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LSBU

Assessment and Examinations Procedure 24-25

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1. Purpose and Scope

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

1.2 This procedure may not apply for students studying with our collaborative partners, please liaise directly with your partner institution for further information.

2. Assessment Procedures

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

Assessment in relation to credit and awards

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

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

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

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

2.5 The University expects all work submitted for assessment is the sole work of the individual submitting the work (except where it is specified as a group assignment). There are defined processes, and penalties, related to poor academic practice, plagiarism, collusion and cheating in examination (for which the penalties include exclusion from the University and failure of the

entire degree). For further information see the [Student Academic Misconduct Procedure](https://www.lsbu.ac.uk/_data/assets/pdf_file/0004/118327/student-academic-misconduct-procedure.pdf) (https://www.lsbu.ac.uk/_data/assets/pdf_file/0004/118327/student-academic-misconduct-procedure.pdf)

Transfer of credit

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

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

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

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

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

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

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

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

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

2.13 If an honours or distinction student is exempted from modules because of their transfer of credit, the 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

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

Recognition of Prior Learning (RPL)

2.15 Applicants who meet or exceed the criteria for entry to a course may also be eligible for recognition of their prior learning and this will exempt them from some of the requirements for their award. The decision to admit a student onto a course is separate from the decision to recognise prior learning. The decision to recognise prior learning is taken after the decision to admit has been made 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.

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

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

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

2.18 Types of evidence might be:

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

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

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

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

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

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

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

Module assessments

2.23 The relevant school or division responsible for each module establishes transparent procedures to ensure that no individual student or group of students are disadvantaged by the nature of the assessment task or the marking system used. This includes adherence to the assessment load per credit volume as defined in the curriculum frameworks¹².

2.24 At Levels 5, 6 and 7, both the setting and the marking of assessments must be moderated by external examiners. Where Level 5 or Level 4 modules contribute directly to an academic award (for example HND/HNC and Foundation Degree Programmes) these must also be subject

¹ [Undergraduate curriculum framework](#)

² [Postgraduate Taught curriculum framework](#)

to external moderation. A system of internal verification of assessments, at all academic levels is implemented by the relevant division.

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

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

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

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

2.29 A component may be further divided into sub-components, each with its own weighting in the calculation of the mark for the component. 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. Where the student achieves a pass mark or higher for the component, the student will be deemed to have passed the component at that mark, unless Special Regulations determine that all sub-components of assessment must be passed. Academic misconduct will be applied to components of assessment even if the offence investigated occurred in a sub-component. Sub-components should be included on the module specifications thus enabling them to be captured by University systems, allowing transparency of assessment marking but also enabling students to submit Extenuating Circumstances requests. For further details on components and subcomponents please refer to the Undergraduate (or Postgraduate) Curriculum Framework.

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

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

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

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

2.33 A student registered on specific courses may be awarded a module pass with merit or distinction. In order to be awarded a pass with merit a student must normally have achieved a weighted module mark of at least 55% (60% for level 7). In order to be awarded a pass with distinction a student must normally have achieved a weighted module mark of at least 70%.

2.34 All module marks must be computed as a numerical percentage rounded off to the nearest whole number. Marks with a decimal part below .5 will be rounded down to the nearest whole number, and marks with a decimal part of .5 or above will be rounded up to the nearest whole number and done so by the marker prior to release of marks to students and/or Student Administration. Students will normally be informed of their module marks following the completion of the module, in accordance with procedures published by the University. These module marks are provisional until ratified by an Exam Board.

2.35 The relevant school which offers a 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 student registered on the module and the Assessments & Awards team, in writing, of any change in the deadline date for coursework submission at the earliest opportunity. Please see section 3.8 relating to examination timetables.

2.36 Students must:

- a) make themselves aware of these dates (please see the MyAccount FAQs):
[Where can I find my Examination Timetable?;](#)
[Where can I find the submission deadlines for my assessment?;](#)
and
- b) attend examinations and submit work for assessment on the dates required.

Attempts at assessment

2.37 Where no regulatory or other requirements prevent it, students are normally entitled to two opportunities (first sit and resit) to pass any assessment component or sub-component in each academic year. Where a student has failed a first sit opportunity of any component of assessment, they will be permitted a resit opportunity at the next available assessment period. A student who has completed a resit cannot be awarded a lower grade than that achieved at

the first sit. If a student passes the assessment at a first sit opportunity, the student may not attempt the assessment or module again in order to improve their mark.

2.38 A student will be deemed to have taken an opportunity at an assessment at the due date, whether or not a submission/or attempt has been made by the student. A student who fails to submit a component or sub-component of assessment as required 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.

2.39 Where a student has failed an assessment at one of the opportunities for the module, a resit opportunity is allowed. For a resit, the form of the reassessment must be equivalent to the original assessment and be approved by the external examiner. The form the reassessment will take must be made explicit to the student. All resit opportunities will be uncapped (unless the capping is a penalty as a result of a disciplinary panel, such as Academic Misconduct). Students are expected to attempt the assessment at the next available assessment period, which could be in the following academic year. If the student does not attend the examination or submit the coursework at that time, unless they have further extenuating circumstances accepted, they will be deemed to have taken the assessment, the record amended to confirm there was no submission and no marks given.

2.40 Where a student has been 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. Students are not usually allowed to register more than twice on any module including deferral and referral opportunities.

