance a student's attractiveness in the labour market.
<i>Exchange programme</i>	Mutual transfer of students between institutions, often abroad, usually with credit transfer (by block, by course)
<i>Executive education</i>	Relatively short programmes, not leading to a degree, for executives, managers or entrepreneurs. In-company programmes are run for specific organisations.
<i>Exemption</i>	Students may be exempted from a requirement of a programme, i.e. not required to take a particular component, probably because of previous achievement or credit obtained or recent experience
<i>Experiential Learning</i>	Active learning where students learn from direct experiences. Teaching is extended to a real-world setting outside the classroom. The aim is for students to immerse themselves in a real-world experience in order to learn and apply practical, research, or workplace skills. It involves 4 phases: experience, processing the experience, generalizing, and applying.
<i>Experiential Credit</i>	Recognition of learning outcomes acquired in a non-formal learning environment through experiential learning. Experiential learning could lead to experiential credits if the learning outcomes satisfy a component of the schools' formal programme.

<i>External guidelines</i>	Regulations or directives established by outside bodies, e.g. the requirements of a professional body for accreditation of a programme or membership.
<i>External relations</i>	The department/activity which raises the external profile of the higher education institution regionally, nationally and internationally to enhance its reputation, e.g. through market research, communications and media relations.
<i>Extra-curricular activity</i>	Additional optional events for students of a social, sporting or community nature not falling within the scope of the required academic curriculum for a particular programme.
<i>Faculty</i>	(1) The body of academic educator within an institution. (2) A group of related academic departments or schools with its own centralised leadership and management., i.e. a recognised organisational unit
<i>Faculty development</i>	(1) The improvement in the overall quality of educators in an academic unit. (2) The improvement of individual members of the faculty, professionally as well as personally. (3) The organisational development of the group of related departments in a faculty.
<i>Faculty member</i>	An individual member of academic educators.
<i>Field based Programme/Thesis</i>	In a field-based programme teaching and learning is carried out in real world settings outside the classroom. The goal is for students to practical skills.
<i>Flipped classroom</i>	In a flipped classroom the responsibility and ownership of learning is transferred from the teacher to the students. Students control the methods and rhythm of their leaning, as well as the assessment process. The role of the teacher is that of a guide so that students become active learners instead of passive receptacles of information.
<i>Franchising arrangement</i>	A form of collaborative provision where a programme developed by and leading to an award of the awarding institution (the franchisor) is predominantly delivered and/or supported by one or more collaborative organisations (the franchisee/s). Typically, a franchisee may provide some or all of the tuition and may use local teaching and administrative support staff.
<i>Full-time degree programme</i>	Any programme designed to consume the full work load of the students involved.
<i>Fund raising</i>	Initiatives to attract charitable donations from alumni, the corporate community and others.
<i>Funding agency</i>	An official body, usually statutory or charitable, that provides financial support for educational institutions, programmes and research projects.
<i>Gap year</i>	An extra year that some students take 'out' of formal education. Students sometimes use such a year for international work, internships, volunteering, or study. any period of time between 3 and 24 months which a student takes 'out' of formal education, and where the time out sits in the context of a longer career trajectory

<i>Global responsibility</i>	The global exercise of ethical, values-based leadership in the pursuit of economic and societal progress and sustainable development. This implies commitment by organisations to behave ethically and contribute to economic development while improving the quality of life for employees and key stakeholders in the local community and society more globally.
<i>Governance</i>	The systems for managing the institution both by external bodies and internal management systems and structures
<i>Governing body</i>	A body which is responsible for the governance of a University or Institution, with the responsibility to oversee the institution's legal compliance, financial viability, sustainability and further development. Various known as: Board of Governors, Board of Trustees, (Governors) Council, Court
<i>HEI</i>	<p>A 'Higher Education Institution' as defined in Article 2 of the Erasmus+ legal base (Official Journal of the European Union L°347/50 of 11.12.2013) is:</p> <p>(a) any type of higher education institution which, in accordance with national law or practice, offers recognised degrees or other recognised tertiary level qualifications, whatever such establishment may be called;</p> <p>(b) any institution which, in accordance with national law or practice, offers vocational education or training at tertiary level;</p> <p>The National Authorities will designate, among the applicants, the Higher Education Institutions to be considered eligible to participate in learning mobility of individuals and/or cooperation for innovation and good practices under the Erasmus+ Programme, in their respective territories.</p>
<i>In-company programme</i>	Educational courses or workshops which are specifically designed for and delivered to employees within a particular organisation.
<i>Independent business school</i>	An institution that is not dependent upon national or local government to finance its operation and is not part of a university.
<i>Induction</i>	The process of welcoming new staff or students to an institution. It may involve pre-arrival information and preparatory tuition if necessary, general orientation, guidance on responsibilities and introductions to facilities, services and procedures.
<i>Integration of new technologies</i>	The assimilation and use of the latest information technology equipment and know-how into an institution and especially into its teaching activities
<i>Intellectual skills</i>	A person's ability to think, to discriminate between information, understand concepts and rules, be analytical and to solve problems.
<i>Intended learning outcome (ILO)</i>	See Learning outcomes.
<i>Internal governance</i>	The processes and structures within an institution for managing its employees and activities.
<i>International office</i>	A unit that is primarily responsible for the international affairs of the institution. It may provide support for all incoming visiting students who originate from outside the country and also with home students on exchange programmes who travel overseas. It may be involved in establishing overseas links and with their legal status. It may also facilitate the formation of faculty research links.

