

## **LSHTM Academic Manual 2025-26**

### **Chapter 11: Glossary**

---

#### **Terminology and Abbreviations used in the LSHTM Academic Manual**

##### **Terminology**

###### **Academic Misconduct –**

Any conduct which attempts to deceive or is in contravention of any rules or regulations governing assessment.

###### **Academic Judgement –**

A method of assigning marks in order to represent an examiner's judgement on the level of a student's achievement.

###### **Academic Lead-**

Academic member of staff tasked with leading the design and approval of a new collaborative provision course or programme. The Academic Lead will usually be the member of staff responsible for the management of the programme once approved, however this is not always the case. The Academic Lead has ultimate responsibility for producing all necessary paperwork and for championing the proposed academic provision through LSHTM's approval channels.

## LSHTM Academic Manual 2025-26

### Chapter 11: Glossary and Common Acronyms

#### **Academic Level –**

Each module or programme has an associated academic level that reflects its depth, complexity, amount of pre-requisite knowledge, and the academic skills required to pass it. The academic level of a module is informed by the subject for that module and remains constant for all programmes within which it occurs.

The academic level relates to the complexity, depth of study and learner autonomy by which a student is challenged. A level is one of a series of defined points on a qualification framework that are numbered in ascending order. Qualifications within the same level share characteristics and require similar achievement. Qualification levels in different frameworks can be compared. Qualification levels are distinct from credit levels.

The academic levels used at LSHTM are the national levels as set in the [Frameworks for Higher Education Qualifications of UK Degree-awarding Bodies](#) (FHEQ) (which align with the National Qualifications Framework (NQF)) published by the Quality Assurance Agency (QAA):

Level 7: Masters

Level 8: Research

#### **Academic Provision –**

Any programme of study in LSHTM leading to an award or to credit, including but not limited to MSc, PGDip, PGCert, stand-alone modules, accredited short courses, MPhil, PhD & DrPH.

#### **Academic Quality –**

A comprehensive term referring to how, and how well, institutions manage teaching and learning opportunities to help students progress and succeed.

#### **Academic Standards –**

The standards set and maintained by institutions for their programmes and modules and expected for their awards.

#### **Accreditation –**

Official recognition awarded by an external professional or statutory body that LSHTM, a programme, or module meets a specific standard or criteria.

**LSHTM Academic Manual 2025-26**  
**Chapter 11: Glossary and Common Acronyms**

**Accreditors –**

An external professional or statutory body that officially recognises that LSHTM, a programme, or module meets a specific standard or criteria.

**Admissions –**

The process of applying for, and gaining entry to, a course or programme of study.

**Annual Monitoring –**

A yearly process whereby the quality and standards of LSHTM's academic provision is monitored through a mixture of reviews and reports at module, programme, and faculty level.

**Appeal –**

A petition to review one or more of the following decisions: assessment results, progression decisions, and/or termination of registration from a programme of study on academic grounds.

**Appeals Committee (AC) –**

A committee convened to assess whether a student has valid grounds for their appeal of a decision of the Assessment Irregularities Committee.

**Appeals Panel (AP)-**

A panel convened to assess whether a student has valid grounds for their academic appeal.

**Assessment Criteria –**

Descriptions of what the learner will have to demonstrate in order that learning outcomes specific to a module have been achieved. The purpose of assessment criteria is to establish clear and unambiguous standards of achievement in respect of each learning outcome. Level descriptors are used as a guide during this process. Each individual assessment point will have specific assessment criteria.

**Assessment Irregularity –**

Any suspected instance of plagiarism, cheating, fraud, collusion, personation, or other non-standard activity identified in connection with an assessment or formal examination.

**Assessment Irregularities Committee (AIC) –**

A committee convened to consider details of any alleged irregularity and the student's explanation, with the authority to make a final decision on the matter. It is a more formal mechanism than an Irregularity Investigation Panel (IIP), with authority to levy more severe penalties. An AIC is warranted by the severity of the allegation or if the student is unwilling to accept the decision or penalty of the IIP.

**Assessment Regulations –**

The rules governing assessment of a programme of study including the marking scheme, the pass mark, the requirements for progression to subsequent levels or stages of a programme and the award and classification requirements (for instance credits to be achieved and specific marks to be attained).

**Assessor –**

Assessors are appointed to assist Exam Boards in the setting of papers, the marking of scripts/essays/reports and to attend practical examinations.

**Associate Dean Education (ADE) -**

Members of academic staff who take operational responsibility for the management and assurance of academic quality and standards within their respective faculties.

**Asynchronous Learning –**

Asynchronous learning will comprise recorded or self-directed study. Asynchronous learning enables students to access resources and engage flexibly in learning and does not require students and lecturers to be online simultaneously.

**LSHTM Academic Manual 2025-26**  
**Chapter 11: Glossary and Common Acronyms**

**Award –**

Presented to students upon the successful completion of a programme or accredited short course (usually in the form of a certificate and transcript) and conferred by an examination board or group of examiners.

Graduate certificates and diplomas, postgraduate certificates and diplomas, postgraduate masters' degrees, and graduate research degrees. The awards offered by the University are detailed in the academic regulations for taught and research degrees.

**Award Scheme –**

Sets out the rules for making awards of various degrees at LSHTM.

**Awarding Body –**

An organisation with the authority to award academic qualifications, such as diplomas or degrees. For LSHTM the awarding body is the University of London.

**Blended Learning –**

LSHTM's blended learning approach uses a combination of synchronous and asynchronous methods of teaching.

**Board of Examiners –**

Please see 'Programme Board of Examiners'

**Charter –**

The supreme governing instrument of LSHTM, setting out its powers and objects.

