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0-9	
14-19 curriculum	<p>This relates to the 14-19 qualifications structure, for which the curriculum needs the appropriate mixture of academic knowledge, vocationally specific content and generic skills required by employers. It includes·</p> <ul style="list-style-type: none"> • Apprenticeships – see `apprenticeships` • National Occupational Standards – see `NOS` • Sector Qualifications Strategies – see `SQS` • Credit and qualifications frameworks – see `levels` • 14-19 diplomas – see `14-19 diploma` <p>http://www.ssda.org.uk/ssda/default.aspx?page=2096</p> <p>The government is focusing on creating a consistent phase of education for 14- to 19-year-olds as its priorities shift to provide a basis for generating skills and cutting the number of young people who leave compulsory schooling with no qualifications and fail to go on to education, training or work.</p> <p>http://www.ucu.org.uk/index.cfm?articleid=2573</p> <p>The DCSF says: `Our aim is to create a system of qualifications for 14-19 year olds which will provide a choice of routes, all of which lead to valuable qualifications and progression to further learning. They will suit different learning preferences and motivate all young people to participate and achieve. Key to achieving this aim are new Diplomas, being developed by employers. They will offer different ways of learning and of progressing into higher education and skilled employment. We are also making changes to strengthen A levels and GCSEs, including expanding the range of applied GCSEs. For lower attainers, we are developing a foundation learning tier to provide a platform for higher achievement. Whichever route they take, all young people will be required to study the English and Maths needed to succeed in life and employment. These functional skills will be incorporated in GCSE English and Maths and in Diplomas.`</p> <p>http://www.dfes.gov.uk/14-19/index.cfm?sid=3</p>
14-19 diploma	<p>Aka `specialist diploma`. Diplomas are new qualifications for 14-19 year olds. `They have been created to provide a real alternative to more traditional education and qualifications and are the most important changes to the country's education system since the introduction of GCSEs. Diplomas will give young people a fully rounded qualification, which combines theoretical and practical learning, including functional English, Maths and ICT, to equip them with the skills, knowledge and understanding they need for further or higher education and long-term employability.`</p> <p>http://www.dfes.gov.uk/14-19/index.cfm?sid=3&pid=224&ctype=None&ptype=Contents</p> <p>There will be diplomas in 14 subject lines, delivered by partnerships of schools, colleges, training providers and employers. The diplomas are being developed by diploma development partnerships, led by sector skills councils and involving schools, colleges, work-based learning providers and employers. Each diploma will be available at foundation, intermediate and advanced levels and will contain components of principal learning (which focuses on the subject specialism) and generic learning (which develops functional skills) as well as optional units. The diplomas are being rolled out progressively until 2013 with the first five lines available from Sept 2008. Additional diplomas in science, languages & humanities announced October 2007.</p>

Acronym/title/word	Info & links
	<p>http://www.ucu.org.uk/index.cfm?articleid=2577 For implementation timetable, see: http://www.dfes.gov.uk/14-19/index.cfm?sid=3&pid=224&lid=185&ctype=Text&ptype=Single</p>
'14-19: Education and Skills' - 2005 white paper	<p>The DfES white paper, <i>14-19: Education and Skills</i>, published in February 2005, proposed the retention of GCSEs and A-levels and the introduction of separate vocational diplomas at three levels (with universities involved in the design of those at level 3), as well as more A-level grades to assist universities to differentiate between students. See '14-19 curriculum', '14-19 diploma', 'Tomlinson'</p> <p>http://www.ucu.org.uk/index.cfm?articleid=2573 http://www.dfes.gov.uk/publications/14-19educationandskills/pdfs/14-19WhitePaper.pdf</p>
21st century skills: realising our potential - 2003 white paper	<p>Published July 2003. See 'skills'</p>
A	
ABC - Action for Business Colleges	<p>Action for Business Colleges is 'a network of publicly funded training providers led by the further education sector, but including private training providers and higher education, with an explicit mission and the capacity to offer a range of training solutions to meet the training needs of employers and employees at all levels. The Action for Business Colleges standard requires colleges to demonstrate their flexibility and responsiveness in engaging with sectors and individual employers'.</p> <p>Sussex-based. http://www.actionforbusinessskills.co.uk/home/</p>
academic autonomy	<p>The right of higher education institutions to enrol students, run their own courses, award their own degrees and pursue their own research with freedom from political interference.</p>
academic board	<p>The body in post-92 HEIs which has responsibility for academic affairs, including standards, research, scholarship, teaching, courses and future development.</p>
academic boycott	<p>A form of industrial action taken against higher education institutions where measures unacceptable to the UCU, such as compulsory redundancy, are taken. It involves academic and academic-related staff refusing to have dealings with the institution, for example not applying for jobs, not carrying out external examining, not attending conferences.</p> <p>See 'grey list'</p>
academic freedom	<p>According to the Education Reform Act 1988, academic staff have 'freedom within the law to question and to test received wisdom, and to put forward new ideas and controversial or unpopular opinions, without placing themselves in jeopardy of losing their jobs or privileges they may have at their institutions'.</p> <p>See 'academic autonomy'</p>

Acronym/title/word	Info & links
	http://www.ucu.org.uk/index.cfm?articleid=2417
academic-related	Academic-related staff are employees at higher education institutions such as administrators, computer staff, librarians and other professional staff working in estates management, public relations, human resources and so on. Traditionally, the term academic-related has chiefly been used in the pre-92 HEIs; in the post-92s, such staff are termed support staff. The Higher Education Statistics Agency describes them as non-academic professional staff. In pre-92 institutions, the Association of University Teachers represented academic-related staff, whereas in post-92 institutions, Natfhe did not have a tradition of representing non-academic staff with a professional role.
academics	Academics are staff at higher education institutions who are employed to do teaching and research. Most academics do both teaching and research, but some only teach – ‘teaching-only’ academics – and some only research – ‘research-only’ academics.
academic year	Although the academic year in higher education traditionally starts in October, the use of semesters may mean a mid-September start for some institutions. While a majority of universities still follow the traditional calendar of three 10-week terms, some now have two semesters per year: mid-September to late December, and early February to the end of May. Many other institutions now run two teaching semesters spread across the three 10-week terms. A January start to the academic year for new students has been proposed as a way of avoiding the problems caused by the current pre-results application system
access	The policy of extending the opportunity to enter higher education to students who do not necessarily have the standard entry qualifications, such as A levels or their equivalent. Access courses are designed to prepare students for the demands of higher education. HEIs also franchise foundation courses or parts of higher qualifications, to further education colleges in order to facilitate access. See ' WP '
accreditation	Accreditation involves approval, by an authorised body, of courses at a higher education institution
ACL - adult and community learning	Adult and community learning (ACL) usually refers to learning that does not lead to accredited qualifications. It has sometimes also been called adult education or non-vocational adult education, recreational or leisure learning. The courses are also currently referred to as personal and community development learning (PCDL) or non-accredited programmes, because they do not necessarily lead to a qualification. ACL/PCDL programmes are delivered by local authority adult learning services, further education colleges, voluntary and community organisations and in some areas even schools. http://www.ucu.org.uk/index.cfm?articleid=2577
ACM - Association for College Management	The Association for College Management is a TUC affiliated trade union and professional association which represents managers of post-16 education and training. http://www.acm.uk.com/
ACU - Association of Commonwealth	The ACU was founded in 1913. Approximately 500 universities across the Commonwealth are members. It produces the Commonwealth Universities Yearbook, and aims to promote contacts and cooperation among member universities through the movement of staff and

Acronym/title/word	Info & links
Universities	<p>students from one Commonwealth country to another, and exchange of information. It also assists members to develop their staff, undertakes research and runs a higher education management consultancy service.</p> <p>http://www.acu.ac.uk/</p>
adult education	<p>Adult education, known as adult learning, is usually defined as education undertaken by those over the age of 19. Adults participating in learning may have to pay fees for their programmes. See 'fees'. Adult learning covers programmes in higher and further education, adult and community learning and prisons, as well as education offered by private training providers and employers. It can cover full- and part-time courses and offers:</p> <ul style="list-style-type: none"> • general education • academic education • pre-vocational education and training • vocational education and training • basic skills • skills development • personal and community development • learning in work and leisure time • formal and informal learning. <p>For adult learning the priorities are:</p> <ul style="list-style-type: none"> • adult literacy and numeracy, also known as skills for life • level 2 skills and qualifications • level 3 skills especially where there are regional and sectoral skills gaps. <p>See 'level'</p> <p>http://www.ucu.org.uk/index.cfm?articleid=2577</p> <p>The government's emphasis on prioritising education for employment means that many lower level, short and leisure courses which do not lead to recognised national qualifications, and are not seen as direct pathways to work, are under threat. Adult education courses are currently subsidised to the tune of 72.5% meaning learners, or their employers, pay 27.5% of the costs of their learning. But the government has issued fees guidance to colleges instructing them to gradually decrease the level of their subsidy to 50% by 2010 as they believe learners, or their employers, should pay more of the costs of their courses.</p> <p>http://www.ucu.org.uk/index.cfm?articleid=1787</p>
AfC - Agenda for Change	<p>LSC's programme for reforms to delivery of learning and skills – emphasis on directing funding to the 'front line'. Launched November 2004.</p> <p>http://readingroom.lsc.gov.uk/LSC/2005/quality/reshaping/agenda-for-change-prospectus.pdf</p>
AGR - Association of Graduate Recruiters	<p>An organisation, founded in 1968, which represents employers who recruit graduates.</p>

Acronym/title/word	Info & links
ALG: Adult LG - Adult Learning Grant	<p>A grant for FE learners to help with living expenses, in England, for people aged 19+ studying for their first qualification equal to NVQ level 2 or 3. Max. £30 a week during term-time for all adults at level 2, but only for 19-30s at level 3. ALG has been piloted since 2003/04 and has its national rollout in September 2007. To get ALG, you'll need to have earned less than the income threshold during the previous financial year. For 2007/2008, the threshold is:</p> <ul style="list-style-type: none"> • an income under £19,513 if you're single • a combined income under £30,810 if you're living with a partner <p>http://www.ucu.org.uk/index.cfm?articleid=2659 http://www.direct.gov.uk/en/EducationAndLearning/AdultLearning/Adultlearninggrant/index.htm</p>
ALG: Assembly LG - Assembly Learning Grant	<p>ALGs were introduced in Wales in 2002-3. This grant provides support to help people from low-income families to access and remain in further and higher education. It is intended to help cover the cost of books, equipment, travel and childcare while you're studying. To qualify you must be taking an undergraduate course of study in higher education or, if you are 18 years old or older, following a post compulsory education course of at least 275 hours a year which leads to a nationally recognised qualification. If you're a part-time student in higher education your course must amount to at least 30 credits. Your university or college will confirm this for you. To qualify yours or your family's income must be less than £15,721 a year. The maximum grant is £1,500.</p> <p>http://www.elwa.ac.uk/elwaweb/elwa.aspx?pageid=2969</p>
A level	<p>An academic-based level 3 qualification; one of the main entrance requirements for higher education. See 'level'</p>
ALI - Adult Learning Inspectorate	<p>A non-departmental public body, was responsible for inspecting the quality of education and training for adults and young people in England. On 1 April 2007 there was the merger of the Adult Learning Inspectorate, Ofsted, the children's social care remit of the Commission for Social Care Inspection (CSCI), and other organisations concerned with child protection, into the Office for Standards in Education, Children's Services and Skills</p> <p>www.ofsted.gov.uk</p>
ALL - Alliance for Lifelong Learning	<p>The Basic Skills Agency (BSA) has merged with the National Institute of Adult Continuing Education (NIACE) and will work in alliance with the private education company Tribal, in the Alliance for Lifelong Learning, 'the country's leading concentration of expertise in literacy, language and numeracy across all age ranges'. The BSA's work in Wales will be assimilated into the Welsh Assembly Government in line with Welsh Assembly policy. NIACE, working with Tribal, has been contracted to support that work.</p> <p>http://www.basic-skills.co.uk/aboutus/ http://www.tribalgroup.co.uk/?id=43&ob=1</p>
ALP - Association of Learning Providers	<p>The Association of Learning Providers represents independent learning providers in England. The majority of its 400 members are private, not-for-profit and voluntary sector training organisations.</p> <p>http://www.learningproviders.org.uk/index.html</p>
ancient universities	<p>The universities of St Andrews (founded in 1411), Glasgow (1451), Aberdeen (1495) and Edinburgh (1583) are the oldest in Scotland, and are known collectively as 'the ancient'</p>

Acronym/title/word	Info & links
	and are known collectively as 'the ancients'.
ANIC - Association of Northern Ireland Colleges	ANIC was established in 1998 to represent the newly independent 16 Colleges of Further and Higher Education and to be the voice of Further Education in Northern Ireland. In 2007 these merged to form 6 'area-based' FE colleges. http://www.femeansbusiness.com/index.htm
anonymous marking	This is a system of assessment designed to make sure, as far as possible, that the identity of candidates is not known to the marker, to remove the possibility of bias towards or against particular students.
AoC - Association of Colleges	Representative body for colleges of further education, including general FE colleges, sixth form colleges and specialist colleges in England, Wales (through association with <i>fforwm</i>) and Northern Ireland (through association with ANIC). http://www.ucu.org.uk/index.cfm?articleid=2445 http://www.aoc.co.uk/
APL - accreditation of prior learning	APL is a means of crediting people for achievements, skills and knowledge that they have already gained. These may have been gained from a course or self-directed study. In order to use APL to gain access to higher education, applicants need to match their previous learning with the requirements set by their chosen educational institution. http://www.ucas.ac.uk/candq/apl/ http://www.qaa.ac.uk/academicinfrastructure/apl/default.asp
appraisal	A system for the assessment of the work performance of individual employees.
apprenticeships	In 2004 Modern Apprenticeships were relaunched as Apprenticeships, which combine on-the-job training along with study for a nationally recognised qualification such as an NVQ. Apprentices earn money while they learn. Apprenticeships to level 2. Advanced Apprenticeships to level 3. Offered by more than 80 sectors of business & industry. Young Apprenticeships for 14-16s introduced in England in 2004, allowing Key Stage 4 pupils to do industry-specific vocational qualifications. In Scotland, Modern Apprenticeships available at level 3. The All Age programme in Wales covers all work-based learning programmes, which include the Modern and Foundation Modern Apprenticeship routes, and the Modern Skills Diploma for Adults (level 3+). http://www.apprenticeships.org.uk/
AQA - Assessment and Qualifications Alliance	'The AQA is the largest of the three English exam boards. It sets and marks public exams such as GCSEs and A Levels, as well as other qualifications. It is the main provider of qualifications for UK schools and colleges, awarding 51% of full course GCSEs and 43% of A levels nationally. In total, students take over 3.5 million exams with AQA each year.' http://www.aqa.org.uk/over/whatwedo.php
ASC - Association of Scotland's Colleges	ASC is the policy and representative voice of Scotland's Colleges. There are 43 Further Education Colleges across Scotland, providing education and training to around 500,000 students each year. http://www.ascol.org.uk/

