

EST 1892

LSBU

Assessment and Exams Procedure 25-26

Policy last reviewed	November 2025
Approved by	Pro Vice Chancellor Education and Student Experience – Chair of Quality and Standards Committee
Published on	LSBU website under About Us, Policies and Procedures https://www.lsbu.ac.uk/about-us/policies-regulations-procedures

1. Introduction.....	5
2. Scope.....	5
3. Who is responsible for this policy?	6
4. Assessment procedures.....	6
Assessment in relation to credit and awards	6
Transfer of credit	8
Re-grading of credit	9
Recognition of Prior Learning (RPL)	9
Module assessments.....	9
Attempts at assessment	12
Resit attempts within first registration.....	13
Repeat attempts	14
Submission of coursework	15
Late submission of coursework	16
Marking	17
Assessments for students taking modules which do not contribute to an LSBU award.....	17
5. Exam procedures	18
Preparation of exam papers	18
Before the exam.....	19
Exam protocols	19
Timetable for exams	20
Invigilation principles	21
During the exam.....	23
Evacuation of an exam.....	25
Rules for candidates	26
Before the exam.....	26
During the exam.....	28
After the Exam	29
Use of aids in exams.....	29
Calculators.....	29
Dictionaries	30
Other exam considerations.....	31
Inability to attend an exam at the University/impairment	31

Major disruptive events	31
Support arrangements.....	32
Alternative assessment arrangements for disabled students	32
Identification of support arrangements	32
Implementation of support arrangements.....	33
Students with alternative assessment arrangements claims for extenuating circumstances .	34
Arbitration in cases of dispute	34
Requests for release of information on exams	35
6. Exam boards	36
Purpose and membership.....	37
Pre-exam boards.....	37
Main exam boards	38
Exam Board Protocols.....	40
Dates/schedules.....	40
Exam board arrangements	41
Conduct of meetings.....	42
7. Exam Board Decision-making	42
Decisions available to an exam board	43
Decisions available to an exam board – Compensation and Condonement.....	44
Requirements to permit the student to progress to the next stage of the course.....	47
Requirements to permit the student to progress to the next stage of the course with certain modules outstanding	47
Requirements to permit the student to progress to the next stage of the course while also making an intermediate award.....	48
Requirements to permit the student to continue the current stage of the course, where the stage has not been completed	48
Requirements to permit the student to continue the current stage of the course, as progression to the next stage has not been permitted.....	49
Requirements to permit the student to complete a student’s study, by making a final award	50
Requirements to end a student's study, whilst also making an intermediate award.....	53
Requirements to end a student’s study, with no intermediate award	53
Requirements to end a student's study, as a result of academic misconduct.....	53
Exam board consideration of extenuating circumstances	54

Exam board consideration of apprenticeship programmes	54
“Local” exam board protocols	55
Notification of the decisions of an exam board	56
Exam board consideration of major incidents.....	56
University Exceptional Awards and Progression Board.....	57
Powers of the University’s Exceptional Awards and Progression Board.....	57
Discretion at awarding boundaries.....	57
Maximum period of registration.....	59
Aegrotat awards.....	59
Posthumous awards.....	60
8. Conferment procedures, certification and transcripts	34
Conferment procedures.....	34
Chair’s Actions	34
Certificates	35
Responsibilities in issuing and checking certificates	36
Transcripts.....	37

1. Introduction

- 1.1. This Assessment & Exam Procedure supports the operation of the University's academic regulatory framework — in particular the Academic Regulations — and sets out the detailed procedures for assessment, examination, marking, moderation, academic misconduct, and progression/award decisions. It aims to ensure that assessments are conducted fairly, consistently, and transparently across all programmes, and that students' work is evaluated to agreed academic standards.
- 1.2. Through application of this Procedure, the University ensures that assessments remain reliable indicators of student achievement, and that students are given a fair opportunity to demonstrate learning outcomes.
- 1.3. Assessment decisions will be based solely on academic standards and the achievement of learning outcomes. Nothing in this Procedure should be interpreted as restricting lawful freedom of speech or academic freedom as protected by the Higher Education (Freedom of Speech) Act 2023. Students will not be penalised for the lawful expression of their academic or personal views when completing assessments, provided they meet the stated learning outcomes and academic standards.
- 1.4. The University may use approved artificial intelligence–assisted systems to support marking or feedback processes. Academic judgement will always rest with qualified staff, and all AI-supported processes will comply with LSBU's academic integrity and assessment standards.
- 1.5. This Procedure should be read in conjunction with the Academic Regulations, Student Academic Misconduct Procedure, and Late Submission and Extenuating Circumstances Procedure.

2. Scope

- 2.1. This Procedure applies to all students registered on programmes leading to awards of London South Bank University, and to all staff involved in setting, administering, marking, moderating, and making decisions about assessments or exams under the Academic Regulations. It covers:
 - all forms of assessment (coursework, exams, formative and summative assessments, practical assessments, clinical assessments where relevant),
 - marking, moderation, and feedback processes,
 - procedures for late submission, deferral, extenuating circumstances, and resits,
 - processes for academic misconduct and associated investigations,
 - procedures for progression and final awards (including failure, condoned passes, retakes, and exit awards),

- issuance of results, certificates, and transcripts,
- any other assessment-related decisions falling under the authority of the University's Boards of Examiners or equivalent.

2.2. This procedure will not apply to students who are on MRes, MPhil, PhD or the thesis stage of Professional Doctorates. Students on these courses should refer to the Code of Practice of Research Degrees.

3. Who is responsible for this policy?

3.1. The Deputy Vice Chancellor Academic Framework has the overall responsibility for this policy but has delegated the responsibility for its day-to-day operation and implementation to the Academic Registrar or their nominee.

3.2. This policy will be reviewed on a regular basis and at least every two years by the Academic Registrar or their nominee in consultation with University Solicitor to ensure that it remains fit for purpose.

3.3. This procedure will be approved by the Quality Standards Committee.

4. Assessment procedures

4.1. The purpose of assessment is to measure students' learning, skills, and understanding.

4.2. 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.

4.3. The University is committed to designing and delivering assessments that are inclusive of all students. Where a disabled student would be at a disadvantage by standard assessment arrangements, LSBU will make reasonable and anticipatory adjustments, including offering alternative formats, to ensure that all students can demonstrate their learning outcomes. The alternative assessments will be designed to assess the same learning outcomes at the equivalent academic level and standard. Where feasible, assessments will be designed inclusively from the outset providing choice, flexibility, and multiple options for demonstrating achievement reducing the reliance on individual adjustments. All assessments must be submitted in United Kingdom English, unless the exam paper or coursework specifies another language.

Assessment in relation to credit and awards

4.4. 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, reflect the appropriate credit level, and are mapped to the classification descriptors defined by the sector recognised standards¹.

4.4.1. All marking schemes should normally include the University's English language threshold statement to ensure that students demonstrate the necessary language proficiency. The following statement must be included in the marking schemes for all modules:

4.4.2. "The use of language meets or exceeds the minimum required standards for effective communication reflecting the form, level and content of the assessment."

4.4.3. 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, for staff.

4.5. 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 (Foundation Level), 4, 5, 6 or 7.

4.6. No student will be required or permitted to retake a module for which they have already received credit, unless

- i. an Academic Integrity Coordinator or Academic Integrity Panel has required that modules be reassessed as part of the penalty for cheating, collusion or plagiarism (see Academic Misconduct Procedure);
- ii. a resit opportunity has been approved through an extenuating circumstances panel, following an approved extenuating circumstances claim; *or*
- iii. the PVC Education & Student Experience or Academic Registrar have agreed there is a compelling need to permit it.

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

¹ [Sector-recognised standards](#)

(https://www.lsbu.ac.uk/__data/assets/pdf_file/0004/118327/student-academic-misconduct-procedure.pdf)

Transfer of credit

- 4.8. 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.
- 4.9. Any credit transferred from another provider must be equal to, or less than, the amount of credit awarded by the University. The transferred credit can be reduced if the learning is not relevant to the course, or the academic content is no longer current.
- 4.10. 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.
- 4.11. 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:
- i. as a result of an institutional agreement or supporting delivery of a Student Protection Plan;
 - ii. 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;
 - iii. on an individual basis but the credit transfer from another provider will never exceed two thirds of the credit required for the award.
- 4.12. 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.
- 4.13. Requests for the transfer of credit are delegated to the individual colleges and schools. Please see the new [Recognition of Prior Learning Policy](#) for details of what should be considered by Schools and admissions when considering such requests.
- 4.14. 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 on a case by case basis by the Quality and Standards Committee.

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

Re-grading of credit

- 4.16. 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. Where this is different it will be clearly articulated in the College Local Protocols.

Recognition of Prior Learning (RPL)

- 4.17. 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 but is part of the admissions process. 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 but should be completed at the point of admissions.
- 4.18. 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.

Module assessments

- 4.19. The relevant school or college 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. This includes adherence to the assessment load per credit volume as defined in the curriculum frameworks²³.
- 4.20. 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 courses) these must also be subject to external moderation. To ensure the

² [Undergraduate curriculum framework](#)

³ [Postgraduate Taught curriculum framework](#)

consistency, comparability, and reliability of marks, colleges should implement the processes for marking and moderation as outlined in the Marking and Moderation Guidance. Specifically, a system of internal verification of assessments at all academic levels should be implemented by the relevant School.

- 4.21. 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 and communicated to students.
- 4.22. 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.
- 4.23. Assessment will take place during (or shortly after) the semester in which the module is offered. At or near the start of each module the relevant school must ensure that students are informed of the requirements and criteria for assessment via the Virtual Learning Environment (VLE) and of the weight carried by each component of assessment.
- 4.24. Assessment briefs are made available to students at the start of each module to ensure that students have clear, and consistent information about their assessments. At a minimum, assessment briefs must include:
 - module name
 - staff contact
 - date of issue and submission
 - expected format of submission
 - weighting of assessment within the module
 - module learning outcomes assessed
 - method and date for formal feedback.
- 4.25. If the assessment of a module consists of more than one component (for example formal exam 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 the Academic Quality and Enhancement website, for staff) or modified through the College Academic Standards Committee (CASC). If no weighting is stipulated, each element will carry equal weighting.

