

Academic Board Meeting

2.00 pm on Wednesday, 31 October 2018
in 1B27 - Technopark, SE1 6LN

Quality Assurance Return: Appendices

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Appendix 1 Quality and Standards annual report 2016-17

Appendix 2 Pearson Report 2016-17

Appendix 3 Annual Review of apprenticeship 2017

Appendix 4 Annual Misconduct Investigation

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Appendix 6 Annual Institutional Examiner Report

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Appendix 8 Reviews reports BUE and ASU

Note: the appendices are pdf file therefore the numbering is not consecutive

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Quality and Standards: 2016-17

Overview

The Board of Governors are asked by HEFCE to sign a statement by the 1st December each year to confirm that they are assured that LSBU is maintaining its responsibility for improving student academic experience and student outcomes; and in addition because LSBU holds degree awarding powers, that academic standards are set and maintained appropriately. This contributes to the Annual Provider Review process (APR) developed as part of the revised quality assurance operating model (2016).*

APR provides a holistic judgement about a provider using the APR dashboard which comprises of

- student and provider metrics;
- provider governance and management assurances;
- quality information;
- all underpinned by institutional intelligence.

The APR process is being refined to include information about apprenticeships. The Board of Governors were extensively briefed about the process last year but the HEFCE presentation attached recaps how the APR process works.

If a provider is successful with the APR process they are recorded on the HEFCE register of higher education providers and are eligible to apply to for TEF. Having completed the APR process last year the LSBU entry on the register can be found at:
<http://www.hefce.ac.uk/reg/register/search/Provider/10004078>

The use of APR and TEF metrics are designed to ensure a consistent approach. During 2016-17 LSBU submitted a provider submission and achieved a TEF silver award. The provider submission details the evidence of the outcomes achieved through LSBU approaches to quality and standards over and above the APR baseline. The TEF provider submission can be found at:
<http://www.hefce.ac.uk/tefoutcomes/#/provider/10004078>

In addition HEFCE has visited LSBU and the presentation prepared in support of that visit is attached.

*The Higher Education and Research Act (2017) and the subsequent establishment of the Office for Students from 2018 may result in some changes to the Operating Framework in Future. It is likely these changes will be outlined in the consultation about the future higher education regulatory framework to be published by the DfE during Oct 2017.

Assurances for 2016-17

In providing assurance for 2015-16 a mapping of LSBU processes to the Expectations of the UK Quality Code was completed - see the Academic Quality and Enhancement Manual 2016 http://www.lsbu.ac.uk/_data/assets/pdf_file/0015/103425/academic-quality-enhancement-manual.pdf .

In response to the mapping exercise an action plan was provided to the Board of Governors and is attached to this report with a final column that summarises the work completed. Further detail to the table is provided in two additional papers, one written by the Institutional Examiner and one which details the work developing a new process for strategic approval of courses.

During 2016-17 a mapping to the European Standards and Guidelines was completed and is attached. This allowed for triangulation between these ESG standards and the UK Quality Code Expectations. The TQE implementation plan designed to meet the LSBU Roadmap targets the items requiring action from this year's mapping. Therefore no additional action plan is being provided for 2017-18 as the ongoing assurance work is encapsulated in the implementation plan and the work of assuring quality and standards embedded into the reporting structures of the university. The TQE implementation plan is attached

In summary work in continuing the assurance of quality and standards at LSBU for 2017-18 includes:

- auditing and revising courses specification which will allow for the Educational Framework to be fully embedded and will better align LSBU to CMA guidance
- a focus on developing innovative assessment strategies across LSBU with the aim to make assessment more appropriate both to the validated learning outcomes and our student population.
- Developing greater understanding of the LSBU metrics. We have requested to be included in the TEF subject level pilot and will be targeting a Gold award in the next TEF exercise.

For information

The HEFCE specification for 2016-17 is still to be released and currently we only have the guidance from last year which states that:

As a governor and on behalf of the governing body, I confirm that for the 2015-16 academic year and up to the date of signing the return:

- The governing body has received and discussed a report and accompanying action plan relating to the continuous improvement of the student academic experience and student outcomes. This included evidence from the provider's own periodic review processes, which fully involve students and include embedded external peer or professional review.
- The methodologies used as a basis to improve the student academic experience and student outcomes are, to the best of our knowledge, robust and appropriate.

For providers with degree awarding powers:

- The standards of awards for which we are responsible have been appropriately set and maintained.

For providers without degree awarding powers:

- The standards of awards for which we are responsible have been appropriately maintained.

The subsequent submission, due on 1 December 2017 and relating to activity during the 2016-17 academic year, will also include the following additional assurance statement:

- The governing body has received a report that confirms that the provider continues to meet the standards of Part 1 of the European Standards and Guidelines (2015).

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2016/17 Annual Institutional Review Report of Pearson Licensed Centre Higher National Qualifications

We would like to bring the following changes to the Institutional Review Report requirement to your attention:

- Section 2 – 'AWARDS' – asks you to identify partial achievement for new and those registered prior to 2016 determined by credit.
- You are also asked to identify the number of new students achieving the full qualification.
- You are asked to identify full qualification achievement and partial achievement for those registered prior to 2016.

Submitted 18/12/17 som



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This annual Institutional Review Report (IRR) should relate to all licenced Higher National programmes run as institutional awards under the Licence Agreement during the **2016/17 academic year**.

Please submit your IRR to licensehn@pearson.com to arrive before the end of December 2017. The University Principal Examiner for Higher Nationals is Jill Ward. Her contact details are jill.ward@pearson.com Telephone: 07801534676

Failure to complete the IRR by the end of December 2017 is a breach of the obligation to do so in the licence agreement signed by your HEI.

ADMINISTRATIVE AND PROGRAMME DETAILS

Centre name:	London South Bank University
Pearson Approved HEI number:	11902
Reviewed by:	Sally Skillett-Moore
Date IRR submitted:	18th December 2017
Position in Institution:	Deputy Director, Academic Quality and Enhancement
E-mail address:	skillets@lsbu.ac.uk
Name of person and Committee/Board approving submission of the IRR:	Professor Shân Wareing, Pro Vice Chancellor, Quality and Standards Committee



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1 INSTITUTIONAL REVIEW REPORT 2015/16

Please describe how any issues of concern raised in your 2015/16 Institutional Review Report were addressed and resolved.

Issues from 2015/16 IRR	Action Taken	Outcome
Postponement of mid cycle reviews	A decision has been taken to change periodic review processes to reflect the new regulatory landscape, once the Office for Students has been set up formally. Courses are health checked through existing annual monitoring processes.	



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2 AWARDS

2.1 Please provide the number of awards for each Higher National Qualification covered by the Licence Agreement
DELIVERED AT THE UNIVERSITY CAMPUS FOR NEW STUDENTS REGISTERED IN 2016/17

Page 88 Title of programme	2016/17 Starts					
	Number of students registered	Number of students completing the course	Number of students passing the course	Number of students progressing from HNC to HND	Number of students progressing from HND to a degree programme	Number of students partially achieving (Credit)
HNC (Housing Studies)	3	1	1	N/A	0	1
HNC (Construction)	142	13	13	0	11	119
HNC (Civil Engineering)	57	1	1	0	3	47
HND/HNC (Electrical and Electronic Engineering) *HNC students only	34	2** (HNC achieved)	2*	0	0	26
HND (Applied Biology)	5	0	0	0	4	5



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HND (Business Studies)	27	0	0	N/A	0	17
HND (Building Services Engineering)	62	0	0	0	5	56
HND (Chemical Engineering)	9	0	0	0	4	3

• We award Pass, Merit, Distinction at module level, not at course level.

Notes:
Please do not include awards data in this section for programmes run at partner institutions
Where pass/merit/distinction grades are not applicable please indicate achievement as the number of 'passes'
This section refers to the number of students registered in **2016/17**, and the number of students receiving a pass, merit, or distinction grade in **2016/17**.



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2.2 Please provide the number of awards for each Higher National Qualification covered by the Licence Agreement DELIVERED AT THE UNIVERSITY CAMPUS FOR STUDENTS REGISTERED PRIOR TO 2016/17

Title of programme	Number of students registered	Number of students completing the course	Number of students passing the course	Number of students progressing from HNC to HND	Number of students progressing from HND to a degree programme	Number of students partially achieving (Credit)
HNC (Housing Studies) 2015/16	3	3	3	0	1	0
HNC (Construction) 2015/16	88	75	75	0	41	11
HNC/HND (Information Technology) 2015/16	16	11	11	2	8	4
HNC (Civil Engineering) 2015/16	54	38	38	0	7	14
HND (Applied Biology) 2015/16	12	0	0	0	9	12
HND (Electrical)	31	22	22	0	8	6



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and Electronic Engineering) 2015/16						
HND (Building Services Engineering) 2015/16	51	3	3	0	3	46
HND (Business Studies) 2015/16	22	13	13	0	9	11
HND (Chemical Engineering) 2015/16	10	6	6	0	3	1
HNC (Construction) 2014/15	11	3	3	0	2	8
HND/HNC (Information Technology) 2014/15	8	5	5	0	6	3
HNC (Civil Engineering) 2014/15	8	1	1	0	0	7



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HND (Chemical Engineering) 2014/15	2	0	0	0	1	2
HND (Electrical and Electronic Engineering) 2014/15	5	3	3	0	1	2
HND (Building Services Engineering) 2014/15	45	37	37	0	16	8
HND (Business Studies) 2014/15	7	1	1	0	1	6
HND (Applied Biology) 2014/15	4	0	0	0	1	3
HNC (Housing Studies) 2013/14	1	0	0	0	0	1
HNC (Construction) 2013/14	2	1	1	0	1	1



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HNC/HND (Information Technology) 2013/14	4	2	2	0	1	2
HND (Building Services Engineering) 2013/14	7	4	4	0	1	3
HND (Business Studies) 2013/14	1	1	1	0	0	0
HND (Electrical and Electronic Engineering) 2013/14	1	0	0	0	0	1
HNC (Civil Engineering) 2013/14	1	0	0	0	0	1
HNC (Construction) 2012/13	1	0	0	0	0	1
HND/HNC (Information Technology) 2012/13	2	1	1	0	1	1



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HND (Building Services Engineering) 2012/13	1	1	1	0	1	0
HND (Business Studies) 2012/13	1	0	0	0	0	1
HND (Electrical and Electronic Engineering) 2012/13	1	0	0	0	0	1

• We award Pass, Merit, Distinction at module level, not at course level.

Notes:

Please do not include awards data in this section for programmes run at partner institutions

Where pass/merit/distinction grades are not applicable please indicate achievement as the number of 'passes'

This section refers to the number of students registered PRIOR TO 2016/17, and the number of students receiving a pass, merit, or distinction grade in 2016/17.



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2.3 Please provide the number of awards for each Higher National Qualification covered by the Licence Agreement delivered by a COLLABORATIVE PARTNER CENTRE FOR NEW STUDENTS REGISTERED IN 2016/17

Title of programme	2016/17 Starts					
	Number of students registered	Number of students completing the course	Number of students passing the course	Number of students progressing from HNC to HND	Number of students progressing from HND to a degree programme	Number of students partially achieving (Credit)
HNC (Construction) Highlands College, Jersey	11	0	0	0	0	11

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• We award Pass, Merit, Distinction at module level, not at course level.

Notes:

Please do not include awards data in this section for programmes run at the University Campus

Where pass/merit/distinction grades are not applicable please indicate achievement as the number of 'passes'

This section refers to the number of students registered in **2016/17**, and the number of students receiving a pass, merit, or distinction grade in **2016/17**.



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2.4 Please provide the number of awards for each Higher National Qualification covered by the Licence Agreement delivered by a COLLABORATIVE PARTNER CENTRE FOR STUDENTS REGISTERED PRIOR TO 2016/17

Title of programme	Number of students registered	Number of students completing the course	Number of students passing the course	Number of students progressing from HNC to HND	Number of students progressing from HND to a degree programme	Number of students partially achieving (Credit)
HNC (Construction) 2015/16 Highlands College Jersey	13	10		0	6	2
HNC (Construction) 2014/15 Highlands College Jersey	1	1		0	0	0

• We award Pass, Merit, Distinction at module level, not at course level.

Notes:

Please do not include awards data in this section for programmes run at the University Campus

Where pass/merit/distinction grades are not applicable please indicate achievement as the number of 'passes'

This section refers to the number of students registered PRIOR TO 2016/17, and the number of students receiving a pass, merit, or distinction grade in 2016/17.



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3 EXTERNAL EXAMINER ARRANGEMENTS

Are External Examiners in place for each programme covered by the Licence Agreement?

Yes

No

If this is not the case, please explain the reasons for this:

4 ACADEMIC STANDARDS AND ASSESSMENT

Have your External Examiners for each programme covered by the Licence Agreement confirmed that the standards set are appropriate for the level of the Qualifications?

Yes

No

If this is not the case for any programme, please explain the reasons for this below:

We have checked the reports from external examiners who cover the modules that make up the HNC/Ds and no queries about standards were raised.



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5 ACADEMIC STANDARDS AND STUDENT PERFORMANCE

Have your External Examiners for each programme covered by the Licence Agreement confirmed that the standard of student performance is at a level appropriate for the programme they have studied?

Yes

No

If this is not the case for any programme, please give details below:

We have checked the reports from external examiners who cover the modules that make up the HNC/Ds and no queries about standards were raised.

Please attach a link to your External Examiners' reports.

If this is not possible, please give the reasons for this in the box below:

Our external examiners report by module and are not attached to any individual course. We are unable to provide a link to their reports. Reports are made available to students on request and can be found on our virtual learning environment site- Moodle in many cases.

6 COMPLETIONS AND WITHDRAWALS

Have all student completions and withdrawals, for all programmes under the Licence Agreement, been updated on Edexcel Online? (Please note this should be completed by the **September 30th** each year.)

Yes

No

If this is not the case for any programme, please give details below:



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7 STUDENT REGISTRATIONS AND FEES

Have all new students enrolled onto Higher National programmes under licence, for the academic year 2016/17, been entered onto Edexcel Online by November **15th 2016** and the appropriate fees paid?

Yes

No

If this is not the case for any programme, please give details below:



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8. QUALITY ASSURANCE PROCESSES FOR LICENSED PROGRAMMES

Have your quality assurance procedures for programmes covered by the Licence Agreement changed in the last 12 months?

Yes

No

If this is the case, please outline the changes here:

There has been no changes to the course validation/revalidation processes, annual monitoring or external examining processes.

New periodic review processes are still being considered.

Quality Assurance Reviews (QAA)

Have any QAA reviews taken place during the 2016/17 academic year?

Yes

N/A

No

If so, please give details and provide a link to the relevant reviews in the box below:



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9 INTERNATIONAL PROVISION

Do you, either directly, via partner arrangements or distance learning, offer Higher National programmes under licence to students based outside the UK?

Yes

No

If yes, please summarise your international arrangements including partnership agreements:

10 SIGNIFICANT CHANGES AND ENHANCEMENTS

Please provide information relating to:

- Any significant changes in provision this session, such as newly validated Higher National licenced programmes; changes in franchise position; cessation of programmes; delivery by distance learning etc.
- Please list all Higher National programmes under licence that have been approved or re-approved since the previous IRR (2015/2016).
- Details of **ALL** franchise provision of Higher Nationals being offered should be stated and confirmation of how this provision is being monitored by your centre

Note that this information together with Programme Specifications should also be forwarded to licensehn@pearson.com

Comments:

LSBU were very pleased to be awarded silver in our Teaching Excellence Framework assessment.

We were awarded the THE Entrepreneurial University of the Year 2016.

There were no new validated HNC/Ds running from September 2016.

Regarding the monitoring of franchises, Highlands College in Jersey, who offer HNC Construction under franchise will provide monitoring information, which will feed into the annual monitoring report for that course.



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11 TRENDS, FUTURE PLANS AND LOCAL INITIATIVES

Please outline any current trends e.g. increase/decline in student numbers, future plans (short-term/long-term), local initiatives including distance learning, for Higher National programmes offered under licence.

Comments:

A LSBU initiative the Educational Framework; transforming student outcomes, is a set of principles for curriculum design of all undergraduate courses, including Higher National Awards. The dimensions of the Educational Framework are:

- **curricula that are informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **assessment for learning** that provides timely and formative feedback

Over the next two years course teams are expected to embed these dimensions in their undergraduate courses.

Many course teams are waiting for apprenticeships standards to be approved and released so they can develop appropriate academic courses mapped to the standards.

12 ISSUES WITH PROGRAMME PROVISION

Were any appeals or complaints received in relation to the licensed programmes, including any matters referred to the Office of the Independent Adjudicator?