Acronym/title/word	Info & links
ATLS - Associate Teacher Learning and Skills	<p>Associate Teacher Learning and skills (ATLS) – one of two categories of Licensed Practitioners in the learning and skills sector. ATLS is a teaching role that carries significantly less than the full range of teaching responsibilities ordinarily carried out in a full teaching role (whether on a full-time, part-time, fractional, fixed term, temporary or agency basis) and does not require the teacher to demonstrate an extensive range of knowledge, understanding and application of curriculum development, curriculum innovation or curriculum delivery strategies.</p> <p>See Ifl</p> <p>http://www.ifl.ac.uk/services/p_wwv_page?id=158&session_id=</p>
audit	<p>Higher education institutions are required by the funding councils to carry out internal financial audit. Funding councils have the authority to carry out an external financial audit of higher education institutions. The government requires the funding councils to have adequate internal financial audit arrangements. The National Audit Office is responsible for financial audit of the funding councils, and has the power to inspect the finances of universities. The European Union (EU) and the Court of Auditors of the EU have the power to audit institutions receiving EU funding. Quality audit of higher education institutions is carried out by the Quality Assurance Agency (See 'QAA') to ensure that institutions have adequate systems of assuring the quality and standards of the education they provide. Higher education institutions are committed to carrying out equal pay audits of their employees.</p>
B	
BA - Bachelor of Arts	Title for someone with a bachelor's level degree in arts and humanities subjects.
BA - British Academy	<p>The British Academy was founded in 1901. Its main purpose is to promote research and scholarship in the humanities and social sciences. Its role as one of the main distributors of research funding for higher education was taken over by the Arts and Humanities Research Board, founded in 1998, which was then replaced in 2005 by the Arts and Humanities Research Council, which has an annual budget of more than £75 million.</p>
Becta - British Educational Communications and Technology Agency	<p>The government's education technology agency: 'Becta leads the national drive to improve learning through technology. We do this by working with industry to ensure we have the right technology for education in place.'</p> <p>http://www.becta.org.uk/</p>
benchmark statements	<p>Benchmark statements for subjects set out the broad content which a degree in a particular subject, eg anthropology, can be expected to contain, and say what can be expected of a graduate in terms of the abilities and skills needed to develop understanding in the subject. The QAA has published subject benchmark statements for a range of disciplines to clearly set out the academic characteristics and standards of UK programmes.</p> <p>See 'QAA'</p> <p>http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp</p>

Acronym/title/word	Info & links
binary divide	The division in higher education between the universities and the former polytechnics - the pre-92 or 'old' and post-92 or 'new' universities respectively. The divide was officially removed when the polytechnics were allowed to apply for university status and award their own degrees under the Further and Higher Education Acts 1992.
board of governors	The main executive governing body of a post-92 university (see governance). The board is responsible for: oversight of the education provided by the university; the awarding of degrees; efficient planning and use of financial resources; the appointment of senior staff; the employment, pay and conditions of service of all other members of staff.
bridging fund	A bridging fund is a pool or sum of money used to fund an academic member of staff - usually a researcher - for a period of time in which promised contract funds are not yet available, ie to provide a 'bridge' between contracts.
broker	Train to Gain uses brokers – meant to be independent and impartial advisers - to assess an employer’s current and future training and skills needs, and then to link the employer with a training provider; brokers are particularly expected to work with SMEs, ie employers considered 'hard to reach' in terms of low level of training for staff. See ' T2G '
BSA - Basic Skills Agency	The Basic Skills Agency (BSA), a charity engaged in developing and disseminating innovation and knowledge in basic skills teaching and learning has merged with the National Institute of Adult Continuing Education (NIACE) and will work in alliance with the private education company Tribal together in Alliance for Lifelong Learning The BSA's work in Wales will be assimilated into the Welsh Assembly Government in line with Welsh Assembly policy. NIACE, working with Tribal, has been contracted to support that work. The BSA began life as a NIACE agency in 1975 and became an independent charity with government support in 1990. The Agency's work was critical for developing a strategy for literacy, language and numeracy http://www.basic-skills.co.uk/
Bsc - Bachelor of science	Title for someone with a bachelor’s level degree in science subjects.
BTEC - Business & Technology Council	BTEC was set up in 1983 to promote and develop vocational education, offering courses and qualifications at a range of levels. BTEC merged with the University of London Examinations and Assessment Council (ULEAC) to form Edexcel. BTECs are vocational qualifications which range from Entry Level to Level 8 on the National Qualifications Framework (NQF). BTEC Nationals are level 3 qualifications. BTEC also provide Foundation Degrees. http://www.edexcel.org.uk/quals/customised/
Business Link	A government scheme to help people start up and run their own business. Brokers in the T2G scheme are to work with Business Link. See ' broker ', ' T2G '
C	

Acronym/title/word	Info & links
cap	A cap is a limit on funding or income, or a restriction on an increase in funding for individual institutions under formula funding. At the time of writing there is a £3,000 cap on the level of annual income for HEIs from tuition fees paid by full-time undergraduates.
casualisation	The process of staff in education increasingly being employed on a fixed-term or otherwise casual basis, as opposed to having a permanent contract. In higher education, this particularly affects contract research staff. See ' CRS ', ' Funders' Forum ', ' RCI '
CATs - Colleges of Advanced Technology	The CATs were 10 institutions in England and Wales, such as Aston, Bradford, Brunel and Salford, which were designated CATs in 1956, and became universities in the 1960s.
CATS - credit accumulation and transfer system	A system for the transfer of learners' credits within and between institutions, awarding bodies or qualification schemes. http://www.elwa.ac.uk/doc_bin/Credit%20Framework/Credit%20Common%20Accord.pdf
CBI - Confederation of British Industry	A 'peak' pressure group founded in 1965. It represents businesses to the government, the European Union and other national and international bodies. The CBI's 1994 report ' <i>Thinking Ahead</i> ' called for a minimum graduation target of 40% of young people - compared with the government's then higher education participation target of 33% - by the year 2000. http://www.cbi.org.uk/ndbs/staticpages.nsf/StaticPages/home.html?OpenDocument
CCEA - Council for the Curriculum, Examinations and Assessment	The CCEA is a non-departmental public body reporting to the Department of Education in Northern Ireland. It advises government on what should be taught in Northern Ireland's schools and colleges. It monitors the standards of the qualifications and examinations offered by awarding bodies in Northern Ireland, and it offers a range of qualifications, such as GCSEs, GCE A and AS levels, Entry Level Qualifications, and Graded Objectives in Modern Languages. http://www.rewardinglearning.org.uk/about/what_we_do/
CDL - Career Development Loan	Loans of £300 to £8,000 via banks to help people pay for vocational education or learning in Britain. Launched in 1988. http://www.direct.gov.uk/en/EducationAndLearning/AdultLearning/CareerDevelopmentLoans/DG_10033237
CEL - Centre for Excellence in Leadership	CEL was launched in October 2003, as 'a key national agency within the Success for All initiative, to work with sector partners to ensure world-class leadership within the learning and skills sector.' It now operates through a charitable trust formed by its operating company on 1 April 2006. CEL 'serves the existing and future leaders of all providers within the further education system, including FE colleges, training and work-based learning providers, adult and community providers, offender learning, specialist colleges and voluntary organisations.' http://www.ucu.org.uk/index.cfm?articleid=2445 http://www.centreforexcellence.org.uk/default.aspx
chancellor	The titular head of a university. The chancellor's main responsibility is conferring the degrees of the university. In pre-92 universities the chancellor is normally appointed by the court. The chancellor chairs the court in the pre-92 universities of England and Wales.

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charter	A charter is a document establishing a higher education institution, conferring powers and privileges given by the monarch. Many pre-92 universities were constituted by a royal charter; others have constitutions established by Act of Parliament.
CIF - Common Inspection Framework	The Framework meets the requirements of the Learning and Skills Act 2000. It sets out the principles applicable to the inspection of post-16 non-higher education and training carried out under Part III of the Act. Inspections are carried out by Ofsted and the [former] Adult learning Inspectorate (ALI). http://www.ofsted.gov.uk/publications/2434
CIHE - Council for Industry and Higher Education	The CIHE, formed in 1986, is an independent lobbying organisation linking vice-chancellors and senior higher education representatives with the chief executives of large UK companies. Its main concerns are promoting international competitiveness, workforce skills, employability, knowledge transfer and widening participation. http://www.cihe-uk.com/aboutus.php
City & Guilds	Vocational qualifications, and qualifications awarding body. The City and Guilds of London Institute was founded in 1878 by the Corporation of the City of London and some of the livery companies, to provide education in manufacturing and other industries. 'City & Guilds offers learners over 500 qualifications in 28 industry areas. City & Guilds operates in around 100 countries, through 8500 centres worldwide. It has three major international hubs: London, Johannesburg and Singapore. City & Guilds is the leading vocational awarding body in the UK, awarding over 50% of all National Vocational Qualifications (NVQs).'
civics	The civics are universities originally founded by royal charter in major cities, such as Birmingham, Manchester, Bristol, Leeds, Liverpool and Sheffield, in the 19th and early 20th centuries (pre-1914). Many had close links with philanthropist founders or particular trades, which is often indicated by the places reserved for their representatives on the courts or councils of the universities.
clawback	A method used by public funding bodies for recovering allocated funds from education institutions. For example, in HE, if an institution is allocated funds on the basis of enrolling a certain number of students, and then subsequently under-enrols, then the funding might be 'clawed back' through a reduction in future funding.
CNAA - Council for National Academic Awards	The CNAA was incorporated in 1965. It was responsible for the validation of degree courses and the awarding of degrees in the former polytechnics, and for carrying out quality audit of those institutions. It was abolished under the Further and Higher Education Act 1992. See ' post-92 '
cohort	A group of individuals, such as a body of students in a particular subject group or academic year, which stays together through time.
colleges of higher education -	These are HEIs funded by the higher education funding councils and are in general are smaller than traditional universities that have a range of faculties. Following the Education Reform Act 1988 the majority of HE colleges became independent self-governing institutions. A number are denominational. They are divided into general colleges which offer a range of courses particularly in business and management, humanities and education, and specialist colleges with more than half their students in one academic subject category, for

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	example teacher training, music, or art and design. In recent years a number have become universities, with the power to award their own degrees; others have their degrees validated by other HEIs. See ' GuildHE '
collegiality	The principle of a university or university department being a self-governing community of scholars who share relevant decision-making; this is contrasted with the more recent trend of 'managerialism', or line management, in running higher education institutions.
competence	'Sufficiency of qualification; capacity to deal adequately with a subject' (OED)
Concordat	See ' RCI '
conditions of employment	<p>FE: There are different national negotiation structures in place for each nation:</p> <ul style="list-style-type: none"> In England negotiations are conducted through the National Joint Forum (NJF) In Wales the negotiating body is Fforwm <p>The joint agreements and/or guidelines in England and Wales include: leave; career development; equality; grievance; harassment; recruitment; redundancy; stress; unions. See: http://www.ucu.org.uk/index.cfm?articleid=1968</p> <ul style="list-style-type: none"> Northern Ireland's negotiations are conducted through the Lecturers' Negotiating Committee (LNC). See: http://www.ucu.org.uk/index.cfm?articleid=1946 <p>Although these structures have agreed national recommendations on conditions of employment, implementation can vary considerably from college to college. Each college is an independent corporation with its own board of governors and the legal employer of its staff. In Scotland there are separate structures for bargaining in FE. http://www.ucu.org.uk/index.cfm?articleid=1917</p> <p>HE, post-92: There is a national agreement, reached in 1990, providing for an agreed contract of employment and national staff handbook text to be in place in each post-92 HE institution for all full-time and fractional lecturing staff, by 31 August 1992. This is called the 'national contract'. This agreement is not affected by the implementation of the new pay Framework Agreement from 2004 (see 'Framework Agreement'). In post-92 most institutions local negotiation took place prior to the transfer of staff to the contract and associated staff handbook, and there is, therefore, a degree of variation in the conditions of service applicable to staff. In addition, the national contract provides that locally and nationally negotiated collective agreements may vary the contract in future. The national contract includes: continuity of service; amount of teaching time; annual leave; time for research or scholarly activity; appraisal; external paid work; intellectual property; notice periods. Contracts for researchers are negotiated at institutional level. See: http://www.ucu.org.uk/index.cfm?articleid=1970</p> <p>HE, pre-92: Conditions of employment agreements for academic and academic-related staff in the pre-92 universities are generally negotiated and determined locally, not nationally. Exceptions to this include conditions which are determined by law, such length of working time (though this can be subject to opt-outs); and national guidelines on employment in HE which are jointly developed by the trade unions and UCEA, though these are not binding on HEIs. See:</p>

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	<p>http://www.ucea.ac.uk/index.cfm/pcms/site.Publications.JNCHES_Guidance/</p> <p>In addition, the nationally agreed 'Framework Agreement for the Modernisation of Pay Structures' (2004) in HE covered staff development and review, and harmonisation of working hours, as well as providing a national template for locally-negotiated pay and grading structures. See 'Framework Agreement' and:</p> <p>http://www.ucea.ac.uk/ucea/filemanager/root/site_assets/framework_agreement/JNCHES_Framework_Agreement.pdf</p> <p>Conditions of service are set down in pre-92 university statutes and ordinances; they may also be found in additional agreements negotiated between individual institutions and the relevant trade unions. Conditions of service include: appraisal, car parking, childcare, contracts, discipline, equal opportunities, expenses, external income, grievance procedure, health and safety, hours of work, leave, library provision, participation in university representative bodies, pensions, probation, promotion, redundancy, training, facilities for trade unions. For online details of local conditions, see:</p> <p>http://www.ucu.org.uk/index.cfm?articleid=1844</p> <p>See 'pay'</p>
congregation	In most universities this is a meeting, usually presided over by the chancellor, for conferring degrees.
consolidation	A government policy for restraining recurrent expenditure on higher education mainly by limiting the growth of the number of students for whom public tuition fee payments are made, and holding steady the participation rate of students. Consolidation was first announced in the Autumn Statement of 1992, to cover the period from 1993-94 to 1995-96.
contestability	<p>Contestability has been described by the government as a mechanism for reforming public services and widening choice of provider for the learner, by introducing competition for funding between public and private providers. Competition is intended to drive both cost reduction and service improvement, and to allow scope to innovate, take risks and create a culture of continuous improvement.</p> <p>Contestability in learning and skills means shifting provision away from FE colleges providing all skills training, to one where public funding is available for premises but where provision is open to competitive bidding by any provider. Part of funding for Train to Gain is subject to contestability. Leitch proposed routing all public funding for adult vocational skills in England - apart from community learning - through Train to Gain and Learner Accounts by 2010, ie making them 'demand-led' and subject to contestability. But the government felt that implementing Leitch's funding plan in full could destabilise FE colleges.</p> <p>See 'Leitch', 'privatisation'</p> <p>http://www.ucu.org.uk/index.cfm?articleid=2576</p>
continuing education	In higher education, this is education provided by universities through courses which are generally short and part-time. CE includes provision of courses for people in employment who wish to improve their vocational skills, and for those who traditionally have been under-represented in higher education. CE is particularly geared towards linking higher education and industry.
contracting out	A form of privatisation in which publicly-funded services are put out to competitive tender, and then run on a commercial basis by the successful bidder.

