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**LSBU**

# **Assessment and Examinations Procedure 21-22**

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## 1. Purpose

1.1 This document set out the procedures associated with assessment and examinations at London South Bank University providing details about our certification and transcripts.

## 2. Assessment Procedures

2.1 The purpose of assessment is to measure students' learning, skills, and understanding. Assessment enables students to demonstrate that they have fulfilled the objectives of their course and achieved the required standard. Assessment also helps students to reflect on their learning, and to recognise and enhance their achievements. All assessments are submitted in English, unless the examination paper or coursework specifies another language.

### Assessment in relation to credit and awards

2.2 The basis of the assessment for university taught awards, including the taught components of a professional doctorate, are by assessment of students within and/or at the end of each module. The assessment method, criteria and the marking scheme are based on the module's learning outcomes and reflect the appropriate credit level.

2.3 The compatibility of module outcomes with the objectives of the course is verified through the process of validation. The operation of a course of study is subject to regular and continuous scrutiny in order to ensure academic standards are maintained. The detail about the processes for validation can be found on our Academic Quality and Enhancement Website.

2.4 Credit is awarded by the university to quantify learning achieved at a given level to learners who have attained the specified learning outcomes of the module. Credit is given on the basis of module assessment. Students are awarded credit for modules passed at Levels S, 4, 5, 6 or 7. No student will be required or permitted to retake a module for which they have already received credit, unless

- a) the maximum period of enrolment (see below) has expired; *or*
- b) an Academic Integrity Coordinator or Academic Integrity Panel has required that modules be reassessed as part of the penalty for cheating or plagiarism (see Academic Misconduct below)

2.5 The university expects all work submitted for assessment is the sole work of the individual submitting the work (except where it is a specified as a group assignment). There are defined processes, and penalties, related to poor academic practice, plagiarism, collusion and cheating in examinations (for which the penalties include exclusion from the university and failure of the entire degree). For further information see Academic Misconduct below.

## Transfer of credit

2.6 Credit awarded by another higher education provider may in certain circumstances contribute to the credit required for a London South Bank University award. For credit to be transferred, the learning must be relevant to the course for which the claim is being made. The learning must also have been at a comparable academic level and must have been assessed.

2.7 Any credit transferred from another provider must be equal to, or less than, the amount of credit awarded by the LSBU. The transferred credit can be reduced if the learning is not relevant to the course, or the academic content is no longer current.

2.8 At least half of the credit required for an award of the university must normally be accumulated as a result of learning assessed at London South Bank University.

2.9 In exceptional cases, transfer of credit from another provider may exceed 50% of the credit required. If this is the case, the processes followed to award the transfer of credit must be thoroughly and independently scrutinised and regulated to ensure the standard of the London South Bank University award is maintained. The amount of credit transferred can only exceed 50% of the credit required for an award:

- as a result of an institutional agreement;
- as a result of a validation panel explicitly approving entry to an advanced stage of a course for candidates with certain specified academic (or equivalent) qualifications;
- on an individual basis but the credit transfer from another provider will never exceed two thirds of the credit required for the award.

2.10 When the transfer of credit in excess of 50% is granted, the award must be accumulated within the specified maximum period of registration for that award. This need not apply if less than 50% transfer credit is requested.

2.11 Requests for the transfer of credit are delegated to the individual schools which establish appropriate processes. When considering such requests, the school will:

- confirm (against a transcript of credit or award certification) that the learning activity has been given a credit rating (for example 20 credits at Level 5) or judge the level and amount of credit on the basis of the year and volume of study at another UK institution (by reviewing course content and learning outcomes) or confirm the level and volume of study successfully undertaken in an overseas university or similar institution;
- keep a record of the consideration of the claim;
- ensure that any award of transfer of credit is entered on the student record system and that the information is made available to the relevant award and progression examination board.

2.12 In some cases, a group of students may be admitted with credit through a different arrangement, not necessarily linked to another institution. In such cases there will be no formal institutional agreement so this must be approved by the Quality and Standards Committee.

2.13 If an honours or distinction student is exempted from modules because of their transfer of credit, the examination board must decide on what basis those modules will contribute towards the final mark. Exempted modules will normally be disregarded.

### Re-grading of credit

2.14 The upgrading of credit is the transfer of credit awarded at one level to a higher academic level. This is not normally permissible. Students should not normally receive more than one allocation of credit on the basis of a single learning activity.

### Accreditation of Prior Experiential Learning (APEL)

2.15 Applicants who meet or exceed the criteria for entry to a course may also be eligible for recognition of their prior learning and this will exempt them from some of the requirements for their award. The decision to admit a student onto a course is separate from the decision to recognise prior learning. The decision to recognise prior learning is taken after the decision to admit has been made. This is taken in reasonable time so the applicant can determine whether they wish to accept the offer of a place. The authority to recognise prior learning is delegated to each of the individual schools.

2.16 Recognition of prior learning is for learning that has not taken place in a classroom, does not result from following a programme of study and is not measured in and verified by a transcript. The learning has taken place in a different setting, for example, the workplace. This does not include courses based on the accreditation of current or planned experience (such as work-based learning). Credit is not awarded on the basis of experience per se; it is awarded on the basis of what is learned through reflecting on experience.

2.17 The content of APEL submissions will vary in accordance with the nature of the experience and of the learning that has resulted from that experience but might include the following elements:

- the statement of the claim;
- a brief CV to provide a context for the claim;
- reflection on the relevance of the learning to the programme against which the claim is being made;
- outcome cross-referenced to the full evidence;
- full evidence.

2.18 Types of evidence might be:

- practice-based documents;
- reports based on reflection on practice;

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- video/audio tapes and analysis relating to the learning outcomes;
- analysis of issues arising in preparing for practice;
- analysis and description of practice activities;
- analysis of training activities in relation to the practice;
- statements from line managers in relation to practice.

2.19 Evidence must be sufficient, relevant, verifiable and current.

2.20 Evidence must not be solely assessed by the staff who have advised the claimant.

2.21 APEL claims are subject to the same quality assurance processes as learning derived from taught programmes of study.

2.22 Each school has an approved procedure for considering requests for the accreditation of prior experiential learning. All are likely to include the following stages:

- allocation of a member of academic staff to advise the candidate;
- specification of what the claim must entail, in particular, the nature and purpose of evidence of learning to be submitted by the candidate must be made clear;
- agreement of assessment work to be submitted (e.g., portfolio, presentation, submission of artefacts, examinations);
- agreement of submission dates;
- agreement of tutorial arrangements (including monitoring progress towards submission, reviewing drafts etc.);
- clarification of arrangements for assessment (including assessment criteria, internal and external moderation);
- assessment of the claim by a panel appointed for this purpose by the award and progression examination board;
- feedback to the claimant; where the claim cannot be accepted the feedback should include details of its shortcomings and/or any additional evidence necessary for the acceptance of the claim.

### Module assessments

2.23 The relevant school or division responsible for each module establishes transparent procedures to ensure that no individual student or group of students are disadvantaged by the nature of the assessment task or the marking system used.

2.24 At Levels 5, 6 and 7, both the setting and the marking of assessments must be moderated by external examiners. Where Level 5 or Level 4 modules contribute directly to an academic award (for example HND/HNC and Foundation Degree Programmes) these must also be subject to external moderation. A system of internal verification of assessments, at all academic levels is implemented by the relevant division.

2.25 Course or module regulations may specify minimum attendance requirements which students will be required to meet. Minimum attendance requirements will be recorded in course specifications if needed.

2.26 A student's achievement in each module must be assessed so they are awarded an overall mark for each module. If an assessment covers more than one module, the assessment must be structured so that a separate overall mark can be awarded for each module.

2.27 Assessment will normally take place during the semester in which the module is offered. At or near the start of each module the relevant division must ensure that students are informed of the requirements and criteria for assessment and of the weight carried by each component of assessment.

2.28 If the assessment of a module consists of more than one component (for example formal examination and coursework) the overall module mark is calculated as a weighted average of the marks for all the components. This is based on the weightings approved through the course validation process (this can be found on our Academic Quality and Enhancement Website) or modified through the school academic standards committee. If no weighting is stipulated, each element will carry equal weighting.

2.29 A component may be further divided into sub-components, each with its own weighting in the calculation of the mark for the component.

2.30 Some components (typically assessment to demonstrate competency) may be pass/fail only, in which case the module mark will be calculated from the weighted average of the marks for components which are quantitatively assessed.