Describe the appeal or complaint	What action was taken?	What was the outcome?
One student on a HND course made a complaint to the University as they were dissatisfied with how their appeal was handled.	The complaint was 'partly upheld' and an offer was made, which was rejected by the student.	The student took their complaint to the OIA, who agreed the University's offer was fair. OIA suggested the University repeat the offer which the student then accepted.



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6 students submitted appeals on HND and HNC courses on grounds of extenuating circumstances and procedural error.	The appeals were investigated.	2 appeals were upheld.
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Comments:

1 x internal complaint received in relation to HND and HNC courses, as detailed above, in academic year 2016/17.

1 x OIA complaint received in relation to HND and HNC courses, as detailed above, in academic year 2016/17. This relates to the internal complaint which is also detailed above.

6 x appeals in relation to HND and HNC courses, as detailed above in academic year 2016-2017



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13 GOOD PRACTICE

Please give any examples of good practice at institutional level in relation to programmes covered by the Licence Agreement that you wish to draw to the attention of Pearson, including examples of good practice raised by External Examiners, and Internal and External Reviews of programmes covered by the Licence Agreement.

Comments:

The HNC Civil Engineering course team are working closely with the Institute of Civil Engineers to support their students in gaining their Engineering Technician qualification.

14 OTHER COMMENTS

Please add any comments you may wish to make that have not been covered in the report and include any other links to non-confidential reports relevant to this review.

Comments:

15 LICENCE AGREEMENT CONFIRMATION

Please confirm by signing below that the University wishes to continue to deliver the above qualifications and will continue to operate within the requirements of the Licence Agreement for Higher Education Institutions offering Higher Nationals under Licence (Revised 2016) for the 2017/18 Academic Year.

Signature: 

Job title: Pro Vice Chancellor Education + Student Experience.

If this is not the case, please give details below:

	CONFIDENTIAL
Paper title:	Quality assurance processes for Higher and Degree Apprenticeships at LSBU
Committee:	Quality and Standards Committee
Date of meeting:	24 th January 2018
Author:	Máiréad Hegarty
Purpose:	Information and exploration of appropriate QA systems for higher and degree apprenticeships.
Recommendation:	The meeting is requested to consider an approach to QA for apprenticeships which is standardised across all academic schools.

Executive Summary

There are currently 289 student apprentices enrolled at LSBU, of whom 181 started on programme in 17/18. These enrolments are mainly within the schools of Built Environment and Health and Social Care. Apprentices are employed across a range of employers and mode of attendance varies.

All the apprenticeships currently on offer at LSBU include a recognised higher education qualification such as an honours or foundation degree and so external oversight of these qualifications falls within the responsibility of QAA. However, apprenticeships standards include additional elements such as Functional Skills (where required) and End Assessments (EPAs). The university, as the prime provider, is responsible for the quality assurance of these elements and for reporting to agencies such as OFSTED, and the ESFA.

The university apprenticeship team provides oversight of the processes and is responsible for reporting, however, monitoring of the quality and effectiveness of on-programme and work-based learning sits within the academic schools. This is entirely appropriate, however, a standardised approach to tracking student progress across all elements of the apprenticeship will ensure consistency throughout the provision and support timely and effective reporting to external agencies.

Quality assurance of higher and degree apprenticeships at LSBU

The current picture

There are currently 289 apprentices enrolled with another cohort starting in January 2018 with almost allocated within either the school of Health and Social Care or the Built Environment. All are registered on designated H.E. programmes such as BSc. Honours Degrees or Foundation Degrees. As validated LSBU programmes, these qualifications are subject to the standard university quality assurance processes including course boards, annual monitoring and external examiner review. Additional quality procedures are in operation to capture the additional elements of the relevant apprenticeship standards, however, these are not consistently applied across the provision. Consequently, there is a risk that all elements of the standards such as workplace learning may not be effectively captured for each student apprentice. Most higher and degree apprenticeships are subject to EPA which takes place after completion of the main qualification and student apprentices will use their record of workplace learning to prepare for this assessment. The full apprenticeship is not achieved until the EPA, Functional Skills (L2) and any other mandatory elements have been successfully completed.

Within the sector there is much discussion taking place regarding the overall responsibility for the external quality assurance of degree and higher apprenticeships. Responsibility for funding lies with the ESFA and along with the Institute for Apprenticeships, they are likely to collate metrics relating to continuation and achievement rates which will impact on a university's continued approval as a provider of apprenticeships. The involvement of employers is integral to the success of any apprenticeship programme and quality procedures need to take account of their requirements and concerns.

Developing appropriate QA procedures

The development of a standardised procedure for QA of apprenticeships will improve the effectiveness of reporting and ensure parity between programmes. This should not replace the existing academic quality procedures which are an integral part of QA but should capture the whole apprenticeship experience.

Some apprenticeship programmes are already using *One File*' to capture all elements of the apprenticeship learning process and it would be useful to ascertain whether this system is appropriate for use across the schools. The advantage of a digital system such as *One File* or *Smart Assessor* is that it meets the expectations of external agencies. Employers, university staff and student apprentices have access to this electronic ILP/learning and assessment record and all elements of the apprenticeship can be recorded, tracked and evaluated.

The introduction of EPAs is causing concern as they sit outside the control of the provider institution. However, the university is responsible for achievement on this element and for the achievement of Functional Skills where required. Even if the

delivery of FS is sub-contracted to another institution, non-achievement will impact on the success rates for the prime provider e.g. the university.

Although some of the delivery for apprentices studying at LSBU is integrated with traditional degree programmes, it is important to recognise that experience will be different for them. Assessment of the main qualification may be the same as for non-apprenticeship students but the review and tracking of the other elements must be clearly evidenced. Employers or work place supervisors make a commitment to carry out elements of the assessment plan but the collation of this evidence in ILPs/ log books etc is the responsibility of the university. Therefore, student apprentices studying alongside non-apprentices have a very different experience of assessment and the university has oversight of the whole process.

Next steps.

LSBU has plans to introduce more higher and degree apprenticeships from September 2018 and it would be useful for relevant academic staff from all schools involved to agree with the central apprentice team, the appropriate standardised method of capturing evidence for internal and external quality assurance. There are many examples of good practice and these can be shared to inform the development of apprenticeship specific procedures. A standardised approach will also enable other schools within the university to apply existing systems to new provision which in turn will support a prompt response to employer demand

The committee is requested to consider an approach to QA for apprenticeships which is standardised across all academic schools and applied to existing and future university apprenticeship programmes to meet ensure compliance with the standards prescribed by internal and external partners and agencies.

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Academic Misconduct Investigations And Outcomes in 2017

Report to the Quality and Standards Committee on annual monitoring of statistics at London South Bank University

Patrick Anderson
15 May 2018

Executive Summary

In 2017, the key numbers and trends characterising the inputs and outputs of the University's formal academic misconduct investigation process were as follows:

- The outcomes of 220 academic misconduct investigations were reported centrally in 2017, down on 2016's 307;
- Students from the School of Law and Social Science were the most frequently investigated in 2017, with 82 cases;
- The most common type of academic misconduct in 2017 was individual plagiarism, with 162 cases;
- The most frequently imposed penalty for academic misconduct was Penalty (iii), which fails the relevant component of assessment with the mark reduced to 0%, and, following a failed first submission, allows the student to attempt a resubmission for a capped mark;
- One student in 2017 was Fail-Terminated from a course following a finding of 'contract cheating';
- February, June and July were the peak months in 2017 for academic misconduct investigations;
- In 2017, and to the present, up to nine Divisions across the University did not have any individual acting in the role of local divisional Academic Integrity Coordinator (AIC); and
- A new viva voce process designed to investigate suspicious work which may have been clandestinely written by undetectable third parties was introduced into the *Student Academic Misconduct Procedure 2017-2018*.

Key Recommendations

- (a) The School of Arts and Creative Industries should be formally asked to explain why Turnitin is not appropriate or what alternative safeguards are being put in place to detect plagiarism by the end of July 2018.
- (b) The Divisions which do not currently have an AIC should be asked to nominate an AIC by the end of July 2018 or explain what alternative arrangements are being put in place to detect plagiarism.

- (c) Each school other than Applied Sciences should be asked to appoint a senior AIC, to assist the leader of the academic misconduct working party and the AIC community, Dr Elizabeth Newton.

1. Annual numbers of Academic Misconduct Investigations (AMIs).

1.1. Numbers of AMIs in 2017.

220 students were reported to the central academic misconduct office located within the Legal Team in the calendar year 2017. Of these, 23 cases were reported centrally for further investigation and resolution through the University Academic Misconduct Panel. Eight (8) of the cases that came before the Academic Misconduct Panel resulted in having the initial allegation withdrawn and/or having no case to answer. Three (3) of the 197 completed cases reported centrally also had the allegation of misconduct withdrawn and/or had no case to answer, having been investigated and concluded locally by relevant AICs.

1.2. Comparison of AMIs by year, 2002-2017.

The 220 reported cases of academic misconduct in 2017 compares with 2016’s total of 307 reported cases. A comparison of annual numbers of cases reported since 2002 is illustrated below in Figure 1. To the extent that they are reported centrally with accuracy, these figures indicate that numbers of academic misconduct investigations are relatively stable over the long term, and don’t appear to fluctuate significantly with any annual rise or fall with student enrolments in successive academic years.

Figure 1:
AMIs reported by Year

<i>AMIs reported by Year</i>	<i>Total</i>	<i>AMIs reported by Year</i>	<i>Total</i>
2017	220	2012	290
2016	307	2011	293
2015	245	2010	231
2014	225	2009	281
2013	319	2008	229

2. AMI cases by School in 2017.

The numbers of investigations by School in 2017 are illustrated in Figure 2 below.

Figure 2:

<i>School</i>	<i>Number of cases</i>	<i>% of all cases</i>
School of Applied Science	60	27%
School of Arts and Creative Industries	4	<2%
School of Built Environment & Architecture	0	0%
School of Business	1	<1%
School of Engineering	16	8%
School of Health and Social Care	57	26%
School of Law and Social Sciences	82	37%
Total	220	100%

The levels of investigation and detection of academic misconduct across the University continue to be markedly uneven. Detection of academic misconduct can be difficult but it seems likely that consistent investigations will lead to more successful detection.

The School of Law and Social Science reported the highest annual number of AM investigations in 2017, with 82 cases, followed by the School of Applied Science with 60 AM investigations. The School of Arts and Creative Industries does not use Turnitin Plagiarism detection software, and reported the second lowest number of investigations in 2017, with just four cases. The School of Built Environment and Architecture reported the lowest number of cases in 2017, with no cases at all. To my knowledge, there do not appear to have been any local Academic Integrity Coordinators (AICS) working in that School in 2017. No investigations and/or successful detections were reported centrally in 2017 from within the entire School, which had 2776 enrolled students on its books in the 2016-17 academic year.

The *Student Academic Misconduct Procedure for 2017-18* states at Section 6.1 that: 'A divisional Academic Integrity Coordinator (AIC) will be identified in all academic Divisions and Departments.' In the absence of any dedicated and specifically appointed local/divisional AIC, it has been customary that the relevant Head of Division carries out the role.

As the list of current appointed AICs in Appendix One makes apparent, there are currently (in May 2018) no recorded AICS in up to nine divisions across four Schools.

Key recommendations

- (a) The School of Arts and Creative Industries should be formally asked to explain why Turnitin is not appropriate or what alternative safeguards are being put in place to detect plagiarism by the end of July 2018.
- (b) The Divisions which do not currently have an AIC should be asked to nominate an AIC by the end of July 2018 or explain what alternative arrangements are being put in place to detect plagiarism.

3. Academic misconduct investigations 2017 by type of misconduct.

The most common type of misconduct is individual plagiarism, followed by plagiarism via collusion between two or more individuals.

Figure 3:

<i>Types of misconduct in 2017</i>	<i>Number of cases</i>
Plagiarism (individual)	162
Plagiarism (collusion)	46
Plagiarism (contract cheating)	1
Breach of exam regulations and/or discipline, including possession of crib notes	9
Breach of ethical guidelines/code/approval and/or falsification of data	2
Total	220

4. Seasonal distribution of AMIs in 2017 - all Schools.

Reporting of misconduct is largely seasonal, and most reports of cases and investigations followed the two major assessment periods in the academic calendar – minorly at the end of the Semester One assessments, with some additional activity in the two resit periods, as shown below in Figure 4.

Figure 4:

<i>Month in 2017</i>	<i>Number of AMIs reported</i>	<i>Month in 2017</i>	<i>Number of AMIs reported</i>
January	7	July	31
February	42	August	7
March	15	September	29
April	1	October	0

May	28	November	2
June	57	December	1
Total:			220

4.1. Seasonal distribution of AMIs in 2017 - distribution by School.

Figure 5 below illustrates the numbers of AMIs investigated by each School per month throughout 2017.

Figure 5: <i>Month in 2017</i>	<i>Applied Science</i>	<i>Arts & Creative Industries.</i>	<i>Built Environment & Architecture</i>	<i>Business</i>	<i>Engineering</i>	<i>Health & Social Care</i>	<i>Law & Social Science</i>	<i>Monthly total - all Schools</i>
January	1	0	0	0	0	3	3	7
February	7	0	0	0	10	4	21	42
March	2	0	0	0	2	7	4	15
April	0	0	0	0	0	1	0	1
May	10	0	0	0	0	12	6	28
June	14	2	0	0	2	15	24	57
July	6	2	0	1	1	12	9	31
August	5	0	0	0	0	1	1	7
September	14	0	0	0	1	2	12	29
October	0	0	0	0	0	0	0	0
November	0	0	0	0	0	0	2	2
December	1	0	0	0	0	0	0	1
Annual total	60	4	0	1	16	57	82	220

5. Academic misconduct investigations 2017 by outcome and penalty.

The range of outcomes and penalties to AMIs in 2017 and an explanation of all the penalties is given below in Figure 6. Poor Academic Practice ('PAP') is an outcome imposed when there is no evidence of an intention to deceive but the student's work could nonetheless result in an unfair advantage if there was no reduction in the mark awarded. In such cases the mark may be reduced, typically with Penalty (ii), and the student will be warned not to make the same mistake(s) again. The most common penalty imposed was by far Penalty (iii). This was followed by Poor Academic Practice plus from Penalty (i) to (iii). (Please note that in these cases, marks are adjusted down and/or not given which are not deserved, rather than as 'punishment': the headline finding in each case will still only be Poor Academic Practice.) The more severe Penalties which range from (iv), (v) and (vi) were very rarely used in 2017. For the first time since 2014, however, a student was Fail-Terminated in 2017 for the commission of academic misconduct via contract cheating, with a Penalty (vii).

Figure 6: <i>Penalties and outcomes following academic misconduct investigations in 2017</i>	<i>Brief explanation of penalty</i>	<i>Number of cases</i>
Penalty (i)	A formal written warning recorded on the student's academic record.	1
Penalty (ii)	Reducing the mark awarded but not lower than to a pass mark (i. e. not lower than 40% for an undergraduate module, and 50% for a postgraduate module).	18
Penalty (iii)	Failure in the component of assessment with an opportunity for referral or potentially a reassessment through an oral viva.	123
Penalty (iv)	Failure in the module involved with the possibility of retaking the module (or alternative) for a capped mark.	3
Penalty (v)	Failure in the module involved with the possibility of repeating the module (or alternative) for a capped mark in the next academic year.	2
Penalty (vi)	Failure in all modules in the current semester or year, with the possibility of repeating the modules (or alternatives) for a capped mark.	0
Penalty (vii)	Failure in all modules in the current semester or year, and forwarding the case to the Dean of the student's School for consideration of withdrawal of studies.	1
Poor Academic Practice (+ no/unknown penalty)	Poor Academic Practice ('PAP') is an outcome imposed when there is no evidence of an intention to deceive but the student's work could nonetheless result in an unfair advantage if there was no reduction in the mark awarded. In such cases the mark may be reduced.	4

Poor Academic Practice + Penalty (i)		8
Poor Academic Practice + Penalty (ii)		32
Poor Academic Practice + Penalty (iii)		13
No case to answer/ allegation withdraw		14
No penalty/unknown penalty/unresolved		1
Total:		220

6. Leadership of the Academic Misconduct Community.

In the wake of the retirement from the role in mid-2017 of two out of the three members of LSBU's academic misconduct community's long-standing leadership trio, the one continuing member, Dr Elizabeth Newton from the Division of Psychology in the School of Applied Science, has carried the responsibility for leading the process throughout the University since that point.

Key recommendation

- (c) Each other school other than Applied Sciences should be asked to nominate a leadership candidate.