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convocation	Convocation consists of the senior figures in the university, such as the vice-chancellor, and graduates.
cost centre	These are the academic units used by higher education institutions in making their financial returns to the funding councils. There are approximately 35 academic and five non-academic cost centres used by UK higher education institutions.
council	The council is usually the main executive body of the pre-92 universities of England and Wales (in Scotland, the court is generally the main executive body). The council is responsible for the management and administration of the revenue and property of the university; has general control of the 'conduct of the affairs' of the university and for determining the method of appointment and the conditions of service of staff; has oversight of the recommendations made by the senate.
court	The court is often defined as the overarching governing body of many universities in England, but nowadays it has a mainly formal advisory role, with the council now having ultimate decision-making responsibility. In Scotland the court is the main executive body, similar to the English university council.
CoVE - Centre of Vocational Excellence	CoVEs aim to meet the skill requirements of employers by providing vocational skills training by occupation - eg construction, horticulture, care, sport & leisure - at particular colleges. The LSC aims for 400 CoVEs by March 2006 (348 set up by April 2005). CoVEs are mainly based in FE colleges; also formed in partnerships with work-based learning providers. The government response, <i>World Class Skills</i> , in July 2007 to the Leitch review said CoVEs would be phased out by 2010 and replaced by 'a new standard for employer responsiveness and vocational excellence which will be open to colleges and training providers, both publicly and privately funded' - 'raising the bar for excellence' (3.38-9) http://cove.lsc.gov.uk/
CPD - continuing professional development	See ' IFL ' for FE; ' HEA ' for HE; ' TDA ' for schools
CQF - Credit & Qualifications Framework	'The Credit and Qualifications Framework for Wales (CQFW) embraces all post-16 and higher education in Wales. From 2003 onwards all learning, including mainstream qualifications offered in Wales, has gradually been brought into a single unifying structure - the Credit and Qualifications Framework for Wales. The framework merges the concepts of volume of learning achievements (credit) and the demands made by that learning on the learner (level) to create a system that is able to embrace all types and styles of learning, and all qualifications.' http://www.elwa.ac.uk/elwaweb/elwa.aspx?pageid=1612
credit	Credits are a form of currency measuring learning achievements in further and higher education. Credits are awarded to a student who has successfully completed one or more modules of a modular degree course. One year of successful full-time learning in higher education equates to 120 credits. A bachelor's degree requires 360 credits. Since 2003 Wales has had a single framework uniting credits achieved for learning with levels of learning, to facilitate learners' progression from one level to the next, or from one institution to another, enabling very small units of study to build up to completion of one level and onto the next, and achieving appropriate

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	<p>qualifications. In Wales, 1 credit is equivalent to learning achievable in 10 hours of learning time. In Wales the Credit Common Accord links awarding bodies, regulatory authorities, and open college networks (see NOCN) in a framework of recognition for credits.</p> <p>http://www.elwa.ac.uk/elwaweb/elwa.aspx?pageid=1612 http://www.elwa.ac.uk/doc_bin/Credit%20Framework/Credit%20Common%20Accord.pdf</p>
credit-based funding	A system in which students get academic credits for each module, and institutions are funded per module studied
CRS - contract research staff	<p>These are academic staff who are employed to carry out research, usually on externally funded research projects. In 2005-6, 85% of CRS were on fixed-term contracts. The duties of CRS can include a limited amount of teaching. More than 37,000 CRS were employed in UK HEIs in 2005-6, where they comprised 23% of academic staff.</p> <p>See 'Funders' Forum', 'RCI' http://www.ucu.org.uk/index.cfm?articleid=2297</p>
CSR - Comprehensive Spending Review	<p>A 'zero-based' review of public spending in the UK conducted by the Treasury. Every 2 years the Treasury conducts a Spending Review of public spending relating to the next 3 financial years (year 3 of one review is year 1 of the next) – the first CSR was in 1998, the second in 2007.</p> <p>http://www.hm-treasury.gov.uk/spending_review/spend_index.cfm</p>
CTLSS - Certificate in Teaching in the Lifelong Learning Sector	See ' FE teachers ', ' IfL '
CUC - Committee of University Chairmen	<p>The CUC provides a forum for discussion for the chairs of university governing bodies. Its primary purpose is to enable chairs to contribute their experience, knowledge and perspective as laypersons and to consider matters which concern all universities.</p> <p>http://www.shef.ac.uk/cuc/</p>
D	
DCELLS - Department for Children, Education, Lifelong Learning and Skills	<p>Welsh education department, since 2006, responsibilities including FE and HE.</p> <p>http://new.wales.gov.uk/about/departments/dcells/?lang=en</p>
DCSF - Department for Children, Schools and Families	<p>Government department, established 2007. Responsible for schools, including 14-19 education and 6th form colleges. See also DIUS.</p> <p>http://www.dfes.gov.uk/</p>
DDP - Diploma Development	<p>Specialised Diplomas are at the heart of the government's 14-19 reform strategy. The intention is that Diplomas in 14 'lines of learning' become a national entitlement by 2015, with the first 5 being available for first teaching in September 2008. The development of each</p>

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Partnership	<p>Diploma is led by a Diploma Development Partnership, which is convened by a Sector Skills Council - e-skills UK in the case of the IT line of learning.</p> <p>http://www.e-skills.com/Boards-and-steering-groups/Steering-groups/1869</p>
dean	<p>A dean is usually the head of a faculty of a university.</p>
Dearing report	<p><i>Higher education in the learning society</i>, Report of the National Committee of Inquiry into Higher Education, chaired by the then Sir Ron Dearing, and commissioned on a cross-party basis, published in July 1997, with a large number of recommendations, including: increasing undergraduate numbers, particularly at sub-degree level; widening participation; quality of provision; professional development for HE staff; promotion of skills in HE; a qualifications framework; quality assurance; establishment of an Arts and Humanities research council; improved postgraduate research training; full economic costing of research; pay and conditions of employment in HE; complaints; increased public spending on HE & funding that follows the students; and income contingent graduate contributions to the cost of tuition. Famously, the latter recommendation was ignored by the incoming Labour government, which introduced in 1998 a means-tested flat flat tuition fee of £1,000 a year to be paid 'up-front' by full-time undergraduates; it also ended what little remained of maintenance grants (only to reintroduce them a few years later).</p> <p>See 'fees', 'grants & financial support'</p> <p>http://www.leeds.ac.uk/educol/ncihe/</p>
degree	<p>The main qualification conferred by higher education institutions. First degree (or bachelor's) courses in England, Wales and Northern Ireland usually last three years; some, such as language and engineering degree courses, may last four years. Medical, dental and veterinary courses normally last five years. Ordinary degree courses in Scotland normally last three years, and honours degree courses last four years; students with a higher level of qualifications on entry may be exempted from the first year of study.</p>
degree classification	<p>Bachelor's degrees normally have the following classifications, from high to low:</p> <ul style="list-style-type: none"> • First Class Honours: 1st (a first) – a first in two subjects is called a 'double first' • Second Class Honours, Upper Division: 2:1 (a two-one) • Second Class Honours, Lower Division: 2:2 (a two-two) • Third Class Honours: 3rd (a third) • Pass or Ordinary Degree - a degree without honours • Fail <p>http://www.thestudentroom.co.uk/wiki/Degree_Classifications</p> <p>http://www.qaa.ac.uk/education/briefings/classification_20Sept06.asp</p> <p>There are proposals to develop a Higher Education Achievement Report (HEAR) on the strengths and weaknesses of the student's performance, alongside the traditional 'summative' degree classification, by 2010-11.</p> <p>http://bookshop.universitiesuk.ac.uk/downloads/Burgess_final.pdf</p> <p>Master's degrees normally last one year full-time or two years part-time. The normal classification is either pass or fail, with exceptional</p>

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	performance awarded a distinction.
DELNI - Department for Employment and Learning NI	Northern Ireland executive department, responsible for HE, FE, employment, skill development & lifelong learning. http://www.delni.gov.uk/
demand-led	Where employers and learners are given purchasing power determining what sort of training is provided, as opposed to training being centrally planned and provided by the government, funding bodies and colleges. The Leitch review strongly endorsed the principle of demand-led training, through Train to Gain and learner accounts. See ' T2G ', ' ILA '
department	The unit in the structure of a university which is at the level of individual academic subject areas.
DfES - Department for Education and Skills	Government department responsible for education in England. Recent white papers: ' <i>Skills: Getting on in business, getting on in work</i> ' (March 2005); ' <i>14-19 Education and Skills</i> ' (February 2005). Wound up in 2007 – partly replaced by DCSF and DIUS. http://www.dfes.gov.uk/ http://www.dius.gov.uk/
diploma	See ' 14-19 diploma '
disability	Under the Disability Discrimination Act 2005, there is a Disability Equality Duty which requires public authorities – including colleges and universities - to promote equality of opportunity for and positive attitudes towards disabled people, and to eliminate unlawful discrimination against and harassment of disabled people. The duty came into force in December 2006. Colleges and universities are subject to the 'general duty' to promote equality and eliminate discrimination; and to the 'specific duty' to publish a disability equality scheme, to involve disabled people in the development of that scheme, and to assess the action taken to implement the plan. http://www.ucu.org.uk/media/pdf/4/n/ded.pdf http://www.ucu.org.uk/index.cfm?articleid=1938 http://www.ecu.ac.uk/default.asp
discretionary pay	An element of pay which is not given automatically, but depends on application for it by the employee, and the approval of the application through the promotions procedure or by the employee's head of department or relevant manager. In higher education, under the Framework Agreement, most HEIs are using contribution points, which are discretionary and given permanently, beyond the top main point of a job grade. The Framework also allows for recruitment and retention premia to be paid to staff, provided there is objective justification for this.
DIUS - Department for Innovation, Universities and Skills	Government department for England, established 2007. Responsible for FE (except school 6 th forms & 6 th form colleges, which are under the Department for Children, Schools and Families) and HE. Took over some of the functions of the DfES. http://www.dius.gov.uk/

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Skills	
doctorate	See ' PhD '
DTLSS - Diploma in Teaching in the Lifelong Learning Sector	See ' FE teachers ', ' Ifl '
dual support	<p>Public funding for research in UK higher education is administered under a dual support system. In this system funding councils provide block grant funding to support the research infrastructure and enable institutions to undertake research in keeping with their own mission. On the other side of the system, grants for specific projects and programmes are provided by the Research Councils, charities, industry, the European Union and government departments.</p> <p>See 'QR'</p> <p>http://www.hefce.ac.uk/research/funding/dual/</p>
E	
E2E - Entry to Employment	<p>Entry to level 1 LSC programme, helping 'disengaged' young people, not qualified to level 2, to take part in training. If you are aged 16 - 18 years, you live in England and are not participating in any form of post-16 learning, you can be admitted to e2e to enable you to progress to an apprenticeship, further learning or a job. Young people under the Extended Guarantee can also participate in e2e. Older young people can be admitted at the discretion of your local LSC, provided you are not eligible for New Deal and your programme of learning can be completed by their 25th birthday.</p> <p>http://www.connexions-direct.com/index.cfm?pid=79&catalogueContentID=158&render=detailedArticle</p>
ECU - Equality Challenge Unit	<p>Equality Challenge Unit was established in 2001 to promote equality for staff employed in the higher education sector. Its role was expanded in 2006 to cover equality and diversity issues for students as well as staff. ECU 'supports the higher education sector in its mission to realise the potential of all staff and students whatever their race, gender, disability, sexual orientation, religion and belief or age, to the benefit of those individuals, higher education institutions and society.' The Unit is funded by Universities UK, GuildHE, the Higher Education Funding Council for England, the Higher Education Funding Council for Wales and the Department for Employment and Learning in Northern Ireland. The Scottish Funding Council also funds the Unit to collaborate with Equality Forward in Scotland.</p>
Edexcel	<p>Qualifications awarding body.</p> <p>http://www.edexcel.org.uk/home/</p>
Education Reform Act 1988 - ERA	<p>This removed from local education authorities the duty of providing facilities for higher education and enabled the polytechnics to gain the status of Higher Education Corporations. It established the Polytechnics and Colleges Funding Council; and replaced the University Grants Committee with the Universities Funding Council (UFC) from 1989. The ERA effectively ended academic tenure for staff appointed</p>

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	<p>or promoted after 20 November 1987. See 'academic freedom'</p>
Educational Institute of Scotland - EIS	<p>The largest trade union in education in Scotland</p>
ELL - Education & Lifelong Learning	<p>Scottish Executive department responsible for FE and HE. http://www.scotland.gov.uk/Topics/Education</p>
ELWa - National Council for Education & Training for Wales	<p>Similar remit to LSC. From April 2006 being merged with the Welsh Assembly Government in the Department for Children, Education, Lifelong Learning and Skills http://new.wales.gov.uk/about/departments/dcells/?lang=en</p>
EMA - Education Maintenance Allowance	<p>Means-tested allowance to help with living expenses for full-time & part-time FE learners, £10-£30 a week (2005) introduced in England in September 2004 for young people aged 16-19, in return for strong attendance at school/college. In England from September 2007 students over age of 19 working towards their first level 2 or level 3 qualifications will be eligible for the payments of up to £30 a week in term-time if their income is below £19,000, or £30,000 for couples. Students are eligible if they embark on a full-time further education course at a college or school, an entry to employment programme funded by the Learning and Skills Council (LSC) or a course that leads to an apprenticeship. You are not entitled to receive EMA if you receive certain other allowances, such as jobseeker's allowance. See 'grants & financial support' http://www.ucu.org.uk/index.cfm?articleid=2659 http://ema.direct.gov.uk/ema.html Wales: see 'ALG: Assembly LG'</p>
enhancement	<p>The process of improving academic quality through the sharing of learning, highlighting themes, questions, good practice and recommendations and disseminating the information gained in the process of quality assurance. This includes providing collective and sector-wide intelligence obtained from reviews and audits, institutional liaison and other developmental work within the sector. See 'quality assurance', 'QAA' http://www.qaa.ac.uk/enhancement/default.asp</p>
Estyn	<p>Welsh education inspectorate for schools and FE. http://www.estyn.gov.uk/about_estyn/about_estynduties.asp</p>
ETP - Employer Training Pilot	<p>The ETPs were aimed at developing a national training model that is responsive to employers' needs – LSC ETPs had involved more than 25,000 business and 200,000 employees by 2005. Forerunner of Train to Gain. See 'T2G' http://www.dfes.gov.uk/rsgateway/DB/RRP/u014276/index.shtml</p>

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external examining	This is the main way of maintaining degree standards in the UK, so that degrees from different universities have the same status; a second aim of the system is ensuring that an institution's assessment system is fair. Under the system, an academic from university A moderates the exam papers and scripts at university B for a subject or degree programme, and writes a report on the programme for university B.
F	
FAB - Federation of Awarding Bodies	<p>FAB was initially formed in 2000 by the four largest vocational awarding bodies, namely:</p> <ul style="list-style-type: none"> • City & Guilds • Edexcel • Oxford, Cambridge and RSA Examinations Board (OCR) • The London Chamber of Commerce and Industry Examinations Board (LCCIEB) <p>In May 2001 it was launched as a wider network and there are currently 85 members who each pay an annual subscription to support FAB's work. Members are all accredited awarding bodies; there is also a scheme for associate members.</p> <p>http://www.awarding.org.uk/</p>
FCs - funding councils	Public bodies (NDPBs) whose role is to allocate public funding from the government for further and higher education institutions. The role of the English FE funding body, the LSC, includes planning; the HE funding bodies are not supposed to have a planning role. See ' HEFCE ', ' LSC ', ' HEFCW ', ' SFC '; also ' DELNI ', ' ELWa '
FE - further education	<p>'The FE sector (as defined in the Education Act 1996 - see below) is part of the wider learning and skills sector. Through its various colleges, the FE sector provides:</p> <ul style="list-style-type: none"> • Academic and vocational learning for 16-19 year olds • Vocational education and training for adults seeking employment • Workforce development for employers and employees • Basic literacy and numeracy skills improvement • 'Second chance' general education for adults • Learning for leisure, personal and community development FE colleges cater for significant numbers of disadvantaged learners; they draw more than a third of their students from the 15% most disadvantaged wards. <p>Only half of 16-year-olds going to further education have good GCSEs, compared with three quarters in school sixth forms. FE is defined in the Education Act 1996, section 2(3), as</p> <p>(a) full-time and part-time education suitable to the requirements of persons who are over compulsory school age (including vocational, social, physical and recreational training), and</p> <p>(b) organised leisure-time occupation provided in connection with the provision of such education, except that it does not include secondary education or higher education.'</p> <p>http://www.ucu.org.uk/index.cfm?articleid=2098</p>