2.41 Where a student holds a student visa sponsored by the University it may not always be possible, because of the Immigration Rules that apply to visa sponsored students, to repeat the module as recommended by the Exam Board. Students may need to request an additional Confirmation of Acceptance for Studies (CAS) letter for a visa extension to cover the new period of stay to complete any allowable additional attempt(s). Requests are subject to a review of previous academic performance, including academic misconduct and attendance history. Students must contact the University Immigration Compliance team by raising a query in MyLSBU to check the specifics of their situation.

2.42 Assignment of Confirmation of Acceptance for Studies (CAS) letter for continuing students is at the discretion of University Immigration Compliance team. UKVI requirements supersede University regulation.

2.43 Where a student holds a student visa sponsored by the University it may not always be possible, because of the Student Immigration Rules, to repeat the module as offered by the Exam Board. Student visa rules limit the number of attempts per module. Student visa holders are allowed up to 3 attempts at a module. Any additional attempts will be reviewed by the

Immigration Compliance team but must be substantiated with external evidence to support the request for any additional attempts.

2.44 Assessment deadlines are recorded on the University student record system and where linked passed through to other university platforms. Where University platforms are not linked academic colleagues should ensure that deadlines match those on the student record system. Student Administration will keep records of all deadlines, but it is recommended that each School keeps a list for reference of all the dates for the submission of all modules on courses taught by the school.

Submission of coursework

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

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

2.47 If a student submits the wrong piece of work to their Moodle 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.

Late submission of coursework

2.48 A student who is unable to submit a written coursework assignment by the specified deadline may submit up to five working days late. This includes undergraduate and masters level dissertations. Please refer to the Late Submission and Extenuating Circumstances Procedure for details of how and why a student might wish to submit a claim.

2.50 Assessment links should automatically close after 5 working days, but in the situation where work has been submitted more than five working days after the published deadline date it will receive a mark of 0% (zero). Please refer to the Late Submission and Extenuating Circumstances Procedure for details. (<https://www.lsbu.ac.uk/about-us/policies-regulations-procedures>)

2.51 For students on some professionally accredited courses, where the professional body does not permit late submission, these regulations will not apply. The course specification will clearly advise if this is the case.

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

2.53 Students are encouraged to submit all coursework by the published submission date. For some types of coursework late submission is allowed (up to five working days late). Please see the Late Submission and Extenuating Circumstances Procedure for further details. Where late submission is not allowed and students are unable to submit coursework by the published submission date they must notify the University prior to the submission date via MyAccount.

2.55 The deadline for resits of written coursework assessments within the same academic year is normally the first day of the resit exam week, where this is not the case, it will be clearly stated on Moodle. Where students are experiencing unexpected challenges, difficult circumstances or unforeseeable issues, they are able to submit some coursework assignments up to 5 working days after the published deadline date and time with no penalty applied. Any submission after the deadline but within 5 days will be recorded as a Late Submission on Moodle and on your student record. Please refer to the Late Submission and Extenuating Circumstances Procedure for details. Please check for specific school protocols that may impact this.

Marking

2.56 Students can normally expect to receive feedback on summative assessments within 15 working days of the assessment submission following the original deadline date. Feedback can be released at any stage within this 15 day window. Where the period of feedback is expected to be greater than 15 working days, students must be informed via Moodle of the feedback date and the rationale for the extension. Module leaders, must also ensure that this is communicated with other key stakeholders, such as Student Administration. The release of feedback is coordinated by the module leader and may take the form of, 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

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

3. Examination procedures

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

Preparation of Examination papers

3.2 Examination papers are prepared within the timetable set out in the Academic Calendar, which is consulted upon and approved by the Academic Delivery Group (ADG) .

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

3.4 The role of Module Leader is to

- be aware of the deadlines for submission, as stated in the Academic Calendar;
- write the examination paper (or arrange for it to be written);
- work with colleagues within their Division/School to ensure papers are sent to external examiners in good time for comment;
- to respond to the comments of the external examiner;
- to check and certify the accuracy of the final paper prior to the submission to the Exams team within the Student Administration Department;
- clearly articulate any arrangements that need to be made for the examinations 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 (such as calculators, data sheets, dictionaries etc) are permitted in the examination and clearly articulate this and any rubric on the coversheet.
 - Such as calculators, data sheets, dictionaries etc

3.5 The Student Administration Department will:

- communicate with colleagues any changes in process in a timely manner;
- review, amend and disseminate coversheets early in the Autumn semester;
- arrange secure storage of draft and final approved examination papers;
- arrange the copying of the final approved versions of all examination papers, for papers that are submitted by the deadlines;
- ensure that examination papers are available for collection on the day of the examination by Module Leaders from the base room;
- provide examination packs with any specialist equipment previously articulated on the cover sheets.

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

Timetable for Examinations

3.7 The Timetabling team publishes both a University-wide timetable for teaching events and an examinations timetable. The examinations timetable is published at a different time to the main timetable and in accordance with deadlines in the Academic Calendar.

[Where can I find the academic calendar?](#)

[Where can I find the submission deadlines for my assessment?](#)

3.8 Examination for modules offered as part of combined degree programmes must be scheduled within the normal teaching block for the module. In exceptional cases, with specific authorisation from the Academic Register (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.

3.9 Written examinations will take place within the advertised weeks within the Academic Calendar, 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 examinations week. Where an examination is to take place outside of the specific examination weeks, responsibility for management of them passes to the Division and/or School for which the module relates to, including the financial cost of invigilation.

3.10 The Timetabling team arranges for specified rooms to be set aside for examination use. These rooms may only be used for examination during the examination period and may not be used for teaching on courses that continue during the examination period. In certain cases, examination will be given priority over teaching.