Liz Newton has also led an academic misconduct working party that has looked at and reported back to the Pro Vice Chancellor for Education and Student Experience upon specific issues, and she also leads the Academic Integrity Coordinators general forum, which meets three or four times per year. This discusses best practice in misconduct investigations throughout the University's AIC community, and explores approaches to difficult, complex and unusual cases and issues. The AIC community has stated that it would like to have further training on the conduct of central academic misconduct panels. The academic misconduct office inside the Legal Team will organise sessions of such training on panels and the academic misconduct policy before the end of July 2018.

One useful new amendment to the academic misconduct investigation process which is now included in the *Student Academic Misconduct Procedure for 2017-18* is a fair policy for viva voce interviews for students suspected of plagiarism, through having unidentifiable third parties write their work for them (often known as contract cheating), where no plagiarised sources can be identified. A number of cases of this type have been reported centrally to the Legal Team in late 2017 and in 2018, and investigated, where no further action proved necessary, as good evidence came to light that the student was the sole original author of their own work. In early

May 2018, at least one new case of this type is currently under investigation, and this case is likely to proceed to the first such full viva voce misconduct hearing conducted under this new procedure over the next few weeks.

Appendix 1:

Academic Integrity Coordinators across the University, current to May 2018.

School	Division	Name
Applied Science	Human Sciences	Luo Jin
Applied Science	Food Sciences	Luo Jin
Applied Science	Psychology	Elizabeth Newton
Arts and Creative Industries	Film & Media	Vacant
Arts and Creative Industries	Arts & Performance	Terri Daniels
Arts and Creative Industries	Creative Technologies	Vacant
Built Environment & Architecture	Architecture	Vacant
Built Environment & Architecture	Construction, Property and Surveying	Vacant
Built Environment & Architecture	Civil and Building Services Engineering	Vacant
Business	Accounting, Finance and Economics	Steve O' Connor
Business	Business & Enterprise	Amare Desta
Business	Management, Marketing and People	Stephanie Garner
Engineering	Computer Science & Informatics	Maria Centeno
Engineering	Mechanical Engineering & Design	Vacant
Engineering	Electrical and Electronic Engineering	Vacant
Engineering	Chemical and Petroleum Engineering	Maria Centeno

Health and Social Care	Adult Nursing & Midwifery	Marie Culloty
Health and Social Care	Allied Health Sciences	Claire Deary
Health and Social Care	Children's Nursing	Vacant
Health and Social Care	Mental Health and Learning Disabilities	Vacant
Health and Social Care	Primary and Social Care	Iain Campbell -King
Health and Social Care	Institute of Vocational Learning	Richard Johnson
Law and Social Sciences	Law	Caron Thatcher
Law and Social Sciences	Education	Andrew Read
Law and Social Sciences	Social Sciences	Matthew Bond
Law and Social Sciences	Urban, Environment & Leisure Studies (UELS)	Claudette Hunte

School	Division	Course	Course Description	Level	Status	Mode	Accrediting Body	Nature of accreditation activity (eg visit/ validation event/ document based approval)	Date of PSRB activity	Outcomes	Issues arising from accreditation requiring LSBU attention	Accredited until	Any Comments	Evidence provided
ACI	IAMED	4643	BA (Hons) Journalism	UG	Active	FT	Broadcast Journalism Training Council (BJTC)	inspection visit	21/03/17	Conditions Met	none	Oct-18		Yes
ACI	IAMED	4894	BA (Hons) Creative Advertising with Marketing	UG	Active	FT	The Chartered Institute of Marketing (CIM)	automatically renewed	01/01/18	Conditions Met	none	Dec-18		Yes
ACI	ICI	5216	BA (Hons) Fashion Promotion with Marketing	UG	Marketing/ Recruitment Approved	FT	The Chartered Institute of Marketing (CIM)	ongoing					Hellen Powell to confirm	No
ACI	ICI	5217	BA (Hons) Music Industry Management with Marketing	UG	Marketing/ Recruitment Approved	FT	The Chartered Institute of Marketing (CIM)	Postponed as not recruiting in 2018/19						
ACI	F and M	4494	Film Practice	UG	Active	FT	Creative Skillset	validation event/	Apr-18	Full	None	Apr-22		Yes
Approved by SASC 25 June 2018														

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School	Division	Course	Course Description	Level	Status	Mode	Accrediting Body	Date of PSRB activity	Outcomes	Issues arising from accreditation requiring LSBU action	Accredited until	Any Comments	Evidence provided
Applied Science	SAS	1163	BSc (Hons) Forensic Science	UG	Active	FT	The Chartered Society of Forensic Sciences (CSOFS)	30/10/17	Accredited	None	30/05/23		Yes
Applied Science	SAS	836	BSc/BSc (Hons) Sport And Exercise Science	UG	Active	FT	The Register of Exercise Professionals (REPS)	20/05/18	Accredited	None	19/05/19		Yes
Applied Science	SAS	4162	BSc (Hons) Sports Coaching and Analysis	UG	Active	FT	The Register of Exercise Professionals (REPS)	20/05/18	Accredited	None	19/05/19		Yes
Applied Science	SFS	227	MSc/PGDip Food Safety And Control	PG	Active	FT	Institute of Food Science and Technology (IFST)	24/11/16	Accredited	None	Nov 2021		Yes
Applied Science	SFS	3998	BSc (Hons) Human Nutrition	UG	Active	FT	Association for Nutrition (AfN)	June 2014	Accredited	None	April 2019		Yes
Applied Science	SFS	717	MSc/PGDip Food Safety And Control	PG	Active	PT	Institute of Food Science and Technology (IFST)	24/11/16	Accredited	None	Nov 2021		Yes
Applied Science	SPSY	1086	BSc (Hons) Psychology	UG	Active	FT	British Psychological Society (BPS)	10/05/18	Accredited	None	2019/2020		Yes
Applied Science	SPSY	3040	Graduate Diploma In Psychology	PG	Active	FT	British Psychological Society (BPS)	10/05/18	Accredited	None	2019/2020	Running out	Yes - included with UG
Applied Science	SPSY	3041	Graduate Diploma In Psychology	PG	Active	PT	British Psychological Society (BPS)	10/05/18	Accredited	None	2019/2020	Running out	Yes - included with UG
Applied Science	SPSY	3127	MSc Addiction Psychology And Counselling	PG	Active	PT	Federation of Drug and Alcohol Professionals (FDAP)	20/02/18	Accredited	None	2021/2022		Yes
Applied Science	SPSY	3133	BSc (Hons) Psychology - Child Development	UG	Active	FT	British Psychological Society (BPS)	10/05/18	Accredited	None	2019/2020		Yes
Applied Science	SPSY	3134	BSc (Hons) Psychology - Clinical	UG	Active	FT	British Psychological Society (BPS)	10/05/18	Accredited	None	2019/2020		Yes
Applied Science	SPSY	4084	BSc (Hons) Psychology	UG	Active	PT	British Psychological Society (BPS)	10/05/18	Accredited	None	2019/2020		Yes
Applied Science	SPSY	4101	BSc (Hons) Psychology - Clinical	UG	Active	PT	British Psychological Society (BPS)	10/05/18	Accredited	None	2019/2020		Yes
Applied Science	SPSY	4102	BSc (Hons) Psychology - Child Development	UG	Active	PT	British Psychological Society (BPS)	10/05/18	Accredited	None	2019/2020		Yes
Applied Science	SPSY	4286	BSc (Hons) Psychology (Forensic Psychology)	UG	Active	FT	British Psychological Society (BPS)	10/05/18	Accredited	None	2019/2020		Yes
Applied Science	SPSY	4287	BSc (Hons) Psychology (Forensic Psychology)	UG	Active	PT	British Psychological Society (BPS)	10/05/18	Accredited	None	2019/2020		Yes
Applied Science	SPSY	4288	BSc (Hons) Psychology (Addiction Psychology)	UG	Active	FT	British Psychological Society (BPS)	10/05/18	Accredited	None	2019/2020		Yes
Applied Science	SPSY	4289	BSc (Hons) Psychology (Addiction Psychology)	UG	Active	PT	British Psychological Society (BPS)	10/05/18	Accredited	None	2019/2020		Yes
Applied Science	SPSY	4433	BSc (Hons) Psychological Counselling	UG	Active	FT	British Psychological Society (BPS)	24/03/17	Accredited	None	2022/2023		Yes
Applied Science	SPSY	4434	BSc (Hons) Psychological Counselling	UG	Active	PT	British Psychological Society (BPS)	24/03/17	Accredited	None	2022/2023		Yes

Approved via SASC on 18 July 2018

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School	Division	Course	Course Description	Level	Status	Mode	Accrediting Body	Date of PSRB activity	Outcomes	Issues arising from accreditation requiring LSBU action	Accredited until	Any Comments	Evidence provided
Built Environ	RARCH	101	BA (Hons) Architecture	UG	Active	FT	Royal Institute of British Architects (RIBA)	28 & 29 June 2018	Re-accredited	None	2023		Yes
Built Environ	RARCH	102	BA (Hons) Architecture	UG	Active	PT	Royal Institute of British Architects (RIBA)	28 & 29 June 2018	Re-accredited	None	2023		Yes
Built Environ	RARCH	1089	RIBA Professional Practice Part 3	PG	Active	PT	Royal Institute of British Architects (RIBA)	28 & 29 June 2018	Re-accredited	None	2023		Yes
Built Environ	RARCH	4591	MArch Architecture	PG	Active	PT	Royal Institute of British Architects (RIBA)	28 & 29 June 2018	Re-accredited	None	2023		Yes
Built Environ	RARCH	4592	MArch Architecture	PG	Active	FT	Royal Institute of British Architects (RIBA)	28 & 29 June 2018	Re-accredited	None	2023		Yes
Built Environ	RBE	108	MSc/PGDip Property Development And Planning	PG	Active	FT	Royal Institution of Chartered Surveyors (RICS)				No evidence of accreditation		No
Built Environ	RBE	1225	MSc Construction Project Management	PG	Active	FT	Association of Project Managers (APM), the Chartered Institute of Building (CIOB) and the Royal Institution of Chartered Surveyors (RICS)	APM - March 2018 CIOB - 2015	Re-accredited	None	APM - 2020 CIOB - 2020		Yes for APM & CIOB
Built Environ	RBE	1226	MSc Construction Project Management	PG	Active	PT	Association of Project Managers (APM), the Chartered Institute of Building (CIOB) and the Royal Institution of Chartered Surveyors (RICS)	APM - March 2018 CIOB - 2015	Re-accredited	None	APM - 2020 CIOB - 2020		Yes for APM & CIOB
Built Environ	RBE	1313	MSc/PGDip Building Surveying	PG	Active	FT	Royal Institution of Chartered Surveyors (RICS)				No evidence of accreditation		
Built Environ	RBE	1314	MSc/PGDip Building Surveying	PG	Active	PT	Royal Institution of Chartered Surveyors (RICS)				No evidence of accreditation		
Built Environ	RBE	1315	MSc/PGDip Quantity Surveying	PG	Active	FT	Royal Institution of Chartered Surveyors (RICS)				No evidence of accreditation		
Built Environ	RBE	1316	MSc/PGDip Quantity Surveying	PG	Active	PT	Royal Institution of Chartered Surveyors (RICS)				No evidence of accreditation		
Built Environ	RBE	1349	MSc/PG Dip Property Development And Planning	PG	Active	PT	Royal Institution of Chartered Surveyors (RICS)				No evidence of accreditation		
Built Environ	RBE	2215	BSc (Hons) Property Management (Building Surveying)	UG	Active	FT	Chartered Institute of Building (CIOB)	2015	Re-accredited	None	2020		Yes
Built Environ	RBE	2216	BSc (Hons) Commercial Management (Quantity Surveying)	UG	Active	FT	Chartered Institute of Building (CIOB)	2015	Re-accredited	None	2020		Yes
Built Environ	RBE	2304	BSc (Hons) Property Management (Building Surveying)	UG	Active	PT	Chartered Institute of Building (CIOB)	2015	Re-accredited	None	2020		Yes
Built Environ	RBE	2305	BSc (Hons) Commercial Management (Quantity Surveying)	UG	Active	PT	Chartered Institute of Building (CIOB)	2015	Re-accredited	None	2020		Yes
Built Environ	RBE	2308	BSc (Hons) Architectural Technology	UG	Active	PT	Chartered Institute of Architectural Technologists (CIAT) and the Chartered Institute of Building (CIOB)	CIAT - Nov 2017 CIOB - 2015	Re-accredited	1. Over-emphasis of BIM within the Programme; 2. There was no understanding and demonstrating technical detailing, adaptation and resolved solutions within the curriculum.	CIAT - Nov 2022 CIOB - 2020		Yes for CIAT & CIOB

School	Division	Course	Course Description	Level	Status	Mode	Accrediting Body	Date of PSRB activity	Outcomes	Issues arising from accreditation requiring LSBU action	Accredited until	Any Comments	Evidence provided
Built Environ	RBE	2309	BSc (Hons) Architectural Technology	UG	Active	FT	Chartered Institute of Architectural Technologists (CIAT) and the Chartered Institute of Building (CIOB)	CIAT - Nov 2017 CIOB - 2015	Re-accredited	1. Over-emphasis of BIM within the Programme; 2. There was no understanding and demonstrating technical detailing, adaptation and resolved solutions within the curriculum.	CIAT - Nov 2022 CIOB - 2020		Yes for CIAT & CIOB
Built Environ	RBE	2312	BSc (Hons) Construction Management	UG	Active	FT	Chartered Institute of Building (CIOB)	2015	Re-accredited	None	2020		Yes
Built Environ	RBE	2313	BSc (Hons) Construction Management	UG	Active	PT	Chartered Institute of Building (CIOB)	2015	Re-accredited	None	2020		Yes
Built Environ	RBE	2328	MSc/PGDip Planning Buildings For Health	PG	Active	FT	Royal Institution of Chartered Surveyors (RICS)				No evidence of accreditation		No
Built Environ	RBE	2329	MSc/PGDip/PGCert Planning Buildings For	PG	Active	PT	Royal Institution of Chartered Surveyors (RICS)				No evidence of accreditation		No
Built Environ	RBE	3744	MSc/PGDip Real Estate	PG	Active	FT	Royal Institution of Chartered Surveyors (RICS)				No evidence of accreditation		No
Built Environ	RBE	3745	MSc/PGDip Real Estate	PG	Active	PT	Royal Institution of Chartered Surveyors (RICS)				No evidence of accreditation		No
Built Environ	RBE	4071	MSc Quantity Surveying (Top-Up)	PG	Active	FT	Royal Institution of Chartered Surveyors (RICS)				No evidence of accreditation		No
Built Environ	RBE	4072	MSc Building Surveying (Top-up)	PG	Active	FT	Royal Institution of Chartered Surveyors (RICS)				No evidence of accreditation		No
Built Environ	RBE	4073	MSc Property Development & Planning (Top-up)	PG	Active	FT	Royal Institution of Chartered Surveyors (RICS)				No evidence of accreditation		No
Built Environ	RBE	4074	MSc Real Estate (Top-up)	PG	Active	FT	Royal Institution of Chartered Surveyors (RICS)				No evidence of accreditation		No
Built Environ	RBE	4129	PGDip Quantity Surveying	PG	Active	FT	Royal Institution of Chartered Surveyors (RICS)				No evidence of accreditation		No
Built Environ	RBE	4130	PgDip Property Development & Planning	PG	Active	FT	Royal Institution of Chartered Surveyors (RICS)				No evidence of accreditation		No
Built Environ	RBE	4131	PGDip Real Estate	PG	Active	FT	Royal Institution of Chartered Surveyors (RICS)				No evidence of accreditation		No
Built Environ	RBE	4132	PGDip Building Surveying	PG	Active	FT	Royal Institution of Chartered Surveyors (RICS)				No evidence of accreditation		No
Built Environ	RBE	4145	MSc International Real Estate - FT	PG	Active	FT	Royal Institution of Chartered Surveyors (RICS)				No evidence of accreditation		No
Built Environ	RBE	4146	MSc International Real Estate - PT	PG	Active	PT	Royal Institution of Chartered Surveyors (RICS)				No evidence of accreditation		No
Built Environ	RBE	4595	BSc (Hons) Building Surveying	UG	Active	PT	Royal Institution of Chartered Surveyors (RICS) and Chartered Institute of Building (CIOB)	CIOB - 2015	Re-accredited	None	CIOB - 2020		Yes for CIOB
Built Environ	RBE	4596	BSc (Hons) Building Surveying	UG	Active	FT	Royal Institution of Chartered Surveyors (RICS) and Chartered Institute of Building (CIOB)	CIOB - 2015	Re-accredited	None	CIOB - 2020		Yes for CIOB
Built Environ	RBE	4597	BSc (Hons) Quantity Surveying	UG	Active	PT	Royal Institution of Chartered Surveyors (RICS) and Chartered Institute of Building (CIOB)	CIOB - 2015	Re-accredited	None	CIOB - 2020		Yes for CIOB
Built Environ	RBE	4598	BSc (Hons) Quantity Surveying	UG	Active	FT	Royal Institution of Chartered Surveyors (RICS) and Chartered Institute of Building (CIOB)	CIOB - 2015	Re-accredited	None	CIOB - 2020		Yes for CIOB
Built Environ	RUE	190	MSc/PGDip Civil Engineering	PG	Active	FT	Joint Board of Moderators - Institution of Civil Engineers (ICE), Institution of Structural Engineers (IstructE), Institute of Highway Engineers (IHE) and Chartered Institution of Highways & Transportation (CIHT)	Nov-16	Re-accredited	None	2019 intake		Yes

