DoQuP Glossary of Terms

Final

June 2014

DoQuP Glossary of terms adopts the glossary of terms of the Tuning Project[1], integrated with some terms not provided for by Tuning.
In some cases the definitions of the terms included in the Tuning glossary have been adjusted in order to better specify their meaning in the context of the DoQuP project.
The definitions adopted for the added terms correspond to the meanings commonly shared in the context of the European Higher Education Area.

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

Accreditation
In higher education for 'accreditation' it is intended the procedure according to which a recognised body attests formally the fulfilment of pre-definite standards or quantitative and/or qualitative requirements.

Assessment, Internal Assessment and Self-Assessment, External Assessment *(of a study programme)*
In the world of quality for 'assessment' it is intended the systematic, comprehensive and periodic analysis of the activities of an organisation, developed assessing the current characteristics of the organisation with respect to the ideal ones described in a reference model. In this way it is possible to identify the strength and weakness points of the organisation, necessary precondition for the adoption of appropriate and effective actions of development and improvement by the management. Main aim of assessment process is the improvement of the quality of a specific product, process or service.
Quality assessment of a study programme comprises all those activities which aim at assessing its fitness of purpose and for purpose. The assessment process requires the preventive definition of the assessment criteria, which constitute the main reference for the identification of the strength and weakness points.
Assessment may be internal or external.
The 'internal assessment' is the assessment carried out by the same study programme. The 'self-assessment' is an internal assessment carried out by assessors who belong to the same study programme to be assessed.
The internal assessment of a study programme comprises the systematic collection of information and data on the programme objectives, educational process, resources, results and management system. Strengths and weaknesses can be identified through the analysis of the collected information and data and feedback from staff, students, graduates and employers. The internal assessment process comprises also the compilation of an internal assessment report, which lists the identified strength and weakness points.

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

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

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

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

Assessment Methods *(of the students' learning)*
The total range of methods used to evaluate the learner's achievement in a didactic unit. Typically, these methods include written, oral, laboratory, practical tests/examinations, projects, performances and portfolios. The evaluations may be used to enable the learners to evaluate their own progress and improve on previous performance (formative assessment) or by the institution to judge whether the learner has achieved the learning outcomes of the didactic unit (summative assessment).

Bachelor degree
Same meaning of 'First Cycle Degree'.

Bologna process
Launched in 1999 by the Ministers of Education and University leaders of the 29 countries signatories of the Bologna Declaration (a pledge to reform the structures of their higher education systems in a convergent way), the Bologna Process aimed to create a European Higher Education Area (EHEA) by 2010; it has further developed into a major reform encompassing 47 countries. Taking part in the Bologna Process is a voluntary decision made by each country and its higher education community to endorse the principles underlined in the European Higher Education Area.

The Bologna Process does not aim to harmonize national educational systems but rather to provide tools to connect them. The intention is to allow the diversity of national systems and universities to be maintained while the European Higher Education Area improves transparency between higher education systems, as well as implements tools to facilitate recognition of degrees and academic qualifications, mobility, and exchanges between institutions. The reforms are based on ten simple objectives which governments and institutions are currently implementing. Most importantly, all participating countries have agreed on a comparable three cycle degree system for undergraduates (first cycle-Bachelor degrees) and graduates (second cycle-Master and third cycle-PhD degrees).

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

Competences
Competences represent a dynamic combination of knowledge, understanding, skills and abilities[2].
Competences are developed and acquired by the students during the educational process. Some competences are subject-area related (specific to a field of study), others are generic (common to

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[2] This definition is in line with the international ISO 9000:2005 norm, which for 'competence' intends the proved capacity to apply knowledge and skills.

any study programme). It is normally the case that competence development proceeds in an integrated and cyclical manner throughout a study programme.

Course
Same meaning of 'Study Programme'.

Course Unit
Same meaning as 'Didactic Unit'.

Coursework (Course work)
Coursework refers to the required - normally assessed - learning activities within a didactic unit.

Credit
The 'currency' used to measure student workload in terms of the time required to achieve specified learning outcomes. It enables staff and students to assess the volume and level of learning, based on the achievement of learning outcomes and the associated workload measured in time.
Credit can be awarded to a learner in recognition of the verified achievement of designated outcomes at a specific level through work based learning or prior learning as well as through coursework. Credit cannot normally be lost once achieved, although in particular circumstances an institution can lay down that credits must have been awarded within a certain timeframe to be recognized as part of the study programme. This will be the case in subject areas where knowledge and skills are subject to rapid change, e.g. Informatics, Medicine, etc. See also 'Student Workload' and 'Learning Outcomes'.

