IV. Glossary

Draft

This glossary is in development and is related to the educational framework of the BLOOM hub

Sources:

- Projects (EADTU)
- Research literature
- European Commission documents: Erasmus+ Programme Guide, ECTS Guidelines -   ....

To be iteratively annotated

Academic

Courses, modules or programmes offered by universities meeting certain characteristics in terms of EQF-levels or in terms of skills, knowledge and competences.

Accreditation

Accreditation means that the operation of an institution or the delivery of a particular programme is authorized by a body legally empowered to do so. The body might be a government ministry or an accreditation or quality assurance agency dedicated to vetting aspects of higher education provisions. Accreditation is an external process. In order to obtain it, institutions and programmes have to satisfy conditions imposed from the outside according to the joint quality initiative, the Dublin descriptors or for example the EQF framework.

Accreditation (EMPOWER)

The process of formally recognising the learning that has taken place against specific achievement criteria. This can be in the form of credits towards a qualification. In Higher Education, accreditation is the process by which one institution gains authority to award, and/or gains recognition of, its qualifications from another senior competent authority.

Accumulation of credits (ECTS)

The process of collecting credits awarded for achieving the learning outcomes of educational components in formal contexts and for other learning activities carried out in informal and nonformal contexts. A student can accumulate credits in order to obtain qualifications, as required by the degree-awarding institution, or to document personal achievements for lifelong learning purposes.

Acquisition (learning through)

Learning through acquisition is what learners are doing when they are listening to a lecture or podcast, reading from books or websites, or watching demos/videos.

Adaptive learning (EMPOWER)

The use of computers in education to adapt the presentation and structure of resources to suit each learner's needs, using their responses to questions and tasks and other data sources.

Admission (EMPOWER)

The act of, or system for, allowing qualified applicants to pursue studies in higher education at a given institution and/or a given programme.

Adult education (EC)

All forms of non-vocational adult education, whether of a formal, non-formal or informal nature (for continuous vocational training see "VET").

Adult learner (EC)

Any person who, having completed or is no longer involved in initial education or training, returns to some forms of continuing learning (formal, non-formal or informal), with the exception of school and VET teachers/trainers.

Allocation of credits (ECTS)

The process of assigning a number of credits to qualifications, degree programmes or single educational components. Credits are allocated to entire qualifications or programmes according to national legislation or practice, where appropriate, and with reference to national and/or European qualifications frameworks. They are allocated to educational components, such as course units, dissertations, work-based learning and work placements, taking as a basis the allocation of 60 credits per full-time academic year, according to the estimated workload required to achieve the defined learning outcomes for each component.

Alumnus/alumni (EMPOWER)

Graduate of the university. Increasingly offered an association to belong to for life.

Assessment (EMPOWER)

The evaluation of the learning that has taken place against a set of achievement criteria. Assessment can take different forms, such as formative "ongoing" feedback and summative exams or coursework.

- Formative assessment is aimed primarily at determining the strengths and weaknesses of a student's work, with the objective of improvement. Formative assessment demands feedback to the student in some form and may, but will not always, contribute to summative assessment.

- Summative assessment is aimed at evaluating student learning at the end of an instructional unit by comparing it against some standard or benchmark.

- Peer assessment/review is an assessment/review of students' work carried out by other students.

- Self-assessment is an evaluation of one's own abilities.

Assessment criteria (ECTS)

Descriptions of what the learner is expected to do and at what level, in order to demonstrate the achievement of a learning outcome. The assessment methods and criteria for an educational component have to be appropriate and consistent with the learning outcomes that have been defined for it and with the learning activities that have taken place.

Assessment methods (ECTS)

The whole range of written, oral and practical tests/examinations, projects, performances, presentations and portfolios that are used to evaluate the learner's progress and ascertain the achievement of the learning outcomes of an educational component (unit/module).

Assessment (OF INSTITUTIONS OR PROGRAMMES) (EMPOWER)

The process for establishing the educational quality of a higher education institution or programme; of individual qualifications: the written appraisal or evaluation of an individual's foreign qualifications by a competent authority; of individual students: the actual testing of a student's ability and skills within a programme.

Asynchronous (EMPOWER)

Not occurring at the same time; for example, a discussion in an online forum may not result in participants engaging at the same time as each other. Asynchronous learning is a general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time.

Attractors (EMPOWER)

A characteristic that provides pleasure and attracts. Often used in the context of enablers and drivers of education.

Award

An award is an examination mark that a person is given for achieving learning outcomes or acquiring a set of competences. Mostly in the form of a certificate or degree.

Award of credits (ECTS)

The act of formally granting students and other learners the credits that are assigned to the qualification and/or its components if they achieve the defined learning outcomes. National authorities should indicate which institutions have the right to award ECTS credits. Credits are awarded to individual students after they have completed the required learning activities and achieved the defined learning outcomes, as evidenced by appropriate assessment. If students and other learners have achieved learning outcomes in other formal, non-formal, or informal learning contexts or timeframes, credits may be awarded through assessment and recognition of these learning outcomes.

Bachelor degree (EMPOWER)

First of the three cycles of the Framework for Qualifications of the European Higher Education Area.

Basic skills

Literacy, mathematics, science & technology; these skills are included in the key competences.

Blended (EMPOWER)

A mix of online instruction using different media and face-to-face teaching.

Blended learning EC)

Study type that involves learning in a combination of modes. Often used more specifically to refer to courses which use a combination of traditional face-to-face teaching work-shops or seminars, and distance learning techniques on-line (such as internet, television, conference calls).

Bologna declaration (EMPOWER)

The Bologna declaration (in full: Joint declaration of the European Ministers of Education convened in Bologna on 19 June 1999) is the main guiding document of the Bologna process. **Building blocks**

Individual learning modules that can form a sequenced set of courses or modules.

Business model (EMPOWER)

A theoretical model used in science and business contexts. Although the concept was developed in the context of for-profit businesses, it is now applied to any type of organisation, including for-profit, non-profit, and governmental.

There are many versions of business models: Al-Debei (2008) identified four primary dimensions while Kalman (2014) comprised the following three components:

1. Customer Value Proposition
2. Infrastructure (both resources and processes)
3. Financial Aspects

Business model canvas (BMC)

A strategic management template for developing new business models.

Certificate

A certificate is an official document that you receive when you have completed a course of study or training. The certificate that you receive can also be called a certificate.

EC: in the context of Erasmus+, a document issued to a person having completed a learning activity in the field of education, training and youth, where relevant. Such document certifies the attendance and, where applicable, the learning outcomes of the participant in the activity.

Certificate (EMPOWER)

The formal recognition that an individual has demonstrated a proficiency within, and comprehension of, a specific body of knowledge.

Classroom training (EMPOWER)

Any training conducted where the students and facilitator interact in a real, physical classroom. Unlike "Instructor-led Training (ILT)" which, although there is an instructor, could still take place over an Internet connection.

CMOOC (EMPOWER)

A cMOOC or "connectivist MOOC" creates a network of participants who find and exchange resources with each other. The knowledge is distributed and partly self-generated, and the coherence of the course as well as its progression are constructed by the learner. The participants can enrich the MOOC, and the community helps to construct and distribute the content.

Collaborative learning (EMPOWER)

Learning through the exchange and sharing of information and opinions among a peer group.

Collaboration (learning through)

Learning through collaboration embraces mainly discussion, practice, and production. Building on investigations and acquisition, it is about taking part in the process of knowledge building itself.

Collusion (EMPOWER)

A form of plagiarism where there is inappropriate collaboration between students or the knowing exchange of answers.

Company (EC)

Legal persons established under civil or commercial law, including cooperative societies, and other legal persons governed by public or private law, except those which are non-profit-making.

Competence (EMPOWER)

The ability to do something successfully.

Competence (ECTS)

The European Qualifications Framework (EQF) defines competence as the ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the EQF competence is described in terms of responsibility and autonomy. Fostering competences is the object of all educational programmes. Competences are developed in all course units and assessed at different stages of a programme. Some competences are subject-area related (specific to a field of study), others are generic (common to any degree course). It is normally the case that competence development proceeds in an integrated and cyclical manner throughout a programme.

Competences

Competences should be seen as a combination of knowledge, skills and attitudes appropriate to the context. In the context of EQF, knowledge is described as theoretical and/or factual.

Completion rate (EMPOWER)

The number of learners who earned a certificate of completion or 'passed' the course.

Connectivism (EMPOWER)

A learning theory that emphasises a "social" network at the centre of the approach. It has been used widely in the more experimental MOOCs, also known as cMOOCs.

Consortium (EC)

Two or more organisations teaming up to prepare, implement and follow up a project or an activity within a project. A consortium can be national (i.e. involving organisations established in the same country) or international (involving participating organisations from different countries).

Content (EMPOWER)

Digital teaching material provided to learners. Online learning content can include text, audio, video, animations, simulations and more.

Continuing education

Continuing education and training is part of lifelong learning and may encompass any kind of education (general, specialised or vocational, formal or non-formal, etc.).

Continuous professional education (EMPOWER)

The means by which people at work maintain, improve and broaden their knowledge and skills and develop competences required in their professional lives.

Post-secondary learning activities and programs, focusing on lifelong learners to support innovation in the public and private sector, based on research and development.