School	Division	Course	Course Description	Level	Status	Mode	Accrediting Body	Date of PSRB activity	Outcomes	Issues arising from accreditation requiring LSBU action	Accredited until	Any Comments	Evidence provided
Built Environ	RUE	191	BEng/BEng (Hons) Civil Engineering	UG	Active	FT	Joint Board of Moderators - Institution of Civil Engineers (ICE), Institution of Structural Engineers (IstructE), Institute of Highway Engineers (IHE) and Chartered Institution of Highways & Transportation (CIHT)	Nov-16	Re-accredited	1 - separate the 3 remaining L4 BEng/BSc module assessments 2 - increase contact hours to Year 1 students	2019 intake		Yes
Built Environ	RUE	192	BEng/BEng (Hons) Civil Engineering	UG	Active	PT	Joint Board of Moderators - Institution of Civil Engineers (ICE), Institution of Structural Engineers (IstructE), Institute of Highway Engineers (IHE) and Chartered Institution of Highways & Transportation (CIHT)	Nov-16	Re-accredited	1 - separate the 3 remaining L4 BEng/BSc module assessments 2 - increase contact hours to Year 1 students	2019 intake		Yes
Built Environ	RUE	194	MSc/PGDip Civil Engineering	PG	Active	PT	Joint Board of Moderators - Institution of Civil Engineers (ICE), Institution of Structural Engineers (IstructE), Institute of Highway Engineers (IHE) and Chartered Institution of Highways & Transportation (CIHT)	Nov-16	Re-accredited	None	2019 intake		Yes
Built Environ	RUE	2035	MSc/PGDip Building Services Engineering	PG	Active	FT	Chartered Institution of Building Services Engineers (CIBSE) and the Energy Institute (EI)	Mar-14	Re-accredited	1 - BIM integrated more closely into courses 2 - reduce Student Staff Ratio 3 - increase EI staff and IAP membership	CIBSE - 2018 intake EI - 2019 intake		Yes
Built Environ	RUE	2036	MSc/PGDip Building Services Engineering	PG	Active	PT	Chartered Institution of Building Services Engineers (CIBSE) and the Energy Institute (EI)	Mar-14	Re-accredited	1 - BIM integrated more closely into courses 2 - reduce Student Staff Ratio 3 - increase EI staff and IAP membership	CIBSE - 2018 intake EI - 2019 intake		Yes
Built Environ	RUE	2072	BEng (Hons) Building Services Engineering	UG	Active	FT	Chartered Institution of Building Services Engineers (CIBSE) and the Energy Institute (EI)	Mar-14	Re-accredited	1 - BIM integrated more closely into courses 2 - reduce Student Staff Ratio 3 - increase EI staff and IAP membership	CIBSE - 2018 intake EI - 2019 intake		Yes
Built Environ	RUE	2090	BEng (Hons) Building Services Engineering	UG	Active	PT	Chartered Institution of Building Services Engineers (CIBSE) and the Energy Institute (EI)	Mar-14	Re-accredited	1 - BIM integrated more closely into courses 2 - reduce Student Staff Ratio 3 - increase EI staff and IAP membership	CIBSE - 2018 intake EI - 2019 intake		Yes
Built Environ	RUE	2129	MSc/PGDip Environmental And Architectural Acoustics	PG	Active	FT	Chartered Institution of Building Services Engineers (CIBSE) and the Institute of Acoustics (IOA)	Mar-14	Re-accredited	1 - BIM integrated more closely into courses 2 - reduce Student Staff Ratio 3 - increase EI staff and IAP membership	2018 intake		Yes
Built Environ	RUE	2130	MSc/PGDip Environmental And Architectural Acoustics	PG	Active	PT	Chartered Institution of Building Services Engineers (CIBSE) and the Institute of Acoustics (IOA)	Mar-14	Re-accredited	1 - BIM integrated more closely into courses 2 - reduce Student Staff Ratio 3 - increase EI staff and IAP membership	2018 intake		Yes
Built Environ	RUE	2306	BSc (Hons) Architectural Engineering	UG	Active	FT	Joint Board of Moderators - Institution of Civil Engineers (ICE), Institution of Structural Engineers (IstructE), Institute of Highway Engineers (IHE) and Chartered Institution of Highways & Transportation (CIHT)	Nov-16	Re-accredited	1 - separate the 3 remaining L4 BEng/BSc module assessments 2 - increase contact hours to Year 1 students	2019 intake		Yes
Built Environ	RUE	2310	BSc (Hons) Civil Engineering	UG	Active	PT	Joint Board of Moderators - Institution of Civil Engineers (ICE), Institution of Structural Engineers (IstructE), Institute of Highway Engineers (IHE) and Chartered Institution of Highways & Transportation (CIHT)	Nov-16	Re-accredited	1 - separate the 3 remaining L4 BEng/BSc module assessments 2 - harmonise the two different modules for BSc PT&FT 3 - increase contact hours to Year 1 students	2019 intake		Yes

School	Division	Course	Course Description	Level	Status	Mode	Accrediting Body	Date of PSRB activity	Outcomes	Issues arising from accreditation requiring LSBU action	Accredited until	Any Comments	Evidence provided
Built Environ	RUE	2311	BSc (Hons) Civil Engineering	UG	Active	FT	Joint Board of Moderators - Institution of Civil Engineers (ICE), Institution of Structural Engineers (IstructE), Institute of Highway Engineers (IHE) and Chartered Institution of Highways & Transportation (CIHT)	Nov-16	Re-accredited	1 - separate the 3 remaining L4 BEng/BSc module assessments 2 - harmonise the two different modules for BSc PT&FT 3 - increase contact hours to Year 1 students	2019 intake		Yes
Built Environ	RUE	2314	HNC Civil Engineering	UG	Active	PT	Joint Board of Moderators - Institution of Civil Engineers (ICE), Institution of Structural Engineers (IstructE), Institute of Highway Engineers (IHE) and Chartered Institution of Highways & Transportation (CIHT)	Nov-16	Re-accredited	1 - separate the 3 remaining L4 BEng/BSc module assessments	2019 intake		Yes
Built Environ	RUE	2441	MSc/PGDip Sustainable Energy Systems	PG	Active	FT	Chartered Institution of Building Services Engineers (CIBSE) and the Energy Institute (EI)	Mar-14	Re-accredited	1 - BIM integrated more closely into courses 2 - reduce Student Staff Ratio 3 - increase EI staff and IAP membership	CIBSE - 2018 intake EI - 2019 intake		Yes
Built Environ	RUE	2442	MSc/PGDip Sustainable Energy Systems	PG	Active	PT	Chartered Institution of Building Services Engineers (CIBSE) and the Energy Institute (EI)	Mar-14	Re-accredited	1 - BIM integrated more closely into courses 2 - reduce Student Staff Ratio 3 - increase EI staff and IAP membership	CIBSE - 2018 intake EI - 2019 intake		Yes
Built Environ	RUE	3407	MSc Building Services Engineering (Distance Learning)	PG	Active	PT	Chartered Institution of Building Services Engineers (CIBSE) and the Energy Institute (EI)	Mar-14	Re-accredited	1 - BIM integrated more closely into courses 2 - reduce Student Staff Ratio 3 - increase EI staff and IAP membership	CIBSE - 2018 intake EI - 2019 intake	Running out	Yes
Built Environ	RUE	3961	MSc Transport Engineering And Planning	PG	Active	FT	Joint Board of Moderators - Institution of Civil Engineers (ICE), Institution of Structural Engineers (IstructE), Institute of Highway Engineers (IHE) and Chartered Institution of Highways & Transportation (CIHT)	Nov-16	Re-accredited	None	2019 intake	Running out	Yes
Built Environ	RUE	3990	MSc Transport Engineering And Planning - PT	PG	Active	PT	Joint Board of Moderators - Institution of Civil Engineers (ICE), Institution of Structural Engineers (IstructE), Institute of Highway Engineers (IHE) and Chartered Institution of Highways & Transportation (CIHT)	Nov-16	Re-accredited	None	2019 intake	Running out	Yes
Built Environ	RUE	3994	MSc Structural Engineering FT	PG	Active	FT	Joint Board of Moderators - Institution of Civil Engineers (ICE), Institution of Structural Engineers (IstructE), Institute of Highway Engineers (IHE) and Chartered Institution of Highways & Transportation (CIHT)	Nov-16	Re-accredited	None	2019 intake		Yes
Built Environ	RUE	3995	MSc Structural Engineering PT	PG	Active	PT	Joint Board of Moderators - Institution of Civil Engineers (ICE), Institution of Structural Engineers (IstructE), Institute of Highway Engineers (IHE) and Chartered Institution of Highways & Transportation (CIHT)	Nov-16	Re-accredited	None	2019 intake		Yes
Built Environ	RUE	541	BTEC HND Building Services Engineering	UG	Active	FT	Chartered Institution of Building Services Engineers (CIBSE) and the Energy Institute (EI)	Mar-14	Re-accredited	1 - BIM integrated more closely into courses 2 - reduce Student Staff Ratio 3 - increase EI staff and IAP membership	CIBSE - 2018 intake EI - 2019 intake		Yes
Built Environ	RUE	549	BTEC HND Building Services Engineering	UG	Active	PT	Chartered Institution of Building Services Engineers (CIBSE) and the Energy Institute (EI)	Mar-14	Re-accredited	1 - BIM integrated more closely into courses 2 - reduce Student Staff Ratio 3 - increase EI staff and IAP membership	CIBSE - 2018 intake EI - 2019 intake		Yes

School	Division	Course	Course Description	Level	Status	Mode	Accrediting Body	Date of PSRB activity	Outcomes	Issues arising from accreditation requiring LSBU action	Accredited until	Any Comments	Evidence provided
Built Environ	RUE	618	BSc (Hons) Building Services Engineering	UG	Active	PT	Chartered Institution of Building Services Engineers (CIBSE) and the Energy Institute (EI)	Mar-14	Re-accredited	1 - BIM integrated more closely into courses 2 - reduce Student Staff Ratio 3 - increase EI staff and IAP membership	CIBSE - 2018 intake EI - 2019 intake	Running out	Yes
Built Environ	RUE	619	BSc (Hons) Building Services Engineering	UG	Running out	FT	Chartered Institution of Building Services Engineers (CIBSE) and the Energy Institute (EI)	Mar-14	Re-accredited	1 - BIM integrated more closely into courses 2 - reduce Student Staff Ratio 3 - increase EI staff and IAP membership	CIBSE - 2018 intake EI - 2019 intake	Running out	Yes

Approved via SASC on 20 June 2018

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School	Division	Cours	Course Description	Level	Status	Modd	Accrediting Body	Date of PSRB activity	Outcomes	Issues arising from accreditation requiring LSBU action	Accredited until	Any Comments	Evidence provided
Engineering	NCPAS	2134	BEng (Hons) Chemical and Process Engineering	UG	Active	FT	Institution of Chemical Engineers	Jun-12	Re-accreditation	Various - all completed	2017	contacting IChemE Autumn 2017	Yes
Engineering	NCPAS	4528	MEng (Hons) Petroleum Engineering	UG	Active	FT	Energy Institute (EI)	Feb-17	Accreditation	Various - all completed	Aug-21	extension to 2018; 2021 after full requirement fulfillment June 201	No To be provided
Engineering	NCPAS	3016	BEng (Hons) Petroleum Engineering	UG	Active	FT	Energy Institute (EI)	Feb-17	Re-accreditation	Various - all completed	Aug-21	extension to 2018; 2021 after full requirement fulfillment	No To be provided
Engineering	NCPAS	3613	MSc Petroleum Engineering	PG	Active	FT	Energy Institute (EI)	Mar-17	Re-accreditation	Various - all completed	Aug-21	extension to 2018; 2021 after full requirement fulfillment	No To be provided
Engineering	NCPAS	3614	MSc Petroleum Engineering	PG	Active	PT	Energy Institute (EI)	Apr-17	Re-accreditation	Various - all completed	Aug-21	extension to 2018; 2021 after full requirement fulfillment	No To be provided
Engineering	NCPAS	741	BTEC HND Chemical Engineering	UG	Active	FT	Institution of Chemical Engineers (IChemE)	Jun-12	Re-accreditation	Various - all completed	2017	contacting IChemE Autumn 2017	Yes
Engineering	NEE	1074	BEng (Hons) Telecommunications and Computer Networks Engineering	UG	Running out	FT	Institution of Engineering and Technology (IET)	Dec-12	Accreditation	Various - all completed	Aug-17	Should that be removed?	Yes
Engineering	NEE	1076	BEng (Hons) Telecommunications and Computer Networks Engineering	UG	Running out	PT	Institution of Engineering and Technology (IET)	Dec-12	Accreditation	Various - all completed	Aug-17	Should that be removed?	Yes
Engineering	NEE	2388	BEng (Hons) Computer Systems and Networks Engineering	UG	Active	FT	Institution of Engineering and Technology (IET)	Dec-12	Accreditation	Various - all completed	Aug-22	Re-accreditation Visit planned 20/11/17	Yes AQDO drive. 5 years accreditation from 2017 to 2021 intake. Accredited till August 2022
Engineering	NEE	2419	BEng (Hons) Computer Systems and Networks Engineering	UG	Active	PT	Institution of Engineering and Technology (IET)	Dec-12	Accreditation	Various - all completed	Aug-22	Re-accreditation Visit planned 20/11/17	Yes AQDO drive
Engineering	NEE	4319	MSc Advanced Telecommunications and Wireless Engineering	PG	Active	FT	Institution of Engineering and Technology (IET)	31 January 2017	Accreditation extended	Various - ongoing	Aug-20	Need to keep good records of entrance qualifications	Yes
Engineering	NEE	4320	MSc Advanced Telecommunications and Wireless Engineering (PT)	PG	Active	PT	Institution of Engineering and Technology (IET)	31 January 2017	Accreditation extended	Various - ongoing	Aug-20	Need to keep good records of entrance qualifications	Yes
Engineering	NEE	4321	MSc Electrical and Electronic Engineering	PG	Active	FT	Institution of Engineering and Technology (IET)	31 January 2017	Accreditation extended	Various - ongoing	Aug-20	Need to keep good records of entrance qualifications	Yes
Engineering	NEE	4322	MSc Electrical and Electronic Engineering (PT)	PG	Active	PT	Institution of Engineering and Technology (IET)	31 January 2017	Accreditation extended	Various - ongoing	Aug-20	Need to keep good records of entrance qualifications	Yes
Engineering	NEE	4632	BEng (Hons) Electrical Engineering and Power Electronics FT	UG	Active	FT	Institution of Engineering and Technology (IET)	Dec-12	Accreditation	Various - all completed	Aug-22	Re-accreditation Visit planned 20/11/17	Yes AQDO drive. 5 years accreditation from 2017 to 2021 intake. Accredited till August 2022
Engineering	NEE	4633	BEng (Hons) Electrical Engineering and Power Electronics PT	UG	Active	PT	Institution of Engineering and Technology (IET)	Dec-12	Accreditation	Various - all completed	Aug-22	Re-accreditation Visit planned 20/11/17	Yes AQDO drive. 5 years accreditation from 2017 to 2021 intake. Accredited till August 2022
Engineering	NEE	4634	BEng (Hons) Telecommunications Engineering FT	UG	Active	FT	Institution of Engineering and Technology (IET)	Dec-12	Accreditation	Various - all completed	Aug-22	Re-accreditation Visit planned 20/11/17	Yes AQDO drive. 5 years accreditation from 2017 to 2021 intake. Accredited till August 2022
Engineering	NEE	4635	BEng (Hons) Telecommunications Engineering PT	UG	Active	PT	Institution of Engineering and Technology (IET)	Dec-12	Accreditation	Various - all completed	Aug-22	Re-accreditation Visit planned 20/11/17	Yes AQDO drive. 5 years accreditation from 2017 to 2021 intake. Accredited till August 2022
Engineering	NEE	501	BEng (Hons) Electrical and Electronic Engineering	UG	Active	FT	Institution of Engineering and Technology (IET)	Dec-12	Accreditation	Various - all completed	Aug-22	Re-accreditation Visit planned 20/11/17	Yes AQDO drive. 5 years accreditation from 2017 to 2021 intake. Accredited till August 2022
Engineering	NEE	502	BEng (Hons) Electrical and Electronic Engineering	UG	Active	PT	Institution of Engineering and Technology (IET)	Dec-12	Accreditation	Various - all completed	Aug-22	Re-accreditation Visit planned 20/11/17	Yes AQDO drive. 5 years accreditation from 2017 to 2021 intake. Accredited till August 2022