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

3.12 The examination timetable will be "published" to students after a period of consultation with Divisional/School staff and communications will be sent to students to confirm once it has been published. Any timetable events viewed before the official publication will be "draft" events in production. Every effort will be made to ensure students are appropriately timetabled for the right examinations, but should a student notice an error than clear guidance will be given on who to contact, how and when.

3.13 The timetable will include any examination which needs a room to be scheduled, this will include OSCEs, practical lab-based examinations, written classroom examinations and PC based examinations. Invigilation support will only be provided for written classroom examinations and PC based examinations. Please see the section below on invigilation.

3.14 The Timetabling team will liaise with Module Leaders by the beginning of each academic year to collate examination scheduling requirements, including (but not limited to)

- If a module is running
- Type of examination (if not clear)
- Length of examination
- Scheduling requirements compared to other modules
- Examinations which can be scheduled at the same time as students can only take one of the two options.

Examination protocols

3.15 Examinations 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:

- Examinations will be scheduled during the appropriate weeks as specified within the published Academic Calendar.
- Data from the Student Record System will be used to gather information relating to modules, students etc
- Data will be gathered from Salesforce (working with colleagues in the DDS team) relating to adapted examination arrangements.
- Written (classroom or PC room based) examinations will start either at 10am and/or 2pm on any given day within the examination period.
- In exceptional circumstances examinations 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 examinations will be held at the same time as the main examination for any module, including cross campus examinations.
- Examination lengths will be a maximum of 3 hours in length (without adapted arrangements).
- Where the length of the examination would hypothetically take the finish time past 5pm, wherever possible this examination will be scheduled in the morning instead.
- All examinations will be scheduled in accordance with their size, length and the room availability and maybe mean that examinations do not 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 examination week has a bank holiday it is possible that it will rollover into the following week to ensure that there is sufficient time for all examinations to be scheduled.

Invigilation Principles

3.16 The University is responsible for ensuring that enough invigilators are available for all examinations during examination week and that a suitable base room is established and staffed throughout the examination period.

3.17 In each examination room there will be:

- The Module Leader (or author of the paper where different) in order to answer candidates' queries and remain as the main invigilator for the main room for the duration of the examination.
- No fewer than two invigilators in all rooms where there are two students and over, and normally 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.

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

- Arrive at the meeting point ahead of the examination, in line with instructions given by the Exams team (and / or LSBU Employment).
 - If they are an external invigilator to sign in and be allocated to their examination.
- Collect the examination question papers and the appropriate examination stationery from the base room prior to the start of the examination.
- Be present in the examination room at least fifteen minutes before the start of the examination.
- Read through the documents within the examination pack, including information about students with additional needs/adapted arrangements.
- Ensure they are aware of all the examinations that are going ahead in that room and the lead for each module (if they are in a room with multiple modules).
- Ensure that candidates follow the rules for candidates.
- Ensure that candidates are observed by an invigilator throughout the examination
- Provide question papers and answer booklets (if appropriate) shortly before the official start of the examination. All questions papers should be placed face down and students asked not to turn them over until the start of the examination is announced.
- Announce the start and finish of the examination(s).
- Take a register of attendance and check the students' ID cards.
- Have the authority to instruct candidates to sit in accordance with a seating plan (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 examination.
- Follow guidance to support the correct procedures and paperwork to
 - allow and record any late entrants to the examination.
 - make a report of any incidents, including any alleged incidents of academic misconduct, during the examination

Invigilation In Practice

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

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

3.20 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 examination.

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

3.22 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.

3.23 The Module Leader (or a nominated member of the module team in the case of examinations which are conducted in more than one room) will be present at the start of the examination to answer candidates' queries and will become the lead invigilator for that module and remain for the duration of the examination. Where the module has been split over multiple rooms the module lead will be asked to provide a mobile number which will be passed onto the invigilators in the other rooms in order for communication about any queries, or errors on the papers.

3.24 If no-one from the module team shows at the allotted time in the base room, the Exams team will contact the Director of Operations and/or Head of Division to ask for someone else, from the academic team, to be assigned to support the examination. The 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 examination.

3.25 Where there are multiple examinations 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. Additional guidance will be provided to invigilators as part of the examinations pack as to the responsibilities around invigilation.

3.26 A student may leave the examination room temporarily but only if accompanied by an invigilator. A student who leaves the examination room without obtaining an invigilator's permission will normally be deemed to have withdrawn from the examination. Such cases must be reported to the University, via the invigilator report form. Students who wish to return to the examination room must be accompanied by an invigilator who will have ensured that they did not contact any person or consult any material while outside the room. No additional time will be added to the length of examination for such occurrences.

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

3.28 Students who arrive for an examination late (that is after the examination has started) will be allowed into the examination room up to a maximum of **30 minutes late**. For some types of assessment, including some examinations, late admission is not permitted. Students will be made aware in advance of any assessment where late admission is not allowed. In practical terms:

- At the commencement of the examination, an invigilator stands outside the room and has with them examination scripts and the instructions relating to the specific examination.
- Any student that arrives between minutes 1 to 9 after the examination has commenced will be briefed by the invigilator outside the room on the examination 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 examination. At this point the students have a choice – they can either follow this ruling and undertake the examination or choose not to enter and sit the examination 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 a student has left the examination room then no late entry to the examination will usually be allowed:
 - 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 examination room will be allowed, under any circumstances after 30 minutes have passed.