2.31 A threshold mark will normally be specified which a student must achieve in each component of assessment in order to pass the module. The minimum threshold mark for a component is normally 30% at Levels S, 4, 5 and 6 or 40% at Level 7, but may be set higher. No minimum mark may be specified for any sub-component of assessment.

2.32 To be awarded a pass in a module a student must:

- a) achieve an overall weighted average mark for the module of at least 40% at Levels S, 4, 5 or 6 and 50% at Level 7; and
- b) achieve the minimum threshold mark in each component of assessment for which a threshold is specified; and
- c) achieve a pass standard in specified pass/fail assessments where such assessments are used.

2.33 A student registered on specific courses may be awarded a module pass with merit or distinction. In order to be awarded a pass with merit a student must normally have achieved a

weighted module mark of at least 55% (60% for level 7). In order to be awarded a pass with distinction a student must normally have achieved a weighted module mark of at least 70%.

2.34 All module marks must be computed as a numerical percentage rounded off to the nearest whole number. Marks with a decimal part below .5 will be rounded down to the nearest whole number, and marks with a decimal part of .5 or above will be rounded up to the nearest whole number. Students will normally be informed of their module marks following the completion of the module, in accordance with procedures published by the university. These module marks are provisional until ratified by an examination board.

2.35 The relevant school which offers a module will ensure that the dates for examinations and submission of coursework are recorded in the university's student record system before a module begins. The module coordinator will inform the students registered on the module and the school administrative office of any change in the deadline date for coursework submission at the earliest opportunity.

2.36 Students must:

- a) make themselves aware of these dates that are published via Moodle and MyLSBU;  
*and*
- b) attend examinations and submit work for assessment on the dates required.

### Attempts at assessment

2.37 A student will be deemed to have made a first attempt at each component or sub-component of assessment (coursework and examination) at the due date, whether or not the attempt has been made. A student who fails to submit a component or sub-component of assessment as required will be awarded a mark of 0% for that component or sub-component of assessment.

2.38 Where a student has not successfully completed the assessment for the module a resit opportunity is allowed. For a resit, the form of the re-assessment must be equivalent to the original assessment and be approved by the external examiner. The form the reassessment will take must be made explicit to the student. If we have accepted a claim for extenuating circumstances the first resit opportunity will be uncapped. Students are expected to attempt the assessment at the next available opportunity. If the student does not attend the examination or submit the coursework at that time unless they have further extenuating circumstances accepted they will be deemed to have made an attempt at the assessment and be awarded a mark of 0%.

2.39 Where a student has been required to repeat a module and there are no other regulatory requirements to prevent it, they will be permitted a first attempt at assessment of the repeated module and a resit opportunity. Students are not usually allowed to register more than twice on any module including deferral and referral opportunities.

2.40 Each school keeps a list for reference of all the dates for the submission of all modules on courses taught by the school.

### Submission of coursework

2.41 Students must submit assessments electronically, unless the type of assessment makes it impossible to do so. The relevant module guide will inform students of the format(s) that they are expected to use. It is a student's responsibility to ensure that they have back-up copies of any work submitted. Failure of IT equipment will not be accepted by the examination board as a reason for non-submission, incomplete submission of an assessment or (normally) as an extenuating circumstance

2.42 The physical or electronic receipt is the only acceptable proof of submission.

### Late submission of coursework

2.43 A student who is unable to submit a written coursework assignment by the specified deadline may submit up to five working days late. This includes undergraduate and master's level dissertations. Please refer to the Late Submission and Extenuating Circumstances Notification Procedure for details.

2.44 A successful claim for extenuating circumstances may mean the capping is not applied (see below). A valid extenuating circumstances claim means the examination board has discretion to remove the cap where assessment and feedback make this reasonable.

2.45 Work submitted more than five working days after the published deadline date will receive a mark of 0% (zero). Please refer to the Late Submission and Extenuating Circumstances Notification Procedure for details.

2.46 For students on a professionally accredited course, for example in the School of Health and Social Care, where the professional body does not permit late submission, these regulations will not apply. The course specification will clearly advise if this is the case.

2.47 Resubmission of coursework and forms of assessment such as group work, presentations and class tests are not covered by this regulation and must be completed on time. A successful claim for extenuating circumstances may mean that the student is able to submit the work at a later date.

2.48 Students unable to submit course work by the published submission date must notify the university prior to the submission date via MyAccount.

2.49 The change for late submission from 10 days to 5 days will apply to all students including those students registered with Disability and Dyslexia Support (DDS). Registered students can apply for an uncapped late submission through MyAccount after checking their Support Arrangements, at any point before the deadline for submission.

2.50 For resits of coursework assessments within the same academic year, all students will be allowed up to five working days for late submission. Please refer to the Late Submission and Extenuating Circumstances Notification Procedure for details. Please check for specific School protocols that may impact this.

#### Assessments for students taking modules which do not contribute to an LSBU award

2.51 Alternative assessment arrangements can be approved by the Quality and Standards Committee for students from other higher education providers taking modules at LSBU which **do not** contribute to an award of the university. This would apply to students who leave LSBU before the end of the semester, meaning they are unable to participate in the approved assessment for the module(s).

### 3. Examinations procedures

3.1 A summary of the rules for examination candidates are displayed in every examination room.

#### Preparation of examination papers

3.2 Examination papers are prepared within the timetable set out in the assessment calendar approved by the Academic Board.

3.3 Examination papers that contribute directly to an academic award are sent in draft to the external examiner for comment. Draft papers for both first sit and resit examinations are prepared and sent for comment to the external examiner at the same time.

3.4 The academic member of staff responsible for the examination paper is responsible for checking and certifying the accuracy of the final version of the paper.

3.5 The Examinations and Conferments Office must:

- arrange secure storage of draft and final approved examination papers and the copying of the final approved version of all examination papers;
- ensure that examination papers are available for collection on the day of the examination.

3.6 No unauthorised member of staff can copy any papers before the day of the examination.

3.7 The role of module coordinators is to write the examination paper (or arrange for it to be written) to respond to the comments of the external examiner and to check and certify the accuracy of the final paper. The module coordinator will determine what aids are permitted in the examination.

#### Timetable for examinations

3.8 The Examinations and Conferment Office publishes a university-wide timetable on MyLSBU. All exams are held in the examination periods set out in the assessment calendar. There is also an approved calendar for a course held outside the normal academic calendar. In exceptional cases the Head of Registry can authorise for an exam to be held at another time.

3.9 Examinations for modules offered as part of combined degree Programmes must be scheduled within the normal teaching block for the module. In exceptional cases, with specific authorisation, they can be held outside the normal teaching block.

3.10 The Examinations and Conferment Office arranges for specified rooms to be set aside for examination use. These rooms may only be used for examinations during the examinations period, and may not be used for teaching on courses that continue during the examination period.

3.11 It is a student's responsibility to be aware of the Examinations timetable.

### Invigilation

3.12 The university is responsible for ensuring that invigilators are appointed for all examinations and that suitable base rooms are established and staffed throughout the examination period.

3.13 In each examination room there will be:

- no fewer than two invigilators irrespective of the number of candidates, and
- normally a further invigilator for every additional 35 candidates.

3.14 Invigilators have a responsibility to ensure that the examination for which they are appointed runs smoothly and is conducted in accordance with the academic regulations. The role of invigilators is to start and finish the examination, maintain effective discipline in the room and ensure that the examination is conducted in a proper manner. Invigilators should:

- collect the examination question papers and the appropriate examination stationery from the base room prior to the start of the examination;
- be present in the examination room at least thirty minutes before the start of the examination. The module coordinator (or author of a paper where different) should be present at the beginning of an examination in order to answer candidates' queries.
- ensure that candidates follow the rules for candidates;
- ensure that candidates are observed by an invigilator throughout the examination;
- announce the start and finish of the examination(s);
- take a register of attendance and check the students' ID cards;
- have the authority to instruct candidates to sit in accordance with a seating plan. Such a plan may have been prepared before the examination or may be devised immediately before the start of the examination if the invigilator deems it necessary;
- inform candidates twice of the remaining time available, normally 30 minutes and 15 minutes respectively before the end of the examination;
- make a report of any incidents during the examination.

3.15 If a student causes a disturbance, the invigilator will:

- warn the student;
- require the student to withdraw if he or she persists;
- not re-admit the student if s/he is required to withdraw;
- make a note of the circumstances for the university.

3.16 If a student reports that he or she has inadvertently brought an unauthorised item to his or her desk the invigilator should:

- remove the item;
- report the matter to the university;
- permit the student to continue the examination.