School	Division	Cours	Course Description	Level	Status	Modd	Accrediting Body	Date of PSRB activity	Outcomes	Issues arising from accreditation requiring LSBU action	Accredited until	Any Comments	Evidence provided	
Engineering	NEGD	3143	BSc (Hons) Product Design	UG	Active	FT	Institution of Engineering Designers (IED)	accreditation visit June 2016	Granted for MIED (RProdDes), and partially meeting requirements of CTPD. Some requirements specified	Submission of revised action plans quarterly throughout this year to show how we are acting on recommendations and requirements from accreditation.	2021	Official wording: 'Meets the academic requirement for MIED and partially fulfils the requirement for CTPD'	No	To be provided
Engineering	NEGD	591	BEng (Hons) Mechanical Engineering	UG	Active	FT	Institution of Mechanical Engineers (IMechE)	13-Jun-18	Granted for B.Eng (H) in Mechanical Engineering (FT 3yrs, SW 4yrs and PT 4yrs)	None	Aug-22	The BEng (Hons) will meet, in part, the exemplifying academic benchmark requirements for registration as a Chartered Engineer	yes in AQE folder	
Engineering	NEGD	592	BEng (Hons) Mechanical Engineering	UG	Active	PT	Institution of Mechanical Engineers (IMechE)	13-Jun-18	Granted for B.Eng (H) in Mechanical Engineering (FT 3yrs, SW 4yrs and PT 4yrs)	None	Aug-22	The BEng(Hons) will also automatically meet the exemplifying academic benchmark requirements for registration as an Incorporated Engineer (IEng)	yes in AQE folder	
Engineering	NEGD	593	BSc (Hons) Engineering Product Design	UG	Active	FT	Institution of Engineering Designers (IED)	accreditation visit June 2016	Granted for IEng and MIED (RProdDes), and partially meeting requirements of CTPD. Some requirements specified	Submission of revised action plans quarterly throughout this year to show how we are acting on recommendations and requirements from accreditation. Also requires a return visit by chair of panel to check level of engineering analysis in 2017 graduate class major projects	2021	Official wording: 'Meets the academic requirement for IEng and MIED and partially fulfils the requirement for CTPD'	No	To be provided
Engineering	NINF	2116	MSc/PGDip Internet And Database Systems	PG	Active	FT	The Chartered Institute for IT (BCS)	Sep-13	Revalidated	Conditions Met	Mar-18	Last intake for this course was Sept 2016. The course is being closed off	Yes	
Engineering	NINF	4395	Bsc (Hons) Computing (IST) Top up	UG	Active	FT	The Chartered Institute for IT (BCS)	Sep-13	Revalidated	Conditions Met	Sep-18	This course is covered by the same accreditation as 4458 BSc(Hons) Computing (Top-Up). Last intake for this course was Sept 2016.	Yes	
Engineering	NINF	4410	MSc Internet and Database Systems (IST)	PG	Active	FT	The Chartered Institute for IT (BCS)	Sep-13	Revalidated	Conditions Met	Aug-18	This course is covered by the same accreditation as 2116 MSc Internet & Database Systems. Last intake for this course was Sept 2016. The course is being closed off	Yes	
Engineering	NINF	4458	BSc(Hons) Computing (Top-Up)	UG	Active	FT	The Chartered Institute for IT (BCS)	Sep-13	Revalidated	Conditions Met	Sep-18	Last intake for this course was Sept 2016.	Yes	

School	Division	Cours	Course Description	Level	Status	Modd	Accrediting Body	Date of PSRB activity	Outcomes	Issues arising from accreditation requiring LSBU action	Accredited until	Any Comments	Evidence provided
Engineering	NINF	4460	BSc(Hons) Digital Business (Top-Up)	UG	Active	FT	The Chartered Institute for IT (BCS)	Unknown	Unknown	Unknown	Unknown	Last intake for this course was Sept 2016. We have found no proof of accreditation documents for this course and do not believe it is currently accredited by BCS.	No
Engineering	NINF	4462	MSc Internet and Database Systems (IST)	PG	Active	PT	The Chartered Institute for IT (BCS)	Sep-13	Revalidated	Conditions Met	Aug-18	This course is covered by the same accreditation as 2116 MSc Internet & Database Systems. Last intake for this course was Sept 2016. The course is being closed off	Yes
Engineering	NINF	4503	BSc(Hons) Computing (AIM) Top up	UG	Active	FT	The Chartered Institute for IT (BCS)	Sep-13	Revalidated	Conditions Met	Sep-18	This course is covered by the same accreditation as 4458 BSc(Hons) Computing (Top-Up). Last intake for this course was Sept 2014.	Yes
Engineering	NINF	4540	BSc(Hons) Digital Business (AIM)	UG	Active	FT	The Chartered Institute for IT (BCS)	Unknown	Unknown	Unknown	Unknown	No recruitment in the past 4-5 years. We have found no proof of accreditation documents for this course and do not believe it is currently accredited by BCS.	No
Engineering	NEGD	4705	BEng (Hons) Advanced Vehicle Engineering FT	UG	Active	FT	Institution of Mechanical Engineers (IMechE)	13-Jun-18	Granted for B.Eng (H) in Mechanical Engineering (FT 3yrs, SW 4yrs and PT 4yrs)	None	3 years up to 2020 subject to satisfactory review it will extend the	The BEng(Hons) will also automatically meet the exemplifying academic benchmark requirements for registration as an Incorporated Engineer (IEEng)	yes in AQE folder
Engineering	NEGD	4706	BEng (Hons) Advanced Vehicle Engineering FT	UG	Active	PT	Institution of Mechanical Engineers (IMechE)	13-Jun-18	Granted for B.Eng (H) in Mechanical Engineering (FT 3yrs, SW 4yrs and PT 4yrs)	None	3 years up to 2020 subject to satisfactory review it will extend the	The BEng(Hons) will also automatically meet the exemplifying academic benchmark requirements for registration as an Incorporated Engineer (IEEng)	yes in AQE folder
Engineering	NEGD	4527	MEng(Hons) Mechanical Engineering	PG	Active	FT	Institution of Mechanical Engineers (IMechE)	13-Jun-18	Granted for MEng (H) in Mechanical Engineering (FT 3yrs, SW 4yrs and PT 4yrs)	None	5 years up to 2023		yes in AQE folder
Engineering	NEGD	4530	MEng(Hons) Mechanical Engineering	PG	Active	FT	Institution of Mechanical Engineers (IMechE)	13-Jun-18	Granted for MEng (H) in Mechanical Engineering (FT 3yrs, SW 4yrs and PT 4yrs)	None	5 years up to 2023		yes in AQE folder
Engineering	NEGD	4707	MEng (Hons) Advanced Vehicle Engineering	PG	Active	FT	Institution of Mechanical Engineers (IMechE)	13-Jun-18	Granted for MEng (H) in Advanced Vehicle Engineering (FT 3yrs, SW 4yrs and PT 4yrs)	None	3 years up to 2020 subject to satisfactory review it will extend the		yes in AQE folder
Engineering	NEGD	4708	MEng (Hons) Advanced Vehicle Engineering	PG	Active	PT	Institution of Mechanical Engineers (IMechE)	13-Jun-18	Granted for B.Eng (H) in Advanced Vehicle Engineering (FT 3yrs, SW 4yrs and PT 4yrs)	None	3 years up to 2020 subject to satisfactory review it will extend the		yes in AQE folder

School	Division	Cours	Course Description	Level	Status	Mod	Accrediting Body	Date of PSRB activity	Outcomes	Issues arising from accreditation requiring LSBU action	Accredited until	Any Comments	Evidence provided
Engineering	NEGD	4323	MSc Mechanical Engineering	PG	Active	FT	Institution of Mechanical Engineers (IMechE)	13-Jun-18	Granted for MSc Mechanical Engineering (FT 1yr and PT 2yrs)	None	5 years up to 2023		yes in AQE folder
Engineering	NEGD	4324	MSc Mechanical Engineering	PG	Active	PT	Institution of Mechanical Engineers (IMechE)	13-Jun-18	Granted for MSc Mechanical Engineering (FT 1yr and PT 2yrs)	None	5 years up to 2023		yes in AQE folder

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School	Division	Course	Course Description	Level	Status	Mode	Accrediting Body	Date of PSRB activity	Outcomes	Issues arising from accreditation requiring LSBU action	Accredited until	Any Comments	Evidence provided
Health and Social Care	HAHP	3643	Integrated Masters in Chinese Medicine: Acupuncture	UG	Active	FT	BAAB	Aug-12	Revalidated	Conditions Met	Aug-18		Yes
Health and Social Care	HAHP	2324	PGDip. Pre-Registration In Therapeutic Radiography	PG	Active	FT	HCPC + SCoR	Apr-16	Revalidated	Conditions Met	Apr-21		Yes
Health and Social Care	HAHP	2383	BSc (Hons) Diagnostic Radiography	UG	Active	PT	HCPC + SCoR	Apr-16	Revalidated	Conditions Met	Apr-21		Yes
Health and Social Care	HAHP	2384	BSc (Hons) Diagnostic Radiography	UG	Active	FT	HCPC + SCoR	Apr-16	Revalidated	Conditions Met	Apr-21		Yes
Health and Social Care	HAHP	2385	BSc (Hons) Physiotherapy	UG	Active	PT	HCPC	Apr-16	Revalidated	Conditions Met	Apr-21	This course has been closed off	N/A
Health and Social Care	HAHP	2386	BSc (Hons) Occupational Therapy	UG	Active	PT	HCPC + CoT	Apr-16	Revalidated	Conditions Met	Apr-21		Yes
Health and Social Care	HAHP	2447	MSc/PGDip Occupational Therapy	PG	Active	FT	HCPC + CoT	Apr-16	Revalidated	Conditions Met	Apr-21		Yes
Health and Social Care	HAHP	3603	BSc (Hons) Therapeutic Radiography	UG	Active	FT	HCPC + SCoR	Apr-16	Revalidated	Conditions Met	Apr-21		Yes
Health and Social Care	HAHP	3769	BSc (Hons) Occupational Therapy	UG	Active	FT	HCPC + CoT	Apr-16	Revalidated	Conditions Met	Apr-21		Yes
Health and Social Care	HAHP	4136	BSc(Hons) Operating Department Practice	UG	Active	FT	HCPC + CODP	Apr-16	Revalidated	Conditions Met	Apr-21		Yes
Health and Social Care	HAHP	4171	BSc (Hons) Chinese Medicine: Acupuncture - FT	UG	Active	FT	BAAB	Aug-12	Revalidated	Conditions Met	Aug-18		Yes
Health and Social Care	HAHP	4172	BSc (Hons) Chinese Medicine: Acupuncture - PT	UG	Active	PT	BAAB	Aug-12	Revalidated	Conditions Met	Aug-18		Yes
Health and Social Care	HAHP	5005	BSc (Hons) Physiotherapy	UG	Active	FT	HCPC + CSP	Mar-17	Validated	Conditions Met	Mar-22		Yes
Health and Social Care	HAHP	5009	MSc (Hons) Physiotherapy	UG	Active	FT	HCPC + CSP	Mar-17	Validated	Conditions Met	Mar-22		Yes
Health and Social Care	HAHP	5003	Integrated Masters in Physiotherapy	UG	Active	FT	HCPC + CSP	Mar-17	Validated	Conditions Met	Mar-22		Yes
Health and Social Care	HAHP	5007	Integrated Masters in Sport Rehabilitation	UG	Active	FT	BASRaT	May-17	Validated	Conditions Met	May-22		Tbc
Health and Social Care	HAHP	5006	BSc (Hons) Sport Rehabilitation	UG	Active	FT	BASRaT	May-17	Validated	Conditions Met	May-22		Tbc
Health and Social Care	HAN	3683	BSc (Hons) Adult Nursing, Children's Nursing, Mental Health Nursing	UG	Active	FT	NMC					This course is being closed off	N/A
Health and Social Care	HAN	3715	MA Practice Education	PG	Active	PT	NMC	Mar-16	Revalidated	Conditions Met	Mar-21		Yes
Health and Social Care	HAN	3975	BSc (Hons) Adult Nursing	UG	Active	FT	NMC	Apr-16	Revalidated	Conditions Met	Jul-22		Yes
Health and Social Care	HAN	3979	PgDip Adult Nursing	PG	Active	FT	NMC	Apr-16	Revalidated	Conditions Met	Jul-22		Yes
Health and Social Care	HAN	4302	BSc(Hons) Nursing	UG	Active	FT	Nursing Board of Malaysia					This course is being closed off	N/A
Health and Social Care	HAN	4304	BSc(Hons) Nursing Studies (PT)	UG	Active	PT	Nursing Board of Malaysia					This course is being closed off	N/A
Health and Social Care	HAN	CPD_OPE	Mentorship Modules	PG	Active	PT	NMC	Mar-16	Revalidated	Conditions Met	Mar-21		Yes
Health and Social Care	HCN	3773	MSc/PGDip Children's Advanced Nurse Practitioner	PG	Active	PT	RCN	Mar-15	Revalidated	Conditions Met	Mar-21		Yes
Health and Social Care	HCN	3774	MSc/PGDip Advanced Neonatal Nurse Practitioner	PG	Active	PT	RCN	Mar-15	Revalidated	Conditions Met	Mar-21		Yes
Health and Social Care	HCN	3976	BSc (Hons) Children's Nursing	UG	Active	FT	NMC	Apr-16	Revalidated	Conditions Met	Jul-22		Yes
Health and Social Care	HCN	3980	PgDip Children's Nursing	PG	Active	FT	NMC	Apr-16	Revalidated	Conditions Met	Jul-22		Yes
Health and Social Care	HMHN	3977	BSc (Hons) Mental Health Nursing	UG	Active	FT	NMC	Apr-16	Revalidated	Conditions Met	Jul-22		Yes
Health and Social Care	HMHN	3978	BSc (Hons) Learning Disabilities Nursing	UG	Active	FT	NMC	Apr-16	Revalidated	Conditions Met	Jul-22		Yes
Health and Social Care	HMHN	3981	PgDip Mental Health Nursing	PG	Active	FT	NMC	Apr-16	Revalidated	Conditions Met	Jul-22		Yes
Health and Social Care	HMHN	3982	PgDip Learning Disabilities Nursing	PG	Active	FT	NMC	Apr-16	Revalidated	Conditions Met	Jul-22		Yes
Health and Social Care	HMHN	4557	Pg Dip Advanced Nurse Practitioner - Mental Health	PG	Active	PT	RCN	May-15	Validated	Conditions Met	Aug-20		Yes
Health and Social Care	HMHN	4555	MSc Advanced Nurse Practitioner - Mental Health (Top Up)	PG	Active	PT	RCN	May-15	Validated	Conditions Met	Aug-20		Yes
Health and Social Care	HMWH	3355	BSc (Hons) Midwifery	UG	Active	FT	NMC	Sep-11	Revalidated	Conditions Met	May-19		Yes
Health and Social Care	HMWH	3644	BSc (Hons) Midwifery	UG	Active	FT	NMC	Sep-11	Revalidated	Conditions Met	May-19		Yes
Health and Social Care	HMWH	3798	Return to Midwifery Practice	UG	Active	FT	NMC	May-14	Revalidated	Conditions Met	Jul-20		Yes
Health and Social Care	HPSC	3887	PgDip Career Guidance(FT)	PG	Active	FT	CDI	Jun-13	Revalidated	Conditions Met	Aug-18	Last intake for this course was January 2015. The course is being closed off	N/A
Health and Social Care	HPSC	2325	BA (Hons) Social Work	UG	Active	PT	HCPC					Revalidated under new course code - 4355	N/A
Health and Social Care	HPSC	3468	Graduate Certificate In Non Medical Prescribing	PG	Active	PT	HCPC + GPhC	May-17	Revalidated	Conditions Met	May-22		Yes
Health and Social Care	HPSC	3469	PGCert Non-Medical Prescribing	PG	Active	PT	HCPC + GPhC	May-17	Revalidated	Conditions Met	May-22		Yes
Health and Social Care	HPSC	3778	PgD/MSc Advanced Nurse Practitioner (Cancer Care)	PG	Active	PT	RCN					This course has been closed off	N/A