Evacuation of an Examination

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

- stop the examination and note the time;

- ask students to leave the room and follow the University's Fire Evacuation Plan and once outside the building to stay a safe distance away from the building alongside the invigilators;
- tell students not to communicate with each other when outside the examination room;
- make clear to students that the examination has not been completed or cancelled;
- ensure that the examination materials (answer books, question papers, desks, etc.) are not disturbed and that all equipment is left in the examination room. Students may not remove their bags or electronic devices (such as phones) from the examination room);
- ensure that candidates continue to observe the rules for candidates while at the 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 examination 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 examination room, within reason, as if the examination was to commence under normal circumstances;
- if the delay in returning to the examination room is lengthy (beyond one hour) or if students have failed to follow the rules for candidates whilst outside the building, decide whether the examination 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.

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

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

Rules for candidates

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

Before the Examination

3.33 Students must ensure that they arrive in good time at the place of their examination. If they are unsure they should double check their examination timetable, liaise with Module Leaders and/or contact the Exams team in advance.

3.34 Students may only enter the examination room when authorised to do so by the invigilator.

3.35 Students must switch off mobile phones, smart watches and other devices capable of transmitting and receiving data, personal stereos or other items which may distract other candidates. Any such items must be placed in the student's bag or coat or face down on the floor under their desk for the duration of the examination.

3.36 Students must:

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

During the Examination

3.37 In some circumstances students may be allowed into the examination room after the start of the examination at a specified time and only with permission of the invigilator and following the procedure set out in 3.28.

3.38 The student's London South Bank University identity card must be placed on the desk such that it is visible to the invigilator. The student's dress must be such as to allow the invigilator to confirm that the image on the identity card matches the student sitting the examination. Where a student has forgotten their ID card, they will be allowed to sit the examination, but identity checks will need to be conducted following the examination, in order for the examination paper to be accepted, marked and taken to an Exam Board.

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

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

- A small selection of writing and related implements; these may be contained in a clear plastic bag or pencil case only.
- Bottle(s) of uncarbonated drink in unlabelled bottle(s).
- A small number of unwrapped items of confectionery; and 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).
- Where it is essential a small amount of critical medication can also be allowed on the desk in a clear plastic bag, this is to support students who may have approved DDS arrangements.
- Any other item (for example a calculator, data tables, case study) that is explicitly permitted by the examination instruction.
- Any items approved for use by a student with additional needs; such approval must be given in advance and in accordance with DDS.

3.41 Students must:

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

3.42 Students must not:

- turn the examination 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;
- eat or drink (other than as permitted above) or smoke during the examination;
- leave the examination room during the first 45 minutes or the last 30 minutes of the examination.
 - 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.

3.43 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 examination room quickly and quietly;
- not attempt to remove any examination materials from the examination room or remove any papers from the examination script.

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

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

After the Examination

3.46 Students must:

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

Use of aids in Examination

3.47 No electrical or electronic devices including smart watches and earphones may be used in an examination. If they are brought into the room, students and invigilators are to follow instructions set out in 3.35.

Calculators

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

3.49 All calculators authorised for use in examination must be:

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

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

3.51 The Module Leader's decision will also apply to modules being delivered at associate institutions.

3.52 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.

Portable computers

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

Dictionaries

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

3.55 Where a candidate who has been granted alternative assessment arrangements is permitted the use of a dictionary, he or she will be required to use the dictionary provided by the University and may not bring his or her own. Any student found with such a dictionary in his or her possession may be the subject of an allegation of academic misconduct.

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

Inability to attend an Examination at the University

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

3.58 A student unable to attend an examination on grounds of evidenced extenuating circumstances must submit an extenuating circumstances claim, ideally on the day/date of the examination, but at least by the deadline published in the Academic Calendar.

3.59 In exceptional cases, if extenuating circumstances have been accepted with evidence that a student is able to undertake academic work but unable to attend the examination at the University, the 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.

Major Disruptive Events

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

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

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

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

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

Alternative assessment arrangements for disabled students

3.65 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 & Awards team and, where required, with approval from the School's Associate Dean, an Exam Board, or a professional body.

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

Identification of support arrangements

3.67 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 Disability Dyslexia Support based in the Student Centre or by emailing disability@lsbu.ac.uk. Staff can also contact the DDS team for advice.

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

3.69 Students need to make any requests for alternative assessment arrangements for formal examinations known to Disability and Dyslexia Support in line with dates specified within the Academic Calendar. This deadline should be met if the arrangements are to be implemented for the first time in that semester. Consideration of submissions made after the deadline may be deferred until the next semester; where it is reasonable that a request is made after the deadline, for example, in an emergency, all effort will be made to make arrangements for the examination period.

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

Implementation of support arrangements

3.71 Disability Advisors agree adjustments based on the evidence they receive and discussion with the students to remove the barriers to their learning and examinations. Alternative tasks to examination are always agreed with the Course Leader and communicated to the student and recoded formally on the students support arrangements.

3.72 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).

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

3.74 Where the student's disability is of a temporary nature, alternative assessment arrangements should specify a time period for which these arrangements are valid (normally

one semester). However, the student may submit a request for an extension at the end of this period, provided it is supported by appropriate evidence.

3.75 The Course Leader will have responsibility for implementing support arrangements for alternative assessment arrangements.

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

Students with alternative assessment arrangements claims for extenuating circumstances

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

3.78 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.

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

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

Arbitration in cases of dispute

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

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

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

Requests for release of information on examination

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

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

3.84 The University will make coursework available to students.

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

3.86 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.