**Cheating –**

A deliberate attempt to deceive in order to gain advantage in an assessed piece of work, including coursework, in-module assessments, and examinations. This covers a range of offences, from significant instances of plagiarism to exam misconduct.

### **Classification Rules –**

Rules which govern how the final award classification is determined.

### **Code of Conduct –**

An agreement on rules of behaviour for the members of an organization or group of staff as defined within

### **Cohort –**

A group (of students) who share the same learning experience, for example because they entered the same programme of study at the same university in the same year.

### **Collaborative Provision –**

An arrangement between two or more organisations to deliver aspects of teaching, learning, assessment or student support. It refers to collaborative arrangements involving students and/or awards which include those involving guaranteed progression and sharing of services. Partnership arrangements may apply to the delivery of whole courses of study or to elements of courses, individual modules, or self-contained components of study, including alternative sites and contexts for learning or assessment.

### **Collaborator Supported Provision –**

Where a significant proportion of the teaching, supervision and/or assessment is provided by persons who are not members of LSHTM or are Assessors, and/or resources or support that is integral to the programme of study is provided or contracted out to a collaborator.

### **Collusion –**

Collusion is any form of collaboration with another person, including another student, which has not been clearly acknowledged or permitted for assessment purposes. Different forms of collusion may be regarded as either plagiarism or cheating.

### **Competition and Markets Authority (CMA) –**

The Competition and Markets Authority (CMA) works to promote competition for the benefit of consumers, both within and without the UK. The CMA has published advice to higher education providers informing providers about their consumer law obligations to students.

### **Complaint –**

A student's grievance relating to teaching or supervision; a service or facility provided by LSHTM; information provided about a programme; behaviour of other student's or staff; or other deficiencies in the quality of their learning experience.

### **Component –**

A separately assessed part of an Element. The most common component is the module. Component grades are combined to produce an Element GPA.

### **Compulsory Module –**

A module that all students are required to pass as part of a particular programme.

### **Condoned/Compensated Pass –**

The awarding of a pass where certain conditions have been met.

### **Council –**

Council is the governing body of LSHTM and has overall responsibility for its operational and strategic management.

### **Credit –**

Credit is used to express learning in terms of volume and is linked to intellectual demand by designating the level at which credit is gained. Credit is awarded after a student has successfully completed a block of learning, which may be a module, a unit, or a qualification.

**LSHTM Academic Manual 2025-26**  
**Chapter 11: Glossary and Common Acronyms**

**Credit Accumulation and Transfer Scheme (CATS) –**

An arrangement which enables students to move credits they accumulate from one institution to another. The Scheme equates one credit (or credit point) with 10 hours of notional learning time (the time, on average, a learner takes to achieve the specified learning outcomes).

**Credit-bearing short course -**

A credit-bearing short course at LSHTM is defined as a course at level 7 being equivalent in size to no more than 30 credits of learning. It can either be credit bearing or non-credit bearing.

**Credit Framework –**

A published formal structure that states the credit value typically associated with programmes and qualifications, and that generally includes credit level descriptors.

**Credit Rating –**

The process of assigning a number of credits at a specific level to a module within a particular programme of study.

**Cross-faculty Research Degrees Student Experience Forum –**

Cross-faculty Research Degrees Student Experience Forum reports to Senate Research Degrees Committee and Senate Student Experience Committee. It provides a forum for listening to and consulting the research student voice across LSHTM's faculties. It should focus on issues which affect a significant number of students and not individual student complaints. The Faculty Research Degrees Committees receive its minutes.

**Curriculum –**

A set of programmes and their content.



**LSHTM Academic Manual 2025-26**  
**Chapter 11: Glossary and Common Acronyms**

**Dean –**

A leader within a higher education institution who has responsibility, both managerial and administrative, over a particular Faculty or the institution's students.

**Dean of Students and Taught Programmes -**

A member of academic staff who provides academic leadership and direction for the lifecycle of LSHTM's taught programmes, enhancement of student experience and engagement and the School's quality assurance framework enhancement activities.

**Degree –**

A higher education qualification at one of several levels.

**Degree-awarding Powers –**

The right to confer degrees, which is granted by statute, by Royal Charter or by the Privy Council following a recommendation from the QAA. LSHTM has both taught and research degree-awarding powers (TDAPs and RDAPs), but chooses not to exercise them, instead awarding University of London degrees.

**Department Research Degrees Coordinator (DRDC) –**

Member of LSHTM staff at Department level who takes responsibility for the quality of research students' experience and oversees the implementation of LSHTM policies and regulations relating to research degrees.

**Discontinuation –**

The formal closure of a programme of study or a module.

**Distance Learning (DL) –**

A study option offered by LSHTM in partnership with University of London Worldwide which allows students to fit their education around other life commitments wherever they are in the world.

### **Doctoral Degree –**

A higher education qualification at level 8 in [Frameworks for Higher Education Qualifications of UK Degree-awarding Bodies](#) (FHEQ). Examples include the PhD and DrPH.

### **Blind Double Marking –**

Assessment of students' work by two or more independent markers as a means of safeguarding or assuring academic standards by controlling for individual bias.

### **Dual/multiple awards -**

Arrangements where two or more awarding bodies together provide a single jointly delivered programme (or programmes) leading to separate awards (and separate certification) being granted by both, or all, of them. LSHTM does not currently award any dual/multiple awards.

### **DrPH Programme Director (DrPH PD) –**

Member of LSHTM staff responsible for providing academic support to the DrPH programme.

### **Due Diligence –**

In relation to collaborative provision, due diligence is an investigation or audit of a potential partner before entering into an agreement with that potential partner.