- 4.26. 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.
- 4.27. Unless otherwise specified in the College Local Protocols a student must achieve the threshold mark in each component of assessment in order to pass the module.
- 4.27.1. The agreed minimum threshold mark for a component is normally 30% at Levels S, 4, 5 and 6 or 40% at Level 7.
- 4.27.2. The threshold may be set higher for PSRB regulatory reason and approved through the College Local Protocols document.
- 4.28. A component may be further divided into sub-components, each with its own weighting in the calculation of the mark for the component. Sub-components count as an assessment in the overall assessment load of a module. Marks for each sub-component are used to calculate the overall mark for the component.
- 4.29. Sub-components should be included on the module descriptor thus enabling them to be captured by University systems, allowing transparency of assessment marking but also enabling students to submit extenuating circumstances claims. For further details on components and subcomponents please refer to the Undergraduate (or Postgraduate) Curriculum Framework.
- 4.30. No minimum threshold can be specified for any sub-component of assessment.
- 4.31. Academic misconduct will normally be applied to components of assessment, where there are subcomponents on the system the penalty will be applied at subcomponent level.
- 4.32. To be awarded a pass in a module a student must:
- i. 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
 - ii. achieve a pass standard in specified pass/fail assessments where such assessments are used; and
 - iii. achieve the minimum threshold mark in each component of assessment.
- 4.33. A student registered on specific courses (HNC and/or HND 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%. In order to be awarded a pass with distinction a student must normally have achieved a weighted module mark of at least 70%.

- 4.34. Where modules have just components, marks must be provided as whole numbers and these will be used to calculate the overall module mark. Where, due to weightings, these modules marks once aggregated are not whole, they will be automatically rounded to the nearest whole number.
- 4.35. Where a module has subcomponents, these marks must be provided as whole numbers, these will then be used to calculate the component marks and then the module mark. Where, due to weightings the component marks, once aggregated, are not whole marks, they will be automatically rounded to the nearest whole number. Where, due to weightings, the overall modules marks once aggregated are not whole, they also will be automatically rounded to the nearest whole number.
- 4.36. Marking and moderation will be completed in accordance with the Marking and Moderation Guidance. The final module mark will be provided as a numerical percentage (to the nearest whole mark) and will not undergo any further rounding past this point. Please see section Discretion at awarding boundaries for further information on the decisions available to the exam board in relation to the discretion at boundaries.
- 4.37. Students will normally be informed of their module marks via the Virtual Learning Environment (VLE), in accordance with procedures published by the University. These module marks are provisional until ratified by an exam board.
- 4.38. For coursework assessments the relevant school which offers the module will ensure that the dates for submission of coursework are recorded in the University's student record system in line with deadlines published in the academic calendar. The module leader will inform the students registered on the module and the Assessments and Awards Team, in writing, of any change in the deadline date for coursework submission at the earliest opportunity.
- 4.39. Students must:
- make themselves aware of these dates (please see the MyAccount FAQs);
 - attend exams and submit work for assessment on the dates required.

Attempts at assessment

- 4.40. Where no regulatory or other requirements prevent it, students are normally entitled to two registrations on a module inclusive of a first sit and resit attempt on each registration. In exceptional circumstances the exam board decision might be to require the student to repeat the module without the second attempt.
- 4.41. All attempts at assessments will be uncapped, unless;
- capping is to be applied as a penalty of a disciplinary panel, such as academic misconduct, or

- for integrated apprenticeships where the EPA is integrated into the academic award. Any resit attempts at the EPA component will be capped.
- 4.42. A student will always retain the highest mark achieved for a sub-component or component between attempts and registrations (unless the capping restrictions described above are applicable).
- 4.43. A student will be deemed to have taken an opportunity at an assessment at the due date, or within 7 calendar days where late submissions are permissible, whether or not a submission/or attempt has been made by the student.
- 4.44. A student who fails to submit a component or sub-component of assessment as required, or attend the exam, will have a non-submission marked on their records, this will equate to a mark of 0% for that component or sub-component of assessment.
- 4.45. Student visa holders are normally permitted a maximum of three attempts at any given components of a module. This will ordinarily be in the form of an initial registration consisting of a first sit and a resit and a second registration consisting only of a first sit. Further attempts are only considered in exceptional circumstances and require supporting external evidence. Student visa holders in this position will be contacted at the time of results release to advise if this is possible.

Resit attempts within first registration

- 4.46. A resit attempt is the subsequent attempt at an assessment following the initial attempt within a given registration.
- 4.47. If a student **fails** a component, the student, ordinarily, will only be required to resit, sub-components where they failed to achieve a mark above 40% for levels 4, 5 and 6 and 50% at level 7.
- 4.48. Where a student has **not passed** a sub-component but has passed the overall component due to marks and weighting, the students will, ordinarily, not be allowed another attempt at the assessment to improve their component mark. Please see the Late Submission and Extenuating Circumstances Procedure for further details where this might be permissible.
- 4.49. If a student **passes** a component, the student, ordinarily, may not attempt the component or any sub-components of that component again in order to improve their module mark. Please see the Late Submission and Extenuating Circumstances Procedure for further details where this might be permissible.

- 4.50. Where a student has **not passed** a component but has met the required threshold mark and has deemed to have passed the overall module due to marks and weighting, the students will, ordinarily, not be allowed another attempt at the component or sub-components in order to improve their module mark. Please see the Late Submission and Extenuating Circumstances Procedure for further details where this might be permissible.
- 4.51. Where a student has failed an assessment at one of the opportunities for the module, a resit opportunity is normally allowed. For a resit, the form of the reassessment must normally 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.
- 4.52. Students are expected to attempt the reassessment at the next available assessment period, which could be in the following academic year. If the student does not attend the exam or submit the coursework at that time, unless they have further extenuating circumstances accepted, they will be deemed to have taken the assessment, the record amended to confirm there was no submission and no marks given.
- 4.53. Resit assessments (for coursework) will be made available as soon as reasonably practicable after the end of the 7 calendar day submission period (as set out in the Late Submission and Extenuating Circumstances Procedure) but at the very latest by the date set out the in University academic calendar.
- 4.54. All resit coursework will be due on/by the first day of the resit exam week(s), as detailed in the University academic calendar. In exceptional circumstances, where the date is different this will be made clear to students via the Virtual Learning Environment (VLE).
- 4.55. 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 exam at the University, the exam 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 exams to be undertaken overseas, except where students are studying for part of the course at an approved partner institution.

Repeat attempts

- 4.56. A Repeat Attempt is an opportunity to repeat a failed module in the next academic year. Students need to register for the module again and are not normally allowed to repeat a module more than once.
- 4.57. Where a student is repeating a module, the expectation is that students will attend all classes for this module in the next academic year.

- 4.58. Where a student is required to repeat a module and there are no other regulatory requirements to prevent it, they will be entitled to two opportunities (first sit and resit) to pass any assessment component or sub-component for the repeated module.
- 4.59. Where a student is repeating a module, at the first sit of the module the students will have the opportunity to elect to resubmit sub-components or components they may have passed.
- 4.60. Where a student elects to resubmit sub-components or components from a previous registration and fails to improve on their mark in either the first sit or resit attempt of subsequent registration, the mark from the previous year will be brought forward.
- 4.61. Where a student does not elect to resubmit sub-components or components, the highest mark from their previous registrations will be brought forward.
- 4.62. Student visa holders may not always be eligible to repeat a module, as recommended by the exam board, due to restrictions under UK Immigration Rules and any additional attempts will be reviewed by the Immigration Compliance Team in line with UK Immigration rules after the academic decision from the exam board. In some cases, students may need to apply for a new Confirmation of Acceptance for Studies (CAS) to extend their visa and complete any permitted additional attempts. CAS requests are subject to a review of the student's academic history, including (but not limited to) performance, attendance, and any instances of academic misconduct. Students must contact the University's Immigration Compliance Team via MyLSBU to clarify their individual circumstances. Student visa holders in this position will be contacted at the time of results release to advise if this is possible.
- 4.63. The assignment of a Confirmation of Acceptance for Studies (CAS) letter for continuing students is at the discretion of University's Immigration Compliance Team. UKVI requirements supersede University regulation.

Submission of coursework

- 4.64. Assessment deadlines are recorded on the University student record system and where possible are linked through to other University platforms. Where University platforms are not linked, module leaders should ensure that deadlines on module and course information or the Virtual Learning Environment (VLE) match those on the student record system.
- 4.65. Students must submit assessments electronically, unless the type of assessment makes it impossible to do so. The relevant Virtual Learning Environment (VLE) 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 exam board as a reason for non-submission, incomplete submission of an assessment or (normally) as an extenuating circumstance.

- 4.66. The physical or electronic receipt is the only acceptable proof of submission.
- 4.67. If a student submits the wrong piece of work to their Virtual Learning Environment assessment link, they will need to liaise with their module leader in order to get this removed so they can upload the correct document. This can only be done before the deadline has passed, including the 7 calendar day submission period.
- 4.68. If a student submits a “draft” assignment to the Virtual Learning Environment (VLE) and this is not replaced by the assessment deadline, including the 7 calendar day submission period it will be deemed to be a final document. It will be marked as such and subject all normal marking, moderation and academic integrity processes and regulations.

Late submission of coursework

- 4.69. Students are encouraged to submit all coursework by the original published deadline date(s), these dates have been set by module and course leaders to give students enough time to complete their assessments. To support student success, deadlines are set to avoid bunching, and missing the original deadlines can sometimes lead to students having multiple deadlines colliding in the same period.
- 4.70. A student who is unable to submit a written coursework assignment by the specified deadline may be able to submit up to 7 calendar days late without penalty. Some forms of assessment, for example group work, presentations, in class tests, online quizzes and exams are not covered by this regulation and must be completed on time. If an assessment is not eligible for late submission this should be clearly articulated in the assignment specification and considered and articulated in the assessment briefs. Other options to support the student may be available where they have been unable to submit/complete assessments due to serious, significant or unexpected reasons.
- 4.71. Assessment links should automatically close after 7 calendar days, but in the instances where work has been submitted more than 7 calendar days after the published deadline date it will receive a mark of 0% (zero).
- 4.72. For students on some professionally accredited courses, where the professional body does not permit late submission, these regulations will not apply. The Virtual Learning Environment will clearly advise if this is the case.
- 4.73. Where late submission (of 7 calendar days) was available for the main assessment period, it will also be available for resit coursework.
- 4.74. All late submissions will be recorded on the students record, although no penalty applied. Students who regularly submit within the 7 calendar day window may be flagged to members of the academic community or other LSBU services to see what support can be offered.