Acronym/title/word	Info & links
	<p>http://www.everychildmatters.gov.uk/ete/agencies/fe/ For information on a large number of organisations relating to FE, see: http://www.ucu.org.uk/index.cfm?articleid=2445</p>
<p>FEC - further education college</p>	<p>The FE sector comprises five different types of college:</p> <ul style="list-style-type: none"> • General further education college (or tertiary college) General FE colleges deliver general (academic) and specialist (vocational or occupational) courses at levels 1, 2 and 3, plus basic adult skills provision (the term 'tertiary college' is sometimes used to describe colleges for 16-19-year-olds that combine the functions of both a general FE college and a sixth form college, or were formerly designated by the local authority as sole provider of post-16 learning in the area). • Sixth form colleges These deliver mainly general (academic) courses at level 3. • Agricultural and horticultural colleges These deliver specialist vocational courses in the field of agriculture and horticulture. • Art, design and performing arts colleges These deliver specialist vocational courses in dance and drama. • Other specialist colleges <p>The college principal is chief executive, with overall responsibility for executive management and day-to-day running of the college. Each college also has a clerk, responsible for ensuring the business of the corporation is conducted properly. The college's governing body must include representatives from business, industry or professions relevant to the college's work, staff, students, the local authority, the community, and parents, where appropriate. Each college has an 'Instrument and Articles of Government' which, among other things, determines the educational character of the institution and has to be approved by ministers.</p> <p>http://www.everychildmatters.gov.uk/ete/agencies/fe/</p>
<p>fees</p>	<p>FE: Students who are resident in the EU can normally expect to pay approximately £1,000 annually for a full-time further education course; fees for part-time courses can range between £100 and £600. Students who pay the international student rate usually pay from around £5,000-7,000 for full-time courses; those on part-time courses might pay between £900 and £4,000 per annum. Students under the age of 19 are exempted from paying any fees for courses beginning in September 2007; those aged between 19 and 25 are entitled to free tuition if they are taking their first full level 3 course. The government is raising adult education tuition fees, with the goal of moving to a fee assumption of learners paying for 37.5% of the cost of their courses by 2007-08 and up to 50% in the longer term. Courses focusing on literacy, language and numeracy skills are free for everyone. However, new restrictions were recently introduced for those taking English for speakers of other languages (ESOL) courses; fee remission for people studying ESOL depends on the individual's circumstances.</p> <p>http://www.ucu.org.uk/index.cfm?articleid=2659 http://www.ucu.org.uk/index.cfm?articleid=2255</p>

Acronym/title/word	Info & links
	<p>HE: part-time undergraduates and postgraduate students have to pay tuition fees, which vary from one HEI to another. In 1998 the government introduced means-tested tuition fees of a flat rate of £1,000 a year for full-time undergraduates in the UK. Initially these fees were payable 'up-front' while undergraduates were at university, although Scotland soon replaced fees with a one-off contribution payment payable by graduates (now even the contribution payment has been abolished by Scotland). Up-front fees proved unpopular, and were replaced in England, Wales and Northern Ireland with a system in which students take out a loan so they can pay for their fees as they study. That loan is then repayable by students once they have graduated and are in work and earning above a certain level of income. Fees are means-tested so that students from a poor background do not have to pay them, or only have to pay them in part. Top-up or variable fees were introduced in 2006 in England and Northern Ireland and in 2007 in Wales. They are payable above the original flat rate fee for full-time undergraduates that was introduced in 1998. For students who have entered higher education on or after 1st September 2006, and are being charged variable fees, the maximum fee payable will increase from £3,000 to £3,070 in 2007/08. The increase to the fee will be matched by a corresponding increase to the loan for fees that students can take out. For students who are not being charged variable fees (primarily students who entered higher education before 1st September 2006), the maximum fee payable will increase from £1,200 to £1,225.</p> <p>http://www.direct.gov.uk/en/EducationAndLearning/UniversityAndHigherEducation/StudentFinance/index.htm</p>
FEFC - Further Education Funding Council	Replaced by LSC
FE funding	See http://www.ucu.org.uk/index.cfm?articleid=2574
FENTO - Further Education National Training Organisation	Since replaced by LLUK
FE teachers	<p>From September 2007 all new entrants to teaching in the sector will be required to complete a new award which will prepare them to teach. These qualifications are the result of a government initiative to transform teacher training in the whole learning and skills sector in England. There will be a shorter threshold course which will be mandatory for any new teacher who teaches publicly funded provision (PTLSS). Those for whom teaching is a major job role will be required to progress to a further qualification appropriate to their role (CTLSS or DTLSS).</p> <p>The teaching qualifications are:</p> <ul style="list-style-type: none"> • The mandatory Threshold Status to Teach also known as the Threshold License to Teach: Preparing to Teach in the Lifelong Learning Sector (PTLSS) • Certificate in Teaching in the Lifelong Learning Sector (CTLSS) • Diploma in Teaching in the Lifelong Learning Sector (DTLSS) <p>See 'IfL'</p>

Acronym/title/word	Info & links
first steps	<p data-bbox="450 193 1088 217">http://www.ucu.org.uk/index.cfm?articleid=2578</p> <p data-bbox="450 225 1435 248">http://www.henleycol.ac.uk/henleycollege/courses/parttime/academic.html</p> <p data-bbox="450 280 2087 376">A two-week, part-time programme of 3 hours per day to provide Pathways to Work and Step Closer 2 Work job seekers with detailed information regarding local volunteer/partner services available to them. It will enable them to plan their next steps to return to/move closer to, the labour market via a one-to-one diagnostic assessment and structured learning & development plan.</p> <p data-bbox="450 384 1397 408">http://www.jobcentreplus.gov.uk/JCPWelsh/static/Dev_013760.xml.html</p>
FLT - Foundation learning tier	<p data-bbox="450 440 1048 464">This covers learning at the entry level and level 1.</p> <p data-bbox="450 472 1559 496">http://www.dfes.gov.uk/14-19/index.cfm?sid=3&pid=227&ctype=TEXT&ptype=Single</p>
Foster report	<p data-bbox="450 528 2087 743">Report by Sir Andrew Foster, <i>Realising the Potential</i>, commissioned by the government, and published November 2005, which said improving employability should be at the heart of the role of FE: 'To achieve the positive vision set out in this report, the FE college of the future must be absolutely clear about its primary purpose: to improve employability and skills in its local area contributing to economic growth and social inclusion' (p. 10) ... 'We therefore propose that skills, an economic mission, is the route for FE, but interpreted in line with values of opportunity and inclusion which matter so much to those who work in FE' (p. 22). The report also endorses the view that 'contestability' be introduced in the learning and skills sector.</p> <p data-bbox="450 751 685 775">See 'contestability'</p> <p data-bbox="450 783 1621 807">http://www.dfes.gov.uk/skillsstrategy/uploads/documents/Foster%20Review%20PDF.pdf</p>
foundation degree	<p data-bbox="450 831 2087 967">2-year full-time, 3-4 years part-time, employment-based HE programme, introduced in England in 2001; also available in Wales & NI. 2005-6 47,000 students on FDs. Delivered either in/via an FE college or a university, and currently validated by an HEI. 'Foundation Degrees are innovative degrees, designed and delivered in partnership with employers to equip people with the relevant knowledge and skills for business.'</p> <p data-bbox="450 975 1088 999">http://www.foundationdegree.org.uk/index.shtml</p>
Framework Agreement	<p data-bbox="450 1031 2087 1094">A national agreement concluded in 2004, and to be implemented by individual HEIs by 2006, covering pay and grading in UK higher education. For overview, see:</p> <p data-bbox="450 1102 1088 1126">http://www.ucu.org.uk/index.cfm?articleid=1922</p> <p data-bbox="450 1134 1155 1158">For details of pay and grading structures at individual HEIs:</p> <p data-bbox="450 1166 1088 1190">http://www.ucu.org.uk/index.cfm?articleid=1168</p> <p data-bbox="450 1198 909 1222">For the text of the original agreement:</p> <p data-bbox="450 1230 1995 1254">http://www.ucea.ac.uk/ucea/filemanager/root/site_assets/framework_agreement/JNCHES_Framework_Agreement.pdf</p>
Framework for Excellence	<p data-bbox="450 1294 2087 1398">The framework for excellence is a new initiative for FE colleges and work-based learning providers, run by the LSC. Its key aims include: setting a standard for excellence; allowing common processes and comparisons between providers and providing public accountability. Being piloted in 2007, and due to be implemented from 2008.</p> <p data-bbox="450 1406 629 1430">See 'QA', 'QIA'</p>

Acronym/title/word	Info & links
franchising	<p>An arrangement by which a further education college teaches parts of a higher education degree. A franchised student is taught at a further education institution while being registered at a higher education institution. Universities also have arrangements similar to franchising with other higher education institutions abroad.</p>
FTE - full-time equivalent	As opposed to head count.
Funders' Forum	<p>The Research Base Funders' Forum was set up to allow governmental and non-governmental funders of non-commercial research to consider the collective impact of their strategies on the sustainability, health and outputs on the Research Base. The Core Group of the Forum meets quarterly. It includes representatives from charities, industry, Research Councils, Funding Councils, Regional Development Agencies, the Higher Education sector and Government departments. It is not a Government body. The Forum has several subgroups looking at issues such as Health of Disciplines and Research Careers. The Forum covers two streams of work: <i>Sustainability</i> This stream addresses the sustainability of the Research Base in terms of costing, pricing and investment. <i>Research strategies</i> This allows the main funders to share information about significant overlap, discord, duplication or gaps in research effort and, where possible, to share strategic information about members' forward plans in order to consider the financial and human resource impact on the system overall. In part, the Funders' Forum followed on from the RCI.</p> <p>See 'RCI'</p> <p>http://www.dti.gov.uk/science/science-funding/funders-forum/index.html</p>
Further and Higher Education Act 1992 - FHEA	<p>The Act established the Higher Education Funding Councils for England and Wales, replacing the Universities Funding Council and the Polytechnics and Colleges Funding Council, to administer public funding for HE and assess the quality of HE. The Act entitled the polytechnics to become universities with the power to award their own degrees; it provided for the abolition of the Council for National Academic Awards.</p>
Further and Higher Education (Scotland) Act 1992 - FHEA (S)	<p>The Act established the Scottish Higher Education (HE) Funding Council, to distribute funds for HE, to assess the quality of HE provided by universities, and to advise the government on HE provision. It enabled the non-university central institutions to become universities with the power to award their own degrees.</p>
G	
GCSE - General Certificate of Secondary Education	<p>These are exams taken at the end of year 11 by school children in England, Wales and Northern Ireland, and are the equivalent of standard exams in Scotland. Level 1 - 'Foundation' - is at the level of GCSE exams at the grades of D-G. Level 2 - 'Intermediate' - is at the level of GCSE exams at the grades of A*-C. This is the level people mean when they talk about 'intermediate-level skills'.</p> <p>See 'level'</p> <p>http://www.dfes.gov.uk/qualifications/mainSection.cfm?sId=1</p>

Acronym/title/word	Info & links
GFEC - general further education college	<p>General FE colleges deliver general (academic) and specialist (vocational or occupational) courses at levels 1, 2 and 3, plus basic adult skills provision (the term 'tertiary college' is sometimes used to describe colleges for 16-19-year-olds that combine the functions of both a general FE college and a sixth form college, or were formerly designated by the local authority as sole provider of post-16 learning in the area).</p> <p>http://www.everychildmatters.gov.uk/ete/agencies/fe/</p>
governance	<p>FE: Further education college governing bodies are required to have up to three governors who are chosen and elected by staff. Most colleges have two staff governors, one representing academic staff and another representing support staff. Staff governors are allowed to vote and speak on collective salary and conditions of service issues.</p> <p>http://www.ucu.org.uk/index.cfm?articleid=2575</p> <p>HE: The internal legislation of pre-92 universities is usually laid down in charters and statutes (but sometimes by Act of Parliament); changes to these have to be approved by the Privy Council. The post-92 universities are generally governed by terms laid down in the Education Reform Act 1988, the Further and Higher Education Acts (FHEA) 1992, and articles of government approved by the government. The executive body ultimately responsible for the governance of pre-92 universities is the council (or court in Scotland), and usually the board of governors in the post-92. The main duties of these bodies include: oversight of teaching and research; the administration of funding; preparing and achieving a strategic plan for the institution; estate management; ensuring that employees' pay and conditions of service are determined and implemented; ensuring that the students' union operates democratically and is accountable for its finances; ensuring the health and safety of staff and students; student discipline. The executive head of an institution is normally called the vice-chancellor. In addition, many universities have - subject to certain restrictions - executive committees for planning and allocation of resources at institutional, faculty and department level. The registrar or secretary is responsible for the correct and efficient running of the executive body.</p> <p>http://www.ucu.org.uk/index.cfm?articleid=2093</p>
graduate teaching assistant - GTA	<p>These are students registered for a PhD who teach a limited number of hours per week - usually around four or six - at the institution where they are doing their research. They receive an annual stipend, and usually have their tuition and registration fees included as part of their remuneration. This post is also known as a 'teaching student', 'teaching assistant', 'postgraduate teaching assistant', 'research student'.</p>
grants & financial support	<p>FE: Further education students may be eligible for financial support through the educational maintenance allowance, adult learning grant and learner support funds. They could also be entitled to receive other allowances to help with residential, transport and childcare costs. See 'EMA', 'ALG', 'ILA'</p> <p>In HE maintenance grants were finally phased out by the Labour government in 1998, being completely replaced by loans for student support. However, maintenance grants have now been reintroduced.</p> <p>HE full-time undergraduates: In England in 2007-8, means-tested non-repayable maintenance grants will be available for full-time undergraduates, up to £2,765 (full grant) for students whose parents earn less than £17,910 between them; partial grants are available on a sliding scale to students whose parents earn between £17,911 and £38,330. In 2008-9, the income threshold for the full grant will</p>

Acronym/title/word	Info & links
	<p>rise to £25,000. In addition, HEIs charging the full £3,000 in variable tuition fees from 2006-7 have to provide a minimum living-costs bursary of £300 a year. In Wales, Welsh-domiciled students choosing to study in Wales will be eligible for a £1,800 tuition fee grant from 2007-8. The Welsh Assembly learning grant will provide maintenance support of up to £2,700 for eligible Welsh students. From 2007-8, a national bursary scheme will be introduced for students attending HE institutions in Wales. In Scotland young Scottish-domiciled students from low-income families receive part of their maintenance in the form of a non-repayable bursary (maximum in 2005-6: £2,395).</p> <p>HE part-time undergraduates: The main sources of means-tested help for part-time students in England are:</p> <ul style="list-style-type: none"> • a Fee Grant (to help with tuition fees) - paid directly to the college or university • a Course Grant (to help with study costs, such as books, materials and travel) - paid directly to the student <p>The maximum Fee Grant available is based on how 'intensive' a course is - how long it will take to complete compared to an equivalent full-time course. For the most intensive courses, a maximum of £1,400 is available for 2007/2008 through the Fee Grant and Course Grant combined. For 2008/2009, the figure is £1,435. See 'loans'. For an A-Z of student finance, see:</p> <p>http://education.guardian.co.uk/students/finance/story/0,,2149315,00.html</p> <p>For details of student finance around the UK, see</p> <p>http://education.guardian.co.uk/chooseadegree/story/0,,2068804,00.html</p> <p>http://www.direct.gov.uk/en/EducationAndLearning/UniversityAndHigherEducation/StudentFinance/index.htm</p> <p>http://www.direct.gov.uk/en/EducationAndLearning/UniversityAndHigherEducation/StudentFinance/FinanceForNewStudents/DG_10034863</p>
GuildHE	<p>Formerly the Standing Conference of Principals (SCOP), representing the heads of relatively small HE institutions. Its members are heads of HE colleges, specialist HE institutions and some universities.</p> <p>See 'colleges of HE'</p> <p>http://www.guildhe.ac.uk/</p>
H	
HE - higher education	<p>HE is education which is above the level of A-levels, Scottish Highers and level 3 vocational (work-related) qualifications.</p> <p>See 'levels'</p>
HEA - Higher Education Academy	<p>Set up in 2003. The HEA is formally 'owned' by the HE institutions; however, over 90% of its income comes from the UK funding councils. 'The Academy's mission is to help institutions, discipline groups and all staff to provide the best possible learning experience for their students.' The HEA's work includes policy development; working with HE institutions to 'improve their students' learning experiences'; 'research and evaluation to improve the quality of the student learning experience'. The HEA leads, supports and informs the professional development and recognition of staff in higher education; it confers Associate, Fellow and Senior Fellow status on individuals in recognition of their commitment to enhancing the student learning experience; it administers the National Teaching Fellowship Scheme (NTFS). The HEA provides subject-specific support for learning through its network of 24 Subject Centres; these are</p>