<i>International partnership</i>	See Academic Partner
<i>International student</i>	A student who is not a citizen or permanent resident of the country where they are studying.
<i>Internationalisation</i>	The adoption of an international and intercultural dimension into an institution's learning and teaching, research, faculty and culture. An international curriculum prepares students to perform professionally and socially in an international and multicultural context, and is designed for domestic students as well as international students.
<i>Internship</i>	A supervised temporary placement of a student (intern) in an organisation that provides practical training and work experience related to their studies.
<i>Joint programme</i>	Collaborative provisions where a programme is delivered and operated between two or more institutions and results in the awarding of a single degree. The award will be in the name of all schools involved in the agreement.
<i>Key Performance Indicator (KPI)</i>	An evidence-based measure of achievement of the objectives of the institution.
<i>Learning environment</i>	The context in which students gain knowledge and understanding, e.g. the physical, social, pastoral and psychological context that supports interpersonal interaction and influences their motivation and performance.
<i>Learning goals</i>	The educational expectations for each degree program. They are driven by mission, strategies, and expected outcomes and describe conceptually what students will be or have as a result of completing a degree program. They specify the intellectual and behavioural competencies a program is intended to instil.
<i>Learning Management System (LMS)</i>	An infrastructure that delivers and manages instructional content, identifies and assesses individual and organizational learning or training goals, tracks the progress towards meeting those goals, and collects and presents data for supervising the learning process of an organization as a whole.
<i>Learning outcomes</i>	Statements of what learners are expected to know, understand and/or be able to demonstrate after completion of a process of learning. These are distinct from the aims of learning, in that they are concerned with the achievements of the learner, rather than the overall intentions of the teacher. Learning outcomes must be accompanied by assessment criteria.
<i>Managerial competence</i>	Clusters of skills, abilities and knowledge to perform management tasks to a required standard
<i>Managerial skills</i>	The range of personal and professional attributes required to manage effectively.
<i>Master's degree</i>	An academic degree (MA, MSc, MRes) usually awarded for completion of a graduate or postgraduate course at the level of the 2nd cycle. Its duration is one or two years following completion of undergraduate (1st cycle) studies.
<i>MBA</i>	Master of Business Administration. A postgraduate and post-experience degree in general management. See EQUAL Guidelines for MBA degrees.
<i>Metrics</i>	Prescribed quantitative measures of performance, e.g. research output.

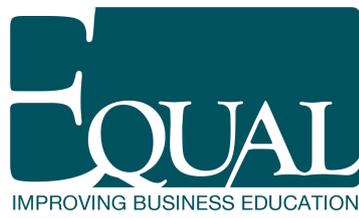
<i>Mission</i>	A statement of the general purpose and reason for existence of the Institution.
<i>Modular programme</i>	A programme of study comprising discrete blocks of study each with specified learning outcomes which are assessed. In each programme there will usually be modules that are compulsory, and other optional modules taken from a wider choice.
<i>Modularisation</i>	Dividing a study programme into separate study units or modules.
<i>Module</i>	A self-contained unit of assessed study and learning of defined level and credit value – sometimes known as a course
<i>MOOC</i>	Courses which allow open entry, are free to sign up for, and are delivered online usually with peer or automated support. They often have large enrolment numbers.
<i>Multi-mode programme</i>	A course of study that allows students at various times during the period of registration to change between different modes of learning, e.g. face-to-face on campus, at a distance, full or part-time or sandwich mode (part of the time in the workplace).
<i>Non-core faculty</i>	See Core faculty
<i>Off-shore</i>	An educational provision leading to an award, in a country other than that of the awarding Institution. Typically, the awarding institution provides (part of) the teaching and may also use their own or local administrative staff. Off-shore does not include multi-campus provision of the awarding institution whether located in the same or different countries.
<i>On the job training</i>	Usually refers to a paid work experience in which a student is taught specific job skills by an employer. It is usually associated with employment and training programmes.
<i>Open programme</i>	A programme that it is offered on the open market and therefore has not been customised to specific participants, companies or organisations.
<i>Parent organisation</i>	The overarching and legally registered body to which subsidiaries or separate divisions belong, e.g. a business school may have a University as its parent organisation.
<i>Path/Pathway</i>	A specific course, academic programme, and learning experience that individual students complete as they progress in their education toward graduation.
<i>Peer review</i>	The assessment of an institution or programme(s) by a team of external reviewers against publicly available criteria. The team normally consists of individuals of appropriate standing relative to the entity being reviewed, e.g. Deans for business school review or Programme Directors for programme review.
<i>Periodic review</i>	A formal process by which an institution or a programme is reviewed on a regular basis, typically every 3 or 5 years, usually involving external assessors. The mission, strategy and resources of an institution would be scrutinised and modified as appropriate. The aims, intended learning outcomes and pedagogical methods of a programme would be reconsidered and updated as appropriate.

