

Glossary 2021-2022

Last reviewed	June 2021
Approved by	Academic Board
Published on	https://www.lsbu.ac.uk/about-us/policies-regulations-procedures

Academic misconduct:

Academic misconduct refers to an attempt to cheat in an assessment. This can take a number of different forms, including plagiarism, infringement of rules for examination candidates, contract cheating which occurs when a student arranges for another individual to do their academic work, or attempting to assist another student to gain improper advantage (for example uploading essays to 'essay banks'). This list is not exhaustive. Academic misconduct will result in a reduction of marks for the work concerned or a more severe penalty. The procedures for dealing with allegations of academic misconduct are set out in the [Assessment and Examination Procedure](#).

Aegrotat:

An award made if a student has been unable to complete a course, or the assessment of a course, because of illness or similar circumstances (from the Latin "s/he is ill"). To make the award, the award and progression board must be satisfied that the student would have met the standard required were it not for the illness or other valid reason. Aegrotat degrees are not classified. The conditions to be offered aegrotat award are set out in the [Assessment and Examination Procedure](#).

APEL:

The Assessment of Prior Experiential Learning relates to the processes of assessing learning which has taken place elsewhere and has not already been assessed.

Appeal:

Appeals operate to inform an examination board of factors which have affected a student's progression or achievement. These factors would have been unknown to the board at the time of their meeting and therefore could not have influenced their decision. Successful appeals can lead to the removal of penalties (for example for late submission or academic misconduct) and the opportunity to repeat assessments (sometimes without penalty). Appeals panels do not have the authority to adjust individual marks or re-assess the classification of an award.

A student may appeal against:

- (a) a decision of an award and progression examination board on progression within a course or on the final award at the end of the course;

(b) a penalty imposed for academic misconduct;

(c) the decision about Extenuating Circumstances.

A student who is dissatisfied with other aspects of assessment (for example, with supervision) would not meet the criteria for appeal but could follow the [Student Complaints Procedure](#). The criteria for making an appeal and for making a complaint are set out in the relevant procedures.

Approval:

Approval is a process by which it is agreed that a new course, framework, pathway, field, scheme, module or collaborative partnership may begin or may continue after a review or modification. The university processes can be found on our Academic Quality and Enhancement website.

Award:

An award is the qualification conferred on a student on successful completion of a course approved to meet the standard of the award for example BA (Hons). Awards are usually described by award titles (for example Business Studies). Refer to the [List of Awards](#).

Classification:

Honours degrees are conferred with a classification.

Compensated pass:

A compensated pass may be awarded to a student who has not met all the requirements to pass a module but whose overall performance, and performance in the failed module, meet the criteria set out in a protocol approved by the Quality and Standards Committee. The [Assessment and Examinations Procedure](#) details the level of overall performance required for eligibility for a compensated pass. It also includes details of the circumstances in which an award and progression examination board may award a compensated pass. A student who is awarded a compensated pass

in a module has not passed that module but may progress within the course or receive an award as if the module had been passed.

Condonement:

Condonement can be given by an award and progression examination board on the basis of extenuating circumstances accepted by the Extenuating Circumstances Panel. If a failed module is condoned, the mark remains the same, but the student is credited with a pass. There is no limit to the number of modules which may be condoned but there must be sufficient evidence of performance at the relevant level to satisfy the board that the student is prepared to progress, or that an award may be conferred.

Course:

A full or part-time structure of modules with defined learning outcomes that lead to an award. All single honours courses offered by LSBU must meet the requirements of the Framework for Higher Education Qualifications. Not all courses will lead to awards of the university; they may, for example, be Edexcel or professional- body courses. Each course will normally have a unique course specification, except where awards are 'identified as exit awards' (in the case of, for example, CertHE and DipHE). The term 'course' normally also includes 'pathways', a structure of modules within a framework which leads to a specific named award.

Credit:

Credit is a measure of learning at a particular level and hence a means of calibrating the volume and level of challenge of learning outcomes. Credit is awarded to learners who have demonstrated that they have attained the specified learning outcomes of an approved module and whose attainment has been verified by assessment. Credit is a means of quantifying learning achieved at a given level. The volume of study required for each award is defined in the [List of Awards](#).

Deferral:

A deferral is the term used when a student has had extenuating circumstances accepted and given a future date to complete their assessment. This resit opportunity will be regarded as a 'deferral' and the marks will not be capped.