3.17 Normally, not more than one invigilator should leave the examination room for any purpose at any one time. Under no circumstances whatsoever must the examination room be left unattended during an examination.

3.18 Invigilators have discretion to take whatever action may be appropriate to meet unforeseen circumstances. The invigilator will notify the Head of Registry of any circumstance or action which may in any way have affected the performance of the candidates.

3.19 The module coordinator (or a nominated member of the module team in the case of examinations which are conducted in more than one room) will be present at the start of the examination to answer candidates' queries.

3.20 A student may leave the examination room temporarily but only if accompanied by an invigilator. A student who leaves the examination room without obtaining an invigilator's permission will normally be deemed to have withdrawn from the examination. Such cases must be reported to the university. Students who wish to return to the examination room must be accompanied by an invigilator who will have ensured that they did not contact any person or consult any material while outside the room.

3.21 The invigilator should report in writing any occurrences during the examination which may have affected the candidates' performance.

3.22 We allow students who arrive for an exam late (that is after the exam has started) into the exam room up to **30 minutes late**. In practical terms:

- At the commencement of the exam, an invigilator stands outside the room and has with them exam scripts and the instructions relating to the specific exam.
- Any student that arrives between minutes 1 to 9 after the exam has commenced will be briefed by the invigilator outside the room on the exam itself, rulings on mobile phones, ID card etc., told where they will be sitting and that the students will not be given any extra time to complete the exam. At this point the students have a choice – they can either follow this ruling and undertake the exam or choose not to enter and sit the exam at a later date (if they have another attempt available).
- If no student has left the exam room - At minute 10, the students that are gathered outside the room will be escorted to their seats by the invigilator. If a student has left the exam room then no late entry to the exam will usually be allowed,
- Repeat this process with students who arrive between 10-29 minutes late, entering the room after 30 minutes. No admission to the exam room will be allowed, under any circumstances after 30 minutes have passed.

### Evacuation of an examination

3.23 If the building has to be evacuated during the examination invigilators will:

- stop the examination and note the time;
- ask students to leave the room and meet the invigilator at an appropriate assembly point;
- tell students not to communicate with each other when outside the examination room;
- make clear to students that the examination has not been completed or cancelled;
- ensure that the examination materials (answer books, question papers, desks, etc.) are not disturbed and that all equipment is left in the examination room. Students may not remove their bags or electronic devices (such as phones) from the exam room);
- ensure that the examination room is locked so as to secure the examination materials and students' property;
- ensure that candidates continue to observe the rules for candidates while at the assembly point)
- when permission is given to return to the building, control the re-entry of students to the examination room, within reason, as if the examination was to commence under normal circumstances;
- if the delay in returning to the examination room is lengthy (beyond one hour) or if students have failed to follow the rules for candidates while at the assembly point, decide whether the examination should be cancelled;
- inform students of any additional time they will be allowed in lieu of the disruption and report the incident to the university.

3.24 Safe evacuation of the exam room takes priority over the conduct of the exam. No candidate or invigilator will take any of the above actions if doing so would create a risk to life or to the health and safety of themselves or any other individual.

3.25 It will be for the examination board to decide whether the examination should be classified as void and the incident reported to Academic Board.

### Rules for examination candidates

3.26 Students must ensure that they are familiar with the examination rules for candidates. These rules apply to all examinations. If students break the rules, they will be penalised and may fail the examination. If they are in any doubt about the rules, they should ask the invigilator.

### Before the examination

3.27 Students may enter the examination room only when authorised to do so by the nominated lead invigilator.

3.28 Students must switch off mobile phones, smart watches and other devices capable of transmitting and receiving data, personal stereos or other items which may distract other

candidates. Any such items must be placed in the student's bag or coat, or face down on the floor under their desk for the duration of the examination.

3.29 Students must:

- put coats and bags at the front or back of the room as instructed by the invigilator and not by their examination desk;
- give to the invigilator any papers which may accidentally have been brought into the examination room;
- go to the seat as directed by the invigilator and remain silent;
- switch off any mobile devices and place them face down on the floor under their examination desk (mobile devices which are switched off and in a bag or coat may be left at the front or back of the room);
- have a written agreement from Disability and Dyslexia Support to use a dictionary or any other aid which constitutes reasonable adjustment for a disability.

### During the examination

3.30 In some circumstances students may be allowed into the examination room after the start of the examination at a specified time and only with permission of the invigilator.

3.31 The student's London South Bank University identity card must be placed on the desk such that it is visible to the invigilator. The student's dress must be such as to allow the invigilator to confirm that the image on the identity card matches the student sitting the examination.

3.32 Students may also be asked to remove headwear or outer clothing where the invigilator considers that any kind of aid to examination might be hidden. If necessary, a student may be required to accompany an appropriate invigilator to a private area to allow the invigilator to conduct this check or confirm the student's identity. Once the check has been conducted, the student may sit the exam wearing their chosen clothing. The invigilator has no right to ask for headwear or clothing to be removed permanently, nor to undertake a physical search of the student's person.

3.33 The only other items which may be placed on the desk are as follows:-

- a small selection of writing and related implements; these may be contained in a clear plastic bag only;
- a bottle of uncarbonated drink in an unlabelled bottle;
- a small number of unwrapped items of confectionery; any other food material will be permitted only in the case of students with previously approved additional needs;
- any other item (for example a calculator, data tables, case study) that is explicitly permitted by the examination instruction ;
- any items approved for use by a student with additional needs; such approval must be given in advance and in accordance with DDS.

3.34 Students must:

- obey all instructions from the invigilator;
- check that they have no unauthorised materials on their desks;
- use only university examination stationery for all work including all rough work;
- provide batteries for their calculator.

3.35 Students must not:

- start writing until told to begin by the invigilator;
- attempt to read the work of any other student;
- talk or communicate in any other way with any other student;
- eat or drink (other than as permitted above) or smoke during the examination;
- leave the examination room for any reason during the first 45 minutes or the last 30 minutes of the examination.

3.36 Students may be allowed to leave the room after 45 minutes, in which case they must:

- attract the attention of the invigilator and ask permission to leave;
- leave the examination room quickly and quietly;
- not attempt to remove any examination materials from the examination room or remove any papers from the examination script.

3.37 Students should comply with the instructions of the examination paper.

3.38 Where a student attempts more questions than required by the examination instructions, all answers will be marked and the final mark determined from the best combination of marks that satisfies the examination instructions.

### After the examination

3.39 Students must:

- stop writing when the invigilator tells them;
- remain in their seat without talking;
- leave all papers (except the examination paper) on their desk;
- leave the examination room immediately when the invigilator tells them.

### Use of aids in examinations

3.40 No electrical or electronic devices including smart watches and earphones may be brought into the examination room except as allowed below.

### Calculators

3.41 Only a prescribed calculator may be used. The module coordinator will decide whether calculators are acceptable for use in the examinations for which s/he is responsible and, if they are, which calculators may be used. In the absence of an explicit decision for any particular module, it will be assumed that no calculators may be used. This decision will be recorded in the module guide either as an explicit specification of particular types or as a list of approved types and notified to the invigilators. Unless a clear statement to the contrary is made in the module guide and rubric of the examination paper it will be assumed that permitted calculators will be non-programmable.

3.42 All calculators authorised for use in examinations must be:

- non-programmable (other than as allowed for above);
- not capable of storing text, nor of displaying text other than as built-in error messages;
- battery operated;
- silent;
- not capable of transmitting or receiving data during the examination or test;
- not capable of giving the candidate an unfair advantage of any kind.

3.43 In exceptional circumstances, the above provisions may be waived for individual disabled candidates.

3.44 The module coordinator's decision will also apply to modules being delivered at associate institutions.

3.45 Any candidate found using an unauthorised calculator will be reported as specified under academic misconduct see below

### Portable computers

3.46 Candidates are not normally permitted to use portable computers, mobile devices or smart watches in examinations. Any candidate found using a portable computer in an examination will be reported as specified under academic misconduct see below.

### Dictionaries

3.47 If a candidate is granted alternative assessment arrangements arising from conditions such as dyslexia, the use of a dictionary (English or approved foreign language) may be considered where appropriate but must be approved in advance. The edition approved must not, in any case, contain any information or technical data of potential use to the student in the examination.

3.48 Where a candidate who has been granted alternative assessment arrangements is permitted the use of a dictionary, he or she will be required to use the dictionary provided by

the university and may not bring his or her own. Any student found with such a dictionary in his or her possession may be the subject of an allegation of academic misconduct.