4. Exam Boards

4.1 All Exam Boards at the University will be 'single tier' and will deal with decisions about subject area (modules) and decisions around outcomes, progression and awards in a single meeting. All Single Tier Boards will be split into two, pre board and main board with the role and membership of each board being different.

4.2 Semester 1 marks will not go to Exam Boards until the end of semester 2 where they will be considered alongside the semester 1 resit marks. Semester 1 provisional results will be released by academics into Moodle and then final confirmed (but not ratified) marks released by Student Administration via the student record system. These final confirmed marks will be subject to rigorous administrative processes including.

- Existing marking and moderation protocols.
- Have extenuating circumstances (EC) considered and applied
- Records flagged where late submissions have been made (although no penalty applied)
- Capped marks (where approved by a disciplinary panel)
- If repeating students, appropriate pass grades for assessments brought forward.

Purpose and membership

4.3 Single Tier Boards will:

- confirm that appropriate marking and moderation have taken place in accordance with University policy;
- review the marking of and confirm the marks to be awarded for all modules;
- review any trends;
- make recommendations for the award of Certificates, Diplomas and Degrees to students who have successfully completed courses of study;
- make recommendations with regard to progression, deferrals, referrals and termination of registration of students taking courses of study;
- agree the award of prizes to outstanding students, as relevant;
- make recommendations relating to credits and/or intermediate awards;
- receive comments from the external examiners.

4.4 All Single Tier Boards will be split into two with the overall objective as stated in 4.2 but the pre board and main board having different membership and practical remits.

4.5 Membership of the **pre** Single Tier Exam Board will be:

- The Chair(s)
 - The chair of the board will be nominated by the Dean of the school
- Course Leaders
- Module Leaders

- Secretary to the board
- A member of the Academic Quality Teaching team.

4.6 Membership of the **main** Single Tier Exam Board will be:

- The Chair(s)
 - The chair of the board will be nominated by the Dean of the school
- Course Leaders
- External examiner(s)
- External members from accrediting bodies where appropriate
- Secretary to the board
- A member of the Academic Quality Teaching team.

Optional Members can include Module Leaders.

4.7 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 on the University's Academic Quality and Enhancement website) 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.

4.8 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. If an external examiner is not available for the main Single Tier Board, then they will provide a report which will be read/considered at the board and will be asked to ratify decisions post the board, before results and awards are released. External examiners should be present at all awarding boards and/or sign off all awards (including resitting/repeating students).

Exam Board Protocols

Please see below some of the main Exam Board Protocols, however this should be read alongside the external document from the Assessment & Awards team of protocols approved by the University Management Board.

4.9 Exam Boards schedules will be created in liaison with the Chairs during the summer months and presented for final approval at the October SASC and changes after this date will only be by exception, and need approval from the Academic Registrar (or their nominee).

- 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.
- Changes after this date will be by exception only and need approval from the Academic Registrar (or their nominee).

4.10 Exam Board dates will be set within the exam board weeks as set out in the Academic Calendar.

- Where there are courses that routinely 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 board dates made.
- These 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 Dean of School to confirm these are necessary arrangements and not led by preference.

4.11 Exam Boards will be scheduled as a minimum at divisional level (not course level) and where appropriate multiple divisions could go to one board.

- Where there are regulatory reasons that courses need to have individual boards a mapping exercise will need to be completed reviewing course timelines and a proposal for alternative board dates made.
- These 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 Dean of School to confirm these are necessary arrangements and not preference based.

Single Tier Exam Boards (dealing with award and progression decisions) will be run as per the point above, but within a certain specified minimum and maximum volume of students to ensure resources are allocated appropriately and Exam Boards are able to run smoothly.

There will always be a 2-day window between pre-boards and main boards to allow staff to make amendments to marks, receive late marks etc and prepare for the main board.

4.12 The agenda template will be reviewed by the Academic Registrar (or their nominee) annually, taking on board stakeholder feedback, and published.

- The agenda will be used to lead the Exam Board meeting and the Secretary to the board will share their screen for the meeting.

- The Exam Board will be conducted course by course (year of study by year of study order), for example:
 - Course ABC_1_001
 - Year 3 (modules and progression)
 - 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.

4.13 The Secretary will produce the Exam Board report and provide this to the Chair ahead of the pre-board for review. They will also annotate and make recommendations for any students with fails and/or award and progression decisions.

- All recommendations will be reviewed at the boards and discussed, approved and ratified.
- Method of referrals to be confirmed to secretaries of 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 on by the Academic Registrar (or their nominee) and consistently applied across all divisions and schools, taking into account local protocols.

Decision-making

4.14 Exam Boards act under delegated authority from the Academic Board.

4.15 All decisions about the outcomes of assessment for all students must be made by an Exam Board.

4.16 All decisions made by Exam Boards must be consistent with the requirements of the academic regulations.

4.17 Decisions of an Exam Board are normally taken at a full, quorate meeting of the. A full meeting of the board is permitted to delegate to the Chair, or to a defined subset of members, the authority to take decisions about individual students between meetings of the board. When decisions are taken by the Chair or a delegated subset of the Exam Board, the Chair of the Exam Board must ensure that the decision is recorded in the minutes of the next board meeting.

When the defined subset does not include an external examiner, the Chair must ensure that the relevant external examiner(s) are appropriately consulted.

4.18 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).

4.19 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.

4.20 The arrangements for representation of staff from the partner organisation on 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).

4.21 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.