4.75. Please refer to the [Late Submission and Extenuating Circumstances Procedure](#) for details.

Marking

4.76. Students should normally expect to receive feedback on summative assessments within 15 working days from the assessment submission following the original deadline date. Feedback can be released at any stage within this 15 working day window.

4.77. Where the period of feedback is expected to be greater than 15 working days, students must be informed via the Virtual Learning Environment of the new/or alternative feedback date and the rationale for the extension in advance where possible. Module leaders must also ensure that this is communicated with other key stakeholders, such as Student Administration.

4.78. The release of feedback is coordinated by the module leader and may take various forms, for example:

- A written feedback sheet showing the student's performance against the marking criteria, strengths, weaknesses and opportunities for improvement.
- An individual discussion with the student about their performance against the marking criteria, strengths, weaknesses and opportunities for improvement.
- Class/seminar discussions where overarching themes, and areas of strengths and weaknesses within the group as a whole are discussed.

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

4.79. 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).

5. Exam procedures

5.1 A summary of the rules for exam candidates are displayed in every exam room, during exam weeks.

Preparation of exam papers

5.2 Exam papers are prepared in accordance with the timetable set out in the academic calendar, which is consulted upon and approved by the PVC Education and Student Experience, in consultation with the multi-stakeholder Academic Calendar Working Group.

5.3 Exam 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 exams are prepared and sent for comment to the external examiner at the same time.

5.4 The role of module leader is to:

- be aware of the deadlines for submission, as stated in the academic calendar;
- write the exam paper (or arrange for it to be written);
- work with colleagues within their college/school to ensure papers are sent to external examiners in good time for comment;
- respond to the comments of the external examiner;
- check and certify the accuracy of the final paper prior to the submission to the Exams Team;
- clearly articulate any arrangements that need to be made for the exams on the cover sheet, such as printing in colour, colour of answer booklets, one sided/two sided printing, multiple choice question paper (MCQ), graph paper needed etc;
- determine what aids are permitted in the exam and clearly articulate this and any rubric on the coversheet.
 - Such as calculators, data sheets, dictionaries etc
- submit the exam paper, by the deadlines to the appropriate TEAMS site.
 - Ensuring they have considered version control before submission
 - Where password protected, ensure this is also provided to the Exams Team.

5.5 The Student Administration Department will:

- communicate with colleagues any changes to the process in a timely manner;
- review, amend and disseminate coversheets early in the Autumn semester;
- arrange secure online storage of draft and final approved exam papers;
- arrange the secure printing of the final approved exam papers, for papers that are submitted by the deadlines;

- where a paper has not met the submission deadline, arrangements will need to be discussed with the college/school to ensure that secure printing can be completed at a local level.
- ensure that exam question papers are available for collection on the day of the exam by module leaders from the base room, prior to the exam time;
- provide exam packs and any specialist equipment previously articulated on the cover sheets;
- make arrangements to support students with adapted arrangements approved before the cut of dates set in the academic calendar.

5.6 No unauthorised member of staff can copy any papers before the day of the exam.

Before the exam

Exam protocols

5.7 Exams will be scheduled and run in accordance with the following guidelines and any exceptions will need to be approved by the Academic Registrar (or their nominee) in advance:

- Exams will be scheduled during the appropriate weeks as specified within the published academic calendar.
 - Written exams that need to take place outside of the exams week need to obtain permission from the Academic Registrar (or their nominee) to go ahead.
- Data from the student record system will be used to gather information relating to what needs to be examined and the numbers.
- Data will be gathered from Salesforce (working with colleagues in the DDS Team) relating to adapted exam arrangements.
- Data will be input into the system from exam boards in a way that supports the creation of the exam timetable.
- Written (classroom or PC room based) exams will start either at 10am and/or 2pm on any given day within the exam period.
- In exceptional circumstances exams may take place in an evening slot (6pm) or a Saturday morning (10am). Students and staff will be given prior warning in this event.
- DDS exams will be held at the same time as the main exam for any module, including cross campus exams.
- Exam lengths will be a maximum of 2 hours in length (without adapted arrangements), unless there is a PSRB requirement and/or there is an exceptional pedagogic reason and this has been approved at CASC.
- Where the length of the exam would take the finish time past 5pm, wherever possible, this exam will be scheduled in the morning.

- All exams will be scheduled in accordance with their size, length and the room availability, meaning that exams are unlikely to take place on the same day as a student's "normal" teaching.
- There may be multiple modules being examined within the same room.
- Where the volume of exams exceeds the capacity for one exam week, exams may rollover into the following week. This could include where the exam week includes a bank holiday.
- DDS arrangements of 25% to 50% extra time will take place in the same location as the main exam where possible.
 - We advise students with additional time to sit furthest away from the door to lessen the disruption.

Timetable for exams

5.8. The Timetabling Team, within Academic Services, creates and publishes the exams timetable, and the exams timetable is published normally at least 7 calendar days before an exam week. Exam weeks are set in the academic calendar which is published to students before the end of the previous academic year.

5.9. All exams for modules offered (presentations, Vivas, OSCEs, Practical or lab based) as part of combined degree programmes must be scheduled within the normal teaching block for the module. Only in exceptional cases, with specific authorisation from the Academic Registrar (or their nominee), they can be held outside the normal teaching block. Approval will need to be sought and gained at the beginning of each academic year.

5.10. Written exams will take place within the advertised week(s) in the academic calendar, which is available to staff and students. Only in exceptional cases, with specific authorisation from the Academic Registrar (or their nominee), can they be held outside of the standard exam week.

5.11. Where an exam is to take place outside of the specific exam weeks, responsibility for the management of them passes to the school for which the module relates to, including the financial cost of invigilation.

5.12. The Exams Team will liaise with the School at the beginning of each academic year to collate exam scheduling requirements, including (but not limited to):

- If a module is running
- Type of exam (if not clear)
- Any changes to the type of exam
- Length of exam
- Scheduling requirements compared to other modules

- Exams which can be scheduled at the same time as students can only take one of the two options.

5.13. As outlined in the Exam Protocols, the exam timetable is created by the Timetabling Team, looking at student numbers, room sizes and layouts and specific exam types and equipment required. During exam week priority usage of rooms will be given to exams and may not be used for teaching on courses that continue during the exam period, or other University related business.

5.14. The exam timetable will be published to students, after a period of consultation with school staff, and communications will be sent to students to confirm once it has been published. It is a student's responsibility to be aware of their exam timetable and every effort will be made to ensure students are appropriately timetabled for the right exam. However, should a student notice an error they can raise a query via MyLSBU.

5.15. Any "non written" exam (practical, presentation, viva etc) taking place during exam week(s), will be timetabled for the whole day, with an appropriate room(s) allocated, in order for students to be able to see the date on their timetable. Schools will be responsible for scheduling individual slots for their students, including those with DDS requirements and communicating this to students.

5.16. All centrally managed and timetabled exams will be created to show personalised timetables for students, showing the date, time and room allocated. Where the exam is on a PC, but students can access this remotely without the need for a room this will be categorised as an online exam.

5.17. Invigilation support will only be provided for written classroom exams and classroom based PC exams. Please see the section below on invigilation.

Invigilation principles

5.18. The University is responsible for ensuring that enough invigilators are available for written and classroom based PC exams during exam week and that a suitable base room is established and staffed throughout the exam period. This includes:

- No fewer than two invigilators in all rooms where there are two students and over, and a further invigilator for every additional 35 candidates.
- Where there is a student in a room on their own (normally for DDS requirements) they will be invigilated by one invigilator.
- The Exams Team will provide relief invigilator(s), to support the one-to-one rooms and any issues that arise in the larger venues.
- Provide a telephone number for invigilators to call (to the base room) with any queries.

5.19. Module leaders will:

- be allocated to the room with the largest cohort of students
- will remain as an invigilator for the main room for the duration of the exam.
- Be contactable for any additional rooms or adapted arrangement room(s) by leaving a mobile number with the exam base room.

5.20. Invigilators are responsible for ensuring that the exam, 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 exam, maintain effective discipline in the room, ensure fairness, and ensure that the exam is conducted in a smooth and proper manner. Invigilators should:

- Arrive at the meeting point ahead of the exam a minimum of 30 minutes before their exam and in line with instructions given by the Exams Team (and/or LSBU Employment).
 - If they are an external invigilator, they must sign in and be allocated an exam venue.
- Collect the exam packs including exam question paper(s) and the appropriate exam stationery from the base room prior to the start of the exam.
- Be present in the exam room at least 30 minutes before the start of the exam.
- Read through the documents within the exam pack, including information about students with additional needs/adapted arrangements.
- Ensure they are aware of all the exams that are taking place in their allocated room and who is the lead for each module (if they are in a room with multiple modules).
- Ensure that candidates follow the rules.
- Ensure that candidates are observed by an invigilator throughout the exam.
- Provide question papers and answer booklets (if appropriate) shortly before the official start of the exam.
 - All questions papers should be placed face down and students asked not to turn them over until the start of the exam is announced.
- Announce the start and finish of the exam(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 (if there is one provided for that venue).
- Inform candidates twice of the remaining time available, normally 30 minutes and 15 minutes respectively before the end of the exam.
- Follow guidance to support the correct procedures to
 - allow and record any late entrants to the exam.
 - make a report of any incidents, including any alleged incidents of academic misconduct, during the exam.

During the exam

5.21. Once allocated to a room, the invigilator(s) should:

- Make sure the room is ready for use.
- Check for unsolicited material and remove it (using the appropriate forms to report it).
- Write the module title(s) on the white board/flip chart for all/any exams taking place in the room.
- If in a PC room – check the PCs are switched on.
- If exam booklets are being used, please distribute these whilst students are sitting down/before start of exam.
- Check the exam pack for the module details, registers, information about students with adapted arrangements.

5.22. Once the pre-room checks have been completed:

- Allow the students into the room approximately 15 minutes before the start of the exam.
- Where there are students with additional time ask students to sit away from the doors to minimise disruption.
- Remind the students of the rules and regulations and what they are allowed on their desk.
- Instruct the students to leave their bags/coats nears the front of the room.
- Ask the students to turn off electronic devices and place under the table face down.
- Instruct students what to do once seated and how the exam will be operated.
- Take the register and do ID checks.
- Distribute the exam papers (face down).
- Start the exam.