Credit Accumulation
Credit accumulation is the process of collecting credits for learning within study programmes. In a credit accumulation system a specified number of credits must be obtained in order to complete successfully a study programme or part thereof, according to the requirements of the programme. Credits are awarded and accumulated only when the successful achievement of the required learning outcomes is confirmed by assessment. Learners can use the credit accumulation system to transfer or 'cash in' credits achieved from work-based learning/different study programmes within and between educational institutions. Credits are also transferable between study programmes in the same institution, between different institutions within the same country, or internationally (often with certain limits about the proportion of the total that can be transferred).
The process allows learners to study individual didactic units without immediately achieving an academic award, and also allows for the award of interim awards where students do not complete a full study programme leading to the award of a degree. In every case it is the institution that will award the degree that decides which credits earned elsewhere can be accepted as part of the work required for the degree.

Curriculum
An approved set of didactic units.[3]

Cycles
All European higher education qualifications are located within three cycles. One of the objectives indicated in the Bologna Declaration was the adoption of a system based on two main cycles,

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[3] In the DoQuP glossary 'curriculum' has the same meaning of 'syllabus'. Often with 'curriculum' it is intended a document which includes subjects, learning outcomes, number of credits and other information and its target groups are the teaching and administrative staff. On the contrary with 'syllabus' is intended a document for the students which includes only a part of the information contained in the curriculum.

undergraduate and graduate. Doctoral studies are now included in the Bologna structure and referred to as the third cycle.

Cycle Descriptors
Generic statements of the broad expected outcomes of each of the three cycles. A good example of general cycle (level) descriptors are the so-called Dublin Descriptors, which have been developed by a group of experts, the Joint Quality Initiative (JQI). These descriptors have served as one of foundations (along with ECTS) for the "Framework for Qualifications of the European Higher Education Area". See also 'Dublin Descriptors', 'European Qualifications Framework' and 'Level Descriptors'.

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

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

Degree Programme
Same meaning as 'Study Programme'.

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

Diploma Supplement
The Diploma Supplement is 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 recognised. For reasons of transparency and comparability it is important that this format, which has been drawn up by the European Commission, Council of Europe and UNESCO/CEPES, be followed exactly.

Dublin Descriptors
The Dublin Descriptors provide very general statements of typical expectations of achievements and abilities associated with awards that represent the end of a Bologna cycle. General level descriptors have been developed for the 'short cycle within the first cycle' and the first, second and third cycle. The descriptors consist of a set of criteria, phrased in terms of competence levels, which enables to distinguish in a broad and general manner between the different cycles. The following five sets of criteria are distinguished:
• Acquiring knowledge and understanding;
• Applying knowledge and understanding;

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

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

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

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

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

Elective
See 'Optional Didactic Unit'.

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

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

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

The EQF for HE, adopted by the 45 countries participating in the Bologna Process, is a system that aims to:
- enable learners (citizens, employers, etc.) across Europe to understand the full range and relationship between the various national, local and regional European higher education qualifications;
- promote access, flexibility, mobility, collaboration, transparency, recognition and integration (links) within, and between, European higher education systems;
- defend diversity, in the content and delivery of educational programmes and therefore national, local, regional and institutional academic autonomy;
- improve the competitiveness and efficiency of European higher education.

See also 'National Framework of Qualification'.

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

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

Expected Learning Outcomes
See 'Learning Outcomes'.

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

Final Work
Same meaning as 'Thesis'.

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

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

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

Intended Learning Outcomes
See 'Learning Outcomes'.

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

Learning Outcomes
Learning outcomes are statements – made by the academic staff – of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning. Learning outcomes have to be expressed in terms of the level of competence (knowledge, understanding, skills and abilities) to be obtained by the learner. Consequently, the study programme learning outcomes should align with the programme competences, not necessarily on a one to one basis, but overall. Learning outcomes must be accompanied by appropriate assessment criteria which can be

used to judge whether the expected learning outcomes have been achieved. Learning outcomes, together with assessment criteria, specify the requirements for the award of credit, while grading is based on attainment above or below the requirements for the award of credit. Credit accumulation and transfer is facilitated if clear learning outcomes are available to indicate with precision the achievements for which the credit will be awarded.

