

Glossary

ABA	Academic Business Administration. ABA is a professional service department within the University which provides administrative support to the Schools.
ALT	Academic Liaison Tutor. ALT maintains relationship between the University and the collaborative partners and provide supports to the academics in the partner intuitions.
APC	Academic Portfolio Committee. This Committee makes decision on the University's academic portfolio management i.e. new course proposals in-house and collaborative, course suspensions, closures and title changes.
APP	Access and Participation Plan. APP set out how higher education providers will improve equality of opportunity for underrepresented groups to access, succeed in and progress from higher education.
AQD	Academic Quality and Development. The department at London Met with responsibility for supporting quality assurance and standards for courses.
AQMG	Annual Quality Monitoring Group. AQMG oversee the quality of learning and teaching and the student experience at collaborative partners. It considers the operation of the partnership as a whole and the progress and development of each course.
CAN	Cluster Annual Narrative. CAN report considers relevant Course Action Plans, performance against three years of relevant metrics, and minutes of the relevant Performance Enhancement Meeting.
CAP	Course Action Plan. CAP provides oversight of a course. Course Leader maintains the CAP as a live account of enhancement actions taken.
CASS	Sir John Cass School of Art, Architecture & Design
CEP	Course Enhancement Plan. Where performance of a course has fallen below institutionally agreed benchmarks, the Performance Enhancement Meeting may require a CEP to be produced, then it will be considered at the School Learning, Teaching and Quality.
CLA	Course Level Agreements. CLA outlines the University's responsibilities to deliver a course to the students.
CMA	Competition and Markets Authority. CMA is a non-ministerial department of the UK government. CMA works to promote competition for the benefit of consumers, both within and outside the UK.
COD	Course Offer Database. COD records all the courses which London Met offers to applicants.

Common Practice(s)	These focus on enhancement activity. These are not mandatory in England but can be worked towards.
Conditions for Registration	They are minimum requirements that providers must meet in order to be/stay registered with the OfS. They demonstrate that the provider is able to offer high quality higher education to students.
Core Practice(s)	These are mandatory requirements for all UK higher education providers, including London Met and represent effective ways of working that underpin the delivery of the Expectations and result in positive outcomes for students.
CTPSC	Collaborative Taught Provision Sub-Committee. This is a sub-committee for the University's Learning, Teaching and Quality committee. It has oversight of quality and standards of the University's collaborative provisions.
DAP	Degree Awarding Powers. These are powers bestowed on institutions to award degrees. There are different types of DAPs which stipulate what degrees can be awarded. London Met has the powers to award from levels 3 to 8.
DDIF	Due Diligence Information Form.
EE	External Examiner. The EE ensures that the University's academic provisions meet nationally comparable standards and the quality of provision and the student experience is continuously reviewed and improved.
Expectations for Quality	These express the outcomes providers should achieve in setting and maintaining the standards of their awards, and for managing the quality of their provision. They are mandatory requirements for all UK providers including London Met.
FHEQ	Framework for Higher Education Qualification. The Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland.
GSBL	Guildhall School of Business and Law
HEP	Higher Education Provider: Organizations that provide higher education such as a university.
ICMS	Institutional Continuous Monitoring Statement.
IMoA	Institutional Memorandum of Agreement: IMoA is a written legal document describing a cooperative relationship between two parties wishing to work together on a project or to meet an agreed upon objective. London Met has an IMoA with each of its collaborative partner institutions.