Conduct of meetings

4.22 The following information will be made available at Single Tier Boards:

- marks for all assessment components and the weighted module mark for each student for all modules in the subject area;
- 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;
- statistical data on the profile of marks for each module, which is reviewed annually to ensure meaningful data is being provided;
- the full history of each student coming under consideration at the board;

- recommendations for progression decisions and award outcomes, including intermediate awards for full consideration by the Exam Board.

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

Decisions available to an Exam Board

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

4.25 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.

4.26 If the student is under investigation for academic misconduct, an "I" will be entered onto the student's record. Upon completion of the investigation the mark will be entered if the case is not proven/dismissed or the prescribed penalty will be applied to the mark and module. Whilst the record has the "I" entered the student will not be able to view the mark/result.

4.27 The Exam Board also 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:

- progression outcomes (pass, resits, repeating, continuing with outstanding modules, fail);
- awards (at both undergraduate and post graduate level);
- intermediate awards (for failed or withdrawn students).

Exam Board consideration of extenuating circumstances

4.28 When the board considers a student who has made a claim for extenuating circumstances 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 by the claim and the decision outcome.

4.29 The nature of the extenuating circumstances will not be provided at any Exam Board, except as required in relation to aegrotat awards.

4.30 The Exam Board is not empowered to alter the decision of an extenuating circumstances decision making team in respect of any claim. Where new evidence comes to the attention of the Chair of an 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.

If extenuating circumstances (on production of acceptable evidence) are accepted, the Exam Board may take one of the actions defined below:

- to make the award for which the student is enrolled and where relevant to make a classification decision;
- to permit the student to progress to the next stage of the course;
- for certain courses, to permit the student to progress to the next stage of the course while also making an intermediate award;
- to permit the student to progress to the next stage of the course with modules outstanding;
- to permit the student to continue on the current stage of the course, without progressing;
- to terminate the student's study. Where possible, a student whose study is terminated will be made an intermediate award if the appropriate learning outcomes for that intermediate award have been met.
- to permit resit attempts and where the student will be considered at the board.

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

4.32 The Exam Board may also compensate or condone failed modules.

Exam Board consideration of Major Incidents

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

4.34 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.

Exam Board consideration of apprenticeship programmes

4.35 For University awards which are part of an apprenticeship standard, an apprentice must successfully 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). All three components must be successfully

completed as stated in the apprenticeship standard and assessment plan before an apprenticeship completion certificate can be awarded. The University awards qualifications which are part of an apprenticeship standard, where an apprentice having followed a prescribed course has successfully completed all of the requirements including the successful completion of the required on the job learning and end-point assessment as set out in the apprenticeship standard and assessment plan. Upon completion of the apprenticeship standard, apprentices will receive all their certificates. The University reserves the right not to issue any certificates and/or not to invite the student apprentice to a graduation ceremony until all three components have been completed successfully (including the end-point assessment).

4.36 There are two types of apprenticeship programmes which the Exam Board should be mindful of when making decisions on award or progression:

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

“Local” Exam Board protocols

4.37 Local Exam Board protocols exist where exceptional requirements modify the operation of the University's academic regulations.

4.38 Protocols are approved by the School Academic Standards Committee (SASC) as part of the annual consideration of the University's academic regulations. The protocols are subject to annual review by the same committee in order to ensure their currency and fitness for purpose. Chairs of Schools 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

4.39 Modules marks are released in time to allow students to prepare for any resit assessment they may have and in line with dates provided in the Academic Calendar. Provisional marks may be released through the Virtual Learning platform Moodle to students before the Exam Board has met; after the board has met the final marks are released.

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

4.41 Where marks are released before the Exam Board, it will be made clear to students that the marks are provisional and are subject to ratification by an Exam Board.

4.42 The University may withhold the marks of students who have failed to pay their tuition or other fees. Students will be provided with details of how to speak to about any tuition fee debt and once confirmation has been received that the debt has been covered, then marks will be re-released for students. However, any such students may be given details of the component(s) of assessment that they have failed in order to prepare for their repeat assessment(s).

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

Compensation and condonement

4.44 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. In certain regulated courses, compensation and/or condonement are not permitted. Where compensation or condonement is permitted, the normal rule is that they are used to benefit students. Compensation and condonement should be applied at the Exam Boards only when it allows a clear progression or award decision to be made by the board in order to facilitate graduation or progression.

4.45 Where PSRB and / or other course specific requirements do not prevent it, the Exam Board may award a compensated pass or condone a failure after the first registration and all attempts at assessment of a module. At Levels 5, 4, 5 and 6 a student cannot normally be awarded compensated passes or have condoned failures for more than 60 credits for the entire course or 20 credits for the entire postgraduate course at level 7.

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

Compensation

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

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

4.49 The Exam Board will take into account a student's performance after all attempts at assessment of a module after the first registration. Compensation / Condonement can be applied after the first registration, once all attempts at the assessment of the module have been made unless PSRB or other course specific requirements prevent it. A compensated pass is only awarded at the completion of the level of study to which it is applied. When at least one performance meets the criteria for a compensated pass, the board may allow a compensated pass.

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

4.51 For a postgraduate course at Level 7, an Exam Board has the discretion to allow a compensated pass of up to 20 credits. The total volume of compensated and condoned credits cannot exceed 20 credits for the entire course.

Condonement

4.52 In exceptional cases, the Exam Board may condone one or more modules in which the student has not achieved the pass mark. To condone modules, the board must be satisfied that there is sufficient evidence to show that the student has achieved the course learning outcomes in assessed work and that the student is prepared for study at the next level.