School	Division	Course	Course Description	Level	Status	Mode	Accrediting Body	Date of PSRB activity	Outcomes	Issues arising from accreditation requiring LSBU action	Accredited until	Any Comments	Evidence provided
Health and Social Care	HPSC	3887	PgDip Career Guidance(FT)	PG	Active	FT	CDI	Jun-13	Revalidated	Conditions Met	Aug-18	Last intake for this course was January 2015. The course is being closed off	N/A
Health and Social Care	HPSC	3888	PgDip Career Guidance(PT)	PG	Active	PT	CDI	Jun-13	Revalidated	Conditions Met	Aug-18	Last intake for this course was January 2015. The course is being closed off	N/A
Health and Social Care	HPSC	3893	PgCert Careers Education	PG	Active	PT	CDI	Jun-13	Revalidated	Conditions Met	Aug-18	Last intake for this course was January 2015. The course is being closed off	N/A
Health and Social Care	HPSC	3894	Careers Education Professional Development	PG	Active	PT	CDI	Jun-13	Revalidated	Conditions Met	Aug-18	Last intake for this course was January 2015. The course is being closed off	N/A
Health and Social Care	HPSC	3992	PgDip Advanced Nurse Practitioner	PG	Active	PT	RCN					This course is being closed off	N/A
Health and Social Care	HPSC	4051	PgDip Occupational Health Nursing (SCPHN) - FT	PG	Active	FT	NMC	Apr-17	Revalidated	Conditions Met	Jun-23		Yes
Health and Social Care	HPSC	4052	PgDip Occupational Health Nursing (SCPHN) - PT	PG	Active	PT	NMC	Apr-17	Revalidated	Conditions Met	Jun-23		Yes
Health and Social Care	HPSC	4053	BSc(Hons) Occupational Health Nursing (SCPHN) - FT	UG	Active	FT	NMC	Apr-17	Revalidated	Conditions Met	Jun-23		Yes
Health and Social Care	HPSC	4054	BSc(Hons) Occupational Health Nursing (SCPHN) - PT	UG	Active	PT	NMC	Apr-17	Revalidated	Conditions Met	Jun-23		Yes
Health and Social Care	HPSC	4058	PgDip Health Visiting (SCPHN) - FT	PG	Active	FT	NMC					This course is being closed off	N/A
Health and Social Care	HPSC	4059	PgDip Health Visiting (SCPHN) - PT	PG	Active	PT	NMC					This course is being closed off	N/A
Health and Social Care	HPSC	4060	BSc(Hons) Health Visiting (SCPHN) - FT	UG	Active	FT	NMC					This course is being closed off	N/A
Health and Social Care	HPSC	4061	BSc(Hons) Health Visiting (SCPHN) - PT	UG	Active	PT	NMC					This course is being closed off	N/A
Health and Social Care	HPSC	4062	PgDip School Nursing (SCPHN) - FT	PG	Active	FT	NMC					This course is being closed off	N/A
Health and Social Care	HPSC	4063	PgDip School Nursing (SCPHN) - PT	PG	Active	PT	NMC					This course is being closed off	N/A
Health and Social Care	HPSC	4066	BSc(Hons) School Nursing (SCPHN) - FT	UG	Active	FT	NMC					This course is being closed off	N/A
Health and Social Care	HPSC	4067	BSc(Hons) School Nursing (SCPHN) - PT	UG	Active	PT	NMC					This course is being closed off	N/A
Health and Social Care	HPSC	4331	BSc(Hons) District Nursing with V100	UG	Active	FT	NMC	Jun-13	Revalidated	Conditions Met	Jul-18		Yes
Health and Social Care	HPSC	4332	BSc(Hons) District Nursing with V100 PT	UG	Active	PT	NMC	Jun-13	Revalidated	Conditions Met	Jul-18		Yes
Health and Social Care	HPSC	4333	BSc(Hons) District Nursing with V300	UG	Active	FT	NMC	Jun-13	Revalidated	Conditions Met	Jul-18		Yes
Health and Social Care	HPSC	4334	BSc(Hons) District Nursing with V300 PT	UG	Active	PT	NMC	Jun-13	Revalidated	Conditions Met	Jul-18		Yes
Health and Social Care	HPSC	4335	Pg Dip District Nursing with V100	PG	Active	FT	NMC	Jun-13	Revalidated	Conditions Met	Jul-18		Yes
Health and Social Care	HPSC	4336	Pg Dip District Nursing with V100 PT	UG	Active	PT	NMC	Jun-13	Revalidated	Conditions Met	Jul-18		Yes
Health and Social Care	HPSC	4337	Pg Dip District Nursing with V300	PG	Active	FT	NMC	Jun-13	Revalidated	Conditions Met	Jul-18		Yes
Health and Social Care	HPSC	4338	Pg Dip District Nursing with V300 PT	UG	Active	PT	NMC	Jun-13	Revalidated	Conditions Met	Jul-18		Yes
Health and Social Care	HPSC	4353	PgC Careers Management	PG	Active	PT	CDI	Jun-13	Revalidated	Conditions Met	Aug-18	Last intake for this course was January 2015. The course is being closed off	N/A
Health and Social Care	HPSC	4354	PgDip Careers Management	PG	Active	PT	CDI	Jun-13	Revalidated	Conditions Met	Aug-18	Last intake for this course was January 2015. The course is being closed off	N/A

School	Division	Course	Course Description	Level	Status	Mode	Accrediting Body	Date of PSRB activity	Outcomes	Issues arising from accreditation requiring LSBU action	Accredited until	Any Comments	Evidence provided
Health and Social Care	HPSC	4355	BA (Hons) Social Work	UG	Active	FT	HCPC	Aug-13	Revalidated	Conditions Met	Aug-18		Yes
Health and Social Care	HPSC	4356	MA Social Work - EBR	PG	Active	PT	HCPC	Aug-13	Revalidated	Conditions Met	Aug-18		Yes
Health and Social Care	HPSC	4357	MA Social Work	PG	Active	FT	HCPC	Aug-13	Revalidated	Conditions Met	Aug-18		Yes
Health and Social Care	HPSC	4508	Postgraduate Diploma in Social Work - EBR	PG	Active	PT	HCPC	Aug-13	Revalidated	Conditions Met	Aug-18		Yes
Health and Social Care	HPSC	4509	Postgraduate Diploma in Social Work	PG	Active	FT	HCPC	Aug-13	Revalidated	Conditions Met	Aug-18		Yes
Health and Social Care	HPSC	4802	PgDip Specialist Community Public Health Nursing - Health Visiting - FT	PG	Active	FT	NMC	Jan-16	Revalidated	Conditions Met	Mar-22		Yes
Health and Social Care	HPSC	4803	PgDip Specialist Community Public Health Nursing - Health Visiting - PT	PG	Active	PT	NMC	Jan-16	Revalidated	Conditions Met	Mar-22		Yes
Health and Social Care	HPSC	3327	BSc(Hons) Specialist Community Public Health Nursing - Health Visiting - FT	UG	Active	FT	NMC	Jan-16	Revalidated	Conditions Met	Mar-22		Yes
Health and Social Care	HPSC	3328	BSc(Hons) Specialist Community Public Health Nursing - Health Visiting - PT	UG	Active	PT	NMC	Jan-16	Revalidated	Conditions Met	Mar-22		Yes
Health and Social Care	HPSC	4837	PgDip Specialist Community Public Health Nursing - Health Visiting - FT with V100	UG	Active	FT	NMC	Jan-16	Revalidated	Conditions Met	Mar-22		Yes
Health and Social Care	HPSC	4838	PgDip Specialist Community Public Health Nursing - Health Visiting - PT with V100	PG	Active	PT	NMC	Jan-16	Revalidated	Conditions Met	Mar-22		Yes
Health and Social Care	HPSC	4896	BSc(Hons) Specialist Community Public Health Nursing - Health Visiting - FT with V100	UG	Active	FT	NMC	Jan-16	Revalidated	Conditions Met	Mar-22		Yes
Health and Social Care	HPSC	4897	BSc(Hons) Specialist Community Public Health Nursing - Health Visiting - PT with V100	UG	Active	PT	NMC	Jan-16	Revalidated	Conditions Met	Mar-22		Yes
Health and Social Care	HPSC	4758	PgDip Advanced Clinical Practice	PG	Active	PT	RCN	Mar-16	Revalidated	Conditions Met	Aug-21		Yes
Health and Social Care	HPSC	4759	MSc Advanced Clinical Practice - Top Up	PG	Active	PT	RCN	Mar-16	Revalidated	Conditions Met	Aug-21		Yes
Health and Social Care	HPSC	3323	BSc (Hons) Specialist Community Public Health Nursing - School Nursing FT	UG	Active	FT	NMC	Jan-16	Revalidated	Conditions Met	Mar-22		Yes
Health and Social Care	HPSC	3324	BSc (Hons) Specialist Community Public Health Nursing - School Nursing PT	UG	Active	FT	NMC	Jan-16	Revalidated	Conditions Met	Mar-22		Yes
Health and Social Care	HPSC	4804	PgDip Specialist Community Public Health Nursing - School Nursing FT	UG	Active	FT	NMC	Jan-16	Revalidated	Conditions Met	Mar-22		Yes
Health and Social Care	HPSC	4805	PgDip Specialist Community Public Health Nursing - School Nursing PT	UG	Active	FT	NMC	Jan-16	Revalidated	Conditions Met	Mar-22		Yes
Health and Social Care	HPSC	4835	PgDip Specialist Community Public Health Nursing with V100 - School Nursing PT	UG	Active	FT	NMC	Jan-16	Revalidated	Conditions Met	Mar-22		Yes
Health and Social Care	HPSC	4836	PgDip Specialist Community Public Health Nursing with V100 - School Nursing FT	UG	Active	FT	NMC	Jan-16	Revalidated	Conditions Met	Mar-22		Yes
Health and Social Care	HPSC	4898	BSc (Hons) Specialist Community Public Health Nursing (School Nursing) with V100 FT	UG	Active	FT	NMC	Jan-16	Revalidated	Conditions Met	Mar-22		Yes
Health and Social Care	HPSC	4899	BSc (Hons) Specialist Community Public Health Nursing (School Nursing) with V100 PT	UG	Active	FT	NMC	Jan-16	Revalidated	Conditions Met	Mar-22		Yes
Health and Social Care	HSC	3684	Advanced Diploma In Adult Nursing, Children's Nursing, Mental Health Nursing	UG	Active	FT	NMC					This course is being closed off	N/A
Health and Social Care	HAHP	5008	Integrated Masters in Chiropractic	UG	Marketing	FT	GCC	27-Feb-17	Validated	Conditions Met	Feb-22		Yes
Health and Social Care	HPSC	4385	Practice Certificate in Independent Prescribing (Physiotherapist & HPG	UG	Active	PT	HCPC	Nov-13	Validated	Conditions Met	Nov-18		Yes

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School	Division	Course	Course Description	Level	Status	Mode	Accrediting Body	Nature of accreditation activity (eg visit/ validation event/ document based approval)	Date of PSRB activity	Outcomes	Issues arising from accreditation requiring LSBU action	Accredited until	Any Comments	Evidence provided
Law and Social Science	WED	4111	PGCE Early Years (3-7)	PG	Active	FT	No accreditation but inspected by OFSTED	OISTED Inspection	16/06/14	Good	See Ofsted report - June 2014	Permanent accreditation until Ofsted decide to inspect again		yes
Law and Social Science	WED	4113	PGCE Primary (5-11)	PG	Active	FT	No accreditation but inspected by OFSTED	OISTED Inspection	16/06/14	Good	See Ofsted report - June 2015	Permanent accreditation until Ofsted decide to inspect again		yes
Law and Social Science	WED	4298	PGCE Primary	PG	Active	FT	No accreditation but inspected by OFSTED	OfSTED Inspection	16/06/14	Good	See Ofsted report - June 2016	Permanent accreditation until Ofsted decide to inspect again		yes
Law and Social Science	WED	4711	PGCE Primary with Physical Education (5-11)	PG	Active	FT	No accreditation but inspected by OFSTED	Validation event	18/01/15	Validated	conditions met	Permanent accreditation until Ofsted decide to inspect again		yes
Law and Social Science	WLAW	277	LLB (Hons) Law	UG	Active	PT	Bar Standards Board, SRA, CILEX	revalidation event	12/05/11	validated	conditions met	Permanent accreditation until course is revalidated	future validations will be under LSBU regs without JASB representation; though LSBU must confirm that revalidation of course mets professional body requirements	yes
Law and Social Science	WLAW	3522	LLB (Hons) Law With Criminology	UG	Active	FT	Bar Standards Board, SRA, CILEX		03/05/12	revalidated	conditions met	Permanent accreditation until course is revalidated	future validations will be under LSBU regs without JASB representation; though LSBU must confirm that revalidation of course mets professional body requirements	yes
Law and Social Science	WLAW	3523	LLB (Hons) Law With Sociology	UG	Running out	FT	Bar Standards Board, SRA, CILEX		03/05/12	revalidated	conditions met	Permanent accreditation until course is revalidated	future validations will be under LSBU regs without JASB representation; though LSBU must confirm that revalidation of course mets professional body requirements	yes
Law and Social Science	WLAW	3524	LLB (Hons) Law With Psychology	UG	Running out	FT	Bar Standards Board, SRA, CILEX		03/05/12	revalidated	conditions met	Permanent accreditation until course is revalidated	future validations will be under LSBU regs without JASB representation; though LSBU must confirm that revalidation of course mets professional body requirements	yes
Law and Social Science	WLAW	4	LLB (Hons) Law	UG	Active	FT	Bar Standards Board, SRA, CILEX	Revalidation event	12/05/11	validated	conditions met	Permanent accreditation until course is revalidated	future validations will be under LSBU regs without JASB representation; though LSBU must confirm that revalidation of course mets professional body requirements	yes
Law and Social Science	WLAW	4202	LLB (Hons) Human Rights	UG	Active	FT	Bar Standards Board, SRA, CILEX	Validation Event	09/05/13	validated	conditions met	Permanent accreditation until course is revalidated	future validations will be under LSBU regs without JASB representation; though LSBU must confirm that revalidation of course mets professional body requirements	yes
Law and Social Science	WLAW	4203	LLB (Hons) Human Rights	UG	Active	PT	Bar Standards Board, SRA, CILEX	Validation Event	09/05/13	validated	conditions met	Permanent accreditation until course is revalidated	future validations will be under LSBU regs without JASB representation; though LSBU must confirm that revalidation of course mets professional body requirements	yes
Law and Social Science	WLAW	4204	LLB (Hons) Business Law	UG	Active	FT	Bar Standards Board, SRA, CILEX	Validation Event	09/05/13	validated	conditions met	Permanent accreditation until course is revalidated	future validations will be under LSBU regs without JASB representation; though LSBU must confirm that revalidation of course mets professional body requirements	yes
Law and Social Science	WLAW	4205	LLB (Hons) Business Law	UG	Active	PT	Bar Standards Board, SRA, CILEX	Validation Event	09/05/13	validated	conditions met	Permanent accreditation until course is revalidated	future validations will be under LSBU regs without JASB representation; though LSBU must confirm that revalidation of course mets professional body requirements	yes