<i>Personal development</i>	A structured and supported process to assist learners with their own personal, educational and career progression.
<i>Postgraduate degree</i>	A Master's or doctoral degree taken after a student has successfully completed a 1st cycle qualification. Sometimes known as a second degree.
<i>Practice-oriented research</i>	Research initiatives applied to real-life organisational issues.
<i>Pre-requisite</i>	A pre-requisite is something that a student must complete (or be enrolled in for a previous term) before the start date of the desired class. By default, the system will include any 'In-Progress' courses from a previous term as meeting the requisite.
<i>Private business school or university</i>	A business school or university that is owned by an individual / private shareholder or a Trust and not by the State.
<i>Professional development</i>	The enhancement of a person's capabilities in their area of expertise or specialist role.
<i>Programme</i>	The set of courses or study modules that lead to an award.
<i>Programme delivery</i>	The means by which the provision of learning, teaching and assessment is achieved.
<i>Programme design</i>	The process of developing the aims, objectives, curriculum, delivery and assessment methods for a particular programme of study.
<i>Programme evaluation</i>	Feedback on the design, delivery and assessment of particular programmes which may be informed by student feedback, faculty, and school management.
<i>Project-based work</i>	A planned and extensive assignment that may be done by students individually or collectively and is presented as a report for assessment.
<i>Public business school or university</i>	The existence of the business school or university depends on the state and is funded by the state.
<i>Qualification</i>	Any degree, diploma or other certificate issued by a competent authority attesting the successful completion of a recognised programme of study.
<i>Quality assurance</i>	Formal procedures for ensuring that the appropriate standards are being achieved and maintained by institutions and programmes.
<i>Quality cycle</i>	'quality cycle' vs 'quality development/improvement/enhancement': continuous improvement as a process
<i>Research and Development</i>	The process of making output from research activity viable.
<i>Refereed journal</i>	A journal or magazine for which article submissions are peer reviewed prior to publication, i.e. the articles are read by subject experts who ensure that the content is significant and reliable and, if not, either reject them or require the authors to revise and resubmit before final publication.

<i>Research Assistant (RA)</i>	A junior researcher who supports a more experienced researcher's research project and is supervised by them. An experienced Research Assistant may be called a Research Fellow (RF).
<i>Research Centre or Institute</i>	A unit or organisation that focuses on research projects, usually in a specific subject or thematic area.
<i>Research collaboration</i>	Researchers working together to achieve a common goal within or between organisations.
<i>Research committee</i>	A representative group which oversees issues such as research strategy, governance, resource allocation, implementation and co-ordination in an academic unit.
<i>Research Impact factor</i>	A measure of the importance of individual scientific journals which is calculated annually and influences how published research is evaluated.
<i>Research output</i>	Findings, publications, patents, etc. produced from scholarly or scientific investigation or inquiry.
<i>Resit / retake</i>	An examination that is taken again or assessment that is resubmitted after a previous failure.
<i>Responsible leadership</i>	The exercise of ethical, values-based leadership in the pursuit of economic and societal progress and sustainable development. It is based on a fundamental recognition of the interconnectedness of the world and performed inside and outside one's institution. (Adopted from GRLI, PRME, CEEMAN)
<i>Scholarship</i>	A financial award to a student who applies for the funds through a competitive process. These awards generally do not need to be repaid. The evaluation of applicants for such awards can be based on a variety of criteria, such as academic or creative works the student is asked to produce, academic record, and/or financial need.
<i>Scientific work</i>	The process and techniques to evaluate empirical knowledge and produce scientific evidence.
<i>Stakeholder</i>	An individual, group or business unit that has an interest in the success of a project or an institution in delivering its objectives and maintaining the quality of its outputs and services.
<i>Strategic fit</i>	The extent to which an institution's plans for the future appropriately match its mission, resources and capabilities, and its external environment.
<i>Strategic intent</i>	Overall direction or focus for the future.
<i>Strategic Objectives</i>	Specific measurable results expected within a particular time period, to be achieved through the implementation of the strategy of the institution.
<i>Strategic positioning</i>	How an institution places itself relative to its markets and competitors in order to realise its future vision, taking into account the changing political, economic, social and competitive environment.
<i>Strategy Plan</i>	An agreed plan to achieve the institution's strategic objectives.