5.23. Normally, not more than one invigilator should leave the exam room for any purpose at any one time. Under no circumstances whatsoever must the exam room be left unattended during an exam. If there is only one invigilator in the room (invigilators with one student or the other invigilators are already supporting other students outside of the room), invigilators should contact the base room and a relief invigilator sent.

5.24. Invigilators have discretion to take whatever action may be appropriate to meet unforeseen circumstances. The invigilator will notify the Head of Student Administration (or their nominee) of any circumstance or action which may in any way have affected the performance of the candidates. This should also be recorded on the appropriate forms.

- 5.25. The module leader (or a nominated member of the teaching team) will be present at the start of the exam to answer candidates' queries and will become the lead invigilator for that module and remain for the duration of the exam. Where the module has been split over multiple rooms the module leader will be asked to provide a mobile number to the base room, invigilators from other rooms will be asked to contact the base room to request assistance or guidance relating to the exam questions/paper.
- 5.26. If the module leader or the nominated alternative from the module team does not arrive at the allotted time in the base room, the Exams Team will contact the College Director of Operations and/or Head of School to ask for someone else, from the academic team, to be assigned to support the exam. An alternative invigilator will be sent to the room with the papers and any equipment and allow students entry to the room, in accordance with the regulations, to avoid any delays to the exam.
- 5.27. Where there are multiple exams within one room, the Exams Team will clearly designate a lead invigilator for the whole room to ensure consistency of experience for all students. This lead "room" invigilator will coordinate the start time for all modules and be the one person who make announcements in the room to minimise disruption and confusion for students.
- 5.28. A student may leave the exam room temporarily but only if accompanied by an invigilator. A student who leaves the exam room without obtaining an invigilator's permission will be deemed to have withdrawn from the exam. Such cases must be reported to the University, via the invigilator report form. Students who wish to return to the exam 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. No additional time will be added to the length of exam for such occurrences.
- This could be to use the bathroom.
 - Some students have adapted arrangements that mean they need to stand, walk around, leave the room.
- 5.29. The invigilator should report in writing any occurrences during the exam which may have affected the candidates' performance, such as external noise, broken heating etc.
- 5.30. Students who arrive for a written exam late (after the exam has started) will be allowed into the exam room up to a maximum of **30 minutes** after the scheduled start time. For some types of assessment, including some exams, late admission is not permitted. Students will be made aware in advance of any assessment where late admission is not allowed. In practical terms:

- After the commencement of the exam, where this is a large room/room with more than one invigilator, an invigilator will be allocated to stand outside the room/near the door to provide information/complete checks with the student, including but not limited to the answer booklet, register, ID check.
- Any student that arrives between minutes 1 to 9 after the exam has commenced will be briefed by the invigilator 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).
- At minute 10, the students that are gathered outside the room will be escorted to their seats by the invigilator.
 - If there has been an unauthorised departure from the room by a student, then no late arrivals can take place.
 - This is a risk the students will need to be aware of when arriving late.
- 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.

5.31. Invigilators must record all students who arrive late on the Exam Information Sheet.

5.32. 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;
- contact campus security if support is needed;
- make a note of the circumstances for the University.

5.33. 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, using the appropriate form;
- permit the student to continue the exam, marking on the exam paper the work before and after the discovery.

Evacuation of an exam

5.34. If the building has to be evacuated during the exam invigilators will:

- stop the exam and note the time; tell students not to communicate with each other when outside the exam room;
- make clear to students that the exam has not been completed or cancelled;
- ask students to leave the room and follow the University's Fire Evacuation Plan and once outside the building to stay a safe distance away from the building alongside the invigilators;
- ensure that the exam materials (answer books, question papers, desks, etc.) are not disturbed and that all equipment is left in the exam room. Students may not remove their bags or electronic devices (such as phones) from the exam room);
- ensure that candidates continue to observe the rules for candidates while outside the building.
 - Where this does not happen the invigilator will need to ensure that the appropriate forms are used to report any incidents and/or concerns. Decisions about whether the exam will be allowed to stand will be made by the Academic Registrar;
- when permission is given to return to the building, control the re-entry of students to the exam room, within reason, as if the exam was to commence under normal circumstances;
- if the delay in returning to the exam room is lengthy (beyond one hour) or if students have failed to follow the rules for candidates whilst outside the building, decide whether the exam should be cancelled;
- inform students of any additional time (verbally and in writing on white board/flip chart) they will be allowed in lieu of the disruption and report the incident to the University.

5.35. 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 individuals.

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

Rules for candidates

Before the exam

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

- 5.38. Students must ensure that they arrive in good time at the place of their exam. If they are unsure they should double check their exam timetable, liaise with module leaders and/or contact the Exams Team in advance.
- 5.39. Students must remember to bring with them all the equipment they might need for the exam, pens, pencils, rulers, rubbers, calculator (where allowed) etc. If a student does not bring equipment or it fails during the exam they should advise the invigilator of this. Some spare equipment might be provided, but there is a limited amount.
- 5.40. Students may only enter the exam room when authorised to do so by the invigilator.
- 5.41. 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 exam.
- 5.42. Students must:
- put coats and bags at the front or back of the room as instructed by the invigilator and not by their exam desk;
 - give the invigilator any unauthorised papers which have been brought into the exam room;
 - go to the seat as directed by the invigilator and remain silent;
 - place switched off devices in the coat or bag, or on the floor under their desk;
 - adhere to any instructions given to them by the invigilator, whose role is to ensure a fair and transparent exam;
 - place items on their desk.
 - sign the register;
 - bring their LSBU ID to the exam.
- 5.43. 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 exam.
- 5.44. Where a student has forgotten their ID card, they will be allowed to sit the exam, but identity checks will need to be conducted following the exam, in order for the exam paper to be accepted, marked and taken to an exam board. A note of this will be made on the invigilator form.
- 5.45. In exceptional cases, students may be asked to remove headwear or outer clothing where the invigilator considers that any kind of aid to the exam 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.

5.46. The only items which may be placed on the desk are as follows:

- A small selection of writing and related implements; these may be loose or contained in a clear plastic bag or pencil case.
- Bottle(s) of uncarbonated drink in unlabelled bottle(s).
- A small number of unwrapped items of confectionery; and/or small snacks will be permitted into the room and placed within a clear plastic bag on the corner of their desks. Care must be taken by students to not disrupt other students by accessing their snack(s).
- Essential medication is allowed to be brought into the exam and placed on or under the desk as appropriate. Where possible this should be accompanied by an approved adapted arrangement request.
- Any other item (for example a calculator, data tables, case study) that is explicitly permitted by the exam instruction (see front cover of the exam).
- Any items approved for use by a student with additional needs; such approval must be given in advance and in accordance with DDS.

During the exam

5.47. In some circumstances students may be allowed into the exam room after the start of the exam at a specified time and only with permission from the invigilator and following the procedure set out above. Not all exam types will allow late admission, such as practical or lab-based assessment, if this is the case your module or course leader will make this clear to students.

Students must:

- obey all instructions from the invigilator;
- ensure that they have no unauthorised materials on their desks or persons;
- use only University exam stationery for all work including all rough work;
- comply with the instructions of the exam paper;
- provide batteries for their calculator.

Students must not:

- turn the exam paper over until told to do so;
- 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;
- use any unauthorised devices during the exam;
- eat or drink (other than as permitted above) or smoke during the exam;

- leave the exam room during the first 45 minutes or the last 30 minutes of the exam.
 - In exceptional circumstances students will be permitted to leave the room with an invigilator present during the first 45 or last 30 minutes to attend the bathroom.

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

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

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

After the Exam

5.50. Students must:

- stop writing when the invigilator tells them;
- remain in their seat without talking;
- leave all papers on their desk;
- leave the exam room when the invigilator tells them;
- exit in silence, being mindful that other students might still be in the exam room.

Use of aids in exams

5.51. No electrical or electronic devices including smart watches and earphones may be used in an exam. If they are brought into the room, students and invigilators are to follow instructions set out above.

5.52. Candidates are not normally permitted to use portable computers and any candidate found using a portable computer in an exam will be reported as specified under academic misconduct.

Calculators

5.53. Only a prescribed calculator may be used. The module leader will decide whether calculators are acceptable for use in the exam for which s/he is responsible and, if they are, which calculators may be used. In the absence of an explicit notification on the front of the exam paper for any particular module, it will be assumed that no calculators may be used.

5.54. 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 exam paper it will be assumed that permitted calculators will be non-programmable.

5.55. All calculators authorised for use in exam 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 exam or test;
- not capable of giving the candidate an unfair advantage of any kind.

5.56. In exceptional circumstances and with an approved adapted arrangement or support plan, the above provisions may be waived for individual disabled candidates.

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

5.58. Any candidate found using an unauthorised calculator will be reported, using the appropriate forms, as specified under academic misconduct. Reports will be provided to the module leader, Academic Integrity Coordinator and kept on file by the Exams Team.

Dictionaries

5.59. If a candidate is granted an alternative assessment arrangement 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.

5.60. The edition approved must not, in any case, contain any information or technical data of potential use to the student in the exam. The student will be required to use a 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.

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

Other exam considerations

Inability to attend an exam at the University/impairment

- 5.62. Except in the context of an approved collaborative programme, students will not be permitted to take exam overseas or at any locations other than the University.
- 5.63. Where the same exam paper is used in more than one location the exam will be held simultaneously.
- 5.64. A student unable to attend an exam on grounds of extenuating circumstances must submit an extenuating circumstances claim, ideally on the day/date of the exam, but at least by the deadline published in the academic calendar ([Key dates | London South Bank University](#)), submitting evidence as to the reasons for non-attendance.
- 5.65. In exceptional cases, if the extenuating circumstances request has been approved (with evidence) that a student is able to undertake academic work but unable to attend the exam at the University, the exam board (via Chair's 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.
- 5.66. If a student attended the exam but felt that their performance was impaired by serious, significant, or unexpected circumstances, they could consider submitting an extenuating circumstances claim (with evidence). Students should seek guidance from the Late Submissions and Extenuating Circumstances Procedure.