Continuing Professional Development (CPD) (ECTS)

An aspect of lifelong learning, sometimes referred to as Continuing Professional Education, CPD describes the skills, knowledge and experience that an individual gains formally and informally in his work and which builds on his basic qualifications and training. Increasingly in professional and vocational careers there is a formal requirement to continue to learn and develop knowledge, skills and competences throughout careers to keep up to date and be able to work safely, legally and effectively. Formal CPD which is a professional requirement is validated and documented. Increasingly employers expect to have a formal authenticated record of an individual's CPD and it consequently has become an important element in the curriculum.

Copyleft (EMPOWER)

The practice of offering people the right to freely distribute copies and modified versions of a work

with the stipulation that the same rights be preserved in derivative works down the line. **Copyright**

(EMPOWER)

A legal means of protecting an author's work.

Corporate entrepreneurship (EMPOWER)

The entrepreneurial behaviour exhibited by the company itself. CE is a process of creation of new businesses, and other innovative activities, such as development of new products, services, technologies, administrative techniques, strategies and competitive postures.

Course

A separate and coherent self-content block of learning, organised around consistent learning outcomes (course, seminar, visit to a workplace, etc.) leading to an exam or qualification. **Course (EMPOWER)**

A unit of study, typically with a workload of more than 25–30 hours, that includes:

a. a study guide/syllabus with instructions on how to learn from the presented materials and interactions;

b. educational content, which may include video, audio, text, games (including simulations), social media and animation;

c. possibilities for interaction, such as social media channels, forums, blogs or RSS readers to build a learning community;

d. activities/tasks, tests and feedback, which can be automatically generated (e.g., quizzes), as well as peer feedback and/or general feedback from academic staff;

e. exams, including some kind of recognition options.

Course design (EMPOWER)

Setting learning objectives, choosing media applications, planning evaluation and preparing instructional strategies in advance of students recruitment and development of course materials.

Course Catalogue (ECTS)

The Course Catalogue includes detailed, user-friendly and up-to-date information on the institution's learning environment (general information on the institution, its resources and services, as well as academic information on its programmes and individual educational components) that should be available to students before entering and throughout their studies to enable them to make the right choices and use their time most efficiently. The Course Catalogue should be published on the institution's website, indicating the course/subject titles in the national language (or regional language, if relevant) and in English, so that all interested parties can easily access it. The institution is free to decide the format of the Catalogue, as well as the sequencing of the information. It should be published sufficiently in advance for prospective students to make their choices.

Course design

Setting learning objectives, choosing media applications, creating activities, setting a course structure i.e. size, planning evaluation and preparing instructional strategies in advance of students recruitment and development of course materials.

Course unit (ECTS)

A self-contained, formally structured learning experience. It should have a coherent and explicit set of learning outcomes, defined learning activities consistent with the time allocated within the curriculum, and appropriate assessment criteria.

Creative commons (EMPOWER)

A non-profit organisation that enables the sharing and use of creativity and knowledge through free legal tools.

Credentialisation

Credentialisation is the acknowledgement of a learner's learning outcomes or achievements. It should be seen as part of the process of recognition.

Credential (EMPOWER)

A term sometimes used to refer to a qualification.

Credentials

An educational credential is a documented statement that acknowledges a person's learning outcomes or achievements and is used to refer to a qualification. A credential can be used to indicate competences.

Credit

The currency providing a measure of learning outcomes achieved in a notional time at a given level8, preferably conform the grading system defined in the European Credit Transfer and Accumulation System (ECTS) framework by the European Commission.

Credit (EC)

A set of learning outcomes of an individual which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications.

Credit (ECTS) (ECTS)

ECTS credits express the volume of learning based on the defined learning outcomes and their associated workload. 60 ECTS credits are allocated to the learning outcomes and associated workload of a full-time academic year or its equivalent, which normally comprises a number of educational components to which credits (on the basis of the learning outcomes and workload) are allocated. ECTS credits are generally expressed in whole numbers.

Credit (EMPOWER)

The currency providing a measure of learning outcomes achieved in a notional time at a given level.

Credit mobility (EC)

A limited period of study or traineeship abroad - in the framework of on-going studies at a home institution - for the purpose of gaining credits. After the mobility phase, students return to their home institution to complete their studies.

Credit mobility (ECTS)

The mobility of an exchange student, who stays at a host institution for a period, during which s/he can carry out activities awarding academic credits, which are then recognised by the home institution.

Credit transfer (ECTS)

A process that allows credit awarded by one higher education awarding body to be recognised and count towards the requirements of a programme at another institution; or that allows credit gained on a particular programme to contribute towards the requirements of a different one.

Cycle (ECTS)

One of the objectives in the Bologna Declaration in 1999 was the 'adoption of a system based on two main cycles, undergraduate and graduate.' In 2003 doctoral studies were included in the Bologna structure and referred to as the third cycle. The EHEA has thus defined a hierarchy of three Higher Education cycles (first cycle, second cycle and third cycle). All higher education qualifications in the European Higher Education Area are located within these three cycles.

Cycle (Level) Descriptors (ECTS)

Generic statements about the expected outcomes for each of the three cycles. A good example of general cycle (level) descriptors are the so-called Dublin Descriptors, which have served as one of the

foundations (along with ECTS) for the Framework for Qualifications of the European Higher Education Area.

Curriculum

A broad term covering both academic and subject requirements and the processes for organising and managing the teaching and learning.

Curriculum (EMPOWER)

A broad term covering both academic and subject requirements, and the processes for organising and managing the teaching and learning.

Degree education

A form of learning delivered by trained teachers or teaching staff, organized as a study in a continuous process with defined stages. Aimed at developing complex academic and professional competences9,10.

Degree mobility (EC)

Period of study abroad aimed at the acquisition of a whole degree or certificate in the destination country/ies.

Degree mobility (ECTS)

Learning mobility for degree purposes, even if only part of the programme is undertaken abroad, e.g. in a jointly delivered or jointly awarded degree programme (Mapping University Mobility Project, 2015). Degree programme The set of educational components leading to the award of a degree to a student after successful completion of all the requirements.

Degree students

Students following degree education

Digital badge (EMPOWER)

A digital assessment and credentialing mechanism that is used to acknowledge the learning that has taken place. Badges are designed to make visible and validate learning in both formal and informal settings, and hold the potential to help transform where and how learning is valued.

Digital library (EMPOWER)

A library that has collections with electronic materials such as eJournals, online databases, and eBooks

Digital literacy (EMPOWER)

The knowledge, skills and behaviours used in a broad range of digital devices. Digital Literacy is about competently using digital devices to achieve goals related to work, employability, learning and leisure.

Diploma supplement (EC)

An annex to the official qualification documentation, which is designed to provide more detailed information on the studies completed according to an agreed format which is internationally

recognized as a document accompanying a higher education diploma, providing a standardised description of the nature, level, context, content and status of the studies completed by its holder. It is produced by higher education institutions according to standards agreed by the European Commission, the Council of Europe and UNESCO. The Diploma Supplement is part of Europass (see below). In the context of an international joint study programme, it is recommended to deliver a "joint diploma supplement" covering the entire programme and endorsed by all the degree awarding universities.

Diploma Supplement (ECTS)

The Diploma Supplement (DS) is a document accompanying a higher education diploma, providing a standardised description of the nature, level, context, content and status of the studies completed by its holder. It is produced by the higher education institutions according to standards agreed by the European Commission, the Council of Europe and UNESCO. The Diploma Supplement is also part of the Europass framework transparency tools. It has the following eight sections of information:

- the holder of the qualification
- the qualification
- its level and function
- the contents and results gained y certification of the supplement y details of the national higher education system concerned (provided by the National Academic Recognition Information Centres (NARICs))
- any additional relevant information

Graduates in all the countries taking part in the Bologna Process have the right to receive the Diploma Supplement automatically, free and in a major European language.

Discussion (learning through)

Learning through discussion requires the learner to articulate their ideas and questions, and to challenge and respond to ideas and questions from the teacher, and/or from their peers.

Distance education (EMPOWER)

Education designed for delivery where students and instructors not in the same location. In distance education the learning is a result of mediated experiences that are not constrained by time and/or distance. The media support in a particularly distance course can be applied to both course material delivery and to interaction between teachers and learners, and between learners. It is formalized instructional learning where the time/geographic situation constrains learning by not affording inperson contact between student and instructor.

Distance learning (EMPOWER)

A mode of study that allows the learner to study most or all of a course without attendance at a campus-based institution. The distance can refer to material and/or interaction! Distance learning refers to improved capabilities in knowledge and/or behaviours as a result of mediated experiences that are constrained by time and/or distance such that the learner does not share the same situation with what is being learned (compare with definition of learning).

Diversity (EMPOWER)

The inclusion of individuals representing more than one national origin, colour, religion, socioeconomic stratum, sexual orientation, etc.

Double degree/Multiple degree (EC)

A study programme offered by at least two (double) or more (multiple) higher education institutions whereby the student receives, upon completion of the study programme, a separate degree certificate from each of the participating institutions.

Drivers (EMPOWER)

Institutional drivers define influences/trends that impact on the prioritisation of activities. **Dropout**

(EMPOWER)

A student who withdraws before completing a course of instruction.