Acronym/title/word	Info & links
	<p>located in HEIs and each engages in 'a wide variety of activities to support academics, departments and institutions'. The HEA incorporated the following organisations:</p> <ul style="list-style-type: none"> • Institute for Learning and Teaching in Higher Education • Learning and Teaching Support Network • National Coordination Team for the Teaching Quality Enhancement Fund. <p>http://www.heacademy.ac.uk/ http://www.heacademy.ac.uk/ourwork/networks/subjectcentres</p>
HEFCE - Higher Education Funding Council for England	<p>Public body responsible for allocating public funding to higher education institutions in England, and to FE colleges in England which are providing higher education. 'The Higher Education Funding Council for England (HEFCE) distributes public money for teaching and research to universities and colleges ... The Council also plays a key role in ensuring accountability and promoting good practice.'</p> <p>http://www.hefce.ac.uk/aboutus/</p>
HE funding	<p>See</p> <p>http://www.ucu.org.uk/index.cfm?articleid=2088 http://www.hefce.ac.uk/</p>
HEI - higher education institution	<p>These include: universities; institutions within federal universities, eg King's College London, or the School of Oriental and African Studies, both within the University of London; specialist institutions, eg the Royal Academy of Music, and colleges of higher education (eg Swansea Institute of Higher Education).</p> <p>http://www.hero.ac.uk/uk/home/index.cfm</p>
HEPI - Higher Education Policy Institute	<p>The Higher Education Policy Institute (HEPI) was established in November 2002, with the aim to ensure as far as possible that higher education policy development in the UK is informed by research and by knowledge of the experience of others. HEPI is a company limited by guarantee, and is a registered charity. Initially it was funded primarily by grant from the Higher Education Funding Council for England, but it now meets most of its expenditure from other sources.</p> <p>http://www.hepi.ac.uk/about.asp</p>
HESA - Higher Education Statistics Agency	<p>HESA is 'the official agency for the collection, analysis and dissemination of quantitative information about higher education'. Owned by UK HEIs (HESA is not a public body).</p> <p>http://www.hesa.ac.uk/</p>
HESDA - Higher Education Staff Development Agency	<p>LLUK has since taken over the national training organisation role of HESDA.</p>
HE teaching and learning	<p>See</p> <p>http://www.ucu.org.uk/index.cfm?articleid=2090 http://www.hefce.ac.uk/learning/</p>

Acronym/title/word	Info & links
I	
IB - International Baccalaureate	<p>The International Baccalaureate Diploma qualification is a 2 year post-16 programme of study. The curriculum contains 6 separate subject groups:</p> <ul style="list-style-type: none"> • their own language • a second language • a subject from the 'individuals and societies' group (e.g. history, geography, economics, philosophy) • an arts subject • a science subject • Maths or computer science <p>http://www.dfes.gov.uk/14-19/index.cfm?sid=3&pid=283&ctype=TEXT&ptype=Single</p>
ICT - information and communication technology	
IfL - Institute for Learning	<p>The Institute for Learning is the professional body for teachers, trainers, tutors and student teachers in the Learning and Skills sector. The Further Education Teachers' Continuing Professional Development & Registration Regulations (England) 2007 require teachers in English FE Colleges to register; and this will be extended to all LSC provision through provider contracts. The regulations are complex: the information here is only a broad overview; for details, see:</p> <p>http://www.ucu.org.uk/index.cfm?articleid=2578 http://www.ifl.ac.uk/services/p_wvv_page?id=140</p> <p>For teachers who started teaching in the sector before September 2001, under the 2007 Regulations they will need to register with the Institute for Learning for CPD purposes. They are not required by the Regulations to gain any additional qualifications or to become a Licensed Practitioner. Qualified teachers who entered teaching in the sector after the 2001 regulations and before the new 2007 regulations will continue under the 2001 regulations, and will remain qualified and will not be required to take further qualifications. Part-qualified or unqualified teachers who entered teaching in the sector after the 2001 regulations and before the new 2007 regulations will be required to gain an appropriate teaching qualification under the new regulations. There is however an exception for those currently on ITT or who are enrolled on a course by 31 August 2007 leading to the old teaching qualifications provided the course completes and the qualification is gained by 31 August 2008. For those who begin teaching from September 2007, under the 2007 Regulations, as a newly qualified teacher they will need to register with the Institute for Learning in order to become a Registered Teacher. They will then be required to become a Qualified Teacher by first completing the Preparing to Teach in the Learning and Skills Sector (PTLLS) award and then by completing either the Certificate or Diploma (depending on their teaching role). They then need to undergo professional formation in order to become a Licensed Practitioner. There will be two categories of Licensed Practitioners:</p> <ul style="list-style-type: none"> • Associate Teacher Learning and skills (ATLS) - Associate Teachers • Qualified Teacher Learning and Skills (QTLS) - Full Teachers

Acronym/title/word	Info & links
	<p>It is intended that by 2010 all existing teachers without a recognised teaching qualification will become qualified by either gaining recognition for an existing qualification or by undertaking the new qualifications and consequently becoming Licensed Practitioners.</p> <p>http://www.ucu.org.uk/index.cfm?articleid=2445</p>
incorporation	<p>Under the Further and Higher Education Act 1992, FE colleges became legally independent incorporated bodies (with charity status), no longer run by local education authorities.</p>
INSET- In-Service Education of Teachers	
institutional audit	<p>Institutional audit is an examination of quality assurance (QA) in higher education institutions, whether the auditors have confidence in the institution's QA procedures, and recommendations for tackling shortcomings. It is carried out by the QAA, and includes evaluation of course monitoring, teaching strategy, academic standards, student support, learning experience. A revised method was introduced in 2006.</p> <p>See 'QAA'</p> <p>http://www.qaa.ac.uk/reviews/institutionalAudit/default.asp</p>
ILA - Individual Learning Accounts	<p>England: The ILA programme launched nationally in September 2000. By October 2001 it had 2.5m members registered as eligible to undertake subsidised learning. Some 9,000 organisations registered as learning providers. The government closed the ILA programme in November 2001 'due to evidence of abuse by a small minority of providers'. In its 2007 response to the Leitch Review, the government said it will be piloting 'Skills Accounts' – 'the means by which adult learners would access their entitlements to funds covering all or part of their course fees' (2.19). Through learner accounts, adult learners will choose their learning and what contribution they make to what is essentially a 'demand-led' system.</p> <p>http://www.dfes.gov.uk/ila/ http://www.dius.gov.uk/worldclassskills.pdf http://www.ucu.org.uk/index.cfm?articleid=2577</p> <p>Scotland: ILA Scotland is a grant (not loan) scheme for anyone 18 or over who lives in Scotland. The amount of funding you receive will depend on how much you earn. If you earn £18,000 a year or less you can apply for an ILA that will give you up to £200 a year towards learning something new. There's a wide range of courses on offer and you can study with any approved ILA Scotland learning provider, including learning centres, local colleges, universities and private training companies. If you earn more than £18,000 a year you can apply an ILA that will give you up to £100 a year to put towards a range of courses.</p> <p>http://www.ilascotland.org.uk/ILA+Homepage.htm</p> <p>Wales: The Individual Learning Account Wales (ILA Wales): depending upon the cost of the course and your personal circumstances, learners can get between £100-£200 a year. It's means-tested or related to your education level. It's a grant, not a loan. It can be used with a wide range of learning providers Not for HE or full-time FE.</p> <p>http://www.ilawales.co.uk//Index.aspx?&lang=e</p>

Acronym/title/word	Info & links
	http://www.ilawales.co.uk/Downloads/Learning%20Provider%20Guide%202007-08.pdf
ITT - initial teacher training	A course of training necessary for teachers working in maintained schools, to achieve QTS – qualified teacher status. There is a variety of ways of doing ITT. http://www.tda.gov.uk/Recruit/becomingateacher/waysintoteaching.aspx
J	
JISC - Joint Information Systems Committee	'JISC's activities support education and research by promoting innovation in new technologies and by the central support of ICT services.' http://www.jisc.ac.uk/
JNCHES - Joint Negotiating Committee for Higher Education Staff	Comprises UCEA and the six trade unions representing staff in the higher education sector: Amicus, EIS/ULA, GMB, TGWU, UCU and Unison. 'JNCHES was established in 2001 and provides a single negotiating body, for pay and reward issues, in place of the previous ten. It has up to 41 members, comprising an independent Chair, up to 20 members representing higher education employers and up to 20 representatives of the trade unions. It was through JNCHES that the Framework Agreement on Pay Modernisation in Higher Education was agreed in 2004, providing a single national pay spine and establishing the basis on which universities and colleges should negotiate locally on new pay structures to secure the principle of equal pay for work of equal value. In June 2006 JNCHES agreed pay rates for staff in the sector for the period 2006-09. JNCHES has provided the forum for negotiation of joint employer/union guidance on a range of pay and related issues. Sub-committees of JNCHES include: the Academic Staff Sub-Committee; the Professional, Technical, Administrative and Ancillary Staff Sub-Committee; the Scottish Sub-Committee; and the Clinical Academic Staff Salaries Committee. http://www.ucea.ac.uk/index.cfm/pcms/site.JNCHES.jnches_home/
L	
LA - learning account	See ' ILA '
LEA - Local Education Authority	Responsible for maintained schools (including sixth forms, but excluding academies) and local adult education services. The newly-formed DCSF says: 'Subject to consultation on details and timing, to ensure there is no disruption to schools, colleges and training providers and the introduction of new diplomas, and subject to the passage of the necessary legislation, funding for school sixth forms, sixth form colleges and the contribution of FE colleges to the 14-19 phase will transfer to local authorities' ring fenced education budgets.' (Machinery of Government: Departmental Organisation (29 June 2007), Cabinet Office).
learndirect	A government initiative providing a network of online learning and information services. It provides careers advice, courses in maths, English and IT skills, and work-based e-learning programmes. learndirect was developed by Ufi – the 'University for industry'. learndirect operates a network of more than 800 online learning centres in England and Wales, and is available to individual adults wanting to improve existing skills or to learn new ones, and to employers looking for an innovative way to develop the skills of their workforce.

Acronym/title/word	Info & links
	<p>Since its launch in 2000 more than two million learners have enrolled on almost 4.5 million learndirect courses. http://www.learndirect.co.uk/aboutus/</p>
Learner support funds	<p>Learner support funds are available in colleges or school sixth forms. They provide students over the age of 16, who are undertaking a programme of learning funded by the LSC, with financial assistance to help cover some of the costs of studying. These might include: financial hardship; emergencies; transport; childcare; books and equipment; visits and field trips; emergencies and lodgings. See 'grants and financial support' http://www.ucu.org.uk/index.cfm?articleid=2659</p>
LEC - Local Enterprise Company	<p>LECs are responsible for delivering the Scottish Executive's national training programmes. The Scottish Enterprise Network has 12 local enterprise companies - or LECs - located across the southern half of Scotland, from the Grampians right down to the Borders. These organisations are one of the main ways to access the range of services provided by Scottish Enterprise (Scotland's main economic development agency - the other is Highlands and Islands Enterprise) and its partners. http://www.scottish-enterprise.com/sedotcom_home/about_se/local_enterprise_companies.htm http://www.hie.co.uk/contactinfo.htm</p>
Leitch - The Leitch Review of Skills	<p>A review, commissioned by the Treasury, into Britain's skills needs. Chaired by Lord Leitch, it reported in December 2006, recommending: ambitious targets for increasing skills levels by 2020; routing all public funding for adult vocational skills in England - apart from community learning - through Train to Gain and Learner Accounts by 2010; transferring responsibility for qualifications to sector skills councils and creating a single information, advice and guidance service covering young people and adults. In July 2007, the government published its response <i>World Class Skills</i>, which proposed implementing many, though not all, Leitch's recommendations. In particular, the government felt that implementing Leitch's funding plan in full could destabilise FE colleges. http://www.ucu.org.uk/index.cfm?articleid=2573 http://www.hm-treasury.gov.uk/independent_reviews/leitch_review/review_leitch_index.cfm http://www.dius.gov.uk/publications/publications-leitchreview.htm</p>
level	<p>A measure of the difficulty of demands made on learners. There were initially 6 levels, from entry to 5. From 2004, there are 9 levels, from entry to 8. Levels range from entry level, relating to basic literacy and numeracy, to the old level 5/new level 8, which is at the postgraduate/PhD level. The levels here are for England, Wales and Northern Ireland; see below for link about Scotland, which has 12 levels. <u>'Old levels'</u> Entry level: basic skills Level 1: GCSEs grades D-G Level 2: GCSEs grades A*-C Level 3: A-levels; level 3 vocational qualifications Level 4: higher education certificates (HNCs & HNDs) to honours degrees</p>

Acronym/title/word	Info & links
	<p>Level 5: master's degrees and doctorates (PhDs) 'New levels' Entry level: basic skills Level 1: GCSEs grades D-G Level 2: GCSEs grades A*-C Level 3: A-levels; level 3 vocational qualifications Level 4: HE certificates; HNCs Level 5: Foundation degrees; HNDs Level 6: bachelor's degrees (including honours degrees) Level 7: Master's degrees Level 8: doctorates (PhDs) http://www.edexcel.org.uk/quals/nqf-grid/ http://www.aimhigher.ac.uk/courses/education_and_qualifications_in_the_uk/qualifications_in_the_uk.cfm http://www.elwa.ac.uk/doc_bin/Credit%20Framework/Credit%20Common%20Accord.pdf http://www.scqf.org.uk/table.htm</p>
LFHE - Leadership Foundation for Higher Education	<p>The Leadership Foundation is an organisation, set up by UUK and GuildHE, that provides support and advice on leadership, governance and management for the UK's universities and HE colleges, to develop the management and leadership skills of existing and future leaders of higher education. http://www.lfhe.ac.uk/</p>
LGA - Local Government Association	<p>The Local Government Association (LGA), formed on 1 April 1997, promotes the interests of English and Welsh local authorities - a total of just under 500. http://www.lga.gov.uk/home.asp</p>
LLN - Lifelong Learning Network	<p>A local/regional network linking learning providers, including FE and HE institutions, to facilitate progression for vocational learners into and through higher education. http://www.lifelonglearningnetworks.org.uk/ http://www.hefce.ac.uk/widen/lln/</p>
LLUK - Lifelong Learning UK	<p>Lifelong Learning UK is the Sector Skills Council responsible for the professional development of all those working in community learning and development, further education, higher education, libraries archives and information services, and work-based learning. Since January 2005, LLUK has taken over the work of three former national training organisations, FENTO, PAULO and isNTO, together with the NTO responsibilities of HESDA. http://www.ucu.org.uk/index.cfm?articleid=2445 http://www.lifelonglearninguk.org/home/home.html</p>