Distinction:

An award conferred with distinction means that a student has achieved a high standard throughout a course. The awards which may be conferred with distinction are detailed in the [List of Awards](#).

Enrolment:

Enrolment is the administrative process whereby an applicant is admitted to the university as a student. At enrolment the identity, the university confirms the academic qualifications and fee status of applicants are. For more details please see the [Admissions and Enrolment Procedure](#).

Exclusion:

An exclusion is initiated by the university for non-academic reasons. Exclusion means a student permanently leaves his/her course before it has been successfully completed. Please see the [Student Disciplinary Procedure](#).

Extended degree course:

An extended degree course is one which has an additional foundation year.

Extenuating circumstances:

Extenuating circumstances are unforeseen circumstances which have an adverse effect on a student's performance in assessed work. A student may claim that such circumstances have negatively affected his/her work. If the claim is accepted, the circumstances will be taken into account by the award and progression examination board which determines the student's assessment outcomes. Please see the [Extenuating Circumstances Procedure](#)

Fail:

A student who has not satisfied the requirements to pass a module is deemed to have failed the module. Failure may be the result of work in one or more of the components of assessment which falls below the threshold mark required. A student may also fail a module because work has not been submitted, or has been submitted after the deadlines specified.

A student who has failed modules is not eligible to progress to the next stage of the course. Unless the failed modules are subsequently passed, the student will have failed the course so their study will be terminated and they

will not receive an award. The student may be given a transcript of credit showing the modules they have passed.

Intermediate awards:

If a student does not complete the whole course they will not be able to achieve the award they enrolled for. However, they may be able to use the credits they have achieved towards a lower level or 'intermediate' award. If this happens, the student will be deemed to have "used up" their credits and will not be able to use them later towards any other award. A student who accepts an intermediate award has no automatic right of readmission to the next stage. A student who does progress to the next stage does not receive a certificate for the intermediate award.

Interruption:

Interruption means that a student stops attending his or her course and usually resumes attendance later, normally in the next academic year at the beginning of the semester in which the interruption began. For further details please see the [Interruption and Withdrawal Procedure](#).

Level:

The level of a module is an indicator of its relative complexity and how demanding it is and of the autonomy expected of a student to complete it successfully.

Modification:

Processes for modifying courses and modules can be found on the Academic Quality and Enhancement website.

Module:

The standard 'building block' of all courses; a module is identified in terms of how challenging it is by level and in size by credits. The most common module size is 20 credits although other credit volumes can be validated. A module may be core, meaning that it is a compulsory element of the course, or it may be optional. Modules may also be pre-requisites; if a module has a pre-requisite module then a student must pass the pre-requisite module in order to register for the second module. A module cannot be a pre-requisite to

another module in the same stage and pre-requisite modules are only identified rarely, as generally the rules for passing the stage ensure that students are sufficiently prepared to study at the next stage. For further details please see the [Assessment and Examination Procedure](#).

Monitoring:

Monitoring is a process of ongoing scrutiny of the operation and performance of a validated university course or of individual approved modules. The processes used for monitoring can be found in the Academic Quality and Enhancement Manual.

Pass:

In a module, a pass is awarded when a student has successfully completed all components of the module's assessment. A pass is not awarded, and credit not given, for attaining a mark for just one component of an assessment within a module which has more than one assessment component. A student may also be credited with a pass in a module as a consequence of condonement.

Pathway:

A structure of modules within a framework which leads to a specific named award. Pathways will have defined learning outcomes and be securely located within the Framework for Higher Education Qualifications. Pathways will be validated, en bloc, alongside their related frameworks, and new pathways may be approved at school level, without a further validation event. Individual pathways will have a minimum of 60 credits at level 6 or 7 (including the dissertation or project, where that exists) which differentiates that pathway from others within a framework.

Pearson:

The University has a licence from Pearson to award higher national qualifications, higher national certificates and diplomas.

Plagiarism:

Plagiarism is representing another person's work as the student's own, without acknowledgement of the source. Examples of plagiarism include:

- a) including in a student's own work more than a single phrase from the work of another person without use of quotation marks and acknowledgement of the source;
- b) summarising another person's work by changing a few words or altering the format or order of presentation, without acknowledgement;
- c) using the ideas of another person, or data gathered by another person, in assessed work presented as the student's own, without acknowledgement of source;
- d) copying the work of another person (for example a book or article, or the work of another current or past student at London South Bank University or elsewhere);
- e) using and presenting as the student's own, material prepared by another person and stored on a computer disk or downloaded from the internet.