Dublin Descriptors

The Dublin Descriptors are the cycle descriptors (or "level descriptors") presented in 2003 and adopted in 2005 as the Qualifications Framework of the European Higher Education Area. They offer generic statements of typical expectations of achievements and abilities associated with awards that represent the end of each of a (Bologna) cycle or level. The descriptors are phrased in terms of competence levels, not learning outcomes, and they enable to distinguish in a broad and general manner between the different cycles11.

Dublin Descriptors (ECTS)

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- knowledge and understanding y applying knowledge and understanding
- making judgements
- communication
- lifelong learning skills

EC: a common European reference tool that serves as a translation device between different education and training systems and their levels. It aims to improve the transparency, comparability and portability of qualifications across Europe, promoting workers' and learners' mobility and facilitating their lifelong learning, as defined in the 2008/C 111/01 Recommendation of the European Parliament and the Council.

ECHE (Erasmus Charter for Higher Education) (EC)

An accreditation granted by the European Commission giving the possibility to higher education institutions from Programme Countries to be eligible to apply and participate in learning and cooperation activities under Erasmus+. The Charter outlines the fundamental principles an institution should adhere to in organising and implementing high quality mobility and cooperation and state s the requisites it agrees to comply with in order to ensure high quality services and procedures as well as the provision of reliable and transparent information.

ECTS (European Credit Transfer and Accumulation System) (EC)

A learner-centred system for credit accumulation and transfer, based on the transparency of learning, teaching and assessment processes. Its objective is to facilitate planning, delivery and evaluation of study programmes and learner mobility through the recognition of qualification s and periods of learning. a system that helps to design, describe and deliver study programmes and award higher education qualifications. The use of ECTS, in conjunction with outcomes-based qualifications frameworks, makes study programmes and qualifications more transparent and facilitates the recognition of qualifications.

ECVET (European Credit System for Vocational Education and Training) (EC)

a system that aims to facilitate the validation, recognition and accumulation of work-related skills and knowledge acquired during a stay in another country or in different situations. ECVET aims for better compatibility between the different vocational education and training systems in place across Europe and their qualifications. It should create a technical framework to describe qualifications in terms of units of learning outcomes, and it includes assessment, transfer, accumulation and recognition procedures.

Education (EMPOWER)

The process of imparting or acquiring knowledge or skills.

Educational component (ECTS)

A self-contained and formally structured learning experience (such as: course unit, module, work placement).

E-learning (EMPOWER)

Learning facilitated through the use of information and communication technologies. There are several facets to e-learning including hardware (computers, mobile phones, digital cameras, etc.), digital resources (the Web, materials presented via Virtual Learning Environments, online libraries, etc.), software (tutorials, 'office' packages, etc.), and online communication tools (email, chat, forums etc.).

Enablers (EMPOWER)

The structures and mechanisms used to respond effectively to institutional drivers.

Enterprise

Any undertaking engaged in an economic activity regardless of its size, legal form or of the economic sector in which it operates.

Entrepreneurial (EMPOWER)

To organise, operate, and assess the risk of a new business venture.

Entrepreneurship (EMPOWER)

The act of setting up and managing a business venture along with any risks in the hope of making a profit. It is also perceived as a universal set of skills and attitudes that can be applied to undertakings in every context – new business, company project or social venture.

E-portfolios (EMPOWER)

An e-portfolio is a collection of (usually online) digital evidence assembled and managed by a user to display competencies, skills and task achievements, which can be presented in different formats for different audiences.

EQAVET (European Quality Assurance Reference Framework for Vocational Education and Training)

A reference tool for policy-makers based on a four-stage quality cycle that includes goal setting and planning, implementation, evaluation and review. It respects the autonomy of national governments and is a voluntary system to be used by public authorities and other bodies involved in quality assurance.

Equity capital (EMPOWER)

The part of the share capital of a company owned by ordinary shareholders. The value of equity capital is calculated by estimating the current market value of everything owned by the company from which the total of all liabilities is subtracted. On the balance sheet of the company, equity capital is listed as stockholders' equity or owners' equity.

ESCO (multilingual classification of European Skills, Competences, Qualifications and Occupations) (EC)

Identifies and categorises skills and competences, qualifications and occupations relevant for the EU labour market and education and training, in 25 European languages. The system provides occupational profiles showing the relationships between occupations, skills, competences and qualifications. ESCO has been developed in an open IT format and is available for everyone to use free of charge.

European Credit Transfer and Accumulation System (ECTS)

A learner-centred system for credit accumulation and transfer, based on the principle of transparency of learning, teaching and assessment processes. Its objective is to facilitate planning, delivery and evaluation of study programmes and student mobility by recognising learning achievements and qualifications and periods of learning.

European Credit System for Vocational Education and Training (ECVET) (ECTS)

The ECVET system aims at allowing the transfer, recognition and accumulation of learning outcomes to obtain a qualification. It is a decentralised system relying on volunteer participation of Member States and stakeholders of vocational training, respecting national legislations and regulations. It gives a methodological framework for describing qualifications in terms of learning outcomes using units, allowing the allocation of transferable points for Member States with different education and qualification frameworks. ECVET is founded on partner agreements regarding qualification transparency and mutual stakeholder trust (ECVET, 2010).

European Higher Education Area (EHEA) (ECTS)

The European Higher Education Area (EHEA) was launched at the Bologna Process' decade anniversary, in March 2010, during the Budapest-Vienna Ministerial Conference. Building on the main objective of the Bologna Process since its inception in 1999, the EHEA is meant to ensure more comparable, compatible, coherent and attractive systems of higher education in Europe.

European Higher Education AREA (EHEA) (EMPOWER)

Was launched along with the Bologna Process' decade anniversary, in March 2010, during the Budapest-Vienna Ministerial Conference. As the main objective of the Bologna Process since its inception in 1999, the EHEA was meant to ensure more comparable, compatible and coherent systems of higher education in Europe.

European Qualifications Framework for Lifelong Learning (EQF) (ECTS)

The European Qualifications Framework for Lifelong Learning is a common European reference framework which enables countries of the European Union to link their qualifications systems to one another. It was adopted by the European Parliament and Council on 23 April 2008. The EQF uses eight reference levels based on learning outcomes that are defined in terms of knowledge, skills and competence. It shifts the focus from input (lengths of a learning experience, type of institution) to what a person holding a particular qualification actually knows and is able to do. It makes qualifications more readable and understandable across different countries and systems in the European Union.

Europass (EC)

Europass is a portfolio of five different documents and an electronic folder aiming to contain descriptions of the entire holder's learning achievements, official qualifications, work experience, skills and competences, acquired over time. These documents are: the Europass CV, the Diploma Supplement, the Certificate Supplement, the Europass Mobility and the Language Passport. Europass also includes the European Skills Passport, a user-friendly electronic folder that helps the holder to build up a personal, modular inventory of his/her skills and qualifications. The aim of Europass is to facilitate mobility and improve job and lifelong learning prospects in Europe.

Europass Mobility (ECTS)

Europass is a set of five documents (Curriculum Vitae, Language Passport, Europass Mobility, Certificate Supplement, Diploma Supplement) which aim to make skills and qualifications clearly and easily understood in Europe. Europass Mobility is a document to record knowledge and skills acquired in another European country, completed by the institutions involved in the mobility of the individual (sending and receiving institution).

Evaluation (EMPOWER)

The act of systematically determining the importance, effectiveness or value of something.

Facilitator (EMPOWER)

An instructor who assists, directs, and stimulates the learning during an online course.

Feedback (EMPOWER)

Advice and commentary given by a teacher on examinations, coursework, or classroom activity. This can be oral or written and helps learners to understand their progress. Can be positive or negative, is used to shape behaviours, and should closely follow an action for maximum result.

Flaming (EMPOWER)

In online communication (e.g. discussion forums), exchanges of increasingly angry and offensive messages, often caused by a breach of netiquette.

Flexibility (ECTS)

Refers to measures through which the provision of higher education is made more flexible. The idea behind this concept is to open up higher education to more people and to increase adaptability to the multiple life worlds in modern societies. It also relates to flexibility in programme/curriculum design and approaches to learning and teaching.

Flexibility (EMPOWER)

Provision of study such that students can choose their own time, pace and place of learning. It also describes how programmes of study may allow students to choose courses or topics of particular interest to them.

Flexible learning

Giving students flexible access to learning experiences in at least one of the following aspects: time, place, pace, learning style, content, assessment and pathways.

Flexible learning (EMPOWER)

Giving students flexible access to learning experiences in at least one of the following aspects: time, place, pace, learning style, content, assessment and pathways .

Chen, D. (2003). Uncovering the Provisos behind Flexible Learning. Educational Technology & Society, 6(2), 25-30, (ISSN 1436-4522).

Flipped learning (EMPOWER)

A teaching approach that 'flips' the use of the classroom. This is usually accomplished by moving direct instruction online, for example through the use of videos which students study at home, and using classroom time for interactivity, for example group work or discussion.

Formal learning (ECTS)

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

Foundation level

Programmes at EQF level 4, foundation degrees or programmes are designed to fill the gap between your current level of qualification and knowledge and the level needed to be admitted to a Bachelor's or Master's degree at an international university15.