3.49 Dictionaries are not permitted in the exam room except as allowed for above. Any candidate found using a dictionary in an examination other than as described in the above provisions may be the subject of an allegation of academic misconduct.

### Inability to attend an examination at the university

3.50 Except in the context of an approved collaborative programme, students will not be permitted to take examinations overseas or at any locations other than the university. Where the same examination paper is used in more than one location the examinations must be held simultaneously.

3.51 A student unable to attend an examination on grounds of evidenced extenuating circumstances must submit an extenuating circumstances claim by the published deadline.

3.52 In exceptional cases, if extenuating circumstances have been accepted with evidence that a student is able to undertake academic work but unable to attend the examination at the university, the examination board (via Chairs Action) may allow the student to complete an alternative form of assessment of the same learning outcomes. Such a decision is subject to any Professional Statutory and Regulatory Bodies requirements, and for no more than one module.

### Major Disruptive Events

3.53 In the event of industrial action, terrorist action or other circumstances that might cause disruption the university expectation is that as far as possible work will continue as normal. In the event of a disruption to public transport, examinations will take place in accordance with the approved schedules.

3.54 It remains the responsibility of candidates to present themselves at the examination room in good time. Students are expected to make such arrangements as may be necessary to ensure that they arrive on time.

3.55 In the event of major disruption to public transport, for example a strike, where the dates of disruption are known in advance, the university may decide to delay the commencement of examinations scheduled on those dates by up to 60 minutes.

3.56 It is the responsibility of each student to ascertain whether there is disruption. Students should assume that the examination will start as originally scheduled.

3.57 Exceptionally, students may make submissions on the grounds of extenuating circumstances, which may include missing all or part of an examination due to disruption to public transport. The student must submit as evidence of such extenuating circumstances an explanation of the absence, together with a note of their term-time address and normal travel arrangements, and an account of the efforts made to overcome the difficulties.

### Alternative assessment arrangements for disabled students

3.58 Alternative assessment arrangements and methods may be made available to disabled students on an individual basis to mitigate the barriers created by the learning tasks. These alternative arrangements will need to ensure that the assessment tasks and learning outcomes are met. Arrangements and decisions will be made in discussion with a student's course team and course director and, where required, with approval from the School's Director of Education and Student Experience, an exam board, or a professional body.

3.59 Whilst these regulations describe specific procedures to be followed for the identification, assessment and academic implications of any alternative arrangement, some flexibility is required in their implementation in order to optimise the appropriateness of what can be provided by the university.

### Identification of support arrangements

3.60 It is advisable that students share information about their disability to the University at the earliest stage. Students are given plenty of opportunities to do this, from application and throughout their studies, in order for LSBU to put reasonable adjustments in place. If a student informs a member of staff about their disability pre or post enrolment they should be encouraged to contact Disability Dyslexia Support based in the Student Centre or by emailing [disability@lsbu.ac.uk](mailto:disability@lsbu.ac.uk). Staff can also contact the DDS team for advice.

3.61 Students can discuss or make requests for alternative assessment arrangements by meeting with a Disability Adviser in the Disability and Dyslexia Support team. Appropriate professional or medical documentary evidence and/or advice to substantiate the need for such provision may need to be submitted. The evidence and/or advice to substantiate requests for alternative assessment arrangements may be provided from sources of expertise from within the university or from appropriate external professional bodies. A Disability Adviser will confirm the validity of the request.

3.62 Students need to make any requests for alternative assessment arrangements for formal examinations known to Disability and Dyslexia Support by the end of week ten of a semester. This deadline should be met if the arrangements are to be implemented for the first time in that semester. Consideration of submissions made after the deadline may be deferred until the next semester; where it is reasonable that a request is made after the deadline, for example, in an emergency, all effort will be made to make arrangements for the exam period.

3.63 In order to ensure the best possible support for students, consistency and equity of treatment of submissions, all impact of disability on learning must be explored by a Disability Adviser. They will ascertain that any evidence meets sector standards, and that impact is understood and translated into workable arrangements. These reasonable adjustments will be captured in writing by the Disability Adviser in a Support Arrangements Form.

### Implementation of support arrangements

3.64 A Support Arrangement Panel has been established in each school to review the overall arrangements for reasonable adjustments for exams and assessments. The Dean of the school (or their representative) will chair the panel and will consider students enrolled on awards which are the responsibility of the examination boards in the school. The panel will include representatives from the school, the Disability and Dyslexia Support Manager and the link disability officer for the school.

3.65 The Support Arrangement Panel will meet in sufficient time before the two main examination periods to review the arrangements for disabled students to ensure any adjustments can be fully met.

3.66 The Dean or his/her nominee, for example the Director of Education and Student Experience, or the Course Director, will decide whether any examination board external examiners should be involved in any discussions around the alternative assessment arrangements. No alternative assessment methods may be approved without consulting the relevant external examiner(s).

3.67 Disabled students may have their assessment arrangements reviewed if their circumstances alter or if they fail to cooperate in their assessment during their period of enrolment on their programme.

3.68 Where the student's disability is of a temporary nature, alternative assessment arrangements should specify a time period for which these arrangements are valid (normally one semester). However, the student may submit a request for an extension at the end of this period, provided it is supported by appropriate evidence.

3.69 The panel will determine who has responsibility for implementing support arrangements for assessments and examinations, including alternative assessment arrangements.

3.70 Once the Disability Adviser has agreed the arrangements, a copy of the Support Arrangements Form will be forwarded to the Course Director and relevant colleagues, for forward distribution to academic staff. Disability and Dyslexia Support will retain a copy of the support arrangements to develop protocols of appropriate assessment arrangements for registered students. This will help to develop a body of knowledge within the university to anticipate future needs and to ensure consistency in the way requests for support is considered.

### Students with alternative assessment arrangements claims for extenuating circumstances

3.71 A student who has been assessed for alternative assessment arrangements and has had them approved cannot also claim extenuating circumstances for the disability or whatever triggered the alternative arrangements to be made.

3.72 A student who has met the deadline for requesting alternative assessment arrangements through Disability and Dyslexia Support but has experienced delays in processing their application can claim extenuating circumstances.

3.73 A student whose alternative arrangements have been approved but not met can claim extenuating circumstances on the basis of the original need for alternative arrangements.

3.74 A student who has missed the deadline for requesting alternative arrangements through Disability and Dyslexia Support may not usually claim extenuating circumstances unless there is evidence that it was reasonable for the student to have not been aware of, or missed, the deadline (for example not have been advised, or given poor advice) .

### Arbitration in cases of dispute

3.75 If the alternative assessment arrangements approved by the panel are disputed by the student on the grounds that the student does not believe that their circumstances have been fully considered or the student believes they are not being met the university will:

- assess the facts, consult the interested parties and seek advice from the relevant areas of expertise within the university;
- make a recommendation to the panel on what arrangements are considered appropriate.

3.76 In considering this recommendation, however, the panel must use its academic judgement to ensure that the requirement to assess the student in the stated learning outcomes is not compromised.

### Requests for release of information on examinations

3.77 Under the Data Protection Act 1998, students may request all information processed on their examinations via a Subject Access Request except for:

- a) the original examination script that they have submitted;
- b) approved marking schemes;
- c) details of any communications between examiners, either internal or external.

3.78 The university will make coursework available to students;

3.79 Where assessment takes place by formal examination, exam scripts remain the property of the University and so cannot be copied and/or returned to students. The student is entitled, however, to receive feedback on examination performance and marks awarded and may contact the relevant member of academic staff to arrange a meeting where the script may be viewed and the decisions of the examiners explained.

3.80 Students may request relevant extracts from the minutes of examination boards and from extenuating circumstances decision making team. The extracts released must not disclose personal data about any other student. The university may refuse to release extracts from minutes if it is impossible to do so without disclosing personal data on another student.

## 4. Examination boards

4.1 Examination boards may be 'single tier' (they deal with decisions about subject area outcomes, progression and awards in a single meeting) or 'two tier' (they deal with decisions about subject area assessment outcomes separately from decisions about progression and awards).

4.2 Examination boards are attended by external examiners, who are subject experts from other UK universities and who provide an independent point of reference for the standards of university awards. They are sufficiently experienced to make judgements about the standards of London South Bank University awards compared with those of other UK universities. External examiners (whose appointment is described in the university's Academic Quality and Enhancement Manual) comment on the nature and scope of assessment, as well as on the achievement of individual students (of whom they see a sample of work). They do not, however, moderate or adjust the marks of individual students of whom they see only a representative sample within each award.