LTA	Learning, Teaching and Assessment: LTA are different aspects of curriculum within the University.
LTAf	Learning Teaching and Assessment Framework: It was designed to take forward lessons and outcomes from PISO. It is underpinned by the principles of inclusivity and personalisation and provides a 'top-level' overview of key principles which inform the work London Met does to develop student achievement through good pedagogy.
LTQC	Learning, Teaching and Quality committee. It is a sub-committee of the Academic Board. LTQ's primary responsibility is the assurance of academic standards and oversight of quality assurance and the improvement of all London Met taught provision, including collaborative provision.
MAP	Module Action Plan. MAP provides oversight of a module. Module Leader maintains the MAP as a live account of enhancement actions taken.
MEP	Module Enhancement Plan. Where performance on a module has fallen below institutionally agreed benchmarks, the Performance Enhancement Meeting may require a MEP to be produced, then it will be considered at the School Learning, Teaching and Quality (LTQ).
MoU	Memorandum of Understanding. MoU is a formal agreement between two or more parties. MOUs are not legally binding but they carry a degree of seriousness and mutual respect. London Met initially establish a MoU with its partner institutions.
NDA	Non-Disclosure Agreement: NDA is a contract through which the parties agree not to disclose information covered by the agreement.
OIA	Office of Independent Adjudicators. OIA is an independent body set up to review student complaints.
OfS	Office for Students. They are an independent public body that reports to parliament through the Department for Education. They ensure that the requirements of the Higher Education and Research Act 2017 are fulfilled.
PASS	Peer-Assisted Student Success. It was primarily aimed at all L4 students but also includes L5 and L6 students in a different format. Its purpose is to boost academic success and cohort bonding of all participants, through access to peer-facilitated small-group sessions.
PEM	Performance Enhancement Meeting. PEM are to provide Schools with the opportunity to assess the academic health of modules and courses, monitor performance of students and engage with Subject Standards Examiners regarding the fitness for purpose of, and ways of enhancing the course or module.
PISO	Programme for Improving Student Outcomes. It is a cross-university programme which over the past two years (2017-19) has focused on tackling

	institutional underperformance in retention, progression, attainment, and student satisfaction.
PSRBs	Professional, Statutory and Regulatory Bodies. PSRBs are a diverse group of organisations that include professional bodies, regulators and those with statutory authority over a profession or a group of professionals.
QAA	Quality Assurance Agency The designated quality body of the OfS. They conduct review of the higher education providers.
QSR	Quality and Standards Review. This is the QAA review process started in August 2019. It replaced the Higher Education Review (HER) method.
Quality Code	This document enables providers to understand what is expected of them and what to expect from each other. It sets out the Expectations, core and common practices.
Regulatory Framework	This states how the Office for Students intends to perform its various functions, and provides guidance for registered higher education providers on the ongoing conditions of registration.
QAA SBS	QAA Subject Benchmark Statement. It describes the nature of study and the academic standards expected of graduates in specific subject areas.
SCDM	School of Computing and Digital Media.
SCMS	School Continuous Monitoring Statement. Head of School writes this report annually to include the health of the provision in the School identifying the impact of initiatives, issues and key actions arising and good practice highlighted in all the School's monitoring reporting.
SCMS	School Continuous Monitoring Statement (Collaborative Provision). Head of School writes this report annually with a focus on the School's Collaborative provision. The SCMSC should include the health of the provision in the School identifying the impact of initiatives, issues and key actions arising and good practice highlighted in all the School's monitoring reporting.
SELT	Secure English Language Test. For certain visa applications i.e. Tier 4 applicants must demonstrate a certain level of English language ability. This can be through passing a test with a UK Home Office approved SELT provider.
SHSC	School of Human Sciences.
SLCF	Student Led Course Feedback. Annual survey where students get opportunity to provide feedback on each their courses.
SLMF	Student Led Module Feedback. Annual survey where students get opportunity to provide feedback on each of their modules.

SLTQC	School Learning, Teaching and Quality Committees. This is the school level quality and standards committee.
SOC	Standard Occupational Classification. It is a common classification of occupational information for the UK.
SSB	Subject Standards Board. SSB are to confirm academic standards at course level, confirming that students have been fairly assessed, that assessment has been fairly marked and moderated and that London Met's regulations have been followed.
SSE	Subject Standards Examiners. SSE are responsible for modules which are assigned to them to examine and provide feedback on.
SSPR	School of Social Professions.
SSSC	School of Social Sciences.
TEF	Teaching Excellence Framework. TEF is a national exercise, introduced by the government in England. It assesses excellence in teaching at universities and colleges, and how well they ensure excellent outcomes for their students in terms of graduate-level employment or further study.
UAB	University Awards Board. UAB are to confirm the conferment of awards is in line with London Met's regulations and conducted in accordance with good practice guidelines and participate in the monitoring of London Met's assessment strategy and policies.
USO	University Secretary Office. USO is responsible for all legal arrangement for the University.