Framework for Qualifications of the European Higher Education Area (QF-EHEA) (ECTS)

In the European Higher Education Area, qualifications frameworks are found at two levels. An overarching framework (QFEHEA) has been adopted in 2005 and all member countries committed themselves to develop national qualifications frameworks that are compatible with this overarching framework. A national qualifications framework for higher education encompasses all the qualifications in a higher education system. It shows the expected learning outcomes for a given qualification and how learners can move between qualifications. The aim of QF-EHEA is to organise national higher education qualifications into an overarching European-wide qualifications framework. Within this framework, qualifications are defined according to levels of complexity and difficulty (Bachelor, Master, Doctor). The QF-EHEA identifies four main cycles which are described by the 'Dublin Descriptors'. They offer generic statements of typical expectations of achievements and abilities associated with awards that represent the end of each of a cycle. The short, first and second cycles are also characterised by credit ranges.

Framework for qualifications of the European Higher Education Area (EMPOWER)

Is based on an intergovernmental agreement within the Bologna Process. It aims to organise national higher education qualifications into an overarching European-wide qualifications framework. Within this Framework, qualifications are defined according to levels of complexity and difficulty. Generic descriptors of the requisite learning outcomes at each level have been defined by expert working groups within the Bologna Process. These descriptors are broadly applicable in all national contexts.

Freemium (EMPOWER)

A business model in which a basic service or product is available to users for free, but additional services and features must be paid for. A well-known example of a freemium business model is Skype, which provides free computer-to-computer calling and sells premium products in the form of voicemail, conference calls and worldwide connection to landlines and mobile phones.

Free mover (ECTS)

A student participating in credit mobility outside an organised student mobility programme (for example Erasmus+). A free mover chooses a host institution and organises his/her credit mobility at that institution.

Free mover (EMPOWER)

Student who visits another university as part of their studies but do so independently and not as part of an organised programme such as Erasmus.

Full higher education qualification

An official completion of a bachelor or master programme; any degree or diploma issued by a competent authority attesting the successful completion of an accredited higher education programme.

Gaming (educational gaming) (EMPOWER)

The use of the characteristics of computer games, including structure, reward, challenge and motivation, in education.

General educational objectives (EMPOWER)

Educational objectives of a programme of study which are not subject- or field-specific but of a more general nature and which usually characterise the level of study involved. At degree level, for example, these will include developing powers of independent judgement and critical reflection.

Global Competitiveness Index (GCI) (EMPOWER)

The GCI integrates the macro-economic and the micro-business aspects of competitiveness into a single index, which is made up of over 110 variables, structured in a framework and a corresponding set of indicators in three principal domains (pillars) and twelve sub-domains.

The Global Competitiveness Report (GCR) is a comprehensive assessment of countries' economic competitiveness.

Higher education institution (EC)

Any type of higher education institution which, in accordance with national law or practice, offers recognised degrees or other recognised tertiary level qualifications, whatever such establishment may be called, or any institution which, in accordance with national law or practice, offers vocational education or training at tertiary level.

Higher Education Institution (EMPOWER)

An establishment providing higher education and recognised by the competent authorities as belonging to its system of higher education.

Higher Education (EMPOWER)

Degree-level education provided at universities or similar educational institutions. It encompasses all types of courses of study, or sets of courses (programmes), training, or training for research at the post-secondary level which are recognised by the relevant authorities as belonging to its higher education system.

Higher Education Modernisation Agenda (EC)

Strategy of the European Commission aimed to support Member States' reforms and contribute to the goals of Europe 2020 in the field of higher education. The main areas for reform identified in the new agenda are: to increase the number of higher education graduates; to improve the quality and relevance of teaching and researcher training; to equip graduates with the knowledge and core transferable competences they need to succeed in high-skill occupations; to provide more opportunities for students to gain additional skills through study or training abroad; to encourage cross-border co-operation to boost higher education performance; to strengthen the "knowledge triangle", linking education, research and business and to create effective governance and funding mechanisms in support of excellence.

Higher education programmes (EC)

Higher education (study or research) programmes jointly designed, delivered and fully recognised by two or more higher education institutions. Joint programmes can be implemented at any higher education level, i.e. bachelor, master or doctorate. Joint programmes can be national (i.e. when all

universities involved are from the same country) or transnational/international (i.e. when at least two different countries are represented among the higher education institutions involved).

ICT Infrastructure (EMPOWER)

In universities this means mostly the hardware of the network, wireless network, the microcomputer labs etc. It is also the national and international network and related services that the university uses to allow Internet traffic to flow into and out of the university.

Immersive environments (EMPOWER)

A virtual, interactive world which users can immerse themselves within, such as a computer game or a simulator.

Independent learning material (EMPOWER)

Material designed for learners to study with minimal or no support from a teacher. Also known as self-study materials.

Individual learning (EMPOWER)

Defined as increasing one's capacity to take effective action to learn (and organisational learning is as such defined as increasing an organisation's capacity to take effective action).

Informal learning (EC)

Learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner's perspective. Informal learning outcomes may be validated and certified by the recognition of prior experience by a higher education institution.

Informal learning (ECTS)

Learning resulting from daily activities related to work, family or leisure which is not organised or structured in terms of objectives, time or learning support; it may be unintentional from the learner's perspective; examples of learning outcomes acquired through informal learning are: skills acquired through life and work experiences, project management skills, ICT skills acquired at work, languages learned, intercultural skills acquired during a stay in another country, ICT skills acquired outside

work, skills acquired through volunteering, cultural activities, sports, youth work and through activities at home e.g. taking care of a child (Council Recommendation 2012/C 398/01).

Innovation (EMPOWER)

A new idea, product, or method or a change that creates a new dimension of performance. innovation is often also viewed as the application of better solutions that meet new requirements, unarticulated needs, or existing market needs.

Inquiry-based learning (EMPOWER)

Involving the learner in formulating an open-ended question, which they must then develop and address through investigation.

Interaction

The nature of interaction in various forms of learning environments has been defined in a variety of ways, based upon the participants' level of involvement in a specific learning opportunity and the objects of interaction such as other participants or content materials. The nature of interaction is also dependent upon the contexts in which interaction occurs, in a face-to-face situation or at a distance. Van Laer and Elen (2016b) describe interaction as the involvement of learners with elements in the learning environment. Five major interaction related questions are taken into account (Woo & Reeves, 2007);

- 1. *Learner-content interaction*. Is learner-content interaction facilitated (Hiemstra, 1993)? The first type of interaction is interaction between the learner and the content or subject of study. They are often one-way communications with a subject expert, intended to help learners in their study of the subject.
- 2. *Learner-instructor interaction*. Is learner-instructor interaction facilitated (Moore, 1989)? The second type of interaction is learners-instructor interaction, between the learner and and the expert who prepared the subject material, or some other expert acting as an instructor.
- 3. *Learner-learner interaction*. Is learner-learner interaction facilitated (Moore, 1989)? The third form of interaction is the inter-learner interaction, between one learner and other learners, alone or in group settings, with or without the real-time presence of an instructor.
- 4. *Learner-interface interaction*. Is learner-interface interaction facilitated (Hillman, Willis, & Gunawardena, 1994)? The fourth type of interaction is learner-interface interaction, which describes the interaction between the learner and the tools needed to perform the required task.
- 5. *Vicarious interaction*. Is vicarious interaction facilitated (Sutton, 2001)? This final type of interaction takes place when a student actively observes and processes both sides of a direct interaction between two other students or between another student and the instructor.

Interactivity (EMPOWER)

Methods of teaching and learning that include techniques in which learners communicate with each other and with the tutor. Interaction may be synchronous (e.g. telephone) or asynchronous (e.g. e mail). It is also used to refer to the way in which learning materials themselves are designed to require the active participation of learners.

Intercultural (EMPOWER)

Relating to or involving more than one culture.

Interculturalisation (EMPOWER)

A basic concept of today's society and a process through which an organisation changes its behaviour to become culturally neutral.

Interoperability (EMPOWER)

The degree to which products, programs, etc. can be used together, or the quality of being able to be used together.

Intrapreneurship (EMPOWER)

The act of behaving like an entrepreneur while working within a large organisation.

Investigation (learning through)

Learning through investigation requires the learner to explore, compare and critique materials related to the concepts and ideas being taught. This type of learning Is frequently based on the investigation of questions, scenarios or problems.

Job shadowing (EC)

A short stay at a partner organisation in another country with the aim of receiving training by following practitioners in their daily work in the receiving organisation, exchanging good practices, acquiring skills and knowledge and/or building long- term partnerships through participative observation.

Joint degree (EC)

Single degree certificate awarded to a student upon completion of a joint programme. The joint degree must be signed by the competent authorities of two or more of the participating institutions jointly and recognised officially in the countries where those participating institutions are located.

Key competences

The basic set of knowledge, skills and attitudes which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment, as described in Recommendation 2006/962/EC of the European Parliament and of the Council.

Key skills (EMPOWER)

The essential skills which people need in order to be effective members of a modern society and a flexible, adaptable and competitive workforce. Examples of key skills are communication, collaboration and group working, literacy, numeracy, use of information technology and knowing how to learn.

Learner (ECTS)

An individual engaged in a learning process (formal, non-formal or informal learning). Students are learners involved in a formal learning process.