### Decision-making

4.3 Examination boards act under delegated authority from the Academic Board.

4.4 All decisions about the outcomes of assessment for all students must be made by an examination board.

4.5 All decisions made by examination boards must be consistent with the requirements of the academic regulations.

4.6 Decisions of an examination board are normally taken at a full, quorate meeting of the board (See Annex B). A full meeting of the board is permitted to delegate to the chair, or to a defined subset of members, the authority to take decisions about individual students between meetings of the board. When decisions are taken by the chair or a delegated subset of the examination board, the chair of the examination board must ensure that the decision is recorded in the minutes of the next board meeting. When the defined subset does not include an external examiner, the chair must ensure that the relevant external examiner(s) are appropriately consulted.

4.7 The minutes of examination boards must record the decisions of the board and the reasons for those decisions and must comply with the format specified by the Registry.

4.8 Where a course is offered both at the university and as a whole or partial franchise to another organisation, or is offered by the university staff on different locations or on different calendars, the award and progression decisions should, where possible, be made at a single meeting of the examination board considering students in all locations.

4.9 The arrangements for representation of staff from the partner organisation on the examination board should be detailed in the document for the collaborative scheme or in the Memorandum of Cooperation. If the calendar of the programme is so different as to make this impossible, a separate examination board can be held involving the same ex officio membership and external examiner(s).

4.10 In exceptional circumstances a vote may be required. The chair of the examination board will conduct the vote and will only be eligible to register a vote if a majority has not been obtained. In accordance with the university's Articles of Association:

- (a) a resolution put to the vote will be decided by a show of hands (a simple majority determining the outcome);
- (b) every person entitled to attend will have one vote per resolution;
- (c) votes must be given personally and not by proxy.

### Conduct of meetings

4.11 The following information will be made available to a subject area examination board:

- (a) marks for all assessment components and the weighted module mark for each student for all modules in the subject area;
- (b) notification of students/modules in which allegations of academic misconduct are under investigation;
- (c) statistical data on the profile of marks for each module.

4.12 The following information will be made available to an award and progression examination board:

- (a) the full history of each student coming under consideration at the board;
- (b) the recommendations of the extenuating circumstances decision making teams relating to each student coming under consideration at the board.

4.13 Students will not be considered anonymously at the examination board but the board will not take account of individual students' circumstances except when directed by an extenuating circumstances decision making team.

### Decisions available to an exam board

#### Decisions available to a subject area examination board

4.14 The subject area examination board considers all marks for all modules within the subject area. It agrees the marks for each module which may then not be altered except in cases of academic misconduct or procedural error.

4.15 Where a mark is capped because it is the result of a resit, or relates to work which has been submitted late, the examination board is responsible for determining whether the cap will

apply. The university will record the mark merited and a flag to indicate the cap. Except as provided below, the mark held in the student record system will be the mark agreed by the subject area examination board and will not be amended to reflect the cap.

4.16 If the student is under investigation for academic misconduct, an “I” will be entered onto the student’s record. Upon completion of the investigation the mark will be entered if the case is not proven/dismissed or the prescribed penalty will be applied to the mark and module.

#### Decisions available to an award and progression examination board

4.17 The award and progression examination board considers every student at the end of each stage of their course after all marks for that student (including any marks relating to repeat assessment) have been decided by the relevant subject area examination board.

4.18 The board must also decide the level at which the cap will operate (either the pass mark, or zero).

#### Award and progression examination board consideration of extenuating circumstances

4.19 When the board considers a student who has made a claim for extenuating circumstances the chair of the extenuating circumstances decision making team will be responsible for ensuring the exam board is given directions about the modules affected by the claim and the decision of the team about them.

4.20 The nature of the extenuating circumstances will not be provided at the award and progression examination board, except as required in relation to aegrotat awards.

4.21 The award and progression examination board is not empowered to alter the decision of an extenuating circumstances decision making team in respect of any claim. Where new evidence comes to the attention of the chair of an examination board that they feel may be material to a claim for extenuating circumstances the matter should be referred to the chair of the extenuating circumstances decision making team.

If extenuating circumstances on production of acceptable evidence are accepted, the examination board may take one of the actions defined below:

- to make the award for which the student is enrolled and where relevant to make a classification decision;
- to permit the student to progress to the next stage of the course;
- for certain courses, to permit the student to progress to the next stage of the course while also making an intermediate award;
- to permit the student to progress to the next stage of the course with modules outstanding;
- to permit the student to continue on the current stage of the course, without progressing;

- To terminate the student's study. Where possible, a student whose study is terminated will be made an intermediate award if the appropriate learning outcomes for that intermediate award have been met.

4.22 The decisions will be recorded in the examination board. Where a claim for extenuating circumstances is upheld, but it transpires at the examination board that the student has passed the assessment anyway, the minutes will record that the successful claim was noted.

4.23 The examination board may also compensate or condone failed modules.

#### Award and progression examination board consideration of Major Incidents

4.24 Where a School(s) experiences a major and significant incident that has impacted an entire cohort(s) of students it may request, through the Chair of the University's Exceptional Awards and Progression Board, advice, support and approval for the implementation of a no detriment approach to mitigate the impact of the incident. The no detriment approach will be implemented by the Awards and Progression board. The approach implemented must be consistent and must be applied to all students to minimise any disadvantage resulting from the incident.

4.25 When an Awards and Progression Examination board has implemented a no detriment approach this must be reported to the next University Exceptional Awards and Progression Board for ratification. In reporting to the University Exceptional Awards and Progression Board the rationale, the no detriment approach implemented and evidence demonstrating that it was needed and applied fairly and consistently must be provided.

#### Award and progression examination board consideration of apprenticeship programmes

4.26 There are two types of apprenticeship programmes which the exam board should be mindful of when making decisions on award or progression:

- **Integrated Apprenticeships** - these have a mandatory End Point Assessment (EPA) embedded within the academic award. This must be achieved to complete the academic award and apprenticeship standard qualification.

**Non-Integrated Apprenticeships** - these are where the End Point Assessment (EPA) is attempted only after completing the academic award (HN or degree) **and** the Gateway. The exam board decision would then confirm the academic award with an additional stipulation of "Academic Qualification awarded - Proceed to Gateway as defined in your apprenticeship contract". The Gateway may include additional mandatory technical qualifications as described in the Assessment Plan i.e. Mathematics & English Level 2, Health and Safety Certificates. These **MUST** be achieved before progressing to the EPA. The EPA completion will be confirmed at a subsequent exam board. Once the EPA is achieved the apprenticeship standard qualification can be awarded. If the Gateway conditions are not met, the apprentice cannot progress to the EPA. If an apprentice does not complete the academic award, the exam board decision would

be “Academic Qualification not awarded”. Only when the apprentice gains the Academic Qualification will they be allowed to proceed to the Gateway.

### Exam board protocols

4.27 Exam board protocols exist where exceptional requirements modify the operation of the university's academic regulations. Award and progression examination boards may operate protocols; subject area examination boards may not operate protocols.

4.28 Protocols are approved by the Academic Board as part of the annual consideration of the university's academic regulations.

### Notification of the decisions of an exam board

4.29 Marks are released in time to allow students to prepare for any resit assessment they may have. Provisional marks may be released through the VLE to students before the examination board has met; after the board has met the final marks are released.

4.30 All marks and results ratified by the Examinations Board are released through the university's student portal. Marks and results released in any other way should be deemed as unconfirmed until such a time they are published on the student portal. Marks must not be released to students by telephone.

4.31 Where marks are released before the examination board, it will be made clear to students that the marks are provisional and are subject to ratification by an examination board.

4.32 The university may withhold the marks of students who have failed to pay their tuition or other fees. However, any such students may be given details of the component(s) of assessment that they have failed in order to prepare for their repeat assessment(s).

4.33 The Head of Student Administration (or their nominee) will also release students' results after the award and progression examination board has met.

4.34 It is the responsibility of students to find out their marks after they have been released.

### Compensation and condonement

4.35 A student who has failed a module may be awarded a compensated pass, or their failure may be condoned. Compensation and condonement are decided by the examination board. In certain regulated courses, compensation and/or condonement are not permitted. Where compensation or condonement is permitted, the normal rule is that they are used to benefit students. The application of compensation and condonement should only be made if doing so completes a student's profile and allows a progression or award decision to be made by the board who are applying compensated and/or condoned credits.