Acronym/title/word	Info & links
loans	<p>For FE, see 'Adult LG', 'Assembly LG', 'ILA'.</p> <p>HE full-time undergraduates: The student loan for maintenance is there to help towards students' accommodation and other living costs while in higher education. Students can get up to £6,315 for 2007/2008. Student Finance Direct will usually pay the money into their bank account in three instalments - one at the start of each term. All eligible full-time students can get a student loan for maintenance, but the exact amount students can borrow will depend on several factors - including their household income and where they live while studying. It's also affected by any help students get through the maintenance grant (though not the Special Support Grant). Students can take out around 75% of the maximum student loan for maintenance regardless of their household income - this is called the 'non income assessed' part of the loan. Whether they get the remaining 25% - the 'income assessed' part of the loan - depends on their household income. The maximum maintenance loan in 2007-8 is £3,495 for students living at home. For those living away it is £4,510, or £6,315 if they are in London. The first 75% of the maximum loan is available to all students, regardless of their household income; the remainder is means-tested. All eligible full-time higher education students entering higher education in or after September 2006 can get a student loan for tuition fees. The loan will cover any amount up to the full amount they are charged for tuition fees. For new students - and most who started in 2006/2007 - this means:</p> <ul style="list-style-type: none"> • up to £3,145 in 2008/2009 • up to £3,070 in 2007/2008 <p>The Student Loan for Tuition Fees is paid directly to the student's university or college by Student Finance Direct. Students don't have to repay their loans until they have graduated and are earning more than £15,000 a year.</p> <p>HE part-time undergraduates: Career development loans (CDLs) may be available. For an A-Z of student finance, see: http://education.guardian.co.uk/students/finance/story/0,,2149315,00.html</p> <p>For details of student finance around the UK, see http://education.guardian.co.uk/chooseadegree/story/0,,2068804,00.html http://www.direct.gov.uk/en/EducationAndLearning/UniversityAndHigherEducation/StudentFinance/index.htm</p>
LSC - Learning and Skills Council	<p>Public body (NDPB) responsible for planning and funding education and training for everyone in England over 16 (includes FECs, school 6th forms, 6th form colleges, adult education; excludes HE). Took over responsibility in April 2001. 'We have a single goal: to improve the skills of England's young people and adults to ensure we have a workforce of world-class standard.' 'Agenda for Change' is the LSC's development programme. The LSC has 9 regions and 47 local LSCs. Created under Learning & Skills Act 2000. The LSC is responsible for planning and funding education and training for everyone in England other than those in universities - but, under the Cabinet Office's <i>Machinery of Government: Departmental Organisation</i> document of 29 June 2007, 'funding for school sixth forms, sixth form colleges and the contribution of FE colleges to the 14-19 phase will transfer to local authorities' ring fenced education budgets'. So it looks like the LSC will lose a lot of its responsibilities.</p> <p>http://www.ucu.org.uk/index.cfm?articleid=2445 http://www.lsc.gov.uk/</p>
LSDA - Learning and	<p>Formed in 2001, disbanded 2006. LSDA's policy and strategic work has moved to the Quality Improvement Agency for Lifelong Learning</p>

Acronym/title/word	Info & links
Skills Development Agency	- a new NDPB responsible for quality improvement across the learning and skills sector. LSDA's research, training and consultancy projects continuing after April 2006 are being delivered by the Learning and Skills Network. LSDA Northern Ireland will continue to operate under the same name but will be part of LSN.
LSF - Learner Support Funds	These are available to support FE learners aged 16-19, for course-related costs, incl. transport, childcare, residential costs where EMA is insufficient. LSFs for older learners include Hardship Funds, towards cost of books, equipment, transport & tuition. http://www.direct.gov.uk/en/EducationAndLearning/AdultLearning/FinancialHelpForAdultLearners/DG_10033131
LSN - Learning and Skills Network	Successor to the Learning and Skills Development Agency's research, training and consultancy work. LSN provides quality improvement and staff development programmes that support specific government initiatives, through research, training and consultancy; and by supplying services directly to schools, colleges and training organisations. 'Our support is practical and is delivered by skilled staff with a close appreciation and understanding of our sector. We provide services for: <ul style="list-style-type: none"> • policy-makers • organisations that fund, manage and provide education • individual providers and practitioners' http://www.lsneducation.org.uk/
M	
MA - Master of Arts	Title for someone with a master's level degree in arts and humanities subjects.
metrics	These are quantitative indicators relating to the funding, publication and use of research. Metrics are being used after the 2008 RAE to assess research quality and determine research funding in higher education, particularly for science, engineering, technology and medicine departments. There will be a single system applicable to all disciplines but with differing approaches for two major groups of disciplines: <ul style="list-style-type: none"> • for science, engineering, technology (SET) and medicine a combination of research income, postgraduate research student data and a bibliometric indicator of quality will be used to assess research. The process will be overseen by seven advisory groups, with representation from UK academics, research users and international advisors • for all other disciplines, including mathematics and statistics, there will be a significantly reduced, light-touch peer review process informed by a range of discipline-specific indicators. This will be substantially less onerous for universities than the RAE in its current form. The timing of the change to the new research assessment framework will vary between the SET and non-SET subjects. For the SET subjects, the new system will be introduced gradually from 2010-11 until 2013-14. For non-SET subjects, the light-touch peer review process will take place in 2013 and will inform funding from 2014-15 onwards http://www.hefce.ac.uk/research/assessment/reform/

Acronym/title/word	Info & links
MRC - Medical Research Council	The MRC was established in 1913, and is incorporated by royal charter. It is mainly funded by the government. It supports university-based researchers through grants, fellowships and awards. The MRC also directly employs researchers in its own research institutes. Its main aim is to improve health in the UK by promoting health research. UCU represents non-clinical scientific staff at MRC.
MSc - Master of Science	Title for someone with a master's level degree in science subjects.
N	
NAA - National Assessment Agency	The National Assessment Agency (NAA) was launched in April 2004 to develop and deliver high-quality national curriculum tests and supervise the delivery and modernisation of GCSE and A level examinations. The NAA is a subsidiary of the QCA. http://www.naa.org.uk/about_us.html
National Improvement Strategy	Strategy for quality in FE. See 'QA' , 'QIA'
NBM - Network for Black Managers	The Network for Black Managers (NbM) was set up in 1998. 'Its purpose is to address the under-representation of Black staff in the FE sector, particularly the small numbers of managers, senior staff and principals.' http://www.nbm.org.uk/default.asp
NBSS - National Basic Skills Strategy for Wales	Started in 2001, to tackle basic skills deficiencies in Wales. http://www.basic-skills-wales.org/bsastrategy/en/home/index.cfm
NDPB - Non-departmental public body	A public body responsible to government, without actually being part of a government department, e.g. HEFCE , LSC
NoE - Networks of Excellence	FE college networks piloted in Wales by ELWa, to create 'specialist centres of vocational excellence', by involving employers in design and delivery of courses to meet needs of business sectors. See also 'CoVE' http://new.wales.gov.uk/docrepos/40382/4038232/403821/196449/networks_of_excellence_fina1.pdf?lang=en
NEET	Not in Education, Employment or Training
NETP - National Employer Training Programme	Initial title of the Train to Gain scheme – a programme in England providing 'new brokerager services' alongside free tuition to a first full level 2 qualification. See 'T2G'

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	http://readingroom.lsc.gov.uk/lsc/2005/internaladmin/procurement/netp-design-framework-2006-07.pdf
New Deal	<p>'New Deal is a Government programme that aims to give unemployed people the help and support they need to get into work. Everyone on New Deal gets a personal adviser who is their point of contact throughout the programme. The personal adviser takes the time to understand you - your experiences, interests and goals - so a plan can be prepared to get you into a suitable job.'</p> <p>http://www.jobcentreplus.gov.uk/JCP/Customers/New_Deal/</p>
NIACE - National Institute of Adult Continuing Education	<p>'NIACE campaigns for adult learners ... it is the largest organisation working to promote the interests of learners and potential learners in England and Wales.' NIACE works to support an increase in the total numbers of adults participating in formal and informal learning in England and Wales, and to ensure that the quality of their learning experiences is the highest possible.'</p> <p>See also 'Alliance for Lifelong Learning'</p> <p>http://www.ucu.org.uk/index.cfm?articleid=2445</p> <p>http://www.niace.org.uk/organisation/</p>
NOCN - National Open College Network	<p>The National Open College Network (NOCN) is 'the UK 's foremost provider of accreditation services for adult learning; a QCA, CCEA and ACCAC recognised national qualification awarding body; the central organisation for 11 Open College Networks (OCNs) in the 9 Regions of England, Wales and Northern Ireland. NOCN provides national qualifications and programmes in a wide range of subject areas and offers a local accreditation service, through the OCNs, that provides recognition of achievement through the award of credit.'</p> <p>http://www.nocn.org.uk/</p>
NOS - National Occupational Standards	<p>National Occupational Standards (NOS) Occupational standards describe the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence ('Sufficiency of qualification; capacity to deal adequately with a subject' OED).</p> <p>http://www.ukstandards.org/About_occupational_standards/default.aspx</p>
NQF - National Qualifications Framework	<p>The National Qualifications Framework (NQF) sets out the levels against which a qualification can be recognised in England, Wales and Northern Ireland. It goes from entry level to PhD, and includes NVQs as well as Business & Technology Council (BTEC) and City & Guilds awards. In 2004 the number of levels was increased from 5 to 9: entry level and levels 1 to 3 did not change; levels 4 and 5 were split into 5 levels. In Scotland, there is the Scottish Credit & Qualifications Framework (SCQF), which represents the different types of qualifications in Scotland. In Wales, the Credit & Qualifications Framework links credits, levels and qualifications.</p> <p>See also 'QCF'</p> <p>http://www.qca.org.uk/libraryAssets/media/qca-06-2298-nqf-web.pdf</p>
NSA - National Skills Academy	See ' Skills Academies '
NTFS - National Teaching Fellowship	A scheme run by the Higher Education Academy (HEA). The Individual Award recognises and rewards individual excellence in teaching in higher education in England and Northern Ireland. The NTFS Project Strand enables HEIs to work with National Teaching Fellows to build

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Scheme	<p>on current expertise for their own benefit and that of the wider higher education sector.</p> <p>http://www.heacademy.ac.uk/ourwork/professional/ntfs</p>
NTI - New Technology Institutes	<p>NTIs are consortia in England of higher education institutions, further education colleges and private sector partners. They have been designed to:</p> <ul style="list-style-type: none"> • increase the number of students receiving high quality teaching in information and communications technology (ICT) and advanced technology skills. They will provide a range of courses from NVQ level 3, with pathways through to foundation degrees and on to degree level qualifications • advise and support small and medium sized enterprises (SMEs) on the effective adoption of new technology and business practices • collaborate with local employers, regional and national organisations, such as the Small Business Service and the Regional Development Agency (RDA), to identify skills gaps and to tailor NTI activity to local needs. <p>18 NTIs were set up in England in 2002, across all the nine regions. They will boost the regional supply of information technology and other high-tech skills, and the transfer of technical knowledge to local businesses. Total funding of £25 million was made available from the HEFCE Capital Modernisation Fund and flowed over two years to 2004, with some funding extended to July 2005 in a few cases. NTIs have now completed spending all allocated HEFCE capital funding.</p> <p>http://www.hefce.ac.uk/learning/tinits/ntis/</p>
NUS - National Union of Students	<p>NUS is a voluntary membership organisation comprising a confederation of local student representative organisations in colleges and universities throughout the United Kingdom and Northern Ireland which have chosen to affiliate and which pay a membership fee. It has 600 constituent members (CMs) - virtually every college and university in the country - and as such represents the interests of over 7 million students.</p> <p>http://www.nusonline.co.uk/</p>
NVQ - National Vocational Qualification	<p>National Vocational Qualifications (NVQs) are work-related, competence-based qualifications. They reflect the skills and knowledge needed to do a job effectively, and show that a candidate is competent in the area of work the NVQ represents. NVQs are based on national occupational standards. These standards are statements of performance that describe what competent people in a particular occupation are expected to be able to do. They cover all the main aspects of an occupation, including current best practice, the ability to adapt to future requirements and the knowledge and understanding that underpin competent performance. Within reason, NVQs do not have to be completed in a specified amount of time. They can be taken by full-time employees or by school and college students with a work placement or part-time job that enables them to develop the appropriate skills. There are no age limits and no special entry requirements. NVQs are achieved through assessment and training. Assessment is normally through on-the-job observation and questioning. NVQs are occupationally specific, eg engineering, construction, health, social care, and also covering all-sector areas eg administration, management, customer services. They are approved across UK by the QCA & Scottish Qualifications Authority. NVQs or SVQs are awarded at levels 1-5.</p> <p>http://www.qca.org.uk/14-19/qualifications/index_nvqs.htm</p>

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O	
Ofsted - Office for Standards in Education, Children's Services and Skills	<p>The new Ofsted – the Office for Standards in Education, Children's Services and Skills – came into being on 1 April 2007. It brings together four formerly separate inspectorates. It will inspect and regulate care for children and young people, and inspect education and training for learners of all ages, including all 16-19 education and training in 6th form and FE colleges, post-19 provision in colleges, work-based learning and adult education.</p> <p>http://www.ucu.org.uk/index.cfm?articleid=2445 www.ofsted.gov.uk</p>
OCN - Open College Network	<p>There are 11 Open College Networks (OCNs) in the 9 Regions of England, Wales and Northern Ireland. OCNs offer a local accreditation service that provides recognition of learners' achievement through the award of credit.</p> <p>See also 'NOCN' http://www.nocn.org.uk/</p>
OCR - Oxford, Cambridge and RSA Examinations	<p>'OCR (Oxford, Cambridge and RSA Examinations) is a leading UK awarding body, providing learners of all ages at school, college, in work or through part-time learning programmes to achieve their full potential. It offers a wide range of general and vocational qualifications that equip learners with the knowledge and skills they need for their future. It works with a range of education providers including schools, colleges, workplaces and other institutions in the public and private sector. Over 13,000 centres provide OCR A Levels, GCSEs and vocational qualifications including OCR Nationals, NVQs and Basic Skills.'</p> <p>http://www.ocr.org.uk/aboutus/</p>
OLASS - Offenders' Learning and Skills Service	<p>From 31 July 2006, the Learning and Skills Council (LSC) assumed responsibility for offender learning and skills in England, including in young offender institutions (YOIs). Historically, prison education has been provided through specific prison contracts usually held by further education (FE) colleges. Following the publication of the Carter Review and the creation of the National Offender Management service, ministers decided to reform the entire delivery system for offender learning in favour of a more integrated service led by the LSC. The LSC will now manage planning, funding and commissioning of the new integrated Offenders' Learning and Skills Service (OLASS) in all nine English regions, having already had responsibility for three development regions in the Northwest, Northeast and Southwest since 1 August 2005.</p> <p>http://www.yjb.gov.uk/en-gb/practitioners/EducationTrainingAndEmployment/CustodialEducation/OLASS/</p>
P	
pay	<p>FE: http://www.ucu.org.uk/index.cfm?articleid=1916 HE: http://www.ucu.org.uk/index.cfm?articleid=1918 See 'Framework Agreement', 'conditions of employment'</p>

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PCDL - personal and community development learning	Adult and community learning is increasingly called personal and community development learning (PCDL) http://propertyservices.lsc.gov.uk/pcdl/
PCET - Post compulsory education and training	Courses for graduates working as lecturers, tutors, managers, administrators and advisors in post-compulsory education, provide training for work in the post-16 sector. Typically, students work in all areas of education including <ul style="list-style-type: none"> • further and higher education • adult and community education • prison education • healthcare • work-based • company training organisations http://www2.shu.ac.uk/prospectus/op_pglookup1.cfm?id_num=EDU005
peer review	A way of assessing the quality of research and academic publications, done by fellow academics, researchers or people with appropriate expertise. The main method of carrying out the Research Assessment Exercise (RAE).
PFI - Private Finance Initiative	A government initiative in which public infrastructure projects are financed, built and run by the private sector, with the public sector then paying to lease back the facilities over a given period of time. See ' privatisation '
PhD - 'p-h-d'	PhD, or Doctor of Philosophy, degrees are postgraduate research degrees normally taking at least three years full-time to complete, and are examined on the basis of a thesis and an oral interview (a 'viva'). There are other types of doctoral degrees, such as the taught doctorate, which combine taught modules with a research thesis.
PLPs - Programme Led Pathways	PLPs are programmes of learning that support apprentices through apprenticeship programmes. They were introduced by the Learning and Skills Council (LSC) in England in 2004 for young people aged 16+ not in employment or waiting to start employment. A route into Apprenticeships & Advanced Apprenticeships. http://www.lsc.gov.uk/Jargonbuster/Programme+led+pathways+(PLPs).htm
post-92	Post-92, or 'new', universities are universities and other higher education institutions in the UK which were set up in or since 1992, under the Further and Higher Education Acts of 1992. Often post-92 institutions were previously polytechnics, or the former centrally funded colleges in Scotland. While most pre-92 institutions have a higher research profile than most post-92s, a number of post-92 institutions are growing in research strength.
pre-92	Pre-92, or 'old', universities are universities and other higher education institutions in the UK which were set up before 1992. Most pre-92 institutions were set up by royal charter. Most pre-92 institutions have a strong tradition of undertaking research.