Major disruptive events

- 5.67. 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.
- 5.68. It remains the responsibility of candidates to present themselves at the exam room in good time. Students are expected to make such arrangements as may be necessary to ensure that they arrive on time.
- 5.69. In the event of a disruption to public transport, exams will take place in accordance with the published schedules. Where the dates and scale of disruption are known in advance, the University **may** decide to delay the commencement of exams scheduled on those dates by up to 60 minutes, or allow late arrivals by up to 60 minutes. Any changes will be communicated with students and staff in advance (as much as possible) or upon arrival and/or commencement to the exam. Decisions relating to this will be made by the Academic (Registrar), or their nominee, and are final.

- 5.70. It is the responsibility of each student to ascertain whether there is disruption. Students should assume that the exam will start as originally scheduled.
- 5.71. Exceptionally, students may make submissions on the grounds of extenuating circumstances, which may include missing all or part of an exam 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.

Support arrangements

Alternative assessment arrangements for disabled students

- 5.72. 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 academic course team, course leader and Assessment and Awards Team and, where required, with approval from the Head of School or Executive Dean of College, an exam board, or a professional body.
- 5.73. 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

- 5.74. 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 the University 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 the Disability Dyslexia Support (DDS) Team by emailing disability@lsbu.ac.uk. Staff can also contact the DDS Team for advice.
- 5.75. 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. **Note: reasonable adjustments for coursework must be made where circumstances require it whether a student has engaged with DDS or not.**

- 5.76. Students need to make any requests for alternative assessment arrangements for formal exams known to Disability and Dyslexia Support in line with deadline dates specified within the academic calendar. Where the University is aware of a reasonable adjustment and is notified by the cut off dates in the academic calendar we will guarantee these for the next exam session. Where the notification comes after this, the University will make every effort for this to be honoured, but it might not be feasible given then shortened time frames. Where this is the case it will be carried over to the next available exam period. Please refer to the Extenuating Circumstances and Late Submission Procedure for further support for students who find themselves in this position.
- 5.77. Where the deadline is not met, the adapted arrangement will be put in place for the next exam session. 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.
- 5.78. 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

- 5.79. Disability Advisors agree adjustments based on an internal and external needs assessment with the student. Where appropriate and possible, students are asked to provide evidence to support their adjustments. The aim is to support the removal of the barriers to learning and completion of assessments. Alternative tasks to exam are always agreed with the Course Leader and communicated to the student and recorded formally on the students support arrangements.
- 5.80. The Dean or their nominee, for example the Associate Dean, or the course leader, will decide whether any exam board external examiners should be involved in any discussions around the alternative assessment arrangements. Alternative assessment methods may be consulted on with the relevant external examiner(s).
- 5.81. 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.

- 5.82. 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.
- 5.83. The course leader will have responsibility for implementing support arrangements for alternative assessment arrangements.
- 5.84. Once the Disability Adviser has agreed the arrangement and the student has signed the data agreement, the exam arrangement will appear in the course reports within Salesforce. Staff can see this within Salesforce and are encouraged to subscribe for the reports for regular updates. Students can see these adjustments on MyAccount. This information will also be provided to the Exams and Timetabling teams to support service delivery.

Students with alternative assessment arrangements claims for extenuating circumstances

- 5.85. 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.
- 5.86. A student who has met the deadline (as set out in the academic calendar) for requesting alternative assessment arrangements through Disability and Dyslexia Support but has experienced delays in processing their application can claim extenuating circumstances.
- 5.87. 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.
- 5.88. 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 to have been advised, or given poor advice).

Arbitration in cases of dispute

- 5.89. 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 PVC – Education and Student Experience on what arrangements are considered appropriate.

5.90. In considering this recommendation, however, the PVC Education and Student Experience must use their 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 exams

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

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

5.92. The University will make coursework available to students.

5.93. Where assessment takes place by formal exam, marked 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 exam 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.

5.94. Students may request relevant extracts from the minutes of exam boards and from the 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.

6. Exam boards

- 6.1. This procedure may not apply for students studying with our collaborative partners, please liaise directly with your partner institution for further information.
- 6.2. Exam boards at the University will:
 - look at student profiles;
 - make decisions and ratify progression and awards; and
 - note students with extenuating circumstances & academic misconduct
 - confirm student who need reassessment opportunities
 - allow an opportunity for external examiners to provide formal comments on modules, marking and awards.
- 6.3. All exam boards will be split into two, pre-exam board and main exam board, with the role and membership of each exam board being different and detailed below.
- 6.4. Semester 1 marks will not go to exam boards until the end of semester 2 where they will be considered alongside semester 1 resit and semester 2 marks, as part of the full student's profile.
- 6.5. Provisional semester 1 and 2 results will be released by academics on the Virtual Learning Environment (VLE). Semester 1 marks will then be released as 'confirmed' (but not ratified) by Student Administration in line with the date(s) in the academic calendar. This is to support students to be aware and study for any reassessments in the exam weeks in the academic calendar.
- 6.6. There will be a final exam board of the academic year to consider progression and/or award with semester 2 resit marks.
- 6.7. These confirmed marks will be subject to rigorous administrative processes including:
 - processes set out in the Marking and Moderation Guidance for staff;
 - extenuating circumstances considered and applied;
 - student records flagged where late submissions have been made (although no penalty applied);
 - capped marks (where a disciplinary panel has decided this);
 - capped marks for integrated EPA resit attempts;
 - for repeating students, appropriate pass grades for assessments brought forward from the previous year;
 - consideration of any course protocols as part of the college Local Protocols Document.

Purpose and membership

6.8. The remit of an exam board is to:

- Confirm the marking and moderation process has been completed for all modules, it has taken place in accordance with University policy and receive feedback from external examiners relating to this.
- Review, confirm and ratify all marks to be awarded for all modules.
- Award compensated passes in accordance with approved protocols and/or local course protocols.
- Make decisions for the award of Certificates, Diplomas and Degrees to students who have successfully completed courses of study.
- Make decisions for intermediate awards/or credits where a student has failed and is unable to proceed.
- Make decisions with regard to progression, noting any fails, reassessments and recommendations to repeat years in attendance (second registration).
- Make decisions regarding the termination of registration of students taking courses of study.
- Noting any approved extenuating circumstances cases (and their outcomes, including condonement) and any outstanding or concluded academic misconduct cases (AMI) or appeals.
- Agree the award of prizes to outstanding students, as appropriate.
- Receive and document external examiner feedback.
- Confirm that the outcomes of referred assessment will be considered, through delegating authority to a resit exam board.
- Confirm any additional items allowed for delegated authority to the chair of the exam board.

6.9. Membership of the pre and main exam boards are slightly different, to reflect the slightly different purpose of each exam board.

Pre-exam boards

6.10. The remit of the pre-exam board is not to go through module reports and as such only full students profiles will be provided. The pre-exam board can be used to:

- double check that all information is present and correct,
- note any missing marks/ inaccurate records,
- request essential amendments to be made ahead of the main exam board,
- consider the accuracy of the awards/progression decisions highlighted,
- raise any concerns that need to be flagged with the chair and/or the external examiners,
- discussion around any complex cases.

6.11. The exam board is expected to conduct the above in light of University regulations and the course protocols, documented in the approved College Local Protocol document.

6.12. Membership of the pre-exam board includes the following colleagues:

Compulsory:

- The chair(s) – this will by default be the Head of School.
- Appropriate (and trained) co-chair.
- Course leaders.
- Module leaders
- Secretary to the exam board.

Optional:

- Associate Dean – Quality.
- A member of the Academic Quality and Enhancement (AQE) Team.
- Associate Dean – Students.
- Member of the Apprenticeship Team (where appropriate).

6.13. The pre-exam board will be quorate with the chair, co-chair or AQE member and the secretary to the exam board.

Main exam boards

6.14. The remit of the main exam board is to highlight any regulatory and/or University procedure changes for transparency and then to run through awards and progression decisions and ratify the recommendations made. It is also to highlight students who will need to be offered resits and referred to resit exam boards, and students who need to be recommended to repeat a year in attendance. It is also to alert the exam board/external examiners to any cases of academic misconduct, compensation, condonement, and fails, and receive feedback from external examiners.

6.15. Membership of the main exam board includes the following colleagues:

Compulsory:

- The chair(s) – this will by default be the Head of School.
- Appropriate (and trained) co-chair.
- Course leaders.
- External examiner(s).
- Secretary to the board.

Optional:

- A member of the Academic Quality and Enhancement Team.
- External members from accrediting bodies where appropriate.
- Associate Dean – Quality.
- Associate Dean – Students.
- Module leaders.
- Member of the Apprenticeship Team (where appropriate).

- 6.16. The main exam board will be quorate with the chair, co-chair or, the secretary to the board and the external examiner. Where the external examiner is not available then quoracy will need to include an alternative member of qualified staff as agreed with AQE.
- 6.17. All main exam boards (including main and resit exam 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 website for staff) 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.
- 6.18. External examiners are used by the institution for a number of important roles, which are laid out in the Information for External Examiners Document, authored by the Academic Quality and Enhancement Team.
- 6.19. External examiners should be present at all awarding exam boards and/or sign off all awards (including resitting/repeating students). If an external examiner is not available for the main exam board, the exam board can proceed without them however the board minutes will need to be signed off by the PVC Education and Student Experience (or their nominee) to remain quorate. Additionally, the external examiner should provide a report which will be read/considered at the exam board and be asked to ratify decisions post the exam board, before results and awards are released.

Exam Board Protocols

Dates/schedules

- 6.20. Dates for exam boards and/or results publications will not be agreed with external partners before discussion and consultation happens with the Academic Registrar or their nominee. This is to ensure that any dates not in line with the academic calendar are agreed in advance and adequate resources are allocated to support this.
- 6.21. Exam boards schedules will be created in liaison with the exam board chairs ahead of the start of term and presented for final approval at the first CASC of the autumn semester. Changes after this date will be by exception only and need approval from the Academic Registrar (or their nominee).
- 6.22. Exam board dates will be set within the exam board weeks as set out in the academic calendar.
- 6.23. Where courses need exam boards outside of these weeks, a comprehensive exercise will need to be completed to map these course timelines and a proposal for alternative exam board dates made. These exam board dates will then need to be reviewed and approved by the Academic Registrar (or their nominee) from a resource point of view and signed off by the Associate Dean of Academic and Quality Assurance to confirm these are necessary arrangements and not led by preference.
- 6.24. Exam boards will be scheduled as a minimum at school level (not course level) and where appropriate multiple schools could go to one exam board.
 - Where there are regulatory reasons that courses need to have individual exam boards a mapping exercise will need to be completed ahead of the start of term, reviewing course timelines and a proposal for alternative exam board dates made.
 - These exam board dates will then need to be reviewed by the Associate Dean of Academic and Quality Assurance for the College that they are necessary and not preference based and approved by the Academic Registrar (or their nominee).
- 6.25. There will always be a 2 working day window between pre-exam boards and main exam boards to allow staff to make amendments to marks, receive late marks etc and prepare for the main exam board. Delays in submitting marks and/or signing off module marks could cause delays to boards.