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

4.54 For a postgraduate course at level 7 an Exam Board has the discretion to condone up to 20 credits. The total volume of compensated and condoned credits cannot exceed 20 credits for the entire course.

4.55 The Exam Board may only condone modules on grounds of extenuating circumstances. Following condonement:

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

4.56 In exceptional cases, where there is accepted evidence of extenuating circumstances which would allow a student to undertake deferred assessment but not to be present for a deferred examination at the University, the 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 examination to be undertaken overseas, except where students are studying for part of the course at an approved partner institution.

4.57 Students must not be reassessed in module assessments they have already passed, unless they have a supported extenuating circumstances claim (Please see the Late Submission and Extenuating Circumstances Procedure).

University Exceptional Awards and Progression Board

4.58 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.

4.59 The University's Exceptional Awards and Progression Board is chaired by the Deputy Vice Chancellor Executive Support and is attended by the Chairs of the University's Exam Boards, the Academic Registrar and the Director of Academic Quality and Enhancement (AQE).

Powers of the University's Exceptional Awards and Progression Board

4.60 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.

4.61 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.

Requirements for progression and award

Requirements to make the award for which the student is enrolled

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

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

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

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

- 1st Class 70%+
- 2nd Class (Upper Division) 60 - 69%
- 2nd Class (Lower Division) 50 - 59%
- 3rd Class 40 - 49%

4.67 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.
- The highest marks for 120 credits, taken from the combination of the Level 5 credits and the remaining Level 6 credits will form a weighted average mark which will be rounded to a whole number.
- This weighted average mark will contribute 20% (the minor part) to the final weighted average mark on which the classification will be based.

4.68 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.

4.69 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.

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

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

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

Discretion at award boundaries

4.72 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 (defined as above in 4.66).

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

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

4.74 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 (defined as above in 4.70).

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

1. At least half of the credits of the Level 7 modules are at the higher classification (i.e. 90 credits for Masters awards and 60 credits for Postgraduate Diploma);

2. No professional, statutory, or regulatory body restrictions prevent the operation of discretion at classification boundaries.

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

4.77 At Level 7 an award with distinction normally requires a student to achieve an average final mark across all modules of at least 70%. An award at Level 7 with merit will normally require that the student achieves a weighted final average mark across all modules of at least 60%. An award with distinction at Levels 4, 5 or 6 will normally require that a student achieve a final overall mark of at least 70%. An award at Levels 4, 5 or 6 with merit will normally require that a student achieve a final overall mark of at least 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%.

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

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

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

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

4.80 Where applicable, a student who has not met all the requirements to pass one or more modules may still progress to the next stage of study provided s/he has accumulated sufficient credits to remain eligible for the award for which they are enrolled and the Exam Board has permitted the student to repeat one or two modules (maximum 40 credits) for the preceding stage. 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.

4.81 It is important to note that not all Schools/Divisions/Courses will allow a student to continue with outstanding modules, due to regulatory (PSRB) requirements.

4.82 If a student is offered the option to continue with outstanding modules and they are an international student on a student route visa, this recommendation from the board will need to be approved by the UKVI Compliance team.

4.83 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.

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

Requirements to end a student's study

4.85 Where a student has withdrawn, their study will be terminated. Where a student cannot be permitted a further registration on a core module in the course, their study will be terminated. Where required by an Exam Board protocol, the student's study will be ended. A student whose study has been ended solely by the operation of an Exam Board protocol may not return to the course however, if possible, the student may be made an intermediate award.

4.86 The student can apply to a different course at the University, but cannot be admitted to the same course or another course leading to an award at the same level in a related subject area of the course from which the student has been withdrawn. The University retains the right not to make an offer even if the student would otherwise meet the criteria for an offer to be made.

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

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

4.88 Where a student has a recommendation from the Exam Board to continue on the same course (also known as repeating) but is an international student who is on a student route visa, 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. For example, if the student only has module(s) to repeat in the second term, they will be required to interrupt, and their visa sponsorship will be withdrawn. The UKVI Compliance team will then assist them with a new Confirmation of Sponsorship (CAS) certificate when they are required to return.

Maximum period of registration

4.89 The maximum period of enrolment is normally twice the normal duration of the course, unless in exceptional circumstances the University agrees to extend this period.

4.90 'Exceptional circumstances' means circumstances beyond your control which have a severe impact on your 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 Dean of the School.

4.91 Professional body regulations 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 a board of examiners to repeat parts of the assessment, or to defer parts of the assessment on grounds of extenuating circumstances. A student who has failed modules, including failure through non-submission, does not have a right to remain enrolled until the end of the examination period of enrolment, except through a specific decision of an Exam Board or the Exceptional Award and Progression Board.

Aegrotat awards

4.92 The Exam Board may recommend that a student be offered an aegrotat award if:

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

4.93 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 he or she waives any further opportunity to study on that course.

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

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

Posthumous Awards

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

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

4.98 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.

5. Conferment Procedures, Certification and transcripts

Conferment Procedures

5.1 This is the procedure for conferment covering the processing of awards and despatch of award certificates to students following an Exam Board.

- Following the ratification from the Exam Board the Assessments & 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 records system and done so as a matter of high priority.
- The Secretaries to the boards will ensure that an annotated 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.
- 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.
- The Assessment & 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.
- The Assessments & Awards team will notify the Registration team in Academic Services when all results letters have been created, checked and released alongside results.