Plagiarism is a breach of academic integrity and allegations of plagiarism will be investigated in accordance with the procedures for [Academic Misconduct](#).

Progression:

Progression means that a student may continue on a course they are already enrolled on, studying at a level higher than that previously undertaken. For students studying part-time which involves studying modules at two levels in the same academic year, a decision that they may progress means that the student may complete the remaining modules at the same level as those already passed, and begin those at the next level. Decisions relating to progression are made by an award and progression examination board.

Qualifications framework:

The *Framework for Higher Education Qualifications for England, Wales and Northern Ireland*, published by the Quality Assurance Agency for Higher Education, specifies four qualification levels for taught courses (4, 5, 6, 7). It provides descriptors of the levels, and of specific qualifications at each level. Lists of qualifications are structured by FHEQ levels. The full text of the framework can be found on the QAA website (www.qaa.ac.uk).

Referral:

If a student has submitted coursework that does not fulfil assessment requirements or reach the required standard to pass, and if extenuating circumstances have not been accepted, the examination board can decide to allow the student a re-sit opportunity at completing the assessment. This is called a 'referral'. Assessment completed as a result of a referral is capped at the pass mark.

Registration:

A student who has enrolled confirms the specific modules they will study within a stage by registration. A student who has registered on a module will attend scheduled activities and sessions and undertake the assessment, including possibly re-sit assessment.

Repeat assessment:

Repeat assessment is an opportunity to repeat a failed module in the next academic year. Students need to register for the module again and are expected to attend the scheduled activities and sessions. Students are not normally allowed to repeat a module more than once.

Re-sit assessment:

Re-sit assessment is an opportunity to re-sit a failed assessment in the same academic year of failure or non-submission in that module. The student will not need to register for the module again. A student may be offered additional revision sessions but is not required to attend them. The student's marks will normally be capped when they re-sit, but may be uncapped by an award and progression examination board. For further details, please see the Assessment and Examinations procedure.

Sandwich degree:

Includes a period of supervised work experience undertaken in addition to the period of study required for the award (in full-time mode). It may be conferred for any bachelor's degree.

Stage:

A stage is a part of a course on which the award and progression board will make a decision regarding a student's progression or eligibility for an award. For a full-time undergraduate course a stage will normally consist of 120 credits. In any stage students will normally study modules at one level only. Exceptions to this may occur when an approved course structure allows for the study of modules at contiguous levels or where an award and progression board has permitted a student to progress to the next stage during which they will be required to repeat modules from the previous stage.

For part-time students a stage may consist of any number of credits between 60 and 120. These credits may be at more than one level. The volume of study required at level 7 is determined by the credit requirements for each stage of this level.

Subject area

A subject area is a curriculum grouping normally but not invariably within a single division or school. Modules will have been assigned which are cognate in subject matter but may vary in level. The [Assessment and Examinations Procedure](#) defines the remit of subject area examination boards.

Suspension:

Suspension means that a student stops attending his or her course and resumes attendance later, normally in the next academic year at the beginning of the semester in which the suspension began. Suspension is initiated by the university. For further details please see the [Student Disciplinary Procedure](#).

Termination:

Termination is initiated by the university for academic reasons. Termination means that a student permanently leaves his or her course. This is usually because an award and progression board has determined that the student has exhausted all possible attempts at assessment. More rarely, the Pro Vice Chancellor Academic Framework may make this decision as a result of an academic misconduct investigation. Students who have had their studies terminated cannot return to their course of study later, and will not normally be admitted to another course of study at the same stage in a related subject area.

Threshold mark:

To pass a module, a student must achieve the pass mark for the module as a whole and achieve at least the defined threshold mark for each component of assessment for the module which has contributed to the module mark.

Transcript of credit:

A transcript of credit is a summary of the level and tariff of credit accumulated by a student.

Transfer credit:

Transfer credit is credit awarded by one higher education institution and accepted by another as part of the credit requirement for one of its awards.

Validation:

Validation is a process by which the university ensures the quality and standards of a new course. Processes for validation can be found on the Academic Quality and Enhancement website.

Withdrawal:

Withdrawal is when the student permanently leaves the course before they have completed it. This leads to a termination of studies. Students who have withdrawn cannot return to their course of study later. The university may determine that the student has withdrawn even if a withdrawal form has not been completed (for instance, if s/he stops attending the course).