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prison/offender education	<p>Following the publication of the green paper <i>Reducing re-offending through skills and employment</i> in 2006, the government recognises that training for offenders needs to be much more focused on employability. Apart from the focus on skills for the labour market, other key aspects of offender learning include working towards levels 1 and 2; ICT; higher education opportunities through the Open University.</p> <p>See 'OLASS'</p> <p>http://www.ucu.org.uk/index.cfm?articleid=2577</p> <p>http://www.dfes.gov.uk/offenderlearning/index.cfm</p>
privatisation	<p>The process of contracting out services previously performed by FE colleges or HEIs to private sector providers. In FE, this focuses on 'contestability': the opening of public funding to competition from private as well as public providers of educational services. A large part of Train to Gain funding has been made contestable. See also 'Train to Gain' In HE, there are a number of private organisations running, or bidding to run, services such as language and accommodation for international students. In both sectors the Private Finance Initiative has been used to provide capital to build and run major infrastructure projects. See 'contracting out' Also refers to the setting up of privately-run education institutions. In the UK, until recently, the University of Buckingham has been the only privately-run institution entitled to award its own degrees; in 2007 the BPP College of Professional Studies was also given the power to award its own degrees.</p> <p>http://www.ucu.org.uk/index.cfm?articleid=2296</p>
progress files	<p>Progress files are a record of what a student has achieved on a degree course. They contain a transcript - a record of learning and achievement, including details of modules or units taken; personal and development planning - a process to help students plan their education and career development; personal development records, including information used in creating a CV.</p> <p>See 'degree classification', 'QAA'</p> <p>http://www.qaa.ac.uk/academicinfrastructure/progressFiles/default.asp</p>
PTLSS - Preparing to Teach in the Lifelong Learning Sector	<p>See 'FE teachers', 'Ifl'</p>
Q	
QA - quality assurance	<p>HE: In higher education, quality assurance covers the quality of education provided, and the standard of awards given by the HEI.</p> <p>See 'QAA'</p> <p>FE: In FE, the work of the QIA is mainly focused on improvement of performance. In the 2006 white paper on further education '<i>Raising skills, improving life chances</i>' the government called on the Quality Improvement Agency (QIA) to lead the development of a National Improvement Strategy for further education. The aim of the strategy is to help drive up standards in further education and help implement the government's reform programme for the sector.</p> <p>See 'QIA'</p> <p>http://www.ucu.org.uk/index.cfm?articleid=2576</p>

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QAA - Quality Assurance Agency	<p data-bbox="450 260 2087 767">Independent body set up in 1997 and funded by subscriptions from UK universities and colleges of higher education, and through contracts with the main UK higher education funding bodies. Responsible for quality assurance and academic standards in UK higher education. Quality Assurance Agency Scotland is responsible for quality assurance and academic standards in higher education in Scotland, where there has been particular emphasis on quality enhancement. Each university and college of higher education is responsible for ensuring appropriate standards are being achieved and a good quality education is being offered. QAA's role is to ensure sound standards of higher education qualifications and to inform and encourage continuous improvement in the management of the quality of higher education. It does this by working with higher education institutions to define academic standards and quality. It carries out and publish reviews against these standards. QAA publishes a <i>code of practice</i> intended to help higher education institutions to meet their responsibilities for the assurance of academic standards and quality, by providing a framework within which they can consider the effectiveness of their individual approaches to a range of activities. The QAA provides guidance on the specification of an HE programme - a concise description of the intended outcomes of learning from a higher education programme, and the means by which these outcomes are achieved and demonstrated. The QAA publishes benchmark statements for subjects set out the broad content which a degree in a particular subject, eg anthropology, can be expected to contain, and the knowledge and skills a graduate in that subject can be expected to have. The QAA has developed progress files to be used by students to guide their learning.</p> <p data-bbox="450 772 1469 799">See 'benchmark statements', 'progress files', 'enhancement', 'institutional audit'</p> <p data-bbox="450 804 1010 831">http://www.qaa.ac.uk/aboutus/default.asp</p> <p data-bbox="450 836 1016 863">http://www.qaa.ac.uk/scotland/default.asp</p>
QCA - Qualifications and Curriculum Authority	<p data-bbox="450 895 2087 1182">A public body charged with regulating exams and curriculum in England. 'We maintain and develop the national curriculum and associated assessments, tests and examinations as well as accrediting qualifications in colleges and at work. We also regulate awarding bodies and exams to ensure they are fit for purpose. QCA regulates the public examination system, so that it is responsive to the needs of learners and society and is responsible for the development, delivery and administration of high-quality national tests. We develop the national curriculum, which defines the knowledge, understanding and skills to which children and young people are entitled.' The QCA develops the national qualifications framework which 'enables us to accredit qualifications at appropriate levels to meet the needs of employers and learners. We fund occupational standards, support learning at work and regularly review the suitability and availability of qualifications, to ensure that the needs of learners, employers and the economy are met.'</p> <p data-bbox="450 1187 1088 1214">http://www.ucu.org.uk/index.cfm?articleid=2445</p> <p data-bbox="450 1219 763 1246">http://www.qca.org.uk/</p>
QCF - Qualifications and Credit Framework	<p data-bbox="450 1273 2087 1342">This is a proposed qualifications and credit framework that will be unit-based, underpinned by a system of credit accumulation and transfer. 'Designed to recognise a wider range of learner achievements than the National Qualifications Framework (NQF), it will be:</p> <ul data-bbox="495 1347 1122 1410" style="list-style-type: none"> • more responsive to employer and learner needs • demand- and market-led

Acronym/title/word	Info & links
	<ul style="list-style-type: none"> • simple, flexible and with currency for learners • underpinned by a credit system that recognises achievement of units and qualifications. <p>In November 2005 QCA received a remit to proceed with tests and trials of the key features of the framework from 2006 to 2008. In November 2005, ministers agreed the establishment of a Programme Board to oversee vocational qualifications reform by bringing together key strands of work across the UK. Framework development forms a key strand within the Vocational Qualification Reform Programme. The overall aim of this strand is to develop a jointly regulated credit and qualifications framework for England, Wales and Northern Ireland. Over the next two years there is agreement across the three regulators (QCA, DCELLS, CCEA) in England, Wales and Northern Ireland to test and trial the mechanisms and processes needed to revise the current National Qualifications Framework and provide advice and recommendations to ministers with a view to establishing and enabling a regulated credit and qualifications framework.</p> <p>http://www.qca.org.uk/qca_8150.aspx</p>
QIA - Quality Improvement Agency for Lifelong Learning	<p>New FE quality assurance public body, established 2006. It will lead development of a quality improvement strategy for the sector and it will help providers respond to the government's strategic priorities. It will commission quality improvement programmes. 'Our role is to work across the learning and skills sector to improve performance.'</p> <p>http://www.ucu.org.uk/index.cfm?articleid=2445 http://www.qia.org.uk/index.html</p>
QR - Quality-Related research funding	<p>Public funding for research in UK higher education is administered under a dual support system. In this system the funding councils provide block grant funding to support the research infrastructure and enable institutions to undertake research in keeping with their own mission. On the other side of the system, grants for specific projects and programmes are provided by the Research Councils, charities, industry, the European Union and government departments. QR, the mainstream quality-related research funding for research is allocated selectively according to quality. The funding councils use a number of measures to establish the volume of research activity in departments at higher education institutions. These measures are linked to ratings of quality, determined by a periodic Research Assessment Exercise. The results are used in the funding councils' research funding formula to determine the amount of grant in relation to each department. The funding councils then add up the departmental funding for each institution to produce a total QR grant, which is announced as part of the recurrent grant.</p> <p>http://www.hefce.ac.uk/research/funding/</p>
QTLS - Qualified Teacher Learning and Skills	<p>See 'IfL'</p>
QTS - Qualified Teacher Status	<p>Anyone who wants to teach in a state-maintained school in England or Wales needs to gain qualified teacher status (QTS). To achieve this award, you need to complete a period of initial teacher training (ITT), which will enable you to meet the professional standards for QTS; a formal set of skills and qualities required to be an effective teacher.</p> <p>http://www.tda.gov.uk/Recruit/becomingateacher/qualifiedteacherstatus.aspx</p>

Acronym/title/word	Info & links
quality	See 'QA'
R	
RAE - Research Assessment Exercise	<p>A periodic review of the quality of research undertaken by academic staff in UK higher education institutions, based on peer review. The assessment of research quality produced by the RAE is a key determinant of the level of QR - recurrent funding for university research. The next – and last – RAE is in 2008. RAE 2008 will provide quality profiles for research in each HEI across all disciplines; the profiles range from 1* (national quality) to 4* (world-leading quality), with unclassified for below national level. The main body of the assessment will take place in 2007-08, with outcomes to be published by the funding bodies in December 2008. After RAE 2008, research quality will be assessed using metrics, along with some use of peer review in the arts and humanities. The timing of the change to the new research assessment framework will vary between the science, engineering and technology (SET) and non-SET subjects. For the SET subjects, the new system will be introduced gradually from 2010-11 until 2013-14. For non-SET subjects, the light-touch peer review process will take place in 2013 and will inform funding from 2014-15 onwards.</p> <p>http://www.hefce.ac.uk/research/assessment/</p>
'Raising expectations: staying in education and training post-16' - 2007 green paper	<p>This green paper, launched on 22 March 2007, sets out proposals to require all young people to remain in education or training until their 18th birthday from 2013, as part of efforts to increase post-16 participation in education. The proposals outlined in this consultation document apply to England only.</p> <p>http://www.dfes.gov.uk/consultations/downloadableDocs/6965-DfES-Raising%20Expectations%20Green%20Paper.pdf</p>
'Raising skills, improving life chances' - 2006 FE white paper	<p>In March 2006 a white paper on further education, 'Raising skills, improving life chances', was published by the DfES. This followed a fundamental review of further education set up by the secretary of state for education and skills and conducted by Sir Andrew Foster. See 'Foster report'. The white paper proposed that the main purpose of education and training provision for 14- to 19-year-olds and adults run by further education colleges should be to meet the needs of the economy. It described a system where funding and delivery would be driven by users and focused particularly on the needs of employers and learners. It proposed a new entitlement to Level 3 qualifications for those up to the age of 26 and the continuing development of new specialist diplomas for 14- to 19-year-olds. See 'fees', '14-19 curriculum'.</p> <p>The white paper foresaw that adult learning would become much more 'demand-led', outlining that it should be delivered through employers on employers' premises through 'Train to gain' programmes. See 'T2G'. Despite outlining a system of further education where outright failure was rare, the white paper nevertheless launched a new drive on quality, introducing the concept of 'coasting colleges', proposing that those colleges and areas of work that were poor could be subject to 'contestability'.</p> <p>See 'Ofsted'.</p> <p>The white paper also contained sections on workforce development and looked forward to a fully qualified workforce by 2010. In addition, it announced the government's intention to require all lecturers to undertake 30 hours of professional development per year. See 'IfL'</p>

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	<p>http://www.ucu.org.uk/index.cfm?articleid=2573 http://www.dfes.gov.uk/publications/furthereducation/docs/6514-FE%20White%20Paper.pdf</p>
RCI - Research Careers Initiative	<p>In 1996 representatives of institutions and the principal funders of research in the UK agreed a Concordat concerning the management of staff appointed on fixed-term contracts to carry out research in UK HEIs. The Research Careers Initiative (RCI) was subsequently set up under the chairmanship of Professor Sir Gareth Roberts, former President of Wolfson College, Oxford. The RCI monitored progress towards meeting the commitments of the Concordat and identified and encouraged good practice in the career management and development of contract research staff.</p> <p>http://www.universitiesuk.ac.uk/activities/rci.asp</p>
RDA - Regional Development Agency	<p>There are 9 RDAs in England. Each RDA produces a Regional Economic Strategy for the whole region including the main priorities and action to be taken for development; analysis of the strengths, weaknesses, threats and opportunities that the region faces; information on the region and its economy. These strategies provide the context for all other economic development and regeneration activity in the region. RDAs house the Regional Skills Partnerships, and are also responsible for the Business Link network & skills brokerage.</p> <p>http://www.englandsrdas.com/home.aspx</p>
research & scholarship -	<p>See http://www.ucu.org.uk/index.cfm?articleid=2092 http://www.hefce.ac.uk/research/</p>
RSP - Regional Skills Partnership	<p>Organisations linking the local LSC, Jobcentre, SSDA, RDA, HEFCE & other bodies in a particular region in England. 'RSPs are forums where businesses and skills organisations work together to meet the skills needs of regional economies. They set out how the delivery of adult skills, workforce development, business support and labour market services can provide the best support for Regional Economic Strategies.'</p> <p>http://www.lsc.gov.uk/Jargonbuster/Regional+Skills+Partnerships+(RSPs).htm</p>
S	
SCITT - school-centred initial teacher training	<p>Provided by groups of schools to small numbers of trainee teachers.</p> <p>http://www.tda.gov.uk/Recruit/thetrainingprocess/youroptionsinfull/trainingproviders.aspx</p>
SCQF - Scottish Credit & Qualifications Framework	<p>'The SCQF brings together all Scottish mainstream qualifications into a single unified framework. It was developed in partnership by the Scottish Qualifications Authority, Universities Scotland, Quality Assurance Agency Scotland and the Scottish Executive and was launched in December 2001. It uses two measures to describe qualifications and learning programmes: level and credit. There are 12 levels within the SCQF which indicate the complexity of learning, and credit points which show the volume of learning undertaken to achieve the qualification.'</p> <p>http://www.scqf.org.uk/table.htm</p>

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second steps	<p>A maximum four-week rolling programme offering job seekers help and advice about Jobsearch, individually tailored job search help and 'soft skills'. In addition to the job search modules, particular emphasis is placed on substantial individual support, Soft Skill Development, Work Placements and Work Trials.</p> <p>http://www.jobcentreplus.gov.uk/JCPWelsh/static/Dev_013760.xml.html</p>
self-assessment	<p>Both Ofsted and the LSC require FE colleges to undertake self-assessment as part of their quality assurance procedures. Ofsted has moved to 'light touch' and 'proportionate' inspection. The aim of this approach is to focus intervention on those colleges that are failing or described as 'coasting'. Colleges and providers judged excellent or good will face a correspondingly lighter touch inspection process. All providers funded by the LSC have to carry out an annual self-assessment that meets published LSC requirements. Providers must assess and grade all aspects of their provision, making judgements against the quality statements in the Common Inspection Framework.</p> <p>See 'Ofsted', 'QA', 'QIA'</p> <p>http://www.ucu.org.uk/index.cfm?articleid=2576</p>
Sixth form colleges	<p>These deliver mainly general (academic) courses at level 3.</p> <p>http://www.everychildmatters.gov.uk/ete/agencies/fe/</p>
skills	<p>Leitch Review: skills are 'capabilities and expertise in a particular occupation or activity'. Skills include:</p> <ul style="list-style-type: none"> • basic skills: literacy and numeracy • generic skills: such as team-working, communication • specific skills: less transferable between occupations. 'The most common measure of skills are qualifications' (Leitch final report p.6). <p>See 'Leitch'</p> <p>http://www.hm-treasury.gov.uk/media/6/4/leitch_finalreport051206.pdf</p> <p>The UK has a poor record on adult literacy and numeracy, and the proportion of the workforce qualified to intermediate skills (ie 2 and 3) levels is low. See 'levels'. The government wants to improve skills levels to improve productivity; skills improvement is a key educational focus of the government. Its policy on skills is underpinned by two white papers:</p> <ul style="list-style-type: none"> • <i>21st century skills: realising our potential</i> (2003), which proposed free tuition for any adult without a 1st full level 2 qualification, increased support for level 3 qualifications, and adult learning grants supporting those studying full-time for 1st full level 2 qualification, and young adults on 1st full level 3 qualification • <i>Skills: Getting on in business, getting on at work</i> (2005), which set up the National Employer Training Programme aka Train to Gain – demand-led adult training focused on free training for adults to 1st full level 2 qualification, proposed more support for level 3 qualifications, commissioned the Foster review, proposed Skills Academies <p>http://www.dfes.gov.uk/publications/skillsgettingon/</p> <p>Following the Foster report (2005), the government put skills for employment at the heart of the role of further education: 'That means defining its central purpose as being to equip young people and adults with the skills, competences and qualifications that employers</p>