Learner centered (EMPOWER)

A method of teaching that shifts the focus of instruction from the teacher to the student.

Learner control

Van Laer and Elen (2016b), based on their literature review, defined learner-control as an inclusive approach based on the earlier mentioned different kinds of learner-control. Therefore learner control is a concept where learners have or have not control over the pacing, content, learning activities and content sequence. Four major questions (Williams, 1993) occur when describing learner-control in learning environments:

- 1. *Control over pacing*. Is control of pacing allowed (Sims & Hedberg, 1995)? These traces suggest that the learners have control over the speed of presentation of instructional materials. Another element considered is the ability to control pacing, is the speed and time at which content is presented.
- 2. *Control over content*. Is control of content allowed (Milheim & Martin, 1991)? These traces suggest that the learner is permitted to skip over certain instructional units. This option generally refers to the selection of topics or objectives associated with a specific lesson, although it does not extend to a choice of which content items are displayed. This component of learner control does not focus on the micro level of interaction, in which the learner must make certain choices in response to questions or problems. Therefore, while the learner has control over the content selected for study, the actual presentation of what content has generally remained instructor driven. Thus, there would appear to be two levels of content-control-that where the learner chooses a module of study, and that where the presentation and associated display elements are also under learner control.

- 3. *Control over learning activities*. Is control of learning activities allowed (Laurillard, 1987)? This includes options for the student to see examples, do exercises, receive information, consult a glossary, ask for more explanation, and take a quiz.
- 4. *Control over content sequence*. Is of control of content sequence allowed? This includes provisions for the student to skip forward or backward a chosen amount or to retrace a route through the material, and options to control when to view such features as content indexes or content maps. Sequence control refers to the order in which the content is viewed, and often is defined in terms of being able to more to and from among content items, such as those described by Gray (1988).

Learning (EMPOWER)

The acquisition of knowledge or skills through study, experience or being taught.

Learning activities

Learning activities, are activities designed or deployed by the teacher to bring about or create the conditions for learning17.

Learning Agreement (ECTS)

A formalised agreement of the three parties involved in mobility – the student, the sending institution and the receiving institution or organisation/enterprise – to facilitate the organisation of credit mobility and its recognition. The agreement is to be signed by the three parties before the start of the mobility period and it is intended to give the student the confirmation that the credits he/she successfully achieves during the mobility period will be recognised.

Learning analytics (EMPOWER)

The measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimising learning and the environments in which it occurs.

Learning Building Block

A separate and coherent self-content block of learning, organised around consistent learning outcomes (course, seminar, visit to a workplace, etc.). Part of a modular programme of studies where the programme is divided into a range of segments.

Learning design (EMPOWER)

The process of planning, structuring and sequencing learning activities.

Learning management system (EMPOWER)

A software application used to plan, implement and access learning content. A LMS can register users, track courses in a catalogue, record data from learners, and provide reports to management.

Learning mobility (EC)

Moving physically to a country other than the country of residence, in order to undertake study, training or non-formal or informal learning; it may take the form of traineeships, apprenticeships, youth exchanges, teaching or participation in a professional development activity, and may include preparatory activities, such as training in the host language, as well as sending, receiving and followup activities.

Learning mobility (ECTS)

Learning mobility is normally understood to involve physical mobility in which the learner/student moves to an institution in another country for part or all of a programme of study. The majority of such mobility takes place in the context of planned and organised programmes. The credits from such mobility are formally recognised by the sending institution. There is also a considerable amount of 'free mover' mobility which depends on individual initiative. As well as physical mobility it is increasingly possible for learners to participate in virtual mobility. This too may be through organised joint or shared curriculum, or through open universities, open education resources, MOOCs, or other on-line material.

Learning outcomes (EC)

Statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence.

Learning outcome (ECTS)

Statements of what a learner knows, understands and is able to do on completion of a learning process. The achievement of learning outcomes has to be assessed through procedures based on clear and transparent criteria. Learning outcomes are attributed to individual educational components and to programmes at a whole. They are also used in European and national qualifications frameworks to describe the level of the individual qualification.

Learning pathway (ECTS)

Learning pathway is a route taken by a learner allowing him/her to build knowledge progressively and acquire the desired set of competences. The learning pathway may be 'signposted' through institution guidance and regulations (including the recognition of prior learning and experience) and different learning pathways may lead to the award of the same qualification. In essence the concept of a 'learning pathway' emphasises the choice of the student in reaching the desired educational goals.

Learning platform (EMPOWER)

An integrated set of online services that provides teachers and learners with the information, tools and resources to support learning.

Level descriptors (ECTS)

See under 'Cycle (Level) Descriptors' and 'Dublin Descriptors'.

Licensing (EMPOWER)

The process of giving or getting permission to have, produce, or use something that another person or company has created or owns.

Lifelong learners

Learners that deliberately and voluntarily undertake learning activities throughout life.

Lifelong learning

All learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective (Communication (2001) 678).

Programmes and services contributing to lifelong learning within the higher education sector may include mainstream programmes, continuing education, evening classes, specific programmes for part-time learners, access to libraries/higher education institution resources, distance learning, training courses, targeted guidance and counselling services among other actions and initiatives18.

EC: all general education, vocational education and training, non-formal learning and informal learning undertaken throughout life, resulting in an improvement in knowledge, skills and competences or participation in society within a personal, civic, cultural, social and/or employmentrelated perspective, including the provision of counselling and guidance services.

Lifelong learning (ECTS)

All learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective (Communication (2001) 678). Programmes and services contributing to lifelong learning within the higher education sector may include mainstream programmes, continuing education, evening classes, specific programmes for part-time learners, access to libraries/higher education institution resources, distance learning, training courses, targeted guidance and counselling services among other actions and initiatives.

Lifelong learning (EMPOWER)

All learning activity undertaken throughout a person's lifetime, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment related perspective.

Lifelong open flexible learning (EMPOWER)

All learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment related perspective that embraces the characteristics of open learning, distance learning, e-learning, online learning, open accessibility, multimedia support, virtual mobility, learning communities, dual mode (earn &learn) approaches, and the like.

Localisation

The aim of localisation is to allow students from different locations to participate on equal terms in the same course. The challenge is to create a learning environment which allows for differences and

at the same time makes a coherent learning experience possible. Adapting course content to local situations.

Market-based

The designing and offering of course or programmes, in response to the chain of supply and demand with a main focus on quantitative shortages.

Market-driven

The designing and offering of course or programmes, in close collaboration with individual companies mainly focusing on qualitative shortages such as skills or competences.

Massive Open Online Course (MOOC) (EMPOWER)

An online course designed for large numbers of participants that can be accessed by anyone anywhere as long as they have an Internet connection, are open to everyone without entry qualifications and offer a full/complete course experience online, for free.

Master degree (EMPOWER)

Second of the three cycles of the Framework for Qualifications of the European Higher Education Area.

Mentor (EMPOWER)

A person who acts as an adviser to a learner. The term is especially used in work-place learning environments to cover professional advice. The activity is called mentoring.

Micro-credentials

Badges and other forms of micro-credentials provide a way to recognize the acquisition of specific skills, as opposed to traditional degrees and other certifications, which cover full programs of academic study. These alternative kinds of credentials typically point to documentation of the specific skills learned. Micro-credentials are like mini-degrees in which you would complete an activity such as taking an online test, creating a presentation, or writing a report.

Micro-Qualification

A sub-unit of a qualification. While generally micro-qualification are not mapped to EQF, some countries allow for this possibility (e.g. Malta) and non-EU countires copy the practice too (e.g. Singapore).

Mobile learning (EMPOWER)

E-learning through mobile devices such as smartphones or tablets. More specifically, mobile learning activities can be designed to make use of a student's immediate context and surroundings, for example offering information about an artist while visiting an art gallery.

Mobility/Learning agreement

An agreement between the sending and receiving organisation, as well as the participating individuals, defining the aims and the content of the mobility period in order to ensure its relevance and quality. It can also be used as a basis for the recognition of the period abroad by the receiving organisation.

Moderating (EMPOWER)

Facilitating discussions in forums and other online systems, including ensuring acceptable behaviour. Moderators have privileges that allow them to edit or delete messages that contravene a code of conduct. They may also have a role in guiding and shaping discussion, helping students to engage in useful and appropriate interactions.

Module (EMPOWER)

A separate and coherent block of learning, usually over a term or semester. Part of a modular programme of studies where the programme is divided into a range of similar sized segments.

Modules

A separate and coherent block of learning, usually over a term or semester. Part of a modular programme of studies where the programme is divided into a range of similar sized segments20.

MOOC

An abbreviation for "Massive Open Online Course," a type of course that is completely delivered online, is open to be accessed by anyone without cost, entry qualifications or other restrictions and often have large participant numbers. They can have in-person components, e.g. encouraging local participant meetings, and formal assessment, but tend to use peer review, self-assessment and automated grading. There are many variations of MOOCs, e.g. focused on specific sectors, target groups (e.g. vocational focus, teachers, etc.) or teaching methods. MOOCs funded under Erasmus + have to be open for all and both the participation and a certificate or badge of completion are free of charge for participants. Please note that the open access requirement for educational resources applies also to MOOCs and other complete courses.

