

Glossary of 2031 Learning Framework Terms



Term	Usage
Authentic assessment	A range of assessment types, which assess students' professional competencies or application of knowledge and/or skills and typically relate to tasks required within a work-place context.
B3 conditions	Condition B3 of the Office for Students' (OfS's) regulatory framework requires that: 'The provider must deliver successful outcomes for all of its students, which are recognised and valued by employers, and/or enable further study. This is assessed in two stages – the absolute outcomes delivered by the provider for its students and the context in which these are achieved. The outcomes subject to the conditions include a) Student continuation and completion. b) Degree outcomes, including differential outcomes for students with different characteristics. c) Graduate employment and, in particular, progression to professional jobs and postgraduate study.
CAS	Centre for Apprenticeships and Skills
Cognate subject groups	The groups of related disciplines, within a department or faculty, used to define which programmes will share a common first year.
Co-leadership	Facilitating students to take ownership, be accountable and make decisions in the process of learning or quality enhancement; and a feature of our 2031 strategy.
Completion	The number of students that complete a higher education qualification within a specified timeframe. A B3 condition indicator (OfS), TEF and HESA metric, and a University KPI.
Contact hours	Characterised as timetabled hours, where students interact with members of University staff, for example, seminars, labs, studio time, etc. This can be in person or online (no more than 10%).
Continuation	B3/TEF = The number of students continuing in their study of a higher education qualification (or have completed) one year and 15 days after they started the course (two years and 15 days for part time). This can be with their original provider or another they have transferred to. A B3 condition indicator (OfS), TEF metric, and a University KPI.
Degree outcomes	The level of higher education qualification achieved, by different student groups, identifying any differential

	outcomes. Usually the classification of first-degree students.
Digital literacy/Technology-enhanced learning	Continual development, within the curriculum, of students' digital competencies and literacy as well as application of a range of technological tools and enhancements to support learning.
Directed learning	Timetabled and independent study activity, directed by a member of staff (or invited external) to support students' learning.
Embedded practices	Systematic practice, associated with teaching, learning, assessment and feedback, indicative of our educational approach, universally applied across cohort, programme, service and/or campus contexts.
Employability	Continual development, within the curriculum, of students' work readiness, including the acquisition of relevant knowledge, competencies, experience and/or mindset, to maximise their confidence and potential to succeed in gaining highly skilled employment upon graduation. Progression to professional jobs and postgraduate study is a B3 condition indicator (OfS), TEF and HESA metric, and a University KPI.
Employer engagement	Ongoing opportunities for employers to input into the design and delivery of the curriculum to maximise its relevancy and application to the workplace; and for students to connect with employers to continuously build upon their networks, confidence, and experience.
Engaging	Learning content, resources or activities that motivate and inspire students, help them make connections and support their deeper learning.
EPA	End Point Assessment
Experiential learning	The process of learning through experience or 'doing', and integral to practice-led learning.
Flexible	One of 4 principles of curriculum design, promoting agility such that the programme (design and/or delivery) can change or be changed easily as a response to emerging circumstances (from students, colleagues or external factors).
Flipped classroom/ flipped learning	A pedagogical approach where students are directed to undertake independent study activity (such as through pre-recorded or other learning material) in advance of timetabled sessions to make more effective use of directed learning time and enhance the potential for deeper learning.
Formative assessment	A range of forms of non-credit bearing assessment, used continually across a semester (and routinely in advance of credit-bearing assessments), to inform students' learning of the discipline/assessment process, as well as the