School	Division	Course	Course Description	Level	Status	Mode	Accrediting Body	Nature of accreditation activity (eg visit/ validation event/ document based approval)	Date of PSRB activity	Outcomes	Issues arising from accreditation requiring LSBU action	Accredited until	Any Comments	Evidence provided
Law and Social Science	WLAW	4206	LLB (Hons) Criminal Law	UG	Active	FT	Bar Standard's Board, SRA, CILEX	Validation Event	09/05/13	validated	conditions met	Permanent accreditation until course is revalidated	future validations will be under LSBU regs without JASB representation; though LSBU must confirm that revalidation of course mets professional body requirements	yes
Law and Social Science	WLAW	4207	LLB (Hons) Criminal Law	UG	Active	PT	Bar Standard's Board, SRA, CILEX	Validation Event	09/05/13	validated	conditions met	Permanent accreditation until course is revalidated	future validations will be under LSBU regs without JASB representation; though LSBU must confirm that revalidation of course mets professional body requirements	yes
Law and Social Science	WLAW	4208	LLB (Hons) Entertainment & Media Law	UG	Active	FT	Bar Standard's Board, SRA, CILEX	Validation Event	09/05/13	validated	conditions met	Permanent accreditation until course is revalidated	future validations will be under LSBU regs without JASB representation; though LSBU must confirm that revalidation of course mets professional body requirements	yes
Law and Social Science	WLAW	4209	LLB (Hons) Entertainment & Media Law	UG	Active	PT	Bar Standard's Board, SRA, CILEX	Validation Event	09/05/13	validated	conditions met	Permanent accreditation until course is revalidated	future validations will be under LSBU regs without JASB representation; though LSBU must confirm that revalidation of course mets professional body requirements	yes
Law and Social Science	WLAW	4210	LLB (Hons) Family Law	UG	Active	FT	Bar Standard's Board, SRA, CILEX	Validation Event	09/05/13	validated	conditions met	Permanent accreditation until course is revalidated	future validations will be under LSBU regs without JASB representation; though LSBU must confirm that revalidation of course mets professional body requirements	yes
Law and Social Science	WLAW	4211	LLB (Hons) Family Law	UG	Active	PT	Bar Standard's Board, SRA, CILEX	Validation Event	09/05/13	validated	conditions met	Permanent accreditation until course is revalidated	future validations will be under LSBU regs without JASB representation; though LSBU must confirm that revalidation of course mets professional body requirements	yes
Law and Social Science	WLAW	3679	LLM/PGDip/CPE Legal Studies	PG	Active	FT	Bar Standard's Board and SRA	validation event in 2014	01/05/14	approved	conditions have been met	2019	LSBU reports annually to the SRA on recruitment and course issues; future validations will be under LSBU regs without JASB representation; though LSBU must confirm that revalidation of course mets professional body requirements	yes
Law and Social Science	WLAW	3680	LLM/PGDip/CPE Legal Studies	PG	Active	PT	Bar Standard's Board and SRA	validation event in 2014	01/05/14	approved	conditions have been met	2019	LSBU reports annually to the SRA on recruitment and course issues; future validations will be under LSBU regs without JASB representation; though LSBU must confirm that revalidation of course mets professional body requirements	yes
Law and Social Science	WUELS	1248	BA (Hons) Housing Studies	UG	Running out	FT	CIH	Validation Event	16/07/13	Validation confirmed subject to three conditions and two recommendations	Conditions have been met	01 September 2020	Running out	yes
Law and Social Science	WUELS	3339	BA (Hons) Housing Studies	UG	Running out	PT	CIH	Validation Event	16/07/13	Validation confirmed subject to three conditions and two recommendations	Conditions have been met	01 September 2020	Running out	yes
Law and Social Science	WUELS	309	HNC Housing Studies	UG	Running out	PT	CIH	Validation Event	16/07/13	Validation confirmed subject to three conditions and two recommendations	Conditions have been met	Five years from September 2013. September 2018	Running out	yes
Law and Social Science	WUELS	1394	MA/PGDip Housing Studies	PG	Running out	PT	CIH	Validation Event	13/01/15	Approved	See Validation report	01 September 2020	Running out	yes
Law and Social Science	WUELS	2167	MA/PGDip Housing Studies	PG	Running out	FT	CIH	Validation Event	13/01/15	Approved	See Validation report	01 September 2020	Running out	yes
Law and Social Science	WUELS	4563	PgCert Housing Studies	PG	Withdrawn	PT	CIH	Validation Event	13/01/15	Approved	See Validation report	Sep-18	Withdrawn	N/A
Law and Social Science	WUELS	1232	BA (Hons) Urban And Environmental Planning	UG	Active	FT	RTPI	Annual Partnership Board meeting RTPI-LSBU	27/04/18	The Partnership Board formally agreed that LSBU remains an effective Planning school	No outstanding issues.	30/04/19		yes
Law and Social Science	WUELS	1233	BA (Hons) Urban And Environmental Planning	UG	Active	PT	RTPI	Annual Partnership Board meeting RTPI-LSBU	27/04/18	The Partnership Board formally agreed that LSBU remains an effective Planning school	No outstanding issues.	30/04/19		yes
Law and Social Science	WUELS	1238	MA/PGDip Town Planning	PG	Running out	PT	RTPI	Annual Partnership Board meeting RTPI-LSBU	27/04/18	The Partnership Board formally agreed that LSBU remains an effective Planning school	No outstanding issues.	30/04/19	Running out	Yes

School	Division	Course	Course Description	Level	Status	Mode	Accrediting Body	Nature of accreditation activity (eg visit/ validation event/ document based approval)	Date of PSRB activity	Outcomes	Issues arising from accreditation requiring LSBU action	Accredited until	Any Comments	Evidence provided
Law and Social Science	WUELS	1239	MA/PGDip Town Planning	PG	Withdrawn	FT	RTPI	Annual Partnership Board meeting RTPI-LSBU	27/04/18	The Partnership Board formally agreed that LSBU remains an effective Planning school	No outstanding issues.	30/04/19	Withdrawn	Yes
Law and Social Science	WUELS	3063	MA Planning Policy And Practice	PG	Active	FT	RTPI	Annual Partnership Board meeting RTPI-LSBU	27/04/18	The Partnership Board formally agreed that LSBU remains an effective Planning school	No outstanding issues.	30/04/19		yes
Law and Social Science	WUELS	3064	MA Planning Policy And Practice	PG	Active	PT	RTPI	Annual Partnership Board meeting RTPI-LSBU	27/04/18	The Partnership Board formally agreed that LSBU remains an effective Planning school	No outstanding issues.	30/04/19		yes
Law and Social Science	WUELS	3068	MA Urban Regeneration	PG	NR	FT	RTPI	Annual Partnership Board meeting RTPI-LSBU	27/04/18	The Partnership Board formally agreed that LSBU remains an effective Planning school	No outstanding issues.	30/04/19	course suspended July 2017	yes
Law and Social Science	WUELS	3069	MA Urban Regeneration	PG	NR	PT	RTPI	Annual Partnership Board meeting RTPI-LSBU	27/04/18	The Partnership Board formally agreed that LSBU remains an effective Planning school	No outstanding issues.	30/04/19	course suspended July 2017	yes
Law and Social Science	WUELS	3742	MA Urban Planning Design	PG	Running out	FT	RTPI	Annual Partnership Board meeting RTPI-LSBU	27/04/18	The Partnership Board formally agreed that LSBU remains an effective Planning school	No outstanding issues.	30/04/19	Running out	yes
Law and Social Science	WUELS	3743	MA Urban Planning Design	PG	Running out	PT	RTPI	Annual Partnership Board meeting RTPI-LSBU	27/04/18	The Partnership Board formally agreed that LSBU remains an effective Planning school	No outstanding issues.	30/04/19	Running out	yes
Law and Social Science	WUELS	5030	MA Urban Design and Planning	PG	Active	FT	RTPI	Annual Partnership Board meeting RTPI-LSBU	27/04/18	The Partnership Board formally agreed that LSBU remains an effective Planning school	No outstanding issues.	30/04/19		yes
Law and Social Science	WUELS	5031	MA Urban Design and Planning	PG	Active	PT	RTPI	Annual Partnership Board meeting RTPI-LSBU	27/04/18	The Partnership Board formally agreed that LSBU remains an effective Planning school	No outstanding issues.	30/04/19		yes
Law and Social Science	WUELS	5312	BA (Hons) Housing Policy and Practice	UG	Active	FT	CIH	Accreditation visit	19/06/18	The Partnership Board formally agreed that LSBU remains an effective Planning school	No outstanding issues- 2 minor recommendations	01 September 2022	new course	Yes
Law and Social Science	WUELS	5313	BA (Hons) Housing Policy and Practice	UG	Active	PT	CIH	Accreditation visit	19/06/18	The Partnership Board formally agreed that LSBU remains an effective Planning school	No outstanding issues- 2 minor recommendations	01 September 2022	new course	Yes
Law and Social Science	WUELS	5314	MA Housing Strategy and Leadership	PG	Active	FT	CIH	Accreditation visit		TBC			new course	
Law and Social Science	WUELS	5315	MA Housing Strategy and Leadership	PG	Active	PT	CIH	Accreditation visit		TBC			new course	

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	CONFIDENTIAL
Paper title:	Academic Audit
Committee:	Quality and Standards Committee
Date of meeting:	24 th January 2018
Author:	Sally Skillett-Moore Deputy Director – Academic Quality and Enhancement
Purpose:	To note outcome of audit of course specifications and note new course specification (to be tabled)

Executive Summary

Audit of Course Specifications 2016/17 session

An academic audit of course specifications was carried out over the summer and autumn of 2017. This is part of a larger University project on Curriculum Management, aiming to improve the information available for applicants and students and to ensure that such information is compliant with the Competition and Markets Authority guidelines.

The audit:

- identified the courses running at the University during the 2016/17 academic session,
- courses specifications for the courses were provided from the Schools by the SQEAs,
- data was collected on the last validation/review for that course.

Approximately 19% of course specifications were not identified (160/814).

In order to check consistency of information, an audit was undertaken on a sample of courses across the University to see if the information held on the website was comparable to the course specification. This has shown discrepancies in module titles, course length, entry requirements, and whether part time routes are available.

These two exercises have demonstrated that information held on courses can be inconsistent across different mediums in the University and processes and systems need to be put into place to ensure the University holds a definitive version of its courses.

New Course Specification

When the University registers with the Office for Students in April 2018, they will need to confirm that they are compliant with the requirements of the Competitions and Markets Authority. The University needs to demonstrate that it has a definitive description of its courses. This requirement will be met by the new course specification. For undergraduate courses, course teams will also need to map their courses against the requirements of the Educational Framework initiative, which will, for undergraduate courses, replace the Personal Development Plan.

Desk Based Review with respect to the British University of
Egypt and Degree Awarding Responsibilities

Contents

1. Introduction
2. Methodology
3. Summary Outcome
4. Context
5. Evidence and Reporting
6. Appendices

1. Introduction

Following conversations with The British University in Egypt (BUE) and other parties directly involved in a legal case in Egypt, an internal audit was undertaken to assure LSBU of the quality assurance of the Petroleum Engineering and Gas Technology courses at BUE.

2. Methodology

A desk based review was undertaken by Mandy Maidment and Janet Bohrer to review a range of documents pertaining to the BEng (Hons) Petroleum Engineering and Gas Technology (as listed in the appendices) with the opportunity to follow-up with a site visit to BUE for primary evidence if the review found this to be a further requirement.

3. Summary Outcome

From this desk based there is no evidence for any cause for concern.

Currently, the courses are under review by the Supreme Council and LSBU has participated in a paper based review as part of this process. The LSBU Head of Division of Chemical and Petroleum Engineering, Pedro Diaz will be Co-Chairing Examination Boards at BUE in June 2018 and would be able to capture further primary evidence if required.

If any further information is brought to our attention, the planned six yearly reviews which are due in 2019 can be brought forward and initiated this academic year.

4. Context

The BUE offers Egyptian degrees that are governed by the Supreme Council of Universities in Egypt. With the exception of Chemical Engineering, the BUE's engineering degrees were developed in collaboration with Loughborough University and have been validated by them, so that students successfully completing the 5 year programmes can obtain a UK as well as an Egyptian qualification. BEng (Hons) Petroleum Engineering and Gas Technology was one of the awards validated by Loughborough University and had been running for six years. In 2010, Loughborough suspended the validation of the programme because of issues relating to *aspects of the delivery and the resourcing of the programme*. It put in an action plan to address these and it continued to issue awards for students graduating from the programme until 2012.

BUE approached LSBU with a request that the LSBU validate their BEng programmes and be the awarding body, starting with the students completing in 2013. At this point LSBU initiated an approval process which included due diligence checks before the validation event, comprising a visit to BUE and discussions with Loughborough University regarding the matters that led to the cessation of the approval of the BEng (Hons) Petroleum Engineering and Gas Technology programme (see 6.11 & 6.20).

5. Evidence and Reporting

The validation event for the [BEng (Hons) Chemical Engineering] and the BEng (Hons) Petroleum Engineering and Gas Technology took place at BUE in December 2012. The validation panel consisted of senior colleagues from LSBU; the Director, Academic Quality Development, who chaired the event, the Pro-Dean of the Business Faculty and two external panel members, with subject expertise in Chemical and Petroleum Engineering and with experience of delivering honours degrees in these subjects (see 6.21). The validation report notes the LU commentary regarding *aspects of the delivery and the resourcing of the programme* (see 6.21; 1.2, 2.2, 2.5) and a key focus of the event was meeting with BUE colleagues and a tour of the University campus, looking particularly at the laboratories and specialist resources that support the programme. The tour also provided an opportunity to meet and talk to BUE students. In approving the programme, the panel confirmed that the standards of the award and the learning and teaching experience of the students were safety embedded in the UK Quality Code for Higher Education (see 6.21: 3.1). It was also confirmed that BUE students undertake a preparatory year at BUE before progressing to level 4 studies. A condition of the validation was that an Institutional level review would be undertaken by LSBU in 'nine months to twelve months' time (see 6.21: 4.3).

The MOC was signed in March 2013 by Phil Cardew (PVC, LSBU) and Mostafa Gouda (Acting BUE President). The periodic review period stated is six years; however, the recent course resubmission to the Supreme Council has shortened this process (6.11; 3.1). Also, to note External examiners for this programme were appointed by LSBU and not inherited from LU. (6.11; 3.4)

The follow-up visit was deferred to March 2014, slightly later than planned due to the political situation in Egypt and the consequent temporary closure of the BUE campus (6.32; 1.2). The main purpose of the review was to confirm that the partnership is operating and is being managed appropriately (6.32; 1.1). To support this visit the LSBU ESBE faculty produced a reflective report of the first

year of operation of the courses including external examiner reports, course monitoring reports, progression and achievement data and course board minutes (see 6.33).

The Institutional Review panel commended BUE on the development of the partnership between BUE and LSBU, the comprehensive report on the first year of operation of the partnership and the work that had been done to address the conditions and recommendations from the validation in December 2012 (6.32; 4.1).

A mapping exercise has been undertaken to check the currency of the module listing with the validated document; this is consistent with the validated programme specification (see 6.50).

As part of the relationship building of this collaboration, academic link tutors visit BUE twice a year and Co-Chairs are present at Examination boards three times a year. External examiners visit once a year, normally during the summer Awards and Progression boards. The Academic Director for Collaborative Partnerships participates in these visits. There are also two Senior Management meetings held each year to which a QA report is submitted. All of these offer opportunities to review quality assurance.

The mechanisms of monitoring, reporting and assuring quality of the BUE provision that have been considered as part of this desk based review are as follows: -

- Initial Due Diligence Checks and outcomes (see 6.21)
- Validation event *with a condition* for an Institutional Visit after a year (see 6.22)
- Institutional Visit and report (see 6.30)
- Appointments of External Examiners and their reports (see 6.40)
- Responses to External Examiner Reports (see 6.35)
- Appointment of an Academic Link Tutor (see 6.11, 4.2)
- Annual Course Monitoring Reports which are reviewed through the Schools Academic Standards Committee (SASC) and the Quality Standards Committee (QSC) (see 6.35)
- Current Module Listing for mapping exercise (see 6.50)
- Current BUE spreadsheet, listing all current Academic Link Tutors and External Examiners (see 6.60)
- BUE APR reports (not included, available if required)
- Co-chairing of Examination Boards (Examination board Schedules, not included, available if required)

6. Appendices

- 6.10 Memorandums of Cooperation
 - 6.11 Memorandum of Cooperation (dated & signed March 2013)
 - 6.12 Memorandum of Cooperation (dated and signed, September 2014)
 - 6.13 Memorandum of Cooperation, Variation of Contract (dated & signed November 2016)
 - 6.14 Memorandum of Cooperation, Variation of Contract (dated and signed, October 2017)
- 6.20 Validation Documentation of BEng (Hons) Chemical Engineering and BEng (Hons) Petroleum Engineering and Gas Technology
 - 6.21 Validation Report
 - 6.22 Summary of Approval process and Outcome
 - 6.23 Course Documentation
- 6.30 Institutional Level Review of the programmes, post Validation (condition of the Validation)
 - 6.31 Visit Agenda
 - 6.32 Visit Report
 - 6.33 Review of the first year of operation report
 - 6.34 Programme Development Plan: February 2013 – February 2014.
 - 6.35 Programme Monitoring Report 2012-2013
- 6.40 External Examiners Reports
 - 6.41 Period 2013-2014
 - 6.411 Stephen J Allen
 - 6.412 Dongsheng Wen
 - 6.413 Mohamed Nagib
 - 6.414 Christine Peel
 - 6.42 Period 2014-2015
 - 6.421 Stephen J Allen

6.422 Dongsheng Wen

6.423 Mohamed Nagib

6.43 Period 2015-2016

6.431 Dongsheng Wen

6.432 Mohamed Nagib

6.433 Kevin Cronin

6.45 Period 2016-2017

6.441 George Manos

6.442 Ali Abbas

6.443 Kevin Cronin

6.444 Mohamed Hassan Sayed

6.445 Yi Cao

6.50 Current Module Listing for mapping exercise

6.60 Current BUE Master spreadsheet for LSBU Validated provision

6.70 Confidential email

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Desk based review of partnership between LSBU and ASU -

Conducted by:

Ian Welch – Independent reviewer

Alam Mahbulul – Review support

Context

London South Bank University (LSBU) and Applied Science University (ASU), Bahrain, have an academic partnership which focusses on the new Engineering School at ASU. The agreement was signed in 2016, and currently covers one course, BEng (Hons) Architectural Design Engineering, which is articulated to an affiliated Foundation programme.