4.36 Where PSRB and / or other course specific requirements do not prevent it, the examination board may award a compensated pass or condone a failure after the first

registration and all attempts at assessment of a module. At Levels S, 4, 5 and 6 a student cannot normally be awarded compensated passes or have condoned failures for more than 60 credits for the entire course or 20 credits for the entire course at level 7.

4.37 Compensation and condonement may be used together as long as the student's performance meets the requirements, and the total volume of compensated and condoned credits do not exceed the maximum credits allowed for the entire course.

### Compensation

4.38 A student who has not met the full requirements to pass a module (of up to 20 credits) but who has sufficient credits to remain eligible for the award may be allowed to continue their studies, progress or to receive an award provided they have achieved a weighted average across all modules in the stage (including the failed module) of at least 40% for Levels S, 4, 5 and 6 or 50% for Level 7. His/her performance in that module must also meet the criteria defined below. In such a case the student may be awarded a compensated pass in the failed module.

4.39 The criteria for the award of a compensated pass at Levels S, 4, 5 and 6 are marks of at least 20% (30% at Level 7) for each component of assessment and at least 20% (30% at Level 7) for the weighted module mark.

4.40 The examination board will take into account a student's performance after all attempts at assessment of a module for a given registration. When at least one performance meets the criteria for a compensated pass, the board may allow a compensated pass.

4.41 At Levels S, 4, 5 and 6 an examination board has the discretion to allow a student a compensated pass up to a maximum of 40 credits at any one level and a total of 60 credits for the entire course. The total volume of compensated and condoned credits cannot exceed 60 credits for the entire course.

4.42 At level 7 an examination board has the discretion to allow a compensated pass of up to 20 credits. The total volume of compensated and condoned credits cannot exceed 20 credits for the entire course.

### Condonement

4.43 In exceptional cases, the examination board may condone one or more modules in which the student has not achieved the pass mark. To condone modules, the board must be satisfied that there is sufficient evidence of satisfactory performance in assessed work at the relevant stage, and that the student is prepared for study at the next level.

4.44 At Levels S, 4, 5 and 6 an examination board has the discretion to condone up to a maximum of 20 credits at any one level and a total of 60 credits for the entire course. The total volume of compensated and condoned credits cannot exceed 60 credits for the entire course.

4.45 At level 7 an examination board has the discretion to condone up to 20 credits. The total volume of compensated and condoned credits cannot exceed 20 credits for the entire course.

4.46 The examination board may only condone modules on grounds of extenuating circumstances. Following condonement:

- a) the module mark(s) achieved will stand, but the student will be deemed to have passed the module(s);
- b) the student may progress to the next stage of the course, or an award may be conferred.

4.47 In exceptional cases, where there is accepted evidence of extenuating circumstances which would allow a student to undertake deferred assessment but not to be present for a deferred examination at the university, the examination board may allow the student to be assessed for no more than one deferred module, on the same learning outcomes, by means of an alternative form of assessment not requiring attendance. No arrangements will be made for examinations to be undertaken overseas, except where students are studying for part of the course at an approved partner institution.

4.48 Students may repeat a module assessment they have already passed at the next available opportunity only if they have supported extenuating circumstances for that module and where the module carries external recognition in its own right.

### University Exceptional Awards and Progression Board

4.49 The University Exceptional Awards and Progression Board provides oversight of the assessment processes by:

- ratifying the application of the regulations by Award and Progression Boards,
- approving the decision of an Awards and Progression board to implement a no detriment approach,
- and approving recommendations from Award and Progression Boards for progression and award decisions where the application of the regulations was not wholly possible.

4.50 The University's Exceptional Awards and Progression Board is chaired by the Pro Vice Chancellor Academic Framework and is attended by the chairs of the University's Award and Progression Boards, and the Director of Teaching Quality and Enhancement.

### Powers of the University's Exceptional Awards and Progression Board

4.51 Where an Award and Progression Board has implemented a no detriment approach, the University Exceptional Awards and Progression Board may approve the no detriment approach once it is assured that circumstances require a no detriment approach, that the approach is implemented consistently and that it is available to all affected students minimising any disadvantage.

4.52 The Award and Progression Board may refer a student's award or progression decision to the University's Exceptional Awards and Progression Board if there is a demonstrable conflict with the principles regarding the protection of student interests and/or protecting the integrity of our awards. The University's Exceptional Awards and Progression Board would determine a student's progression or award. This would require a rationale and evidence which demonstrates that the student has achieved the course learning outcomes.

#### Restoration of marks capped for late submission

4.53 Where a student has had a coursework mark capped at the pass mark because of late submission of the work, and subsequently makes a claim for extenuating circumstances which is accepted and the submission is not the result of a referral the examination board will remove the cap. Where work has been capped at zero, the work may be considered as if handed in on time at the next assessment point where assessment and feedback processes make this reasonable.

#### Requirements for progression and award

##### Requirements to make the award for which the student is enrolled

4.54 Awards which may be conferred with merit or distinction are listed in the [List of Awards](#), on the website.

4.55 If a student has been awarded transfer credit for some modules and has achieved an average mark of at least 55% (60% for awards at Level 7) in modules assessed at London South Bank University, the examination board will determine whether there is sufficient evidence to confer an award with merit or with distinction. In exceptional cases, if a student has been awarded transfer credit for two-thirds of the credit required (see the Admission and Enrolment Procedure), the board will not normally consider an award with merit or with distinction.

4.56 A merit or distinction may not be awarded on an individual module, such as the dissertation, except for modules which contribute to the award of an HND or HNC.

4.57 The university normally classifies all bachelor's degrees with honours based on the following bands:

1st Class 70%+

2nd Class (Upper Division) 60 - 69%

2nd Class (Lower Division) 50 - 59%

3rd Class 40 - 49%

4.58 The average mark for the highest 80 Level 6 credits will contribute 80% (the major part) to the final weighted average mark on which the classification will be based. The highest marks for 120 credits from Level 5 and the remaining Level 6 credits will form a weighted average mark which will be rounded to a whole number. This weighted average mark will contribute 20% (the minor part) to the final weighted average mark on which the classification will be based.

4.59 Where a student is a candidate for an honours degree having followed a programme with 120 Level 6 credits only (for example on a top-up programme or as a result of recognition of credit earned elsewhere), the major part of the final overall mark will be calculated as above. The minor part will be derived from the average of the marks for the other credits.

4.60 Where the programme consists of 120 Level 6 credits and fewer than 120 Level 5 credits, a weighted average mark for the Level 5 credits actually studied will be calculated and rounded to a whole number. A number of notional Level 5 credits will be created which, together with the actual Level 5 credits, will make up 120 credits. The notional modules will be given the weighted average mark for the actual credits. The major part of the overall average mark used in determining the classification will be calculated as above, and the minor part will be calculated from the highest marks for 120 credits from the remaining Level 6 credits, the actual Level 5 credits and the notional Level 5 credits.

4.61 The university normally classifies all Masters degrees and Postgraduate Diploma based on the overall weighted average mark, which is calculated as the average mark of all the Level 7 modules comprising the award. The classification is as follows:

Distinction:	70%+
Merit:	60-69%
Pass:	50-59%

4.62 The overall weighted average mark used in deciding classifications must be computed from the rounded marks determined as above and expressed as a numerical percentage rounded to the nearest whole number. Marks with a decimal part below .5 will be rounded down to the nearest whole number and marks with a decimal part of .5 or above will be rounded up to the nearest whole number.

#### Discretion at award boundaries

4.63 The award and progression examination board will consider students of Level 6 awards whose overall weighted average mark is 2% below the minimum average required for a classification (defined as above in 4.45).

4.64 The board may decide to award the higher classification provided that the student meets the following criteria:

1. At least 60 credits of the Level 6 modules are at the higher classification;
2. No professional, statutory, or regulatory body restrictions prevent the operation of discretion at classification boundaries.

4.65 The award and progression examination board will consider students of Level 7 awards whose overall weighted average mark is 2% below the minimum average required for a classification (defined as above in 4.49).

4.66 The board may decide to award the higher classification provided that the student meets the following criteria:

1. At least half of the credits of the Level 7 modules are at the higher classification (i.e. 90 credits for Masters awards and 60 credits for Postgraduate Diploma);
2. No professional, statutory, or regulatory body restrictions prevent the operation of discretion at classification boundaries.

4.67 In the event that criterion (2) applies to the particular award, the Head of Division will alert the relevant School's Academic Standards Committee, who will keep a record of all such restrictions.

4.68 At Level 7 an award with distinction normally requires a student to achieve an average final mark across all modules of at least 70%. An award at Level 7 with merit will normally require that the student achieves a weighted final average mark across all modules of at least 60%.