### **Elective Module –**

Please see 'Recommended/Elective Module'

### **Element –**

One of the main divisions of an award. For MScs, these divisions are the Core modules, the Compulsory and Elective modules, and the Research Project. The GPA for each element is combined to produce the Award GPA.

**Enhancement –**

Taking deliberate steps at institutional level to improve the quality of learning opportunities. It is used as a technical term in the QAA's review processes.

**Epidemiology and Population Health (EPH) –**

One of three faculties at LSHTM comprising of the Departments of Infectious Disease Epidemiology; Medical Statistics; Non-communicable Disease Epidemiology; and Population Health.

**European Credit Transfer and Accumulation System (ECTS) –**

An arrangement developed by the Commission of the European Communities, which guarantees the academic recognition of studies taken across the European Union and other collaborating European countries. It allows accumulated credit to be transferred from one institution to another, providing a comparative scale on which to measure academic achievement.

**Exam Boards –**

See 'Programme Boards of Examiners'

**Examination Offences –**

Conduct in examination rooms or halls which contravenes specific restrictions.

**Exit Award –**

An award which recognised the achievements of any students unable to complete the full qualification.

**Expectation –**

An expression of what higher education providers are expected to do, relating to a key matter identified as important for setting and maintaining threshold academic standards and enhancing academic quality.

**Extenuating Circumstances –**

Unforeseen, exceptional, short-term events, which are outside of a student's control and have a negative impact on their ability to prepare for or take an

**LSHTM Academic Manual 2025-26**  
**Chapter 11: Glossary and Common Acronyms**

assessment. These events will normally occur shortly before or during an assessment.

**External Advisor –**

An independent expert used to provide academic and professional expertise during the development and validation of new programmes and at other relevant times.

**External Expertise –**

External experts are individuals who are not directly involved with a programme and who can provide independent and impartial comment and input into a programme design, its management, monitoring, evaluation, and review. External experts provide a level of independence that ensures that quality and standards are met.

**External Examiner –**

An independent expert appointed by an institution to comment on student achievement in relation to established academic standards and to look at approaches to assessment.

**External Examining –**

The process by which one or more independent experts (External Examiners) comment(s) on student achievement in relation to established academic standards and on the institution's approach to assessment, thus helping to ensure consistent standards and fair assessment procedures across the UK.

**External Oversight –**

The process by which an External Examiner reviews a sample of programme module work to assure themselves of the appropriateness and consistency of marking in line with LSHTM's marking criteria and national standards.

**External Review –**

A review conducted at an institution by a suitably qualified team of people not employed there.

**LSHTM Academic Manual 2025-26**  
**Chapter 11: Glossary and Common Acronyms**

**External Reviewer –**

An independent expert employed to provide academic and professional expertise at Validation and Periodic Review Panels, ensuring that a programme meets sector-wide subject benchmark statements and degree award characteristics.

**Face-to-face (F2F) –**

Face-to-face refers to study undertaken on-campus at LSHTM.

**Faculty Education Committees (FEC) –**

Committees of Senate that reports to SEC. They are responsible for ensuring that Senate's regulations, policies, and procedures are implemented throughout the relevant faculty. They review the academic provision in their faculty to ensure the reliability of degree standards and the continuous improvement of the student experience and of student outcomes. They ensure that the governance of their sub-committees - Programme PGT Committees and the Faculty PGT Student Experience Forum - is effective. The Committee works with its student members in the development, assurance, and enhancement of the quality of the student educational experience.

**Faculty Research Degrees Committees (FRDC) –**

Committee responsible for advising and making recommendations to SRDC on the enhancement of academic quality and assurance of academic standards for research degrees. It reviews the academic provision in the Faculty to ensure that standards are maintained and opportunities developed to enhance academic quality. It reviews the academic regulatory framework and its operation, progress against the LSHTM Strategy and the evidence on the student experience. The Committee works with its student members in the development, assurance, and enhancement of the quality of the student educational experience.

**Faculty Research Degree Director (FRDD) –**

Member of LSHTM staff at faculty level who takes responsibility for the quality of research students' experience and oversees the implementation of LSHTM policies and regulations relating to research degrees.

### **Faculty Research Degree Manager (FRDM) –**

Member of LSHTM staff who provides academic support for research students and faculty staff.

### **Faculty Student Experience Forums –**

Faculty PGT Student Experience Forums report to FECs. They provide a forum for listening to the student voice at faculty level. They should focus on issues which affect a significant number of students and not individual student complaints. They should focus on issues which may affect several programmes in the faculty and ensure that they do not perform the function of the Programme PGT Committees. FEC receive their minutes.

### **Formative Assessment –**

Feedback on students' performance, designed to help them learn more effectively and find ways to maintain and improve their progress. It does not contribute to the final mark, grade or class of degree awarded to the student.

### **Framework for Higher Education Qualifications (FHEQ) –**

A published formal structure that identifies a hierarchy of national qualification levels and describes the general achievement expected of holders of the main qualification types at each level, thus assisting higher education providers in maintaining academic standards. The QAA publishes the following frameworks: [Frameworks for Higher Education Qualifications of UK Degree-awarding Bodies](#) (FHEQ).

### **Full time –**

Full-time postgraduate taught studies involved attending LSHTM five days per week; full-time research degree students undertake their studies within the maximum registration period.

### **Fraud –**

The submission of any work which may cause others to regard as true that which is not true. This covers work which has been fabricated, omits significant items or in any way misrepresents the work or research carried out.

**LSHTM Academic Manual 2025-26**  
**Chapter 11: Glossary and Common Acronyms**

**Good Practice –**

A process or way of working that makes a positive contribution to an institution's management of academic standards and the quality of its educational provision.