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	<p>want, and which will prepare them for productive, rewarding, high-value employment in a modern economy' (DfES White paper March 2006: <i>Further education: Raising Skills, Improving Life Chances</i>, para 15).</p> <p>http://www.ucu.org.uk/index.cfm?articleid=2573 http://www.official-documents.gov.uk/document/cm67/6768/6768.pdf</p>
skills academies	<p>Programme began in 2005. SAs are intended to be employer-led institutions delivering sectoral skill needs, in conjunction with the SSCs. The first SA was the Fashion Retail Academy, jointly funded by LSC and Arcadia and supported by other organisations, including M&S and Next. The other SAs to date are in construction, financial services, food and drink manufacturing, manufacturing and nuclear. There are planned academies in process industries, creative and cultural, and hospitality. 12 SAs are planned initially.</p> <p>http://www.nationalskillsacademy.gov.uk/academies/index.html</p>
skills accounts	<p>See 'ILA'</p> <p>http://www.ucu.org.uk/index.cfm?articleid=2577</p>
Skills Alliance	<p>A national government-led organisation to oversee implementation of its Skills Strategy, bringing together relevant govt departments, public bodies, representative organisations, eg TUC, AoC, QCA, LSC, CBI, ALP, HEFCE, NIACE, Jobcentre Plus.</p>
Skills for Life	<p>SfL is a National strategy for improving adult literacy and numeracy in England – covers literacy, language (ESOL), numeracy needs of post-16 learners, from pre-entry level up to & including level 2. In October 2003 DfES reported that 5 million 16-65s had literacy skills below level 1 English, and 15 million had numeracy skills below level 1 maths. See also National Basic Skills Strategy for Wales; Scottish Adult Literacy & Numeracy strategy, launched 2001; Essential Skills for Living strategy in Northern Ireland, launched 2002. See 'skills'</p> <p>http://www.ucu.org.uk/index.cfm?articleid=2577 http://www.dfes.gov.uk/readwriteplus/</p>
'Skills: Getting on in business, getting on at work' - 2005 government white paper	<p>Published March 2005.</p> <p>See 'skills'</p>
Skills Pledge	<p>The Skills Pledge is a scheme set up by the government in 2007 involving a voluntary, public commitment by the leadership of a company or organisation to support all its employees to develop their basic skills, including literacy and numeracy, and work towards relevant, valuable qualifications to at least Level 2.</p> <p>http://www.traintogain.gov.uk/skillspledge/index.htm</p>
Skills Strategy	<p>The title given by the government to its national strategy for skills improvement as outlined in the 2003 white paper <i>21st century skills: realising our potential</i>, and developed since then. Key elements include working with employers, Train to Gain, SSAs, Skills Academies, RSPs, greater support for learners in gaining skills for employment. Generally refers to England, though some aspects, eg SSCs, affect the whole of the UK.</p>

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	See ' skills '
SLS - Sector Learning Strategy	Another name for Sector Qualifications Strategy. See ' SQS '
SME - Small and medium enterprise	
SQA - Scottish Qualifications Authority	'SQA is an executive non-departmental public body (NDPB) sponsored by the Scottish Executive Education Department. It is the national body in Scotland responsible for the development, accreditation, assessment and certification of qualifications other than degrees.' http://www.sqa.org.uk/sqa/1.html
SQS - Sector Qualifications Strategy	'Sector Qualifications Strategies outline current and future learning and qualifications needs by employers in sectors. The Skills for Business network is developing these SQSs as part of the Sector Skills Agreements (SSAs) process. Through SSAs, Sector Skills Councils identify skills needs of sectors, analyse the current provision and agree interventions with key partners to improve the match between education and training supply and employment need. The SQSs will be used by the qualifications regulatory authorities of the four home nations and SSCs to influence awarding body provision.' http://www.ssda.org.uk/ssda/default.aspx?page=2099
SSA - Sector Skills Agreement	Prepared by the UK-wide Sector Skills Councils in partnership with employers and government, as well as funding bodies, employer and employee representatives, SSAs set out the skill needs of employers in individual industries, and how these needs will be met. http://www.ssda.org.uk/ssda/default.aspx?page=813
SSC - Sector Skills Council	SSCs are UK-wide; they replaced the National Training Organisations in 2001. SSCs are 'employer-led, independent organisation that covers a specific sector across the UK. The four key goals are: <ul style="list-style-type: none"> • to reduce skills gaps and shortages • improve productivity, business and public service performance • increase opportunities to boost the skills and productivity of everyone in the sector's workforce • improve learning supply including apprenticeships, higher education and National Occupational Standards (NOS).' There is a total of 25 SSCs now set up in areas such as property, retail motor, ICT and passenger transport. They are independent organisations developed by groups of employers, bringing together employers, unions & professional bodies. Represent >85% UK workforce. LLUK is the SSC for the further and higher education sectors. http://www.ssda.org.uk/ssda/default.aspx?page=2
SSDA - Sector Skills Development Agency	The Sector Skills Development Agency (SSDA) is responsible for funding, supporting and monitoring the network of Sector Skills Councils (SSCs). SSCs & SSDA together form the Skills for Business Network. http://www.ssda.org.uk/ssda/default.aspx?page=1

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'Success for All: reforming further education and training' - 2002 white paper	The Sfa white paper, published in November 2002, launched LSC programme, including CoVEs. Success for All is the long-term reform strategy to develop the high-quality, demand-led, responsive colleges and providers in the learning and skills sector. http://www.globalgateway.org.uk/pdf/PZ-Success-2002.pdf
SVQ - Scottish Vocational Qualifications	'Scottish Vocational Qualifications (SVQs) are based on standards of competence (National Occupational Standards) that describe a candidate's ability to work in real conditions - having an SVQ is a kind of guarantee that a candidate is competent to the standards that the SVQ is based on. The National Occupational Standards (NOS) are developed by Sector Skills Councils (SSCs) on behalf of business and industry - as part of the development process, an SSC will liaise with employers within its sector. There are five SVQ levels: Level 1 - basic, routine and repetitive work skills Level 2 - broad range of skills including non-routine activities and individual responsibility Level 3 - supervisory skills Level 4 - management skills Level 5 - senior management skills SQA currently offers approximately 650 SVQs.' http://www.sqa.org.uk/sqa/4409.html
T	
TDA - Training and Development Agency for Schools	A public body with responsibility for training school staff, including teachers, and for the continuing professional development of school staff. 'We work with schools to develop staff and ensure that schools can recruit good-quality, well-trained people. We support schools to provide extended services for parents, children and young people.' http://www.tda.gov.uk/
TEC - Training and Enterprise Council	Local training organisations; functions taken over by LSC .
tenure	The holding of a university teacher's appointment until retirement. The right to tenure was effectively ended by the Education Reform Act 1988, which made it possible for universities to declare redundancies among university academic staff Staff in post with tenure prior to 20 November 1987 are allowed to keep tenure as long as they stay in the same appointment, and are not promoted to a different salary scale; those appointed or promoted after that date can no longer have tenure.
Tomlinson - The Tomlinson Report	The Final Report of the Working Group on 14-19 Reform, <i>14-19 Curriculum and Qualifications Reform</i> , chaired by Sir Mike Tomlinson, published in October 2004. One of the report's key recommendations focused on the introduction of one overarching qualification for 14- to 19-year-olds at four levels: entry, foundation, intermediate and advanced, building in progression. It also suggested that both vocational and academic subjects be covered within the qualification framework, using A-levels and GCSEs as building blocks for a unified diploma, blending core subjects such as English with specialist learning. This would aim to create a 'parity of esteem' between

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	<p>academic and vocational subjects. However, the DfES white paper, <i>14-19 Education and Skills</i>, published in February 2005, proposed the retention of GCSEs and A-levels and the introduction of separate vocational diplomas at three levels (with universities involved in the design of those at level 3), as well as more A-level grades to assist universities to differentiate between students.</p> <p>See '14-19 curriculum', '14-19 diploma'</p> <p>http://www.ucu.org.uk/index.cfm?articleid=2573</p> <p>http://www.dfes.gov.uk/14-19/documents/Final%20Report.pdf</p>
TPS - Teachers' Pension Scheme	<p>The pension scheme for academics in post-92 HEIs.</p> <p>http://www.teacherspensions.co.uk/</p>
Train to Gain - aka T2G	<p>This is a 'demand-led' programme for adult learners, starting April 2006, to deliver training, normally in the workplace, 'designed and delivered to suit the employer's operational needs' (DfES WP 2006). T2G began as employer training programmes, which were introduced as pilots in 2002 and rolled out as a national programme. Renamed 'Train to gain' in 2006, the initiative encourages and subsidises employers to put on training programmes for their workforces on their premises and in work time. These programmes focus on literacy, numeracy and full level 2 qualifications and skills. T2G is based around delivery of free training up to 1st full level 2 qualification. T2G uses brokers – meant to be independent and impartial - to assess an employer's current and future training and skills needs, and then to link the employer with a training provider; brokers are particularly expected to work with SMEs, ie employers considered 'hard to reach' in terms of low level of training for staff. The Leitch review of skills recommend routing all public funding for adult vocational skills in England, apart from community learning, through Train to Gain and Learner Accounts by 2010; however, the government felt that implementing Leitch's funding plan in full could destabilise FE colleges, and is not implementing this in full.</p> <p>http://www.ucu.org.uk/index.cfm?articleid=2577</p> <p>http://www.traintogain.gov.uk/</p>
TU - trade union	<p>Unions are playing an active role in the government's Skills Strategy, including in the SSCs and the SSAs, and through the Union Academy.</p> <p>See 'TUC'</p>
TUC - Trades Union Congress	<p>The TUC is a representative body for the UK's trades unions; UCU is affiliated to the TUC. 'With 66 affiliated unions representing nearly seven million working people from all walks of life, the Trades Union Congress: brings Britain's unions together to draw up common policies; lobbies the Government to implement policies that will benefit people at work; campaigns on economic and social issues; represents working people on public and international bodies; carries out research on employment -related issues; runs a training and education programme for union representatives; helps unions develop new services for their members; helps unions avoid clashes with each other; builds links with other trade union bodies worldwide.' See 'Union Academy'</p> <p>http://www.tuc.org.uk/</p>
tuition fees	<p>See 'fees'</p>

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U	
UCAS - Universities and Colleges Admissions Service	Formed in 1993. The organisation responsible for managing applications to higher education courses in the UK. It processes more than two million applications for full-time undergraduate courses every year. http://www.ucas.ac.uk/
UCEA - Universities and Colleges Employers Association	An agency that represents most HEIs in the UK in their capacity as employers; an off-shoot of UUK. UCEA represents heads of HEIs in pay negotiations with trade union representatives in the JNCHES. 'UCEA provides UK higher education institutions with a framework for discussion, advice and guidance on a range of pay and employment matters.' http://www.ucea.ac.uk/
UCET - Universities Council for the Education of Teachers	'The Universities Council for the Education of Teachers acts as a national forum for the discussion of matters relating to the education of teachers and professional educators, and to the study of education in the university sector and contributes to the formulation of policy in these fields. Its members are UK universities involved in teacher education, and a number of colleges of higher education in the university sector.' http://www.ucet.ac.uk/
UCU - University and College Union	The University and College Union (UCU) is the largest trade union and professional association for academics, lecturers, trainers, researchers and academic-related staff working in further and higher education throughout the UK. UCU represents more than 120,000 academics, lecturers, trainers, instructors, researchers, managers, administrators, computer staff, librarians and postgraduates in universities, colleges, prisons, adult education and training organisations. UCU was formed on 1 June 2006 by the amalgamation of the Association of University Teachers (AUT) and NATFHE - the University & College Lecturers' Union. UCU is affiliated to the TUC. http://www.ucu.org.uk/
UK Skills	'UK Skills is a not for profit organisation which champions skills and learning for work through competitions and awards. The organisation was established in 1990 with the primary purpose of raising skill levels in the UK through skills competitions and managing the UK team which competes in the WorldSkills Competition. In recent years we have widened the scope of our operations to include management of the National Training Awards and organising of skills related events.' http://www.ukskills.org.uk/opencms/opencms/website/index.html
ULF - Union Learning Fund	The Union Learning Fund in was set up by the government in 1998, following the government's <i>The Learning Age</i> green paper. Its key aims are to: <ul style="list-style-type: none"> • ensure learning and skills are core activities for unions • develop the key role of ULRs in raising demand for learning, especially among those with low or no qualifications • help unions and ULRs to provide quality information, advice and guidance to stimulate the take-up of learning and promote progression http://www.unionlearn.org.uk/about/index.cfm?mins=108

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ULR - Union Learning Representative	<p>Union learning reps are union members trained to advise their colleagues in the workplace on the learning opportunities available to them at work. There are now over 12,000 learning reps (TUC website 2007).</p> <p>http://www.unionlearn.org.uk/about/index.cfm?mins=109</p>
Union Academy	<p>TUC-led scheme to bring together various TU learning initiatives designed to encourage working people to get back into learning, including regional training centres for ULRs. Part of the government's Skills Strategy.</p> <p>See 'skills', 'ULR'</p>
unionlearn	<p>Unionlearn was formed from the merger of TUC Education and Learning Services in May 2006. This new initiative has been developed by the TUC to help unions meet the education and skills needs of their members.</p> <p>http://www.unionlearn.org.uk/about/index.cfm http://www.tuc.org.uk/skills/index.cfm</p>
USS - Universities Superannuation Scheme	<p>The pension scheme for academic and academic-related university staff in the pre-92 universities.</p> <p>http://www.usshq.co.uk/</p>
UUK - Universities UK	<p>An organisation representing the vice-chancellors and principals of most HE institutions in the UK. The other representative organisation for heads of HEIs is GuildHE. UUK undertakes lobbying, policy development and research. UUK has various offshoots, including UCEA. UUK has a devolved structure, including Universities England and Northern Ireland, Higher Education Wales and Universities Scotland. UUK has established a number of higher education agencies, including: Universities and Colleges Admissions Service (UCAS), Higher Education Statistics Agency (HESA), Universities and Colleges Employers' Association UCEA), and Quality Assurance Agency (QAA).</p> <p>http://www.universitiesuk.ac.uk/</p>
W	
WBL - work-based learning	
WEA - Workers' Educational Association	<p>'The Workers' Educational Association (WEA) is the UK's largest voluntary provider of adult education. Ever since it was founded in 1903, in order to support the educational needs of working men and women, the WEA has maintained its commitment to provide access to education and learning for adults from all backgrounds, and in particular those who have previously missed out on education. The WEA is one of the UK's biggest charities, and operates at local, regional and national levels. Nine Regions in England, a Scottish Association and over 650 local Branches make up the WEA's National Association. Through these local and regional centres, today's WEA now runs over 10,000 courses each year, providing learning for more than 110,000 adults of all ages and drawn from all walks of life.' (2007)</p> <p>http://www.wea.org.uk/</p>
WP - widening participation	<p>'Widening participation (aka 'widening access') addresses the large discrepancies in the take-up of higher education opportunities between different social groups. Under-representation is closely connected with broader issues of equity and social inclusion, so we are</p>

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	concerned with ensuring equality of opportunity for disabled students, mature students, women and men, and all ethnic groups.’ http://www.hefce.ac.uk/widen/