An award with distinction at Levels 4, 5 or 6 will normally require that a student achieve a final overall mark of at least 70%. An award at Levels 4, 5 or 6 with merit will normally require that a student achieve a final overall mark of at least 55%. Where the award consists of modules which are all at the same level, the final mark will be a weighted average of all the module marks which contribute to the award. Where the award consists of modules at two or more levels the weighted average of the marks at the highest level will contribute 80% to the final mark and the weighted average of the marks at the next level will contribute 20%.

#### Requirements to permit the student to progress to the next stage of the course while also making an intermediate award

4.69 A student who has met all the requirements to progress to the next level, has met the requirements to be made a relevant intermediate award and is enrolled on an approved progression pathway may receive an intermediate award and then progress. Students who receive such an award are explicitly excluded from the operation of the university's normal rules against the double-counting of credit against two awards.

4.70 The use of the same allocation of credit in order to meet the requirements of more than one academic award at the same level ("double counting") is not permitted and students should not receive more than one allocation of credit for a single learning activity.

#### Requirements to permit the student to progress to the next stage of the course with certain modules outstanding

4.71 A student who has not met all the requirements to pass one or more modules may still progress to the next stage of study provided s/he has accumulated sufficient credits to remain eligible for the award for which they are enrolled and the examination board has permitted the student to repeat one or two modules (maximum 40 credits).

4.72 Students must complete pre-requisite modules if required before taking core modules. If a student fails the pre-requisite module they may not repeat it at the same time as taking the core module.

### Requirements to end a student's study

4.73 Where a student has withdrawn, their study will be terminated. Where a student cannot be permitted a further registration on a core module in the course, their study will be terminated. Where required by an exam board protocol, the student's study will be ended. A student whose study has been ended solely by the operation of an exam board protocol may be offered a transfer to another course instead or if possible, a student may be made an intermediate award.

### Requirements to permit the student to continue on the current stage of the course

4.74 A student who has not met the requirements to progress will be permitted to continue on their course at the same stage. They will be required to study every module they have not yet passed, attend all the taught sessions for those modules and to submit the assessed work they have not yet passed. A decision must be made stating the student is permitted to continue at the same stage, but will not progress until the conditions above are met.

### Maximum period of registration

4.75 The maximum period of enrolment is normally twice the normal duration of the course. Professional body regulations may specify a shorter period in which case students will either be terminated or may transfer to a course without professional recognition. The maximum period of enrolment defines the period within which a student must have achieved the credit required for the award, taking into account any opportunities offered by a board of examiners to repeat parts of the assessment, or to defer parts of the assessment on grounds of extenuating circumstances. A student who has failed modules, including failure through non-submission, does not have a right to remain enrolled until the end of the exam period of enrolment, except through a specific decision of an award and progression examination board.

### Aegrotat awards

4.76 The award and progression examination board may recommend that a student be offered an aegrotat award if:

- a) the regulations permit an aegrotat award; and
- b) the board has insufficient evidence of the student's performance to recommend the award for which the student is a candidate; and
- c) the board is satisfied that but for death, illness or other valid cause the student would have reached the standard required.

4.77 If the award and progression examination board offers an aegrotat award, and it is reasonable to do so the examination board may require that the student must signify in writing that he or she waives any further opportunity to study on that course.

4.78 If the award carries recognition by a professional or statutory body, the student must be advised that the aegrotat award may not carry the same recognition or license to practise.

4.79 A student who, having been offered an aegrotat award, elects instead for a further opportunity to study and fails that assessment may not then claim the aegrotat award.

### Posthumous Awards

4.80 The University will award a qualification posthumously where the requirements of progression to the award set out in this Framework have been satisfied, and the award has been requested by the deceased student's next of kin.

4.81 Applications will be considered by the University Progression and Award Board for the course in question with a formal recommendation made by the Board to the Academic Board.

4.82 Where the deceased student had not completed their course, the Award and Progression Board will also consider whether an Aegrotat award, based on what the student was likely to achieve, is appropriate. The agreement of the student's next of kin will be sought before making a recommendation to the Academic Board.

## 5. Conferments Procedures, Certification and transcripts

### Conferments Procedures

5.1 This is a protocol for Conferments procedures covering the processing of awards and despatch of award certificates to students following an Examination Board.

- Course Administrator submits list of awards to the Exams and Conferments staff immediately following an exam board. Submission is normally in the form of an annotated spreadsheet that has been generated by QLS for use at the Board.
- The spreadsheet of awards should be accompanied by the Conferments Front sheet signed by the Chair of the Board, the External Examiner(s) and the Administrator responsible for the course. The individual pages of the spreadsheets containing awards should also be signed by the Chair of the Board in the space provided.
- Award notifications for remaining Combined Honours students or Combined Degree student should state the exact wording of each award title including 'and' or 'with' and whether a BA, BSc or LLB degree.
- Exams and Conferments staff enter the final award codes onto QLS. This is done as a matter of high priority.
- Course Administrator prints out result letters and/or transcripts. Course Administrator must check that the results are correctly displayed on the letters and/or transcripts. If there are any errors in the award shown, the Course Administrator must immediately inform the Exams and Conferments Office who will make the necessary amendments to the data on QLS.
- Exams and Conferments staff collate results for each course and compile a Conferments list by querying the records system and importing the data into the Certificate Template software. The Certificate Template also allows the production of certificates in the correct layout with the correct wording and can be manipulated if needed (e.g. adding routes to degree titles).
- Once the list is compiled, the member of staff will carefully check the list against the exam board spreadsheets to check that all students have been included and that all awards are correct.
- In the majority of cases, the lists will no longer be sent via the Course Administrators for checking and signing by the Course Directors or other appropriate person. However, the Exams and Conferments staff reserve the right to request that a list be checked if the list of awards are complex (for example, the CPD programme in HSC where each student is enrolled on a generic course, but can each be given a different award title) or if the conferments process for a particular board has been

- problematic (for example, if the data from the exam board has been unclear or there have been many changes requested after the exam board).
- The list of names is checked against a list of students in Bad Financial Standing. Certificates for these students are withheld until the debt is clear.
- Address labels are generated and the certificates are mounted in the LSBU presentation folders and despatched to students.
- Each batch of certificates (or single certificate) is recorded on a database showing what was posted, the exam board date and when it was posted.
- The date of posting is recorded on the Conferments list and the list is filed along with the exam board spreadsheets.
- Chair's Actions follow many of the exam boards. These are notified in the form of memos signed by the Chair of the Board, Dean or other appropriate member of staff. Conferments lists are not produced for Chair's Actions as a signature has already been received on the memo. Certificates are produced and despatched in the same way as the ones for the main board. Chair's Actions range in number from one or two to dozens for courses such as Social Work, PGCE or Nursing.

5.2 The university will not release a degree certificate to a student who has outstanding debts still to be paid. Students who think they may find themselves in this position should contact the finance department as soon as possible to make suitable arrangements to settle any outstanding debts.

### Certificates

5.3 An award certificate is the formal confirmation from the university that a student has met the learning outcomes of a course and has completed all the requirements for the award within the university's regulations. Certificates are produced in secure conditions and in a format intended to minimise risk of forgery.

For each London South Bank University award, the certificate shows:

- a) the award conferred (for example Bachelor of Science with Honours);
- b) the title (for example Computing Studies);
- c) where relevant, the classification (for example Second Class, Upper Division);
- d) where relevant, the fact that the award is conferred with merit or with distinction;
- e) where relevant, the fact that the award is a sandwich award;
- f) the date of the examination board decision to confer the award. Where a decision on an award is made by chair's action after the meeting of the board or where a decision of the board is changed as a result of a successful appeal the certificate will still show the date of the original meeting of the board.

5.4 Award titles recorded on certificates must be titles which have been approved or as a modification of the relevant course approved on behalf of the Academic Board by an authorised sub-committee.

5.5 A London South Bank University award can be conferred only when a student has passed the proportion of study required. Normally at least 50% of the credit must have been awarded by the University. Except in the context of honorary degrees, no awards will be given if credit awarded at the University forms less than one third of that required for the whole award.

5.6 If a course has been offered in collaboration with another organisation and has included study at Levels 4, 5, 6 or 7 for which teaching or learner support has been given by the partner's staff or using the partner's learning resources, the award certificate will normally name the partner organisation. It will use a form of words agreed with the partner usually at the point of approval of the partnership.

5.7 The university normally issues certificates only for its own awards or for awards which are conferred under licence from another awarding body, usually Pearson.