MOOC platform (EMPOWER)

An online system that focuses on the delivery of the content and tools needed for learning and participating in a MOOC. A MOOC platform can be run by the institution itself or outsourced to MOOC platforms such as edX, Coursera, Udacity, FutureLearn, etc.

MOOC provider (EMPOWER)

An institution or organisation that creates and publishes a MOOC. In many cases these are HEIs, but MOOCs are also offered by various agencies, social enterprises and organisations.

National Qualification Framework (EMPOWER)

A single description, at national level or level of an educational system, which is internationally understood. The framework describes all qualifications awarded in the system considered and relates them to each other in a coherent way. One example is that of the Republic of Ireland.

National Qualifications Framework (NQF) (ECTS)

An instrument for the classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims to integrate and coordinate national qualifications subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society (Council Recommendation 2012/C 398/01). National qualifications frameworks encompass all education qualifications – or all higher education qualifications, depending on the policy of the country concerned – in an education system. They show what learners may be expected to know, understand and be able to do on the basis of a given qualification (learning outcomes) as well as how qualifications within a system articulate, that is how learners may move between qualifications in an education system. National qualifications frameworks are developed by the competent public authorities in the country concerned, in cooperation with a broad range of stakeholders – including higher education institutions, students, staff and employers.
Netiquette (EMPOWER)

The informal rules of good behaviour online that would not be covered by a formal code of conduct. Text-only media lack clues such as expression or tone of voice used in face-to-face conversation, so greater effort should be made to keep online conversations positive and constructive.

Non-formal education

Education that is institutionalized, intentional and planned by an education provider. The defining characteristic of non-formal education is that it is an addition, alternative and/or a complement to formal education within the process of the lifelong learning of individuals. It is often provided to guarantee the right of access to education for all. It caters for people of all ages, but does not necessarily apply a continuous pathway-structure; it may be short in duration and/or low intensity, and it is typically provided in the form of short courses, workshops or seminars. Non-formal education is often not credit bearng but mostly leads to qualifications that are not recognized as formal qualifications by the relevant national educational authorities or to no qualifications at all. Non-formal education can cover programmes contributing to adult and youth literacy and education for out-of-school children, as well as programmes on life skills, work skills, and social or cultural development.

Non-formal learning (ECTS)

Learning which takes place through planned activities (in terms of learning objectives, learning time) where some form of learning support is present (e.g. learner-teacher relationships); it may cover programmes to impart work skills, adult literacy and basic education for early school leavers; very common cases of non-formal learning include in-company training, through which companies update and improve the skills of their workers such as ICT skills, structured on-line learning (e.g. by making use of open educational resources), and courses organised by civil society organisations for their members, their target group or the general public (Ibid.).

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Occupational profile (EC)

The set of skills, competences, knowledge and qualifications that is usually relevant for a specific occupation.

Off campus (EMPOWER)

To be away from a university or college campus.

On campus (EMPOWER)

To attend lectures, tutorials and participate in other activities located on a university or college campus.

One-cycle study programmes

Integrated/long programmes leading either to a first or a second-cycle degree and which, in some countries, can still be better characterised by duration in years rather than credits. In most of these countries, the programmes outside the Bologna first-cycle model are in the fields of medicine, dentistry, veterinary medicine, nursing and midwifery and in most cases involve 1-8% of the student

population. The typical length of integrated programmes leading to regulated professions is in general 300-360 ECTS/five-six years depending on the regulated profession in question. **Online (EMPOWER)**

A term describing activity that requires a connection to the Internet.

Online course (EMPOWER)

A course that is available to learners online. For example, a course where most or all of the content is delivered online (>80% of content is delivered online); or all course activity is done online - there are no required face-to-face sessions within the course and no requirements for on-campus activity.

Online education learning (EMPOWER)

An umbrella term used to describe any education or training that occurs via the internet. In online education, learning is a result of online-facilitated experiences that are not constrained by time and/or distance. The label "online" applies to both the delivery of course material and the teacherlearner and learner-learner interactions.

Open access

A general concept of publishing materials of a specific kind openly, i.e. to be accessible and usable by the largest possible user group and for the largest number of use cases. Erasmus+ has an Open Access Requirement for educational resources and encourages Open Access of research results and data.

Open access (EMPOWER)

To be available to all. In the context of education it refers to broadening access of education (see accessibility and open education).

Open content (EMPOWER)

Creative work that can be copied, modified and shared under an open licence.

Open courseware (EMPOWER)

Course materials created by an educational institution and published online for free, and under an open licence.

Open education

A collective term for the institutional practices and initiatives that broaden access to learning and training outside of traditional education systems, which gives the learner a degree of flexibility in choice of topics, place, pace and/or method.

Open education (EMPOWER)

A collective term for the institutional practices and initiatives that broaden access to learning and training outside of traditional education systems.

Open education practices (EMPOWER)

The (re) use and production of OER in the framework of educational policies that promote innovative pedagogical models, and respect, empower and emancipate learners as co-producers on their lifelong learning process. (Texeira, 2012).

Open educational resources (EC)

Educational materials of any kind (e.g. textbooks, worksheets, lesson plans, instructional videos, entire online courses, educational games) which can be freely used, adapted and shared. OER have either been released under an open license or are in the public domain (i.e. copyright protection has expired). Cost-free materials that cannot be adapted and shared by the public are not OER.

Open Educational Resources (OER) (ECTS)

Digitised materials offered freely and openly for educators, students and self-learners to use and reuse for teaching, learning and research; it includes learning content, software tools to develop, use and distribute content, and implementation resources such as open licenses; OER also refers to accumulated digital assets that can be adjusted and which provide benefits without restricting the possibilities for others to enjoy them (Ibid.).

Open educational resources (OERs) (EMPOWER)

Teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property licence that permits their free use and repurposing by others.

Open license (EC)

A way for copyright holders (creators or other rightholders) to grant the general public the legal permission to freely use their work; in the context of the Erasmus+ Open Access Requirement, the applied open license must permit at least use, adaptation and distribution. The open license should be indicated on the work itself or wherever the work is distributed. Educational materials with an open license are called Open Educational Resources (OER).

Open licensing (EMPOWER)

A type of licence that grants permissions beyond those offered by standard copyright law.

Open method of coordination (EC)

An intergovernmental method providing a framework for cooperation between the EU Member States, whose national policies can thus be directed towards certain common objectives. Within the scope of the Programme, the OMC applies to education, training and youth.

Open University (EMPOWER)

A university that is open to people without formal academic qualifications and where teaching is at a distance using specific didactics and media. The term open university usually refers to an university with an open-door academic policy, i.e. no entry requirements and they are "open" to all students.

Part-time students

Part-time student status is based on taking fewer course credits in a semester than full-time students.

Pedagogy (EMPOWER)

The method and practice and teaching.

Peer (EMPOWER)

A person who is the same age or has the same social position or the same abilities as other people in a group.

Peer assessment/review (EMPOWER)

Assessment or review of students' work carried out by other students.

People with fewer opportunities

Persons facing some obstacles that prevent them from having effective access to education, training and youth work opportunities. A more detailed definition of people with fewer opportunities can be found in Part A of this Guide - section "Equity and inclusion".

People with special needs

A person with special needs is a potential participant whose individual physical, mental or health related situation is such that his/her participation in the project or mobility activity would not be possible without extra financial support.

Personalised learning (EMPOWER)

A student experience in which the pace of learning and the instructional approach are optimized for the needs of each learner. Standards aligned learning objectives, instructional approaches and instructional content (and its sequencing) may all vary based on learner needs. In addition, learning activities are meaningful and relevant to learners, driven by their interests and often self-initiated.

Personalization

Van Laer and Elen (2016b) defined personalization as the modification of the learning environment to the inherent needs of each individual learner. Five major questions were raised by the current literature on the use of personalized learning environments (Devedzic, 2006; Martinez, 2002). These questions are:

- 1. *Name recognition*. Is the personalization name-recognized? This type of personalization aims at the acknowledgement of the learner as an individual. For example, the learner's name can appear in the instruction or previous activities or accomplishments that have been collected and stored can later be presented when appropriate.
- 2 *Self-described*. Is the personalization self-described? Self-described personalization enables learners, (using questionnaires, surveys, registration forms, and comments) to describe preferences and common attributes. For example, learners may take a pre-course quiz to

  identify existing skills, preferences, or past experiences. Afterwards, options and instructional experiences appear based on the learner-provided answers.
- 4 *Cognition-based*. Is the personalization cognitive-based? Cognitive-based personalization uses information about cognitive processes, strategies, and ability to deliver content specifically targeted to specific types (defined cognitively) of learners. For example, learners may choose to use an audio option because they prefer hearing text rather than reading it. Or, a learner may prefer the presentation of content in a linear fashion, rather than an unsequenced presentation with hyperlinks.

PHD (EMPOWER)

Third of the three cycles of the Framework for Qualifications of the European Higher Education Area.

Plagiarism (EMPOWER)

Using the ideas or writings of another as if they were one's own, (i.e. without acknowledging the original author).

Practice & Feedback (learning through)

Learning through practice enables the learner to adapt their actions to the task goal and use feedback to improve their next action. Feedback may come from self-reflection, from peers, from the teacher or from the activity itself.