Exam board arrangements

- 6.26. Exam boards will, by default, take place virtually via TEAMS. TEAMS invites will be sent out to colleagues as soon as possible after the sign off by CASC. Schools can and are encouraged to share the agreed exam board dates with the external examiners and all relevant teaching staff pending approval at the first CASC of Semester 1.
- 6.27. The exam board agenda template will be reviewed by the Academic Registrar (or their nominee) annually, taking on exam board stakeholder feedback. The agenda will be used to lead the exam board meeting. The chair and secretary will meet ahead of any board to discuss any issues and the secretary to the exam board will share their screen for the meeting.
- 6.28. The exam board will be conducted course by course (year of study by year of study order) starting with awards, for example:
- Course ABC_1_001
 - Year 3 (modules and awards)
 - Year 2 (modules and progression)
 - Year 1 (modules and progression)
 - Where an exam board requires a different order, this will need to be discussed at the time of scheduling with a rationale as to why for approval by the Academic Registrar or their nominee.
- 6.29. The secretary will produce the exam board report and provide this to the chair ahead of the pre-exam board for review. They will annotate and make recommendations awards, progress and fails. The secretary will ensure the chair/co-chair and course leaders have access to module reports to support this activity.
- All recommendations will be reviewed at the exam boards, discussed, approved and ratified.
 - Method of referrals to be confirmed to secretaries of exam boards on or before exam boards and will be recorded for the minutes.
 - The use of progression codes (FRP) and override codes will be decided by the Academic Registrar (or their nominee) and consistently applied across all colleges and schools, taking into account local protocols.

Conduct of meetings

6.30. The following information will be made available to the chair/co-chair of an exam board ahead of the exam boards:

- Signed module reports (formerly known as Tier 1 reports) showing marks for all assessment components and the weighted module mark for each student for all modules in the subject area.
- Exam board report (formerly known as a Tier 2 reports) - annotated with recommendations
 - Notification of any students with approved extenuating circumstances;
 - Notification of any students that submitted their coursework late;
 - Notification of students/modules in which allegations of academic misconduct are under investigation;
 - Notification of any non submissions.

6.31. This information can also be requested by the course leader but is restricted to those who need to see the full reports.

6.32. The following information will be made available for ALL members of the exam board:

- Exam board agenda;
- Link to the Assessment and Exam Procedure;
- Local Protocols;
- Glossary of terms;
- Exam Board Guidance.

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

7. Exam Board Decision-making

7.1. Exam boards act under delegated authority from the Academic Board.

7.2. All decisions about the outcomes of assessment must be made by an exam board and must be consistent with the requirements of the academic regulations.

7.3. Decisions of an exam board are normally taken at a full, quorate meeting of the board. 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. These decisions are known as Chair's Actions.

- 7.4. When decisions are taken by the chair or a delegated subset of the exam board, the chair of the exam board must ensure that the decision is recorded in the minutes of the next exam board meeting ensuring that the relevant external examiner(s) are appropriately appraised and able to ratify.
- 7.5. The minutes of exam boards must record the decisions of the board and the reasons for those decisions and will be in a consistent format as approved by the Academic Registrar (or their nominee).
- 7.6. 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 exam board considering students in all locations.
- 7.7. The arrangements for representation of staff from the partner organisation at the exam 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 exam board can be held involving the same ex officio membership and external examiner(s).
- 7.8. In exceptional circumstances a vote may be required. The chair of the exam 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 resolution put to the vote will be decided by a show of hands (a simple majority determining the outcome);
 - every person entitled to attend will have one vote per resolution;
 - votes must be given personally and not by proxy.

Decisions available to an exam board

- 7.9. The exam board confirms module marks have been signed off as accurate by module leaders and that the external examiner has had oversight and completed moderation ahead of the exam board. These marks may then not be altered except in cases of academic misconduct or procedural error, using the appropriate Chair's Action process.
- 7.10. Where a mark is capped the exam board is responsible for ratifying the amended mark. The University's student record system will record the original academic mark and the new capped mark.

- 7.11. 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 released if the case is not proven/dismissed or the prescribed penalty will be applied to the mark and module. Whilst the record has the “I” entered the student will not be able to view the mark/result.
- 7.12. The exam board will consider compensation and condonement for students in line with the section below at both progression and award. Once compensation and/or condonement has been agreed the exam board can make their final recommendation.
- 7.13. The exam 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 entered onto the student record system. Determining requirements to:
- Progress to the next stage of the course
 - Progress to the next stage of the course with certain modules outstanding
 - Progress to the next stage of the course while also making an intermediate award
 - Continue the current stage of the course
 - Complete a student’s study, by making a final award
 - End a student's study, whilst also making an intermediate award
 - End a student’s study, with no intermediate award
 - End a student’s study, as a result of academic misconduct
 - Consider extenuating circumstances
- 7.14. Students who are formally interrupted (and are on the student record system as having done so) will not be considered at exam boards. Students who have not formally interrupted or withdrawn will be considered as fully enrolled students.
- 7.15. Students who have been formally withdrawn prior to an exam board (and are on the student record system as having done so) will be considered by the exam board to see if they are eligible for any intermediate awards or credits.

Decisions available to an exam board – Compensation and Condonement

Application

- 7.16. Compensation and condonement is used to facilitate progression and award decisions.
- 7.17. 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 exam

board (or the EC Panel as an delegated authority of the exam board) and are different decisions to each other.

- 7.18. In certain regulated courses (such as PSRB), compensation and/or condonement are not permitted. Where compensation or condonement is permitted, the normal rule is that they are used to benefit students.
- 7.19. Compensation and condonement should be applied at the exam boards only when it allows progression from a given level or an award decision.
- 7.20. 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 level and course, as per the table below.
- 7.21. The exam board shall only consider the application of compensation and/or condonement after all attempts have been completed for a given registration. Compensation will by default be applied after the first registration, unless PSRB or other course specific protocol prevents it. In exceptional circumstances, and where no PSRB restrictions apply, a student may request an alternative approach to compensation. Exceptions will be considered on a case-by-case basis and approved by the chair of the exam board to ensure consistency and fairness.
- 7.22. A compensated pass is only awarded at the completion of the level of study (for example Level 4, 5, 6 or 7) to which it is applied. When at least one performance meets the criteria for a compensated pass, the exam board will allow a compensated pass.
- 7.23. Short courses, normally course that are 120 credits or under (such as an HNC) are also eligible for compensation and condonement unless, as per section 7.18, unless the PSRB do not allow this.
- 7.24. Compensation is not allowed for standalone modules as it is only considering performance across a level.

Level & Course Limits

Level

Student	Compensation only	Condonement only	Compensation and Condonement
UG*	40	20	40**
PG	20	20	20
Short courses with 120 credits or less	40	20	40

Student	Compensation only	Condonement only	Compensation and Condonement
(e.g. HNC, CertHE)			

* Integrated Master's courses are considered under the remit of UG.

** Maximum of 20 Condoned credits

Course

Student	Compensation only	Condonement only	Compensation and Condonement
UG*	60	60	60
PG	20	20	20
Short courses 120 credits or less (e.g. HNC, CertHE)	40	20	40

* Integrated Master's courses are considered under the remit of UG.

7.25. For example, if a student had been given 40 credits in compensation in a given level, the student would only be eligible to receive a further 20 credits from future levels.

Compensation Eligibility:

7.26. 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 level (including the failed module(s)) of at least 40% for Levels 3, 4, 5 and 6 or 50% for Level 7.

7.27. A student's performance in a module must also satisfy the criteria set out below. Where these conditions are met, a compensated pass may be awarded in the failed module.

7.28. Inclusive of any failed component(s), the criteria for the award of a compensated pass are:

- **Levels 3, 4, 5, and 6:** A minimum mark of **20%** must be achieved in each component of assessment, and a minimum mark of **20%** must be achieved in the weighted module mark.
- **Level 7 (postgraduate):** A minimum mark of **30%** must be achieved in each component of assessment, and a minimum mark of **30%** must be achieved in the weighted module mark.
- **In both levels:** There is no minimum mark that must be achieved in subcomponents of assessments to be eligible for compensation.

Condonement Eligibility:

7.29. 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.

7.30. A student's performance in a module must also satisfy the criteria set out below. Where these conditions are met, a failure may be condoned:

- In exceptional cases and where the student has an approved extenuating circumstances request, the exam board may condone one or more modules in which the student has not achieved the pass mark.
- To condone modules, the exam board must be satisfied that there is sufficient evidence to show that the student has achieved the course learning outcomes in assessed work and if applicable, that the student is prepared for study at the next level.

Requirements to permit the student to progress to the next stage of the course

7.31. Where the student passes all the modules within a given stage, they will progress to the next stage.

7.32. Alternatively, a student who has not met all the requirements to pass one or more modules but has met the eligibility criteria for the Compensation and or Condonement to be applied.

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

7.33. Where compensation/condonement was not possible, 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 they have accumulated sufficient credits to remain eligible for the award for which they are enrolled **and** the exam board has permitted the student to repeat one or two modules (maximum 40 credits) for the preceding stage.

7.34. Where permitted by the exam board, a student is allowed to repeat no more than 1 module (maximum 20 credits) per semester. The module can only be repeated in the semester it is offered.

- 7.35. It is important to note that not all schools/courses will allow a student to progress with outstanding modules, due to regulatory (PSRB) requirements.
- 7.36. Part time students can progress to the next stage of study with a maximum of 20 credits outstanding from the preceding stage. The module can only be repeated in the semester it is offered.
- 7.37. 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.
- 7.38. Where a stage consists of mixed level or because of trailing modules from a previous stage, it is possible for modules to be compensated and or condoned and for certain modules from the subsequent level to be outstanding and still allow for progression. For this to be possible in this circumstance, the student must meet the eligibility criteria specified in the section above and the application of compensation and or condonement must allow for the completion of the level it is being applied to.