**Grade Descriptors –**

Statements that define a level of achievement within a certain band of marks.

**Gradepoint (GP) –**

One of six integers (0 to 5 assigned to an assessment to mark its standard.

**Gradepoint Average (GPA) –**

The non-integer gradepoint which results from combining summative assessment gradepoints by averaging against relevant weightings.

**Grading System –**

The standard assessment system used by LSHTM whereby assessments are marked against six gradepoints, integers 0 to 5. Grades 2 and above are pass grades whilst grades below two are fail grades.

**Graduate –**

A person who has attained a degree.

**Graduation –**

The process of formally receiving a degree at a ceremony, not necessarily in person.

**Guidance –**

Non-binding supplementary advice to aid interpretation of a policy or regulation.

**Higher Education Credit Framework for England –**

A document which provides guidance on a national framework for the use of academic credit in higher education in England and provides a reference point for those wishing to introduce or consolidate their use of credit.

**LSHTM Academic Manual 2025-26**  
**Chapter 11: Glossary and Common Acronyms**

**Higher Education –**

Education that comes after secondary and further education and is characterised by a large element of independent learning. Typically it involves working towards a degree but in some cases it leads to a diploma, certificate or other equivalent qualification.

**Higher Education and Research Act 2017 –**

The Higher Education and Research Act 2017 established the Office for Students and intends to create a new regulatory framework for Higher Education, increase competition and student choice, ensure students receive value for money and strengthen the research sector.

**Hybrid Learning**

Hybrid learning is where programmes have been designed to be delivered both onsite and remotely, allowing students to move between the two methods of delivery seamlessly. Students are therefore given agency to construct their own ways of engaging with these hybrid programmes, defining how much they want to engage with the onsite or digital learning activities.

From 2020-21 LSHTM has begun a transitional phase to introduce hybrid learning to programme design. Where programmes are now predominantly taught online they may have optional on-campus activities; other lab-based programmes have online teaching as well as on-campus practical sessions. Going forward LSHTM intends to expand the hybrid learning offer to provide students with a greater degree of choice as to how they engage with their learning

**Infectious and Tropical Diseases (ITD) –**

One of three faculties at LSHTM comprising of the Departments of Clinical Research; Disease Control, Immunology and Infection; and Pathogen Molecular Biology.

**Intermediate Awards –**



**LSHTM Academic Manual 2025-26**  
**Chapter 11: Glossary and Common Acronyms**

Some MSc programmes allow registration for intermediate awards known as Postgraduate Certificates (PGCert) or Postgraduate Diplomas (PGDip). Where this is allowed, it is detailed in the programme specification and is different from an exit award.

**Interruption of Studies –**

A temporary withdrawal from a programme for an agreed period; this suspends the student's registration at LSHTM.

**Irregularity Investigation Panel (IIP) –**

A panel convened to consider details of any alleged irregularity and the student's explanation, with the authority to make a final decision on the matter. It is a less formal mechanism than an Assessment Irregularities Committee (AIC).

**Intensive MSc programme**

A Masters level programme at LSHTM that combines both online and on-campus study.

**Joint Award –**

An arrangement under which two or more awarding bodies together provide a programme leading to a single award made jointly by both, or all, participants. A single certificate or document (signed by the competent authorities) attests to the successful completion of this jointly delivered programme, replacing the separate institutional or national qualifications.

**Joint Programme Postgraduate Taught Committees –**

Joint Programme PGT Committees are Senate Committees covering postgraduate taught award bearing provision for a joint programme. They report to FEC. They are responsible for ensuring that Senate's regulations, policies and procedures are implemented for their programme. They review their programme to ensure the reliability of degree standards and the continuous improvement of the student experience and of student outcomes. They use approved feedback mechanisms to improve the student experience on the programme and ensure it is maintained at a high level. They have lead responsibility for modules as approved by SEC. The Committee works with its

**LSHTM Academic Manual 2025-26**  
**Chapter 11: Glossary and Common Acronyms**

student members in the development, assurance and enhancement of the quality of the student educational experience.

**Joint Provision –**

Academic provision where teaching and assessment is shared in an established arrangement between LSHTM and other collaborators.

**Learning Opportunities –**

The provision made for students' learning, including planned programmes of study, teaching, assessment, academic and personal support, resources (such as libraries and information systems, laboratories or studios) and staff development.

**Learning Outcome –**

A precise statement contained within a programme specification of what a typical learner will have achieved on successful completion of the programme. Learning outcomes are related to the qualification level and will relate to the sum of the experience of learners on a particular programme.

**Learning Support Agreement (LSA) –**

An agreement which establishes special assessment arrangements in place for either the duration of the programme of study or for a deigned time period.

**Marking Scheme –**

A detailed framework for assigning marks, where a specific number of marks is given to individual parts of the answer.

**Master's Degree –**

A higher education qualification at level 7 in the [Frameworks for Higher Education Qualifications of UK Degree-awarding Bodies](#) (FHEQ). Examples include the Master of Arts (MA), Master of Science (MSc) and Master of Philosophy (MPhil) degrees.

**Memorandum of Agreement (MoA) –**

In collaborative provision, a formal signed fixed-term agreement which sets out the responsibilities of each partner, and provides assurance that both parties understand and agree to fulfil their roles and responsibilities.

**Mode of Study –**

Refers to whether a student is registered for their programme of study on a full-time, part-time or split study basis.

**Moderation –**

A process intended to assure that an assessment outcome is fair and reliable and that assessment criteria have been applied consistently.

**Moderator –**

The member of a Programme Board of Examiners who undertakes responsibility for moderating the module assessments for the relevant programme of study.