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

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

Management
The ISO 9000:2005 norm intends for 'management' the activities coordinated in order to guide and take under control an organization, where 'organization' is defined as a whole of persons and resources, with definite responsibilities, authorities and inter-relationships.

Management for Quality
The ISO 9000:2005 norm intends for 'management for quality' the activities coordinated in order to guide and take under control an organization with reference to quality, i.e. the whole of management activities finalised to improve the institutional performances through the improvement of the service offered and of the processes involved in its realisation, where 'organization' is defined as a whole of persons and resources, with definite responsibilities, authorities and inter-relationships.

Management System
The ISO 9000:2005 norm intends for 'management system' the system for the establishment of policy and objectives and for the achievement of the established objectives, where 'system' is defined as the whole of inter-correlated and inter-acting elements.

Management System for Quality
The ISO 9000:2005 norm intends for 'management system for quality' the management system for guiding and taking under control an organization with reference to quality, where 'organization' is defined as a whole of persons and resources, with definite responsibilities, authorities and inter-relationships.
The management system for quality represents the integration of the processes, procedures, resources and organizational structure necessary to pursue the policy for quality, to guarantee the conformity of the product or service to the quality requirements and to fulfil the needs of all who have an interest in the organization (interested parties) from a point of view wider than that of the quality assurance.

Mark

Same meaning as 'Grade'.

Master degree
Same meaning of 'Second Cycle Degree'.

Module
The term module has different meanings in different countries. In some it means a didactic unit; in others a module is a group of didactic units. DoQuP attributes to the term 'module' the same meaning as 'Didactic Unit'.

National Framework of Qualifications
A national framework of qualifications is a single description, at national level or level of an educational system, which is internationally understood. The framework describes all qualifications awarded in the system considered and relates them to each other in a coherent way. One very clear example is that of the Republic of Ireland http://www.nqai.ie/en/. See also 'Qualification Descriptors'.

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

Organizational Structure
The ISO 9000:20005 norm intends for 'organisational structure' the articulation of responsibilities, authorities and inter-relationships among people.

Policy for Quality
The ISO 9000:20005 norm intends for 'policy for quality' the general objectives of an organization relative to quality formally expressed by the top direction, where 'top direction' is defined as person or team of persons who guide and manage an organization from the highest level.

Process
The ISO 9000:2005 norm intends for 'process' the whole of activities correlated or interacting which transform an element in input into an element in output.

Product
The ISO 9000:2005 norm intends for 'product' the result of a process.

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

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

Quality *(of a study programme)*

Coherently with the ISO 9000 definition of 'quality'[4], for 'study programme quality' DoQuP intends the grade (level) of fulfilment of the objectives established coherently with the needs and expectations of all those who are interested in the educational service provided, that is the 'interested parties', or, in other words, the level of accomplishment of the quality requirements established coherently with the needs and expectations of all the interested parties.

Quality Assurance, Internal Quality Assurance, External Quality Assurance *(of a study programme)*
Coherently with the ISO 9000 definition of 'quality assurance'[5], for 'study programme quality assurance' DoQuP intends the whole of the activities (processes) for the management of the educational service aimed at achieving the established educational objectives and then at 'ensuring trust' in meeting the quality requirements to all interested parties.
Quality assurance is the instrument to make study programme quality transparent and trustworthy for students and employers
Therefore the activities of quality assurance are concentrated on the activities necessary to provide objective evidence of the achieved quality, where for 'objective evidence' the ISO 9000:2005 norm intends data which support the evidence or truthfulness of something.
In Europe the main reference for the definition of the quality requirements and of the quality assurance activities is the document of the European Association for Quality Assurance in Higher Education (ENQA) "Standards and Guidelines for Quality Assurance in the European Higher Education Area", adopted in Bergen on 2005 from 45 Ministers of Higher Education and which has found generalised acceptance in the European context and not only.
This document defines 'internal quality assurance' and 'external quality assurance' the activities of quality assurance carried out by the study programmes and by the agencies for the quality assessment and accreditation of study programmes respectively.