5.8 For courses which lead both to an award of London South Bank University and to a qualification or award of another body, the university will issue a certificate for the other body's qualification only when:

- the external validating body explicitly requires the university to issue certificates for its qualifications which have been assessed at London South Bank University;
- there is an agreement between the university and a professional or statutory body that the university will be the organisation to certify. This will usually be on one certificate and will include the university's award and the professional qualification, where both are based on the same assessment regime approved by a validation panel;
- a collaborative course leads to a joint award of two higher education institutions and an agreement has been signed that the certificates will be produced by one party and will bear the name and logo or crest of both.

### Responsibilities in issuing and checking certificates

5.9 Certificates may be issued only on the basis of a decision of an examination board 55.10  
The following actions will be taken to ensure prompt and accurate issue of certificates:

- a) at the end of the awards business of an award and progression examination board the chair will sign a cover sheet to the list of awards conferred;
- b) the secretary to the board will take the signed coversheet and the list of awards to the Examinations and Conferments Office;
- c) if the award and progression examination board defers a decision on some candidates or decides on intermediate awards during the progression business of the board, the chair will ensure that the Examinations and Conferments Office is notified in writing of the decision. The Examinations and Conferments Office will normally set a date by which such decisions must be received;
- d) the Examinations and Conferments Office will enter the awards approved by the award and progression examination board on the student record system;
- e) the Examinations and Conferments Office will send a print-out of the awards to be conferred to the Dean or his/her nominee responsible for the relevant course;

- f) the responsible Dean or his/her nominee will ensure that the accuracy of the conferments list is checked against the record of award and progression examination Board decisions (including any decisions deferred and made by action of the chair or of a sub-committee of the board);
- g) the Dean or his/her nominee will ensure that the title of the award to be conferred is correct, and that it accords with that approved at validation or subsequently;
- h) the Dean or his/her nominee will ensure that the name of the partner organisation is correctly recorded in the case of awards based on courses collaboratively delivered.

5.10 If amendments to the award list are approved after the award and progression examination board by the chair or a designated sub-group of the board, the amendment will be recorded on a proforma, signed by the board's chair and returned to the Examinations and Conferments Office. These amendments will be entered on the student record system.

5.11 A student who has changed his/her name after receipt of an award certificate will not be issued with a second certificate for the same award in the new name.

5.12 Any award can be conferred posthumously.

## Annex A: Requirements for awards

Part A of the *UK Quality Code* describes the defining features expected at all course and module levels. These apply to all university awards and the defining features translate as follows:

Level 5: Foundation Year or equivalent;

Level 4: Year 1 of a full-time honours degree or equivalent;

Level 5: Year 2 of a full-time honours degree or equivalent;

Level 6: Year 3 of a full-time honours degree or equivalent;

Level 7: Taught postgraduate programme or equivalent;

Level 8: Postgraduate research programme (including a professional doctorate with a taught element).

### HNC

In order to qualify for the award of HNC a student must have studied **and** passed 120 credits at Level 4. If there is a module of no more than 20 credits for which all the requirements for a pass have not been met, the criteria for a compensated pass must have been met in the case of that module.

### HND and DIPHE

In order to qualify for the award of HND or DipHE a student must have studied and passed 240 credits.. If there is a module of no more than 20 credits for which all the requirements for a pass have not been met, the criteria for a compensated pass must have been met in the case of that module.

### Foundation degree

In order to qualify for the award of a foundation degree a student must have studied at least 240 credits and passed at least 200 credits, including at least 80 credits at Level 5. If there is a module of no more than 20 credits for which all the requirements for a pass have not been met, the criteria for a compensated pass must have been met in the case of that module.

### Degree with honours and degree

In order to qualify for the award of an honours degree a student must normally have passed 360 credits of which no more than 40 credits can be compensated at levels 5 and 6, including at least 80 credits at Level 6.

In order to qualify for the award of a degree a student must normally have passed 300 credits, of which no more than 40 credits can be compensated at Level 5, including at least 60 credits at Level 6.

Where a student is a candidate for an honours degree having followed a programme with 120 Level 6 credits but fewer than 120 Level 5 credits and no Level 4 credits (eg, on a top-up programme or as a result of recognition of credit earned elsewhere), the number of credits required will be dependent on the number of Level 5 credits studied as follows:

- where the programme contains 120 Level 6 credits only, a student may receive the award of an honours degree if there are no more than 20 credits for which all the

requirements for a pass have not been met; if there are such credits the criteria for a compensated pass must have been met in the case of these credits. A student who has studied all 120 Level 6 credits and passed at least 60 credits may be awarded an unclassified degree;

- where the programme contains at least 20 but no more than 60 Level 5 credits, a student may receive the award of an honours degree if there are no more than 20 credits for which all the requirements for a pass have not been met; the criteria for a compensated pass must have been met in the case of any such credits
- where the programme contains more than 60 but fewer than 120 Level 5 credits, a student may receive the award of an honours degree if there are no more than 40 credits for which all the requirements for a pass have not been met; the criteria for a compensated pass must have been met in the case of any such credits.

### Level 7 Programmes

In order to qualify for a master's degree a student must have met the requirements to progress to the dissertation and to have passed the dissertation. In order to qualify for the award of PgDip, a student must have studied at least 120 credits and to have passed at least 100 of these credits. If there is a module of no more than 20 credits for which all the requirements for a pass have not been met, the criteria for a compensated pass must have been met in the case of that module. In order to qualify for the award of PgCert, a student must have studied and passed at least 60 credits at levels consistent with the award. Specific programme regulations may require that particular modules must be included in the passed modules for such an award to be made.

## Annex B: Terms of reference and membership of the subject area examination board

The terms of reference of the subject area examination board are:

- a) to consider and decide the marks awarded to students in each module in the subject area;
- b) to make decisions regarding the award of merits and distinctions for students on Pearson courses;
- c) to note reports from module leaders on the forms of repeat assessment to be used. The subject area examination board considers all marks for modules within the subject area. It meets as often as required by the pattern of delivery in the subject area and at least once every semester.

### Membership

The chair of the board will be nominated by the Dean of the school responsible for the subject area, and approved by the chair of the Academic Board.

The membership of the board will be:

- a) an appropriate member of the module teaching team nominated by the Head of Division for each module in the subject area;
- b) the external examiner(s) appointed to the subject area;
- c) the chair of the subject area examination board;
- d) the course administrator.

The quorum will be five members.

## Annex C: Membership and terms of reference of the award and progression examination board

The terms of reference of the award and progression examination board are to make decisions within the regulations on the basis of marks confirmed by the subject area examination board(s) about:

- awards
- progression to the next stage of the course;
- award of compensated passes in accordance with approved protocols;
- the capping or uncapping of marks for repeat assessment;
- classifications and distinctions.

The award and progression examination board considers every student at the end of each stage of their course, after all marks for that student (including any marks relating to repeat assessment) have been decided by the relevant subject area examination board.

The award and progression examination board may not change the module marks decided by the subject area examination board.

### Membership

The chair of each award and progression examination board will be nominated by the Dean of the school responsible for the courses to be considered and approved by the chair of the Academic Board.

The membership of the board will be agreed by the appointed chair of the board and will consist of at least five members, including:

- a) the course director(s) (or deputy nominated by the Dean) of all the courses being considered at the board, and year tutors if applicable;
- b) other members required by specific programme regulations;
- c) the external examiner(s) appointed to the award and progression examination board;
- d) the chair (from another school or division)
- e) the course administrator.

The external examiner should normally be one of those appointed to a subject area contributing to the award.

The quorum will be five members.

## Annex D: Combined examination boards

Examination boards may be constituted to enable them to make decisions on both subject area and award and progression issues.

When this is the case:

- a) the Dean of the school will approve groups of subject area and award and progression examination boards to meet together, and may nominate a chair for each such board, from among the approved award and progression examination board chairs in the school;
- b) the agenda for the board will be sub-divided so that decisions on module marks are made separately from and before consideration of candidates' overall performance;
- c) for the subject area stage of the meeting, the membership of the board must include relevant module coordinators. The board will consider the marks of all students who have completed assessment in the module, regardless of the course on which they are enrolled;
- d) for the award and progression stage of the meeting, the membership of the board should normally include the course directors for the courses under consideration. If the course directorship is changing, the outgoing course director will normally be present at the board.
- e) both stages of the meeting must be quorate. The subject area stage of the meeting may not proceed simply because the board is quorate as an award and progression examination board, and vice versa.