**Module –**

A self-contained block of teaching and learning leading to the award of academic credit.

**Module Organiser (MO) –**

Members of LSHTM academic staff who engage with quality assurance processes on a modular basis.

**Module Specification –**

Published statements about the intended learning outcomes of individual modules, containing information about teaching and learning methods, support and assessment methods, and how individual units relate to levels of achievement.

**Notional Learning Hours –**

The number of hours required to complete an academic credit point, module, or programme. One academic credit point is equivalent to 10 notional study hours,

**LSHTM Academic Manual 2025-26**  
**Chapter 11: Glossary and Common Acronyms**

therefore a 15-credit module represents 150 notional study hours, comprising scheduled learning and teaching, guided independent study and placements. A year of undergraduate study equates to 1200 hours of full-time study (120 credits) and a year of postgraduate study equates to 1800 hours of full-time study (180 credits).

**Office of the Independent Adjudicator for Higher Education (OIAHE) –**

The Office of the Independent Adjudicator is an independent body which runs a student complaints scheme in England and Wales. This includes academic appeals.

**Office for Students (OfS) –**

The Office for Students (OfS) is the regulator of higher education in England; it is independent from the government and from providers. Its approach to regulation is underpinned by the functions, duties and powers given to it in the Higher Education and Research Act 2017. These duties include assessing the quality of, and the standards applied to, higher education.

**Ordinances –**

Set out provisions for decision-making bodies (mainly Council, Senate, Committees, Boards)

**Organisational and Policy Analysis (OPA) –**

The OPA project is a small policy and/or organisationally focused piece of independent, applied research undertaken by DrPH students. The OPA project is designed to provide DrPH students with the opportunity to observe closely the operation of either a public health organisation, focusing on how it endeavours to fulfil an aspect of its mandate in its context, and from this to develop a better understanding of how public health organisations work; or an analysis of how public health policy is made and implemented in a specific environment; or the inter-play between a public health organisation and its wider policy context.

**Part time –**

Part-time study involves spreading a full-time programme of study over a longer period of time. At LSHTM, part-time postgraduate taught students attend LSHTM

**LSHTM Academic Manual 2025-26**  
**Chapter 11: Glossary and Common Acronyms**

for two or three days per week during the teaching term, spreading all the modules required over a longer period of time. Research degree students study at least two days a week.

**Partner –**

A body or institution with which LSHTM has embarked on a collaboration, including but not limited to other University of London colleges, other academic institutions in the UK, Europe or overseas, professional or government bodies and company/corporate businesses.

**Peer Observation –**

A collegiate teaching and reflective process that allows a third-party observer to provide feedback on teaching and learning support.

**Period of Registration –**

The period for which a student is registered for their programme of study.

**Periodic Programme Review (Revalidation) –**

A review of one or more programmes of study, undertaken periodically (typically once every five years); using nationally agreed reference points, to confirm that the programmes are of an appropriate academic standard and quality. The process typically involves scrutiny from external peers as well as internal stakeholders, including students. A potential outcome of Periodic Review is revalidation of the course.

**Periodic Programme Review Panel –**

A constituted panel consisting of internal and external academic expertise, quality assurance staff, and student(s) that convenes on behalf of Senate to evaluate the quality and standards of a programme of study and make a recommendation as to whether the programme should be revalidated.

**Personation –**

The deliberate submission of work done by another person as if it were the student's own. Another person's work may cover any source whether published

**LSHTM Academic Manual 2025-26**  
**Chapter 11: Glossary and Common Acronyms**

or unpublished, including words, images, audio recordings, diagrams, formulae, computer codes, ideas, judgements, discoveries, and results.

**Plagiarism –**

The copying or use of the work of others, whether intentionally or unintentionally, as if it were your own. Such work may come from any source whether published or unpublished, in print or online including words, images, audio recordings, diagrams, formulae, computer code, performances, ideas, judgements, discoveries and results.

**Policy –**

A statement or statements of LSHTM's agreed view or approach to a matter. All actions or decisions taken must be consistent with the relevant policy.

**Postgraduate Certificate –**

A higher education qualification at level 7 in [Frameworks for Higher Education Qualifications of UK Degree-awarding Bodies](#) (FHEQ).

**Postgraduate Diploma –**

A higher education qualification at level 7 in the [Frameworks for Higher Education Qualifications of UK Degree-awarding Bodies](#) (FHEQ).

**Procedure –**

A required set of steps to be taken in a given situation which must be followed.

**Professional, Statutory and Regulatory Bodies (PSRB) –**

Organisations that set the benchmark standards for, and regulate the standards of entry into, particular profession(s) and are authorised to accredit, approve, or recognise specific programmes leading to the relevant professional qualification(s), for which they may have a statutory or regulatory responsibility.

**Programme Board of Examiners –**

Programme Boards of Examiners report through SEC to Senate within the Senate governance structure. There will be one for each Programme PGT

## **LSHTM Academic Manual 2025-26**

### **Chapter 11: Glossary and Common Acronyms**

Committee responsible for the assessment of all the elements of the programme's awards. It agrees the assessments to be set for the programme the final grade marks and the awards for the programme's students and any prize winners. These terms of reference cover degree-awarding provision, special programmes, and the DrPH.

#### **Programme Committees –**

See 'Programme Postgraduate Taught Committees'.

#### **Programme and Module Review Committee (PMRC) –**

The Committee reports to SEC. It is responsible for reviewing in detail any new PGT award-bearing provision and any major changes to any discontinuation of existing postgraduate taught award-bearing provision. The Committee works with its student member(s) in the development, assurance and enhancement of the quality of the student educational experience.