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

- 7.39. 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.
- 7.40. 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 continue the current stage of the course, where the stage has not been completed

- 7.41. For some postgraduate courses, students might be offered the opportunity to continue with outstanding modules. This is normally a maximum of one or two modules (maximum 40 credits) and to allow the students to continue to write up their project/dissertation whilst waiting for a second attempt at a failed module in their first registration period.

- A student cannot complete the stage until all modules are passed

7.42. Taught postgraduate students who are on a course where there is no official “progress to dissertation stage” will also be eligible and recommended at an exam board to “continue” on the current stage of their course.

Requirements to permit the student to continue the current stage of the course, as progression to the next stage has not been permitted

7.43. A student who has not met the requirements to progress will be permitted to continue on their course at the same stage. This means the student is given a second registration on that module(s), also known as “Repeat Year in Attendance”.

7.44. A second registration will take place in the in the next academic year.

7.45. Students will be required to study every module they have not yet passed, attend all the taught sessions for those modules. Please see Section Attempts at assessment for further information.

7.46. Where a student has a recommendation from the exam board to continue on the same stage but is a visa sponsored student, this decision will need to be reviewed by the UKVI Compliance Team. The UKVI Compliance Team cannot change an exam board decision, but they will advise if/how this can be completed by the international students.

7.47. Sometimes it might not be possible to follow the academic exam board decision due to visa restrictions. Below are just two examples of possible considerations.

7.48. If the student only has module(s) to repeat in the second semester, they will be required to interrupt, and their visa sponsorship will be withdrawn. The UKVI Compliance Team will then support them with their application for a new Confirmation of Acceptance for Studies (CAS) certificate when they are required to return.

7.49. If the repeating of a modules in the next academic year means that student will no longer complete their course in the original visa time, discussions will need to be had about their visa and if the University can sponsor a new Confirmation of Acceptance for Studies (CAS).

7.50. CAS requests are subject to a review of the student’s academic history, including performance, attendance, and any instances of academic misconduct. Students must contact the University’s Immigration Compliance Team via MyLSBU to clarify their

individual circumstances. The assignment of a Confirmation of Acceptance for Studies (CAS) letter for continuing students is at the discretion of University's Immigration Compliance Team. UKVI requirements supersede University regulation.

Requirements to permit the student to complete a student's study, by making a final award

- 7.51. Awards which may be conferred with merit or distinction are listed in the [List of Awards](#), on the University website.
- 7.52. 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.
- 7.53. 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%
- 7.54. In most undergraduate courses the degree classification is calculated as follows.
- 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.
 - For most degrees it is compulsory that the dissertation/project module is considered within the 80 highest level 6 credits
 - The highest marks for 120 credits, taken from the combination of the Level 5 credits and the remaining Level 6 credits will contribute 20% (the minor part) to the final weighted average mark on which the classification will be based.
 - The final weighted average mark of each part (major and minor) is combined to determine the degree classification rounded to a whole number.
- 7.55. Where a student has been awarded transfer credit greater than two-thirds of the credit required for the award (see the Admission and Enrolment Procedure), the student will not normally be eligible for a classification and the exam board will only normally consider the overall eligibility for the award. In exceptional circumstances a case may be considered, but would need to be approved by a nominated delegate of the Academic Board.

[Worked example of a typical undergraduate degree calculation](#)

Stuart's marks were as follows:

Level 6		Level 5		Level 4	
Module 1	55	Module 1	88	Module 1	55
Module 2	68	Module 2	54	Module 2	88
Module 3	59	Module 3	47	Module 3	58
Module 4	71	Module 4	52	Module 4	65
Module 5	54	Module 5	65	Module 5	46
Module 6	62	Module 6	43	Module 6	63

All modules in this example are 20 credits. To calculate his degree he would take the

- The average the highest marks 80 credits at level 6
 - 71, 68, 62, 59 = Average mark 65
 - $65 * 0.8 = 52$
- The average of the highest marks 120 credits from Level 6 (not used) and Level 5
 - 88, 65, 55, 54, 54, 52 = 61
 - $61 * 0.2 = 12.26$
- Final Average Degree mark
 - 64.2 – Rounded to 64%

This mark is not eligible for consideration at the boundary.

7.56. 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, however the minor part will be derived from the average of the marks for the other credits completed.

7.57. Where the programme consists of 120 Level 6 credits and fewer than 120 Level 5 credits, the degree classification will be calculated as follows.

- 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.

7.58. The University normally classifies all Masters degrees and Postgraduate Diplomas 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%

[Worked example for a typical postgraduate degree](#)

Fatema's marks were as follows:

Level 7

Module 1	Credits – 20	55
Module 2	Credits - 20	68
Module 3	Credits – 20	59
Module 4	Credits – 20	71
Module 5	Credits – 20	54
Module 6	Credits – 20	62
Module 7	Credits – 60	85
Total Credits	180 Credits	

To calculate her degree she would take the average of all marks

- Final Average Degree mark
 - 69.3 – rounded to 69%
- Award Classification = Merit (60-69%)

Although the mark would be eligible for consideration at the boundary as it is within 2%. As only 80 credits are in the next classification boundary so they would **not be eligible** for the distinction

7.59. 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.

Requirements to end a student's study, whilst also making an intermediate award

7.60. In all the below scenarios the students will be considered at an exam board to consider if they qualify for an intermediate award or can be awarded credits.

- Where a student has withdrawn or they have been withdrawn through another University process, their study will be terminated.
- Where a student has exhausted all attempts on a core module on a course and cannot be permitted a further registration, their study will be terminated, even if they have further opportunities available on optional modules.
- Where required by an exam board protocol, the student's study will be ended.

7.61. Normally, they will not be eligible for readmission to the same course, or to another course that leads to an award at the same level in a closely related subject area. In exceptional circumstances, readmission to the same course or a course at the same level in a related subject may be considered. Such decisions must be approved by the Associate Dean for Quality within the relevant college and the Academic Registrar (or their nominee).

7.62. In both instances above the University will consider all admissions requirements but also retains the discretion not to make an offer of admission, even where the student meets all published criteria. For further guidance, please refer to the University's Recognition of Prior Learning Policy.

Requirements to end a student's study, with no intermediate award

7.63. Students will not be considered for an intermediate award if they are on an apprenticeship course but can be awarded credits.

Requirements to end a student's study, as a result of academic misconduct

7.64. There are defined processes, and penalties, related to poor academic practice, plagiarism, collusion and cheating in exam (for which the penalties may include exclusion from the University and failure of the entire degree). For further information see the [Student Academic Misconduct Procedure](#)

7.65. If a student is excluded under the Academic Misconduct procedure, they will only be eligible for any credits, alternative exit awards for any stages completed (and paid for) that have not been impacted by the penalty applied.

Exam board consideration of extenuating circumstances

7.66. Where a student has an approved extenuating circumstance this will be considered by the extenuating circumstances (EC) panel ahead of the exam board. Please see the Late Submission and Extenuating Circumstances Procedure for further information.

7.67. The Student Engagement Team will be responsible for ensuring that information is uploaded onto the student record system giving the exam board visibility about the modules affected. The secretary to the exam board will highlight the decision of the EC panel to the exam board.

7.68. The nature of the extenuating circumstances will not be provided at any exam board, except as required in relation to aegrotat awards.

7.69. The exam board is not empowered to alter the decision of an extenuating circumstances panel in respect of any claim. Where new evidence comes to the attention of the chair of an exam board that they feel may be material to a claim for extenuating circumstances the matter should be referred to the Student Engagement Team or the student asked to submit a late extenuating circumstances claim via MyAccount.

7.70. The decisions of the extenuating circumstances panel will be recorded in the exam board. Where a claim for extenuating circumstances is upheld, but it was decided that there was no action necessary or appropriate the extenuating circumstances will be recorded on the student record system and noted at the exam board.

7.71. The Student Engagement Team will be responsible for communicating the outcomes of extenuating circumstance panels to students after the official release of results. This will be completed via Salesforce and visible to staff and students via MyAccount.

Exam board consideration of apprenticeship programmes

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

Non-Integrated Apprenticeships - On achievement of the academic award, the exam board decision would then confirm the academic award with an additional stipulation of "Academic Qualification awarded - Progress to Gateway".

The University reserves the right not to issue any certificates and/or not to invite the student apprentice to a graduation ceremony until the end-point assessment (EPA) is completed. Please note, completion refers to final attempt of the end-point assessment regardless of outcome.

Integrated Apprenticeships - On successful completion of the EPA, the exam board will confer the academic award.

Fully Integrated Apprenticeships - The exam board confirms the academic award and gateway completion, and forms part of the EPA. Note that the EPA starts with the exam board and finishes with notification to the PSRB of academic and gateway completion.

7.73. For University awards which are part of an apprenticeship standard, an apprentice must complete all of the requirements as set out in the apprenticeship standard and assessment plan to be eligible for the award. An apprenticeship comprises three components:

- off the job learning (e.g., the academic qualification);
- on the job learning; and
- an end-point assessment (integrated or non-integrated).

7.74. For integrated apprenticeships the end-point assessment is included in the academic award, which means both need to be completed, passed and awarded together. For non-integrated apprenticeships the end-point assessment is separate from the academic award, so they both need to be completed and awarded individually.

7.75. All three components must be completed as stated in the apprenticeship standard and assessment plan before an apprenticeship completion certificate can be issued.

7.76. The University awards qualifications which are part of an apprenticeship standard, where an apprentice having followed a prescribed course has completed all of the requirements as set out in the apprenticeship standard and assessment plan. The University does not award intermediate qualifications for apprenticeship courses as these are not part of an apprenticeship standard.

7.77. Upon completion of the apprenticeship standard, apprentices will receive all their certificates.

“Local” exam board protocols

7.78. Local exam board protocols exist where exceptional requirements modify the operation of the University's academic regulations.

- 7.79. Protocols are reviewed and approved by the College Academic Standards Committee (CASC) as part of the annual consideration of the University's academic regulations. The protocols are subject to annual review in liaison with key stakeholders by the same committee in order to ensure their currency and fitness for purpose.
- 7.80. Chairs of College Academic Standards Committees must provide a report to the first Quality and Standards Committee of each academic year that provides a list of all courses within the school that operates an exam board protocol, when the protocol was reviewed and the rationale for the protocol.