	approach used for teaching and support, contributing to improved student outcomes.
Formative feedback	Continual dialogue with students, both written and verbal, provided to inform their learning of the subject material and the assessment process and thus contributing to improved student outcomes. To be formative, in advance of assessment deadlines, with information given being ungraded, and improve summative assessment.
Graduate competencies	The defined behaviours and attitudes our students will have developed and nurtured through study at Middlesex, including leadership and influence; entrepreneurship; communication, empathy and inclusion; curiosity and learning; collaborative innovation; resilience and adaptability; technological agility and problem solving and delivery.
HDA	Higher & Degree Apprenticeships
Health and wellbeing	Continual support to encourage students to take action to achieve and prioritise good health and wellbeing throughout their studies.
Impactful	One of 4 principles of curriculum design, advocating prior consideration of anticipated student outcomes and areas for improvement, and continual steps taken to monitor and evaluate their effectiveness and impact.
Inclusive	One of 4 principles of curriculum design, necessitating that all students, regardless of background and immutable characteristics, have equitable opportunities to succeed and maximise their potential.
Independent study	A range of different types of study activity, both directed and non-directed, which students undertake outside of timetabled sessions and are associated with their programme.
Interactive	Learning activities that require students to interact, collaborate or take action, whether physically or virtually.
Internationalisation	Continual development, within the context of the discipline, of students' intercultural understanding, global perspectives and experience as well as take social responsibility for global issues, inequities, and injustice; supporting their preparedness to work in, and contribute to, globally interconnected societies.
Key concept videos	Short, bite-sized, engaging videos, related to students' learning outcomes and core concepts within the curriculum, providing clear and concise explanations of the significant topics, theories, principles or ideas.
KSB	Knowledge, Skills, Behaviours
Notional hours	The number of learning hours, applied universally by HE institution (10 hours to one credit), combining timetabled and independent study hours, used to guide students on

	what to expect will be required per module or level of study.
Pathways	Different routes within a programme, provided as options that students can select from. These may be within one semester (as a one-off choice between optional modules) or across semesters (as a series of connected modules associated with a particular specialism). Programme teams should make it clear which of these is available to students.
Personalised	One of 4 principles of curriculum design, tailoring of our provision to ensure it is relevant to students' diverse and evolving interests, needs and aspirations.
Practice-led learning	The use of experiential pedagogies, enriched by work-based learning or industry-led activity; and/or opportunities to practice and apply learning to different societal, professional, industry or business contexts.
Programme adjustment	The flexible application of the 2031 learning framework to programmes.
Programme based assessment	An integrated assessment approach for the whole programme, providing varied ways of assessing programme learning outcomes. The approach considers different levels of study, methods of assessment, and associated deadlines.
Programme team	The group of colleagues who work together to design, deliver and/or assess students' learning on the programme. The team may include fractional staff, hourly paid lectures, or delivery partners, but not those who may be temporarily employed for delivery purposes (e.g. visiting lecturers; guest speakers).
Research-informed teaching	The practice of linking teaching with research, supporting students' learning through doing research, learning about how to research, learning through critiquing the research of others (research and scholarship) as well as learning from academic researchers.
Resits	The opportunity to re-submit an assessment, reflecting feedback provided, having failed the first attempt. Regulations permit one resit attempt per assessment and at least one further resit attempt for level 3 and 4 mid-semester assessments.
Retakes	The repeat of a module which has been failed, to make up a credit deficit, following a failed first sit and a failed resit, or on request following a failed first sit, on one occasion only, with payment of the fee. (Ref: Assessment and progression regulations for taught programmes, section E7.2)

Semesters	The period of time allocated to induction, teaching and assessment activity, into which the academic year is divided.
Sprint methodology	The process used for the rapid design, development, and testing of Higher Education programmes, which has been used across several HE providers, and adapted for use in the Middlesex context.
Student cluster or group	<p>The grouping, randomly assigned to a student on arrival, in which they will be taught and meet for academic advising group interactions or seminars. The terms 'student groups' and 'student clusters' can be used interchangeably.</p> <p>Note: MyLearning and MISIS refer to clusters as a way of grouping programmes and MDXSU refer to student interest groups. The word cluster or group is used in a similar way but have a different purpose or subject.</p>
Summative assessment	Credit bearing assessments, which assess that students have met the learning outcomes of the programme or module.
Sustainable Development	A focus, within the curriculum, on driving positive impacts for people and the planet, working to address the global challenges set out in the United Nations' (UN) 17 Sustainable Development Goals (SDGs), in accordance with our commitment signed through the UN SDG Accord.
Tailored	Differentiation of practices for particular students, or groups, as relevant to their needs or aspirations.
Targeted	Focusing on those students who need additional support to achieve their outcomes, making efficient and effective use of our resources.
TPR	Tripartite Progress Review