#### **Programme Postgraduate Taught Committees –**

Programme PGT Committees are Senate Committees covering postgraduate taught award-bearing provision for a programme. They report to the relevant FEC. They are responsible for ensuring that Senate's regulations, policies, and procedures are implemented for their programme. They review their programme to ensure the reliability of degree standards and the continuous improvement of the student experience and of student outcomes. They use approved feedback mechanisms to improve the student experience on the programme and ensure it is maintained at a high level. They have lead responsibility for modules as approved by the SEC. The Committee works with its student members in the development, assurance, and enhancement of the quality of the student educational experience.

#### **Programme Director (PD) –**

Members of LSHTM academic staff who engage with quality assurance processes to ensure academic standards are upheld and not compromised on the programme for which they are responsible.

**Programme Handbook –**

The Programme Handbook brings together key guidance and reference points which acts as a student's main reference in navigating the overview of their programme and overall experience at LSHTM.

**Programme of Study –**

A grouping of modules or research programme approved by Senate or its delegated authority, and leading to an award of LSHTM or University of London. The approved curriculum is typically defined on the programme specification. A programme may be called a 'course' by the QAA.

**Programme Specifications –**

Published statements about the intended learning outcomes of programmes of study, containing information about teaching and learning methods, support and assessment methods, and how individual units relate to levels of achievement.

**Progress Monitoring –**

The formal (upgrade/review) and informal (regular supervisory meetings) means used to track a research student's progress through their programme of study.

**Progression –**

Formal progress through an academic programme, meeting key academic requirements.

**Project –**

Individual or group-based activity or work experience which is academically supervised.

**Provision –**

In the context of higher education, making programmes available to students and supplying them with learning opportunities accordingly.



### **Public Health and Policy (PHP) –**

One of three faculties at LSHTM comprising of the Departments of Global Health and Development; Health Services Research and Policy; and Public Health, Environments and Society.

### **Qualification –**

A formally recognised academic award, such as a degree, diploma or certificate, granted on successful completion of a programme of study.

### **Qualifications and Credit Framework (QCF) –**

A credit transfer system which recognises qualifications and units by awarding credits.

### **Qualification Descriptors –**

Generic statements about the main qualifications at each level (for example, bachelor's degree with honours, master's degree), specifying what students should know, understand and/or be able to demonstrate on being awarded that qualification, and exemplifying its nature and characteristics.

### **Qualifications and Taught Credit Framework –**

A formal LSHTM structure identifying qualification levels in ascending order and stating the requirements for qualifications to be awarded at each one.

### **Quality Assurance –**

The systematic monitoring and evaluation of learning and teaching, and the processes that support them, to make sure that the standards of academic awards meet UK expectations, and that the quality of the student learning experience is being safeguarded and improved.

### **Quality Assurance Agency (QAA) –**

The Quality Assurance Agency for Higher Education (QAA) (UK) is an independent charity working to benefit students and higher education, and one of the world's experts in quality assurance. QAA are trusted by higher education providers and regulatory bodies to maintain and enhance quality and standards.

### **Quality Code –**

A short term for the QAA (UK)'s Quality Code for Higher Education, which from 2011 was developed to replace the Academic Infrastructure and incorporates all its key elements along with additional topics and overarching themes. A revised version was published in 2018.

### **Quality Enhancement –**

The process of taking deliberate steps to improve the quality of learning opportunities.

### **Quality and Standards Review –**

A method used by the QAA to provide evidence to the Office for Students (OfS) about whether providers applying to be on the OfS's register meet the core practices of the UK Quality Code for Higher Education. (Needs updating to reflect new non-DQB position)

### **Recognised Bodies –**

Institutions that are recognised by the UK government as being entitled to award degrees and other higher education qualifications.

### **Recognition of Prior Learning –**

Allows students to apply for exemption from particular entry requirements or from some parts of a programme of study by recognition of their learning from previous experiences and achievements.

### **Recommended/Elective Module –**

One of a set of modules from which a choice can be made within a particular programme.

### **Reconciliation –**

In blind double-marking, the process by which two markers agree on the overall grade to assign to a particular assessment.

**Reference Points –**

Statements and other publications that establish criteria against which performance can be measured.

**Registration –**

The formal procedures that a student must complete or pass through during the admissions stage, after being accepted onto a programme and before starting it, by which a student is formally registered for their programme of study.

**Regulation –**

A binding statement or principle central to the contract between the LSHTM and its members e.g. student.

**Regulatory Body –**

An organisation recognised by government as being responsible for the regulation or approval of a particular range of issues.

**Research Degree –**

A higher education qualification at level 7 or 8 in [Frameworks for Higher Education Qualifications of UK Degree-awarding Bodies](#) (FHEQ).

**Research Degree Record System (RDR) –**

A research degree tracking and monitoring system allowing students and staff to track progress and request changes online.

**Re-sit –**

A process where students who have failed a credit-bearing component or element (e.g. a module or project) such that credits are not obtained are permitted to re-sit or resubmit any failed assessments (e.g. coursework assignment, specific exam paper) within it.

**Revoke –**

To revoke (cancel) credit/an award.

**LSHTM Academic Manual 2025-26**  
**Chapter 11: Glossary and Common Acronyms**

**Self Plagiarism –**

Presenting work for assessment which was originally completed for other purposes, whether at LSHTM or elsewhere, unless this work is properly identified or unless instructed otherwise.

**Semi-compulsory Module –**

One of a set of modules from which a choice can be made within a particular programme to fill a compulsory module requirement.