Chair's Actions

5.2 Chair's Actions follow many of the Exam Boards for a variety of reasons. Divisions/Schools and Student Administration should aim to keep these to an absolute minimum and no courses will use Chair's Actions alone for the ratification of awards and conferment of degrees.

- Chair's Actions for full cohorts of students on a module will need to be signed off by the Chair of the board and will be reported to the Dean(s) and the Academic Registrar with reasons for not being considered at the Exam Board.

5.3 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.

5.4 Where Chair's Actions are agreed these will be recorded by the Assessment & Awards team and (electronic) signature from Chairs and/or external examiners will be sought as appropriate to the Chair's Action.

5.5 Where a decision on an award is made by Chair's Action after the meeting of the board or where a decision of the board is changed as a result of a successful appeal the certificate will still show the date of the award being granted – regardless of when the date of the original board was.

Transcripts

5.6 This is the protocol for transcript procedures following the publication of results.

- 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 & Awards team. Transcripts for final year students will be posted to students in hard copy form. These will be sent at “permanent” address on the student records system and at the same time as the certificates.
- Once the list is compiled, the member of staff will carefully check the list against the Exam Board minutes to check that all students have been included.
- If the list of awards are complex (for example, the CPD programme in HSC where each student is enrolled on a generic course, but can each be given a different award title) or if the conferments process for a particular board has been problematic (for example, if the data from the Exam Board has been unclear or there have been many changes requested after the Exam Board).
- The list of names is checked against a list of students in Bad Financial Standing. Transcripts for these students are withheld until the debt is cleared.

Certificates

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

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

- 1) the award conferred (for example Bachelor of Science with Honours);
- 2) the title (for example Computing Studies);
- 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 or internship 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 board or where a decision of the board is changed as a result of a successful appeal the certificate will still show the date of the award being granted – regardless of when the date of the original board was.

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

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

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

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

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

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

Responsibilities in issuing and checking certificates

5.13 Certificates may be issued only on the basis of a decision of an Exam Board.

5.14 The following actions will be taken to ensure prompt and accurate issue of certificates:

- a) at the end of the awards business of an Exam Board the Chair will sign a cover sheet to the list of awards conferred;
- b) the Secretary to the board will take the signed coversheet and the list of awards to the Assessments & Awards team.
- c) if the Exam Board defers a decision on some candidates or decides on intermediate awards during the progression business of the board, the Chair will ensure that the Assessment & Awards team is notified in writing of the decision. The Assessments & Awards team will normally set a date by which such decisions must be received;

- d) the Assessment & Awards team will enter the awards approved by the Exam Board on the student record system;
- e) the Assessment & Awards team will send a print-out of the awards to be conferred to the Dean or their nominee responsible for the relevant course;
- f) The Registration team will collate results for each course and compile a Conferments list by querying the records system and importing the data into the Certificate Template software. The Certificate Template also allows the production of certificates in the correct layout with the correct wording and can be manipulated if needed (e.g. adding routes to degree titles).
- g) The list of names is checked against a list of students in Bad Financial Standing. Certificates for these students are withheld until the debt is clear.
- h) Each batch of certificates (or single certificate) is recorded on a database showing what was posted, the Exam Board date and when it was posted.
- i) The date of posting is recorded on the Conferments list and the list is filed along with the Exam Board spreadsheets.

5.15 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.

5.16 Any award can be conferred posthumously.

Annex A: Requirements for awards

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

- Level 5: Foundation Year or equivalent;
- Level 4: Year 1 of a full-time honours degree or equivalent;
- Level 5: Year 2 of a full-time honours degree or equivalent;
- Level 6: Year 3 of a full-time honours degree or equivalent;
- Level 7: Taught postgraduate programme or equivalent;
- Level 8: Postgraduate research programme (including a professional doctorate with a taught element).

HNC

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

HND

In order to qualify for the award of HND, a student must have studied and passed 240 credits, with 120 credits at Level 4 and 120 credits at Level 5. If there is a module of no more than 20 credits for which all the requirements for a pass have not been met, the criteria for a compensated pass must have been met in the case of that module.

DIPHE

In order to qualify for the award of DipHE, a student must have studied and passed 240 credits, with a maximum of 40 credits at Level 5 and a minimum of 80 credits at level 5. If there is a module of no more than 20 credits for which all the requirements for a pass have not been met, the criteria for a compensated pass must have been met in the case of that module.

Foundation degree

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

Degree with honours and degree

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

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

Where a student is a candidate for an honours degree having followed a programme with 120 Level 6 credits but fewer than 120 Level 5 credits and no Level 4 credits (eg, on a top-up

programme or as a result of recognition of credit earned elsewhere), the number of credits required will be dependent on the number of Level 5 credits studied as follows:

- where the programme contains 120 Level 6 credits only, a student may receive the award of an honours degree if there are no more than 20 credits for which all the requirements for a pass have not been met; if there are such credits the criteria for a compensated pass must have been met in the case of these credits. A student who has studied all 120 Level 6 credits and passed at least 60 credits may be awarded an unclassified degree;
- where the programme contains at least 20 but no more than 60 Level 5 credits, a student may receive the award of an honours degree if there are no more than 20 credits for which all the requirements for a pass have not been met; the criteria for a compensated pass must have been met in the case of any such credits
- where the programme contains more than 60 but fewer than 120 Level 5 credits, a student may receive the award of an honours degree if there are no more than 40 credits for which all the requirements for a pass have not been met; the criteria for a compensated pass must have been met in the case of any such credits.

Level 7 Programmes

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