Notification of the decisions of an exam board

- 7.81. Provisional marks are released through the Virtual Learning Environment (VLE) to students before the exam board has met. Marks, awards or progression decisions are considered at exam boards and final marks and results, once ratified by the exam board, are released through the University's student portal.
- 7.82. Semester 1 and 2 confirmed but unratified marks are released to support students who need to undertake resit assessments in line with dates in the academic calendar.
- 7.83. Marks and results released in any other way should be deemed as unconfirmed until such a time they are published on the student portal and still subject to ratification by an exam board. Marks must not be released to students by telephone.
- 7.84. The University may withhold the marks of students who have failed to pay their tuition or other fees. Students in this situation, will be provided with details of who to speak to about any tuition fee debt and once confirmation has been received that the debt has been paid, then marks will be released for students. Students will be given details of the component(s) of assessment that they have failed in order to prepare for their repeat assessment(s), via the Virtual Learning Environment (VLE).
- 7.85. It is the responsibility of students to engage with the communications regarding their marks after they have been released.

Exam board consideration of major incidents

- 7.86. Where a college and/or school(s) experiences a major and/or 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 board. The approach implemented must be consistent and must be applied to all students to minimise any disadvantage resulting from the incident.

7.87. When an exam 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.

University Exceptional Awards and Progression Board

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

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

7.89. The University's Exceptional Awards and Progression Board is chaired by the Deputy Vice Chancellor Academic Framework and is attended by the Associate Deans for Academic and Quality Assurance from each college (where appropriate), the Academic Registrar (or nominee) and the Group Director of Academic Quality, Planning and Strategy.

Powers of the University's Exceptional Awards and Progression Board

7.90. Where an exam 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.

7.91. The exam 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.

Discretion at awarding boundaries

7.92. Assessments marks and module marks will follow processes set out in the Marking and Moderation Guidance and the marking section within this procedure document.

- 7.93. The exam board will consider students of Level 6 awards whose overall weighted average mark is 2% below the minimum average required for a classification.
- 7.94. The exam board will consider students at Level 4 and 5 where their course is considered a short course (120 credits or less) and whose overall weighted average marks is 2% below the minimum average for a classification.
- 7.95. The exam board may decide to award the higher classification provided that the student meets the following criteria:
- At least 60 credits of the Level 6 modules are at the higher classification.
 - No professional, statutory, or regulatory body restrictions prevent the operation of discretion at classification boundaries.
- 7.96. The exam board will consider students of Level 7 awards whose overall weighted average mark is 2% below the minimum average required for a classification.
- 7.97. The exam board will consider students at Level 7 where their course is considered a short course (120 credits or less) and whose overall weighted average marks is 2% below the minimum average for a classification.
- 7.98. The exam board may decide to award the higher classification provided that the student meets the following criteria:
- 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).
 - No professional, statutory, or regulatory body restrictions prevent the operation of discretion at classification boundaries.
- 7.99. In the event that criterion (2) applies to the particular award, the Head of School and/or College will alert the relevant College's Academic Standards Committee, who will keep a record of all such restrictions, in the course protocols found in the College Local Protocols document.
- 7.100. An award with distinction normally requires a student to achieve an average final mark across all modules of at least 70%. An award with merit will normally require that a student achieve a final overall mark of at least 60%. 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%.

Maximum period of registration

- 7.101. The maximum period of registration is normally twice the normal duration of the course, unless in exceptional circumstances the University agrees to extend this period.
- 7.102. Exceptional circumstances means circumstances beyond a student's control which have a severe impact on their ability to return to study. A decision regarding an extension of the maximum period of enrolment will also take into account, where relevant, the requirements of a regulatory body and/or the University's obligations under the Equality Act 2010 which include the duty to make reasonable adjustments for disabled students and to ensure that its policies do not without justification disadvantage students because of a protected characteristic, for example pregnancy/maternity (for more information please see LSBU Pregnancy, Maternity, Paternity and Adoption policy <https://www.lsbu.ac.uk/about-us/policies-regulations-procedures>). Decisions to extend the maximum period of enrolment will be made on a case-by-case basis and must also be approved by the Executive Dean of the College.
- 7.103. Professional body regulations or requirements may specify a shorter period of enrolment, 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 an exam board 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 exam board or the University Exceptional Award and Progression Board.

Aegrotat awards

- 7.104. The exam board may recommend that a student be offered an aegrotat award if:
- the regulations permit an aegrotat award; and
 - the exam board has insufficient evidence of the student's performance to recommend the award for which the student is a candidate; and
 - the exam board is satisfied that but for death, illness or other valid cause the student would have reached the standard required.
- 7.105. If the exam board offers an aegrotat award, and it is reasonable to do so the exam board may require that the student must signify in writing that they waive any further opportunity to study on that course.

7.106. If the award carries recognition by a professional, regulatory and/or statutory body, the student must be advised that the aegrotat award may not carry the same recognition or eligibility to apply for registration with that body.

7.107. 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

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

7.109. Applications will be considered by the exam board for the course in question with a formal recommendation made by the exam board to the Academic Board.

7.110. Where the deceased student had not completed their course, the exam 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.

8. Conferment procedures, certification and transcripts

Conferment procedures

- 8.1. This is the procedure for conferment covering the processing of awards and despatch of award certificates to students following an exam board.
- 8.2. Following the ratification from the exam board the Assessments and Award Team will arrange for the awards to be added to the student record system. The team will ensure that safety checks are put in place to minimise any errors. The final award codes will be put onto the student record system and done so as a matter of high priority.
- 8.3. The secretaries to the exam boards will ensure that an annotated exam board report is saved alongside the (electronic) signature of the external examiner(s) and the official minutes. These will be placed in a location that can be accessed by academic members of staff to view.
- 8.4. Award notifications for remaining Combined Honours students or Combined Degree students should state the exact wording of each award title including 'and' or 'with' and whether a BA, BSc or LLB degree is to be awarded.
- 8.5. The Assessment and Awards Team will complete all post exam board actions, including the chasing up of Chair's Actions and the release of results using the University platform.
- 8.6. The academic calendar states the result release dates to students, which then informs Academic Services when final transcripts and certificates can be produced.

Chair's Actions

- 8.7. Chair's Actions are requests outside of exam boards for a variety of reasons. Delegated authority is given as part of the exam board to be used in exceptional circumstances.
- 8.8. Individual Chair's Actions will need to be signed off by the Associate Deans for Academic and Quality Assurance for the College, recorded by the Assessment and Awards Team and reported at the next available exam board for ratification by the board.
- 8.9. Chair's Actions for full cohorts of students on a modules or courses will need to be signed off by Academic Quality for the College and will be reported to the Group Director of Academic Quality, Planning and Strategy and the University Exceptional Award and Progression Board with reasons for not being considered at the exam board.
- 8.10. In ordinary circumstances no courses will use Chair's Actions alone for the ratification of awards and conferment of degrees. In exceptional circumstances, this could be considered, but would need to be signed off by the Executive Dean of the College and the Academic Registrar (or their nominee) and reported to the University's Exceptional Awards and Progression Board.

- 8.11. Where courses have non-standard dates, these will need to be mapped to ensure that appropriate due diligence is being applied to all courses within the University.
- 8.12. Where a decision on an award is made by Chair's Action after the meeting of the exam board or where a decision of the exam board is changed as a result of a successful appeal the certificate will show the date of the award being granted, regardless of when the date of the original exam board was.

Certificates

- 8.13. 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.
- 8.14. For each London South Bank University award, the certificate shows:
- 1) the award conferred (for example Bachelor of Science with Honours);
 - 2) the title (for example Computing Studies);
 - a) Where the award is for a Doctor of Philosophy, the award title will be the title of the student's completed thesis
 - 3) where relevant, the classification (for example Second Class, Upper Division);
 - 4) where relevant, the fact that the award is conferred with merit or with distinction;
 - 5) where relevant, the fact that the award is a sandwich, internship or apprenticeship award;
 - 6) the date of the exam board decision to confer the award.
 - a) Where a decision on an award is made by Chair's Action after the meeting of the exam board or where a decision of the exam board is changed as a result of a successful appeal the certificate will still show the date of the award being granted – regardless of when the date of the original exam board was.
- 8.15. 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.
- 8.16. 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.
- 8.17. 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.

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

8.19. 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

8.20. Certificates may be issued only on the basis of a decision of an exam board.

8.21. The following actions will be taken to ensure prompt and accurate issue of certificates.

- At the end of the awards business of an exam board the chair will sign the endorsement and the minutes of the exam board to the list of awards conferred.
- The secretary to the exam board will take the signed coversheet and the list of awards to the Assessments and Awards Team.
- If the exam board defers a decision on some candidates or decides on intermediate awards during the progression business of the exam board, the chair will ensure that the Assessment and Awards Team is notified in writing of the decision. The Assessments and Awards Team will normally set a date by which such decisions must be received.
- The Assessment and Awards Team will enter the awards approved by the exam board on the student record system.
- The Registration Team will collate results for each course and compile a Conferment's 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).

- The list of names is checked against a list of students in Bad Financial Standing. Certificates and transcripts for these students are withheld until the debt is clear.
- Each batch of certificates (or single certificate), along with the associated transcript, is recorded on a database showing what was posted, the exam board date and when it was posted.

8.22. A student who has changed their name after receipt of an award certificate will not be issued with a second certificate for the same award in the new name. They can, however, apply for a replacement certificate in their new name by ordering the certificate via the LSBU payments portal and supplying a copy of their new identification document – passport, gender Recognition Certificate etc.

8.23. Any award can be conferred posthumously or as an aegrotat award by the Academic Registrar under delegated authority from Academic Board.

Transcripts

8.24. The protocol for transcript procedures following the publication of results is as follows.

- The Registration Team will create and release transcripts to final year students (with awards or intermediate awards) following the release of results by the Assessments and Awards Team. Transcripts for final year students will be posted to students in hard copy form. These will be sent to the “permanent” address on the student record system and at the same time as the certificates.
- The list of names is checked against a list of students in Bad Financial Standing. Transcripts for these students are withheld until the debt is cleared.
- Students that are failed by the Exam Board, without an intermediate award or have been Withdrawn – either at their own request or by the University, or have been Excluded by the University will not be sent a transcript automatically and will need to request one by emailing formerstudents@lsbu.ac.uk or raising a case via the LSBU app.