**Senate -**

Senate is the key forum in LSHTM for academics to take responsibility for the enhancement of academic quality and assurance of academic standards. It is responsible to the Council for setting the academic framework for research, teaching, learning, and training at LSHTM. It keeps the student experience (including welfare) under review and ensures that this is maintained at a high level. It takes responsibility and provides assurance to the Council on the effectiveness of academic governance including the reliability of degree standards and the continuous improvement of the student academic experience and of student outcomes.

**Senate Education Committee (SEC) –**

Senate Education Committee is responsible for advising and making recommendations to Senate on the enhancement of academic quality and assurance of academic standards for postgraduate taught provision up to and including Level 7. It reviews the academic provision to ensure that standards are maintained and opportunities developed to enhance academic quality. It reviews the academic regulatory framework and its operation, progress against the LSHTM Strategy and the evidence on the student experience. The Committee works with its student members in the development, assurance, and enhancement of the quality of the student educational experience.

**Senate Research Degrees Committee (SRDC) –**

Senate Research Degrees Committee is responsible for advising and making recommendations to Senate on the enhancement of academic quality and assurance of academic standards for research degrees. It reviews the academic provision to ensure that standards are maintained and opportunities developed

**LSHTM Academic Manual 2025-26**  
**Chapter 11: Glossary and Common Acronyms**

to enhance academic quality. It reviews the academic regulatory framework and its operation, progress against the LSHTM Strategy and the evidence on the student experience. The Committee reports to Senate.

**Short Courses –**

Taught provision lasting from three days to three months which provide students opportunities to study specialised topics in a broad range of health and global health fields.

**Split Study –**

For postgraduate taught programmes, studies are split into three time periods; the student attends LSHTM on a full-time basis during the first and third period of their studies, with a one-year break in between.

**Single Award –**

An award made only by one institution. At LSHTM, most awards are single awards and these awards are made under the aegis of the University of London.

**Suspension –**

The temporary closure of a programme or module for recruitment.

**Special Assessment Arrangements –**

Reasonable adjustments made to avoid as far as possible the disadvantages which a disabled student experiences because of their impairment.

**Special Assessment Arrangements Committee (SAAC) –**

A committee convened to consider student requests for non-standard special assessment arrangements.

**Special Programmes**

are those non-degree-awarding programmes defined by Senate as needing more scrutiny e.g., Executive Programme for Global Health Leadership and Professional Diplomas.

**LSHTM Academic Manual 2025-26**  
**Chapter 11: Glossary and Common Acronyms**

**Stage –**

The sub-division of a programme of study into major steps of progression. Each stage provides a coherent learning experience and may be recognised with an interim exit award.

**Statute –**

A schedule to the Charter, setting out the basic governance structure of LSHTM and rules of association.

**Statutory Body –**

An organisation set up through Act of Parliament that has a legal requirement to oversee a particular profession (for example, the General Medical Council).

**SITS (Strategic Information Technology System) –**

A higher education industry standard student and programme management software programme.

**Subject Benchmark Statements –**

Published statement that sets out what knowledge, understanding, abilities and skills are expected of those graduating in each of the main subject areas (mostly applying to bachelor's degrees), and explains what gives that particular discipline its coherence and identity. The statements are consistent with the relevant generic qualification descriptors.

**Students' Representative Council (SRC) -**

The Students' Representatives Council is an independent, student-led body that represents the interests of master's and research degree students at LSHTM. The primary role of the SRC Executive is to serve as a medium for representing to LSHTM governance genuine student body issues in educational, cultural, sporting, social and general interests. In addition, the SRC Executive co-ordinates clubs, societies and social activities, and it supports and sponsors charitable activities and student involvement.

**Sub-component –**

**LSHTM Academic Manual 2025-26**  
**Chapter 11: Glossary and Common Acronyms**

A separately assessed division within a Component. For example, a module may have an assessed groupwork sub-component and an assessed individual coursework sub-component. These sub-components contribute separate grades to generate a module GPA.

**Summative Assessment –**

Formal assessment of students' work, contributing to the final result.

**Synchronous Learning -**

Synchronous learning will comprise a combination of live and interactive activities. Students may be participating on campus or remotely.

**Taught Postgraduate –**

A programme of study leading to the award of a Taught Master's Degree, a Postgraduate Diploma or Postgraduate Certificate.

**Term –**

A period of compulsory attendance between specified dates, of around 12 weeks, during which teaching assessment occur.

**Termination of Studies –**

A termination of a student's registration on a programme of study.

**Termination of Studies Panel –**

A panel convened to determine whether a student who has made unsatisfactory academic progress has met the required target set by their Faculty and the appropriate course of action to take.

**Threshold Academic Standard –**

The minimum standard that a student should reach in order to gain a particular qualification or award, as set out in the subject benchmark statements and national qualification frameworks. Threshold standards are distinct from the standards of performance that students need to achieve in order to gain any particular class of award, for example a first-class bachelor's degree.

### **Tier 4 –**

The part of UK Visas and Immigration's points-based immigration system that is concerned with individuals who want to come to the UK to undertake a programme of study at an educational establishment. Higher education institutions intending to recruit such migrants must achieve highly trusted sponsor status.

### **Tier 4 Register of Sponsors –**

A document published by UK Visas and Immigration which provides a list of institutions licensed to sponsor migrant students under Tier 4. It includes information about the category of students they are licensed to sponsor and their sponsorship rating.

### **Total Credit Value –**

The total amount of academic credit required for an award.

### **Transcript –**

A document, but not a formal certificate, that certifies the results achieved (usually broken down at least to module/unit level).

### **UK Standing Committee for Quality Assessment –**

The UK Standing Committee for Quality Assessment provides sector-led oversight of higher education quality assessment arrangements that continue to be shared across the UK. Its aim is to ensure the provision of high-quality education across the UK.