Problem Based Learning (PBL) (EMPOWER)

Focussing learning around an 'ill-structured' problem, i.e. one for which there is no simple solution, and encouraging students to learn through engagement with this.

Production (learning through)

Learning through production is the way the teacher motivates the learner to consolidate what they have learned by articulating their current conceptual understanding and how they have used it in practice.

Programme (educational)

A sequenced set of courses or modules or building blocks representing a student's total study requirement and usually leading to an award on successful completion

Programme (educational) (ECTS)

A set of educational components – based on learning outcomes – that are recognised for the award of a qualification.

Programme (EMPOWER)

A sequenced set of courses or modules representing a student's total study requirement and usually leading to an award on successful completion.

Programme design (SLP Design)

Means developing an overarching view, setting learning objectives, choosing media applications, planning evaluation and preparing instructional strategies in advance of students recruitment and development of course materials. Creating an overall structure for an entire programme of study.

Progression (ECTS)

The process which enables learners to pass from one stage of a qualification to the next and to access educational programmes that prepare for qualifications at a higher level than those he/she already possesses.

Progression rules (ECTS)

Set of rules that define conditions for learners' progression within qualifications and towards other qualifications.

Public domain (EMPOWER)

The state of belonging or being available to the public as a whole and not subject to copyright or legal restrictions.

Qualification

'Qualification' means a formal outcome of an assessment and validation process which is obtained when a competent authority or body determines that an individual has achieved learning outcomes to given standards. Qualifications from part of the European Qualification Framework.

EC: a formal outcomes of an assessment and validation process which is obtained when a competent body determines that an individual achieved learning outcomes to given standards.

Qualification (ECTS)

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

Qualification (EMPOWER)

An official completion of a course or programme of courses; any degree, diploma or other certificate issued by a competent authority attesting the successful completion of a higher education programme.

Quality assurance

Quality Assurance is a condition that leads to the achievement of transparency. It will ensure the quality of the academic (teaching, curriculum etc) and structural (buildings, computers, etc) provision of courses and it will allow an objective review of their quality27.

Quality assurance on a course level includes assessment methods used and academic decisions made in relation to the student's achievement of the learning outcomes.

Quality assurance (ECTS)

The process or set of processes adopted nationally and institutionally to ensure the quality of educational programmes and qualifications awarded. Quality assurance should ensure a learning environment in which the content of programmes, learning opportunities and facilities are fit for purpose. Quality assurance is often referred to in the context of a continuous improvement cycle (i.e. assurance and enhancement activities).

Quality assurance (EMPOWER)

The maintenance of a desired level of quality in a service or product. In education this implies the inclusion of the quality of teaching, resources, assessments, etc., as well as the quality of the institution.

Quality management system (EMPOWER)

A formalised system that documents processes, procedures, and responsibilities for achieving quality policies and objectives. A QMS helps coordinate and direct an organisation's activities to meet customer and regulatory requirements and improve its effectiveness and efficiency on a continuous basis.

Reciprocal teaching (MEPOWER)

An instructional activity in the form of a dialogue between teachers and students with the aim of collaborative construction of meaning.

Recognition

The process of acknowledging and accepting periods of study or qualifications issued by an educational institution with regard to a person wishing to continue or to begin studying or to use an academic title. Recognition can be a statement of any type of credential. In education, this could be an acknowledgement of an achievement, such as course completion, by a competent authority. Recognition involves two separate processes – firstly, credentialisation of a learner's learning outcomes or achievements, and secondly, acknowlegdement, sometimes by the same institution that awarded the credentials, but often by a different institution or an employer.

Recognition (academic recognition) (ECTS)

Approval of courses, qualifications, or diplomas from one (domestic or foreign) higher education institution by another for the purpose of admitting students to undertake further studies. Academic recognition can also be sought for an academic career at a second institution and in some cases for access to other employment activities on the labour market (academic recognition for professional purposes). As regards the European Higher Education Area, three main levels of recognition can be considered, as well as the instruments attached to them (as suggested by the Lisbon Convention and the Bologna Declaration): i. recognition of qualifications, including prior learning and professional experience, allowing entry or re-entry into higher education; ii. recognition of short study periods in relation to student mobility, having as the main instrument the ECTS (European Credit Transfer System); iii. recognition of full degrees, having as the main instrument the Diploma Supplement (Vlăsceanu et al., 2004).

Recognition (EMPOWER)

The act or process of recognising or being recognised. In education, this could be an acknowledgement of an achievement, such as course completion, by a competent authority.

Recognition networks (EMPOWER)

Network of national centres providing information, advice and assessment of foreign qualifications. Created to help improve the academic recognition of international awards and facilitating the integration of national education systems.

Recognition of credits (ECTS)

The process through which an institution certifies that learning outcomes achieved and assessed in another institution satisfy (some or all) requirements of a particular programme, its component or qualification.

Recognition of non-formal and informal learning (ECTS)

The process through which an institution certifies that the learning outcomes achieved and assessed in another context (non-formal or informal learning) satisfy (some or all) requirements of a particular programme, its component or qualification.

Recognition of prior learning and experience (ECTS)

The validation of learning outcomes, whether from formal education or non-formal or informal learning, acquired before requesting validation (Council Recommendation 2012/C 398/01).

Recognition of professional qualifications (ECTS)

Directive 2005/36/EC establishes rules for EU Member States on access to or pursuit of a regulated profession upon possession of specific professional qualifications. The Directive stipulates that the host Member State shall recognise professional qualifications obtained in another Member State – which allow the holder of the said qualifications to pursue the same profession there – for access to and pursuit of that profession. The recognition of professional qualifications by the host Member State allows beneficiaries to gain access in that Member State to the same profession as that for which they are qualified in the home Member State and to pursue it in the host Member State under the same conditions as its nationals (Directive 2005/36/EC).

Reliability (EMPOWER)

(of a computer system) The ability of a system to continue to perform correctly, both in routine and unusual circumstances. (of assessment) The consistency and repeatability of an assessment.

Repository (EMPOWER)

A digital library to store educational material (assessments, courses, learning objects, open educational resources). **Retention (EMPOWER)**

The condition of retaining (keeping) something.

Rubriks (EMPOWER)

A rubric is a) an evaluation tool or b) set of guidelines used to promote the consistent application of learning objectives or to measure their attainment against a consistent set of criteria.

Scalability

Scalability is the capability of a process or a programme to handle a growing amount of learners, or its potential to be enlarged to accommodate that growth

Seamless learning (EMPOWER)

Learning that occurs across different locations and times, using technology and in a range of social settings.

Self-paced (EMPOWER)

A form of instruction that proceeds based on the learner's response; for example, a self-paced course enables a learner to start and finish as quickly or as slowly as they like.

Self-study (EMPOWER)

A way of learning by studying something by oneself.

Semester (EMPOWER)

A block of teaching time of around 14 – 15 weeks.

Short Cycle programmes

Programmes at EQF level 5, or short-cycle programmes, are often designed to provide participants with professional knowledge, skills and competencies. Typically, they are practically based, occupationally-specific and prepare students to enter the labour market. However, these programmes may also provide a pathway to other tertiary education programmes. Academic tertiary education programmes below the level of a Bachelor's programme or equivalent are also classified as EQF level 5.

EC: In most countries it is within the first cycle in the Qualifications Framework for the European Higher Education Area (ISCED Level 5). They are typically represented by approximately 120 ECTS credits within national contexts, leading to a qualification that is recognised at a lower level than a degree at the end of the first cycle. Some programmes are longer than three years but typically will not give more than 180 ECTS credits. In the majority of countries students can use most of the credits earned in SCHE to progress to degree courses. The descriptors of the short cycle correspond to the learning outcomes of EQF level 5.

Short Degree:

An award, used to indicate a sequenced set of courses or modules representing a student's total study requirement and usually leading to an award on successful completion. A short degree has a limited study time horizon.

Short Learning Programme:

Independent learning units of variable sizes (between 5 and 30 ECTS) which are usually awarded with a certificate and can be recognised in larger degree programme structures.

Skills

Skills refer to the proficient manual, verbal or mental manipulation of data or things (e.g. complex problem solving; social skills)

SME's

Enterprises (see definition above) which employ fewer than 250 persons and which have an annual turnover not exceeding 50 million EUR, and/or an annual balance sheet total not exceeding 43 million EUR.

Social enterprise (EC)

An undertaking, regardless of its legal form, which is not listed on a regulated market within the meaning of point (14) of Article 4(1) of Directive 2004/39/EC, and which: 1) in accordance with its articles of association, statutes or any other statutory document establishing the business, has as its primary objective the achievement of measurable, positive social impacts rather than generating profit for its owners, members and stakeholders, where the undertaking: a) provides innovative services or goods which generate a social return and/or b) employs an innovative method of production of goods or services and that method of production embodies its social objective; 2) reinvests its profits first and foremost to achieve its primary objective and has in place predefined procedures and rules for any circumstances in which profits are distributed to shareholders and owners, in order to ensure that any distribution of profits does not undermine the primary objective; 3) is managed in an entrepreneurial, accountable and transparent way, in particular by involving workers, customers and/or stakeholders affected by its business activities.