<i>Student</i>	Person that is formally enrolled in an educational programme.
<i>Student exchange/study-abroad programme</i>	A collaborative provision where a student from one institution attends courses at another institution for a period of time. The award is typically delivered by the home institution.
<i>Student feedback</i>	Responses from students to evaluate a particular programme or course.
<i>Student profile</i>	(1) A document where students record their university progress in terms of academic and transferable skills and which helps them to reflect on and audit their skills to identify future development needs. (2) A description, often for marketing and promotional purposes, of a typical student/alumni – their background, attributes, achievements, interests, experience at the Institution.
<i>Student progression</i>	The movement of students to the next level of study or next study programme following successful completion of current courses.
<i>Student support services</i>	Facilities and assistance for students relating to their academic and personal lives.
<i>Study abroad</i>	Students complete part of their studies in a foreign institution whose credits may be transferred to the student's home institution.
<i>Support staff / Professional staff</i>	Qualified persons working with teachers/ students/ pupils to advise, evaluate, guide and assist in the event of educational problems. It includes careers advisers, educational psychologists and specialists providing remedial teaching/ support, etc.
<i>Sustainability</i>	'Forms of development that meet the needs of the present without compromising the ability of future generations to meet their needs.' (World/Brundtland Commission on Environment & Development, 1987). The UN Sustainable Development Goals have provided clear frameworks and long-term targets within which businesses (in particular) can rethink current approaches and embrace sustainability considering social, environmental and economic effects. These effects are interrelated and they are important at all levels from the individual, local, national, international to fully global levels.
<i>Synchronous / asynchronous learning</i>	forms of education, instruction, and learning that do not occur in the same place or at the same time. The term is most commonly applied to various forms of digital and online learning in which students learn from instruction—such as pre-recorded video lessons or game-based learning tasks that students complete on their own—that is not being delivered in person or in real time.
<i>Teaching Assistant</i>	Usually a postgraduate student on a temporary contract who assists an academic member of staff by facilitating tutorials, marking assessments and providing other support.
<i>TEL (Technology Enhanced Learning)</i>	Technology enhanced learning (TEL) is often used as a synonym for e-learning but can also be used to refer to technology enhanced classrooms and learning with technology, rather than just through technology
<i>Twinning Agreement</i>	A collaborative provision where an institution accepts students having completed courses in another institution into its own degree programme. They are typically considered 'transfer' students and may be exempted from courses or entry requirements at the second institution. The latter will be the awarding institution. Could also be referred to as a top-up degree.

<i>University</i>	A higher education institution which grants its own academic awards.
<i>University-based business school</i>	A business school which is located and integrated within a university.
<i>Validation arrangement</i>	A form of collaborative provision where a programme developed and run by an organisation is validated by another institution (the validator). The validator provides a quality assurance process and allows its name to be associated with the award, but is not involved in the design and delivery of the award.
<i>Validation of Professional Experience</i>	The award of credits or a complete qualification on the basis of evidence of experiential learning where the candidate is able to demonstrate that he or she has acquired the knowledge, understanding and competences that constitute the learning objectives of a particular module or qualification
<i>Values</i>	Principles, standards or qualities considered worthwhile or desirable by the person or institution that holds them.
<i>Vision</i>	A statement of aspirations which provides a basis for formulating the strategy of an institution.
<i>Visiting faculty / professor</i>	Teaching and research staff not employed full-time by the host academic institution but visiting for a fixed period, away from their home university or company base, perhaps on sabbatical leave or to give a series of lectures.
<i>Work-based learning</i>	Development activities that are embedded in academic programmes but take place in the workplace.
<i>Yield rate</i>	The percentage of people who accepted their offers of acceptance. In other words, the percentage of people who chose to enrol in that particular school after having been accepted there.



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