### **University –**

Independent, self-governing institutions that undertake research and teaching and are diverse in size, mission, history, and the range of subjects on offer. The first universities arose from colleges or institutions founded by groups of scholars, often with monastic connections and/or noble or royal patrons. Subsequently, universities have been established by a Royal Charter, Act of Parliament, Papal Bull or by Order of the Privy Council enabling them to develop



**LSHTM Academic Manual 2025-26**  
**Chapter 11: Glossary and Common Acronyms**

their own programme of study and award their own degrees. LSHTM is part of the University of London, who are the awarding body.

**Upgrade/Review –**

A formal summative review of a research student's progress to ensure that students have the ability, resources, and a suitable project to complete their programme of study on time.

**Validation –**

A formal process through which an awarding body initially approves a programme of study (in terms of its content, teaching/learning and assessment) for the purpose of leading to one of its qualifications. This applies both to programmes delivered at the institution itself and to programmes delivered at partner institutions.

**Validation Panel –**

A constituted panel consisting of internal and external academic expertise, quality assurance staff, and student(s) that convenes on behalf of Senate to consider proposals for new programmes.

**Viva Voce –**

An oral examination which assesses skills and knowledge.

**Withdrawal of Study –**

A voluntary permanent withdrawal from a programme of study; this ends the student's enrolment at LSHT.



## Abbreviations

**AA** - Assessed Assignment

**ADE** – Associate Dean Education

**AIC** - Assessment Irregularities Committee

**AMRAP** - Annual Module Review and Action Plan

**APDR** - Annual Programme Directors Review

**CATS** - Credit Accumulation and Transfer Scheme

**CID** – MSc in Control of Infectious Diseases

**CMA** - Competition and Markets Authority

**CoP** - Completion of Procedures letter

**CSRD** - Capacity Strengthening Research Degree

**CT** – Clinical Trials by Distance Learning

**D&H** - MSc in Demography & Health

**DH** – Demography and Health by Distance Learning

**DL** - Distance Learning

**DLO** - Distance Learning Office

**DRDC** - Department Research Degree Coordinator

**DrPH** - Doctor of Public Health

**DTM&H** - Professional Diploma in Tropical Medicine & Hygiene

**ECF** - Extenuating Circumstances Form

**ECTS** - European Credit Transfer and Accumulation System

**EP** - Epidemiology by Distance Learning

**EPH** - The Faculty of Epidemiology and Population Health

**EPI** – MSc in Epidemiology

**LSHTM Academic Manual 2025-26**  
**Chapter 11: Glossary and Common Acronyms**

**ESRC** - Economic and Social Research Council

**F2F** - Face-to-face (this terminology replaced by *Intensive* in 2020/21)

**FHEQ** - The [Frameworks for Higher Education Qualifications of UK Degree-awarding Bodies](#)

**FEC** - Faculty Education Committee

**FRDD** - Faculty Research Degree Director

**FRDM** - Faculty Research Degree Manager

**GHP** - Global Health Policy by Distance Learning

**GMH** - MSc in Global Mental Health

**GP** - Grade Point

**GPA** - Grade Point Average

**ID** - Infectious Diseases by Distance Learning

**IID** - MSc in Immunology of Infectious Diseases

**IIP** - Irregularity Investigation Panel

**ITD** - The Faculty of Infectious and Tropical Diseases

**LSA** - Learning Support Agreement

**LSHTM** - The London School of Hygiene & Tropical Medicine

**MEDiC** - MSc in Medical Entomology for Disease Control

**MM** - MSc in Medical Microbiology

**MO** - Module Organiser

**MoA** - Memorandum of Agreement

**MoU** - Memorandum of Understanding

**MP** - MSc in Medical Parasitology

**MPhil** - Master's of Philosophy

**MS** - MSc in Medical Statistics

**MSc** - Master's of Science

**NGH** - MSc in Nutrition for Global Health

**LSHTM Academic Manual 2025-26**  
**Chapter 11: Glossary and Common Acronyms**

**OIA** - [Office of the Independent Adjudicator](#)

**OfS** - [Office for Students](#)

**PD** - Programme Director

**PGCert** - Postgraduate Certificate

**PGDip** - Postgraduate Diploma

**PGT** - Postgraduate Taught

**PH** - MSc in Public Health

**PH4D** - MSc in Public Health for Development

**PhD** - Doctor of Philosophy

**PHEC** - MSc in Public Health for Eye Care

**PHP** - The Faculty of Public Health and Policy

**PMRC** - Programme and Module Review Committee

**PRES** - Postgraduate Research Experience Survey

**PRI and IRL Schemes** - Public Research Institutions and Industrial Research Laboratories Schemes

**PSRB** - Professional, Statutory or Regulatory Body

**PTES** - Postgraduate Taught Experience Survey

**QAA** - [The Quality Assurance Agency](#)

**QAS** - Quality & Academic Standards office

**QCF** - [Qualifications and Credit Framework](#)

**RD** - Research Degree

**RDR** - Research Degree Record

**RPL** - Recognition of Prior Learning

**RSHR** – MSc in Reproductive & Sexual Health Research

**SAAC** - Special Assessment Arrangements Committee

**SEC** - Senate Education Committee

**SED** - Self-evaluation Document

**LSHTM Academic Manual 2025-26**  
**Chapter 11: Glossary and Common Acronyms**

**SLT** - Senior Leadership Team – ***now called Executive Team***

**SpLD** - Specific Learning Disability

**SRC** - Students' Representatives Council

**SRDC** - Senate Research Degrees Committee

**TEL** - Technology Enhanced Learning

**TMIH** – MSc in Tropical Medicine & International Health

**UoL** - University of London

**UoLW** - University of London Worldwide