Social inclusion (EMPOWER)

The process of improving the terms for individuals and groups to take part in society. Social inclusion aims to empower poor and marginalized people to take advantage of burgeoning global opportunities. It ensures that people have a voice in decisions which affect their lives and that they enjoy equal access to markets, services and political, social and physical spaces.

Social mobility (EMPOWER)

Movement of individuals, families, households, over time from one class to another. Social mobility can be up or down and can occur between generations (intergenerational) or within a generation (intragenerational). **Staff (EC)**

persons who, on either a professional or a voluntary basis, are involved in education, training or youth non-formal learning, and may include professors, teachers, trainers, school leaders, youth workers and non-educational staff.

Stakeholder (EMPOWER)

A broad term to include students, teachers, educational managers, social partners, etcetera, any of whom will have a legitimate interest in aspects of the learning provision.

Student as co-creator (EMPOWER)

Incorporating activities that encourage students to create and/or share artefacts that are relevant to others.

Student (ECTS)

A learner enrolled on a formal educational programme at a higher education institution. Please note: The question of whether to refer to 'students' or 'learners' in this Guide was discussed in depth in the working group and with stakeholders. Due to the general shift towards more flexible learning provision it was agreed that the term 'learner' is preferable in most contexts. However, it was recognised that since most higher education systems are still organised around provision of formal programmes to a clearly defined student body, the term 'student' would be used to encompass all learners in higher education institutions (whether full-time or part-time, engaged in distance, oncampus or work-based learning, pursuing a qualification or following stand-alone educational units or courses).

Student centred (EMPOWER)

A teaching approach that places the student at the centre. In learner-centred courses students construct their own learning from a rich environment, and share and communicate it with others; they should not simply focus on the transmission of content knowledge to the student.

Student-Centred Learning (ECTS)

A learning approach characterised by innovative methods of teaching which aim to promote learning in communication with teachers and students and which takes students seriously as active participants in their own learning, fostering transferable skills such as problem-solving, critical and reflective thinking (ESU, 2010).

Study center (EMPOWER)

Local facilities away from the main campus of an institution providing some facilities for study, such as meeting rooms for tutorials, collections of reference material, and computer access to the internet.

Study guide (EMPOWER)

Framework to support a course.

Summative assessment (EMPOWER)

Assessment (often taking place at the end of a course or programme) leading to the attribution of a grade or a mark to the student. The results of summative assessment determine whether a student progresses to the next stage of the programme or, on completion, gains an award.

Synchronous (EMPOWER)

Existing or occurring at the same time.

Tertiary education (EMPOWER)

Tertiary education, also known as postsecondary education, refers to any type of education pursued beyond the high school level. This includes diplomas, undergraduate and graduate certificates, and associate's, bachelor's, master's and doctoral degrees.

Remark: the UK uses further education and US uses continuing education for vocational education and training beyond secondary education.

The third cycle (EC)

The third cycle level in the Qualifications Framework for the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process. The descriptor of the third cycle of the QF EHEA corresponds to the learning outcomes for EQF level 8.

Traineeship (EC)

Spending a period of time in an enterprise or organisation in another country, with a view to acquire specific competences that are required by the labour market, carry out work experience and improve the understanding of the economic and social culture of that country.

Transcript of Records (ECTS)

An up-to-date record of the students' progress in their studies: the educational components they have taken, the number of ECTS credits they have achieved, and the grades they have been awarded. It is a vital document for recording progress and for recognising learning achievements, including for student mobility. Most institutions produce the Transcript of Records from their institutional databases.

Transfer (of credits) (ECTS)

The process of having credits awarded in one context (programme, institution) recognised in another formal context for the purpose of obtaining a qualification. Credits awarded to students in one programme may be transferred from an institution to be accumulated in another programme, offered by the same or another institution. Credit transfer is the key to successful study mobility. Institutions, faculties, departments may make agreements which guarantee automatic recognition and transfer of credits. **Transnational (EC)** relates, unless otherwise indicated, to any action involving at least two Programme Countries.

Transversal (soft; life) skills (EC)

Include the ability to think critically, be curious and creative, to take initiative, to solve problems and work collaboratively, to be able to communicate efficiently in a multicultural and interdisciplinary environment, to be able to adapt to context, to cope with stress and uncertainty; these skills are part of the key competences.

Transferable skills (EMPOWER)

Skills such as communication, problem-solving and teamwork that can be applied in different academic and work contexts.

Tutor (EMPOWER)

A teacher who provides instruction, academic advice or counsel to one or more students.

Ubiqitous learning (EMPOWER)

Is equivalent to some form of simple mobile learning, e.g. that learning environments can be accessed in various contexts and situations.

Unbundling (EMPOWER)

A process of breaking up education provision into smaller parts, which can then be offered at a different scale and cost.

Union transparency and recognition tools (EC)

Instruments that help stakeholders to understand, appreciate and, as appropriate, recognise learning outcomes and qualifications throughout the Union. Validation of non-formal and informal learning

A process of confirmation by an authorised body that an individual has acquired learning outcomes measured against a relevant standard and consists of the follow-ing four distinct phases:
1.Identification through dialogue of particular experiences of an individual;

2.Documentation to make visible the individual's experiences;

3.A formal assessment of these experiences; and
4.Certification of the results of the assessment which may lead to a partial or full qualification **Unit**

A self-content block of learning, smallest part of a programme.

Validation (ECTS)

A process of confirmation by an authorised body that an individual has acquired learning outcomes measured against a relevant standard and consists of the following four distinct phases:

1. Identification through dialogue of particular experiences of an individual;
2. Documentation to make visible the individual's experiences;
3. Formal Assessment of these experiences; and
4. Certification of the results of the assessment which may lead to a partial or full qualification (Council Recommendation 2012/C 398/01).

Virtual mobility (EC)

A set of activities supported by information and communication technologies, including e-learning, that realise or facilitate international, collaborative experiences in a context of teaching, training or learning.

Virtual mobility (ECTS)

Cross-border e-learning (i.e. when a student follows distance learning courses offered by a higher education institution abroad). Virtual mobility can be useful in promoting and complementing physical mobility. Virtual mobility can play an important role in the internationalisation strategy of an institution (Mapping University Mobility Project, 2015).

Virtual laboratory (EMPOWER)

An interactive environment for creating and conducting simulated experiments.

Virtual learning environment (EMPOWER)

A system for delivering learning materials to learners via the web. The main components of a VLE system include curriculum mapping (breaking curriculum into sections that can be assigned and assessed), student tracking, online support for both teachers and students, electronic communication (e-mail, threaded discussions, chat), and links to external curriculum resources.

Virtual Mobility (EMPOWER)

The use of information and communications technology as an alternative to physical mobility to allow students to study programmes from other institutions as part of an award of their home institution. The pass of the ECTS assumes the recognition of it from home university.

Vocational courses (EMPOWER)

Courses of study related to professional practice and labour market needs.

Vocational education and training (VET) (EC)

Education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market. For the purpose of Erasmus+ projects focusing on initial or continuing vocational education and training are eligible under VET actions.

Web lectures (EMPOWER)

In education, web lectures are used to capture lectures and presentations and make them available to students. Students then can view the entire lecture or parts of it again. For students with a disability, chronic illness, or of whom the course language is not in their mother tongue, these recordings can be a great solution. Web lectures can also be used to better utilize the (limited) contact time with students (flipping the classroom).

Widening participation (EMPOWER)

Widening participation in higher education is a major component of Europe's education policy: not only to increase the numbers of young people entering higher education, but also the proportion from under-represented groups (those from lower income families, people with disabilities and some ethnic minorities).

Work-based learning (ECTS)

Learning delivered by a university, college or other training provider in the workplace, normally under the supervision of a person from the same company as well as a professional teacher from outside the company (Scottish Funding Council, 2015).

Workload (ECTS)

An estimation of the time learners typically need to complete all learning activities such as lectures, seminars, projects, practical work, work placements, individual study required to achieve the defined learning outcomes in formal learning environments. The correspondence of the fulltime workload of an academic year to 60 credits is often formalised by national legal provisions. In most cases, student workload ranges from 1,500 to 1,800 hours for an academic year, which means that one credit corresponds to 25 to 30 hours of work. It should be recognised that this represents the normal workload and that for individual learners the actual time to achieve the learning outcomes will vary.

Workload (EMPOWER)

The amount of work to be completed by someone. In education this can be the number of hours learning activities will take to complete.

Work placement (ECTS)

A planned period of experience outside the institution (for example, in a workplace) to help students to develop particular skills, knowledge or understanding as part of their programme.

Work Placement Certificate (ECTS)

A document is issued by the receiving organisation/enterprise upon the trainee's completion of the work placement, and it can be complemented by other documents, such as letters of recommendation. It aims to provide transparency and bring out the value of the experience of the student's work placement.

Workplace learning (EC)

Study type which involves the acquisition of knowledge, skills and competences through carrying out – and reflecting on – tasks in a vocational context, either at the workplace (such as alternance training) or in a vocational education and training institution.

XMOOC (EMPOWER)

A MOOC which follows a more traditional course structure. An xMOOC focuses on the transmission of knowledge didactically; i.e., it is fairly close to the classic pedagogical model used in lecture theatres. The designer of the MOOC predefines the learning objectives and how knowledge acquisition will occur.