Quality Improvement
The ISO 9000:2005 norm intends for 'quality improvement' that part of management for quality aimed to increase the capacity to fulfil the quality requirements.

Quality Requirements
Coherently with the ISO 9000 definition of 'requirement', for 'quality requirement' DoQuP intends a need or expectation for quality.

Programme (Study Programme) Outcomes
Same meaning as 'Learning Outcomes'.

Re-examination *(of a study programme)*
Coherently with the ISO 9000 definition of 're-examination'[6], for 'study programme re-examination' DoQuP intends a periodic and scheduled process finalised to the improvement of the study programme, through which the study programme assesses the fitness, adequacy and effectiveness of its management system and adopts all the opportune improvement actions .

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[4] The ISO 9000:2005 norm intends for 'quality' the level of fulfilment of the requirements by an whole of intrinsic characteristics, where 'characteristic' is defined as distinctive element and 'requirement' is defined as need or expectation which may be expressed, generally implicit or mandatory.

[5] The ISO 9000:2005 norm intends for 'quality assurance' that part of the management for quality aimed at ensuring trust that the quality requirements will be fulfilled, where 'requirement' is defined as need or expectation which may be expressed, generally implicit or mandatory.

[6] The ISO 9000:2005 norm intends for 're-examination' the activity carried out in order to check the fitness, adequacy and effectiveness of something to achieve the established objectives.

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

Resit Exam (Examination)
Students who have not been able to take or who have not passed an examination or assessment on the first date scheduled may be offered the opportunity to take a resit examination or assessment at a later date.
Where a resit examination is offered, the candidate is deemed to have passed or failed the examination after the results of the resit are known.

Revision
Same meaning as 'Re-examination'.

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

Skill
The ability to apply knowledge *to* complete tasks and solve problems. According to Tuning, learned capacity.
Skills can be described as cognitive (use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).

Standard
The term 'standard' refers to a set of outcomes to be satisfied, and does not imply any 'standardization' of the national educational systems, that in the Bologna spirit must be 'harmonized' and made 'transparent', not 'uniform'.[7]

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

Study Programme
A complete programme of study leading to a degree or an approved set of didactic units recognized for the award of a specific degree, which should be defined through the set of learning outcomes, expressed in terms of competences, to be achieved in order to obtain the specified credits.
It is composed of compulsory and optional didactic units which lead to the achievement of the pre-determined set of learning outcomes.

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[7] The DoQuP glossary attributes at the term 'standard' the meaning shared by the European academic community. On the contrary in other non European countries (e.g. in Central Asia countries) with 'standard' it is intended a "framework for standardization', which must be followed and accomplished.

Study Programme Profile
Same meaning as 'Degree Profile'.

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

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

Syllabus
Same meaning as 'Curriculum'.

Teaching & Learning Methods
A wide range of teaching techniques are used in universities. The set of teaching techniques strongly depends on the instructional form of education (face to face education, education by correspondence or distance education). The Tuning consultation revealed the following list (which is far from exhaustive):
- lectures;
- seminar (small group teaching);
- tutorials;
- research seminar;
- exercise classes;
- workshops (classroom based practical classes);
- problem-solving classes;
- laboratory teaching;
- demonstration classes;
- placement (internship/traineeship);
- work based practice;
- fieldwork;
- distance learning (which may be paper based or ICT based);
- e-learning (which maybe entirely on-line or 'blended' using other techniques and learning environments).

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

As with teaching, a wide range of learning activities is used in universities. The following (inevitably partial) list of commonly used learning activities gives some idea of the richness that is possible teaching and learning:
- attending lectures, seminars and tutorials, laboratory sessions;
- participating in problem solving classes;
- note-taking;
- conducting searches for relevant materials in libraries and on-line;
- surveying literature;
- reading and studying texts or other material;
- summarizing;
- conducting increasingly complex research/independent projects or group projects;
- practising technical, mathematical or laboratory skills;

- practising professional skills (e.g. in Nursing, Medicine, Teaching);
- researching and writing papers, reports, dissertations of increasing difficulty (in terms of size and complexity of the material);
- working with other students to co-produce a report/design/answer to a problem;
- preparing and making oral presentations, either in groups or individually;
- making constructive criticism of the work and others, and using the criticism of others productively;
- chairing and participating usefully in meetings (of seminar groups, for example);
- leading or being collaborative members of teams.

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