This review was focussed on the quality assurance responsibilities of LSBU and ASU as part of their ongoing academic partnership.

Criteria

This review was based on the new quality code core practice:

- *Where a provider works in partnership with other organisation, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.*

and used two standards from the European Standards and Guidelines as criteria:

- *Policy for quality assurance - Standard: Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.*
- *Information - Standard: Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.*

Method

The desk based review consisted of three elements:

1. Analysis of information
2. Testing of information
3. Reporting

Analysis of information was desk based, away from LSBU. The information included minutes from ASU/LSBU committees, action plans, internal memorandum and LSBU policy documentation.

Testing of information was at LSBU over one day (13 July 2018). I met with six key staff, representing the strategic and operational interests in the partnership at LSBU. Each person was asked a set of questions, appropriate to their areas of responsibility, which explored aspects of the desk based analysis to enable me to formulate hypothesis and ultimately a set of recommendations.

The Reporting of the activity is by a written account of the review and an analysis of information, leading to a set of recommendations and questions for consideration.

Findings

I have arranged my findings under a set of headlines. These findings give rise to a set of recommendations and some broader questions for consideration.

Limited clarity around operational roles

Strategic responsibility for the partnership between ASU and LSBU are delivered through the PVC with responsibility for external engagement at LSBU, who works with the President of ASU. This relationship informs Management boards at each institution (with standing agendas that cover finance, administration, legal and quality). These boards are in turn fed by Committees/Groups who receive reports from partnerships. Operationally, the University employs a member of staff who is providing liaison between ASU and LSBU in Bahrain. This post occupies 50% of the holder's time. The post holder is also a Dean at ASU with responsibility for the area under the partnership. This post is supplemented by two further academics who provide 25% of the teaching at ASU. Quality assurance is intended to be delivered through posts at LSBU and ASU which are equivalent to one another, although this arrangement is not clear to staff. Whilst the arrangements around governance have some clarity there is capacity for clarification of the operational roles within the partnership. This lack of clarity is illustrated by the apparent conflict of interest represented by the member of staff who is providing liaison between ASU and LSBU in Bahrain, also, simultaneously acting as Dean in the institution that they are liaising with. Additionally, staff were unable to clarify who was responsible for specific aspects of the partnership at ASU. This lack of clarity hampers communication. A recommendation from this is that LSBU should clarify the operational roles within the partnership.

Gap between strategic and operational understanding

Interviewees also indicated that there is a gap between people with strategic responsibility and people with operational responsibility around the strategic direction of the partnership and the way that is interpreted, in which operational staff sometimes feel as if they are having to deal with the consequences of strategic decisions that are not made clear, are driven by differing priorities or are, they feel, founded on misconception. This is illustrated by the difference in perceived risk in partnership development (discussed below) and the perceived risk in delegation of significant responsibilities to ASU (discussed below). A recommendation from this is that LSBU engages both strategic and operational staff in clarifying the direction of the partnership.

Inconsistent and limited appreciation of local circumstances and flawed communication

Operationally, decisions are taken through meetings between LSBU staff and ASU staff. These meetings cover a range of issues including validation and course development and reflect the content of the collaboration Management handbook. Whilst the LSBU component of the partnership is autonomous, ASU is subject to the jurisdiction of the Higher Education Council (HEC) in Bahrain. This means that agreements made in meetings between partners can be subject to revision by the HEC who accredit HE in Bahrain. This involvement by HEC can also cause significant delays in processes such as validation. This delay can impair the effectiveness of the working relationship between partners, frustrating staff and

challenging trust. Some staff at LSBU also believe that the requirements of HEC are sometimes used by ASU as barriers to compliance. This is compounded by significant misunderstandings about the definition of key phrases and terms. The partnership has been developed using established documentation from similar arrangement in the UK and, more appropriately, from other more established international arrangements. However, staff report that this documentation does not take into account local context, and offers opportunity for misunderstanding, whereby Information in documents is fragmented and, at times, contradictory, sometimes leading to selective interpretation and a misalignment of LSBU expectations against ASU actions, so, for instance, the LSBU understanding of 'Foundation' as an academic level is not reflected in the understanding of ASU understanding of 'Foundation'. This misunderstanding is manifest in the recruitment to the Foundation programme, the way that the programme is organised and how it tessellates with the BEng (Hons) Architectural Design Engineering. Another example is the differing interpretation of the terminology surrounding Extended Degrees. The current documents are consequently open to several interpretations, and give rise to several assumptions. This makes it hard for LSBU to exercise proper jurisdiction over the academic standards and delivery of their awards and presents a potential risk to students. A recommendation from this is that LSBU should develop a set of clear binding and consistent mutual agreements, articulated in English and which can be verified with HEC. The new due diligence checklist at LSBU might be helpful here.

The degree of autonomy of ASU in this partnership is unclear

LSBU and ASU meet to agree the validation of modules on the programmes in the partnership. This is in accordance with the standard validation process used for all qualifications that LSBU is responsible for. Following a recent validation meeting LSBU discovered that ASU had decided to restructure modules from 20 to 10 credits. This unilateral decision was outside of any due process. This undermines the security of LSBU qualifications. Similarly, contrary to LSBU policy and practice, ASU decided not to offer health and safety training for students in workshops. This jeopardises the safety of students. Additionally, ASU continues to use the USA marking system in spite of it offering a UK degree, contrary to agreements between the partners. These autonomous decisions by one element of the partnership make it hard for LSBU to exercise proper jurisdiction over the academic standards and delivery of their awards and present a potential risk to students. A recommendation from this is that LSBU should clarify and enforce its expectations around academic standards. Furthermore, LSBU should ensure parity of student welfare across the partnership.

Actions appear reactive rather than planned

Currently the partnership agreement between ASU and LSBU is for a Bachelor Degree in Engineering, which is fed by a Foundation level programme. ASU are eager to develop more courses with LSBU, in particular they want to validate their BA Management and Business Studies and BA Accounting and finance provision which are currently under an agreement with another University. Staff at LSBU comment that this development may be a challenge, given the absence of a workable model for development, the impact of local practices on the development and approval of existing awards and the capacity in the current arrangement for misunderstanding. Furthermore, ASU does not appear to have access to the required expertise in house to develop the necessary subject specialist documentation as suggested by their

request for support from the LSBU school of Engineering to help them develop their Engineering programmes. This hampers the development of confidence in the operation of the partnership, and a sense in LSBU staff of inequality across its various components, and differing perceptions about the ownership of the programmes (as discussed previously). This is compounded by the delegation of all responsibility for admissions and information to ASU (discussed later), which hampers control of LSBU qualifications and lends itself to a reactive rather than a proactive approach in which issues are addressed after they have emerged. A recommendation from this is that LSBU should develop a new and effective model for programme development before establishing anymore courses at ASU. All staff interviewed during the review regarded the partnership with the British University in Egypt (BUE) as an example of a good working model. This might be borne in mind in any developmental work, whilst bearing in mind local and contextual differences.

There is no sense of clear oversight of key areas such as admissions and information

The current agreement is that ASU are solely responsible for admissions to the programmes under the partnership. LSBU have no notion of how recruitment is delivered or who is recruited to LSBU courses under the partnership. Similarly, responsibility for the clear, accurate, objective, up-to date and readily accessible information about LSBU courses under the partnership is delegated to ASU. There have been instances of inaccurate information being published about LSBU programmes under the partnership. Whilst LSBU would expect to be alerted to any resultant problems this does little to help the affected students, and the risk of potential damage to LSBU reputation is high. A recommendation from this is that LSBU should exercise control over admissions and information around the programmes that it has validated and which are being delivered in its name.

Recommendations for consideration

From my review of the documentation and from meeting with LSBU staff I have made a set of recommendations that LSBU should:

- **Clarify the operational roles within the partnership.**
- **Engage strategic and operational staff in clarifying the direction of the partnership.**
- **Develop a set of clear, binding and consistent mutual agreements, articulated in English and which can be verified with HEC.**
- **Clarify and enforce its expectations around academic standards.**
- **Ensure parity of student welfare across the partnership.**
- **Develop a new and effective model for programme development before establishing anymore courses at ASU**
- **Exercise control over admissions and information around the programmes that it has validated and which are being delivered in its name.**

Furthermore, from this review I suggest that LSBU consider:

- **How does the partnership benefit students?**
- **How does the current partnership, and the way that LSBU exercises its responsibilities for academic standards and learning opportunities, fit with the OfS baseline requirements? How would it look in a random sample?**
- **How is LSBU guaranteeing the equivalence and quality of the student experience across partners?**

1 **Aims of the report**

- 1.1 Covering the 3 types of external examiner reports- the **Subject Area Board (SAB)**, **Award and Progression Board (APB)**, and **Single Tier Board (STB)** - which is a combination of both the SAB and APB, this report provides a summary of key themes from external examiner reports for the academic year 2016/2017.

This year we have used a redesigned reporting template, with the online questionnaire having been adapted to also allow for written comments. The redesigned form retains the Yes/No responses, allowing us to gather statistics on comparable standards, but also has additional comments boxes following the various questions, giving the examiner an opportunity to give more detailed feedback. The comments boxes allow for feedback on a variety of areas, such as module assessments, consistency of the decision making and how University regulations were applied. Any examiners wishing to give extended feedback to the course teams were provided with a standard written comments document template, which was similar in appearance to the Part B written comments document from previous years.

Appendices A and B contained above are statistical breakdowns of the responses extracted from the annual reports. In instances where the statistics do not tally with the number of examiners surveyed, this can be explained either by the absence of a selection from the examiner, or by a technical error when completing the reporting template online. I will use these stats when commenting on the themes contained within the various sections of the reports, in order to better highlight the strengths and weaknesses of University procedures.

2 **Themes from Subject Area Board and Single Tier Board Reports**

2.1 **Moodle**

This year has seen an increase in satisfaction rates with using the VLE. This is despite a collective grievance among the examiners at the perceived restrictions being placed on accessing the system externally. The matter of being locked out of the site and of password expiration was again a prevalent topic, with many considering the process of changing passwords to be confusing and time consuming. There were also instances of not being able to access the system even after a new password had been set.

Whilst examiners understood the security reasons behind the requirement to change passwords, there is aggravation at the frequency with which this is enforced, which was seen as uncommon compared to other institutions with which they are familiar. As very infrequent users of our VLE, examiners have become increasingly frustrated with the delays sometimes experienced in obtaining new password details, thereby restricting their access to course information. One suggestion was for the passwords of external examiners to be exempt from the usual timeframes applied to the passwords of LSBU staff and students.

Other criticisms labelled at the VLE were that it was slow, restrictive, awkward, and generally not user friendly. One examiner suggested the real problem is in fact with staff not utilizing the sites correctly.

- i) 42 examiners experienced difficulty in accessing and using the Moodle VLE

Separate from log in issues, the majority of examiners found the VLE to be a useful resource, with easy to navigate pages and supportive information clearly laid out. Many noted the improvements from last year, with a greater consistency of documentation now available and elements being much easier to find. As a tip for further improvement, automated notifications have been recommended as a way of notifying examiners once module sites are populated with new material. This would be immensely beneficial, as external examiners are unable to continually monitor the site.

Another suggested area for improvement is to create a single external examiner folder for each module, which would contain module guides, samples etc. This would make locating the relevant materials even speedier and counter the difficulties faced by each module being structured differently. Currently there are still a number of examiners unwilling to engage with the system largely because of past misfortunes, instead preferring to receive zip files and paper packages, as they consider this method far more efficient.

- ii) 71.3% of examiners found the Moodle VLE easy to access and use

2.2 **Standard and Character of the Assessment**

There was much praise for the diverse and creative assessments, which were seen as key in developing transferable skills and enabling the success of students with different strengths. Appreciation too for the strong reference to employability contained in module guides, although the quality of content contained in the guides was sometimes inconsistent. Examiners considered the assessments to have been set at the correct level for study and well designed in ways so as to fully meet the learning outcomes of the module. They furthermore applauded the awarding of marks in the top band to the truly exceptional students.

- i) 100% of examiners thought assessments were appropriately varied.

Concerns were expressed over the generous marking found on modules where students hadn't fully met the brief. Examiners also disapproved with the way marks are still appearing at boundaries, i.e. 49%/59%. The use of group work in assessments has again attracted a lot of commentary, with many examiners wary over a perceived inability to distinguish between individual contributions within a group. Referencing practices also featured heavily. This was often called poor and in some cases non-existent, consequently leading work open to plagiarism accusations, but most worryingly there appeared to be no penalties for poor referencing. Another issue was the use in some cases of quite restrictive questions, denying stronger students the freedom to excel, and conversely also with questions lacking in clarity, putting weaker students at a disadvantage.

2.3 **The Assessment Process**

Moderation processes were regarded as generally good, commendable in places, with recommendations only for a more standardised approach to moderation needed. However, some instances were highlighted of modules with insufficient or no evidence of internal moderation or verification, which caused alarm.

- i) 83.3% of examiners believe there is a satisfactory system of internal moderation or verification for all modules.

Marking was described as being exceptionally well balanced and comprehensive, not too generous or harsh, but fair and consistent across modules, with sound rationales provided for the marks awarded in the detailed feedback. Examiners were pleased to see such a good range of marks being employed, demonstrating well defined boundaries and a confidence and ability to differentiate between student performances. In cases where markers were thought to have been too generous, this was seen as being well controlled by having the 2nd marking in place, with double marking and rubrics said to have been applied wholly appropriately. 94.2% of examiners (163 examiners) believed marking to be **consistent** between modules and between markers for all modules.

'In summary the marking process is fair, rigorous and has checks and balances in place to ensure there is student equity across the cohort and subsequent years'.

- ii) 171 examiners (98.3%) considered marking to be **fair** for all modules seen

Examiners commended the continuous efforts of staff in providing focused support to students and in improving the provision of good quality education, sometimes against the backdrop of academic teaching and administrative shortages. Those who were able to interview students reported that no problems were identified by the students with the running of their courses. Adversely, examiners deplored the unhealthy trend of students producing work which had clearly been memorised, with one submission in particular being identical, including misspellings, to draft solutions provided by staff. Areas where examiners would like to see improvements are with marking criteria being made more explicit, including referencing guidelines, and for more consistency in the level of comments and feedback appearing on exam scripts and module reports.

2.4 **Comparability of University Standards with Other HEIs**

4 examiners (2.3%) answered 'No' to the comparability of standards question, these examiners believing standards were lower at LSBU than at other higher education institutions. Their reports were referred to the DESE (Director of Education and Student Experience) of the relevant School for an immediate response to be sent to the examiner.

The overriding view for all other examiners was that LSBU has comparable standards with other HEIs. Some suggested standards set by LSBU were in fact higher than those set elsewhere, with this being achieved by having vastly knowledgeable tutors and dedicated staff applying considerable efforts to maintain standards.

'The work involved in the modules I have is of high quality suitable for a leading higher education institution'.

2.5 **Comparability of the Quality of Student Work**

171 examiners (98.3%) agreed that the overall performance of students at LSBU was broadly comparable with that of their peers on similar courses elsewhere in the UK. Some went further, asserting that the work being produced was of a higher standard than what they had seen at comparable institutions, with some work worthy of publication. Whilst work at the lower end was again regarded as very weak, with the standard of written English unsuitable for the workplace, for the most part examiners were thrilled by the exceptional quality of work produced by the top end students, notably with one standout piece of coursework later being published in a Journal.

3 examiners did not believe the overall performance of students to be broadly comparable with that of their peers on similar courses elsewhere in the UK. These reports were also referred to the DESE (Director of Education and Student Experience) of the relevant School for a response to be sent to the examiner.

2.6 **Appropriateness of Assessment**

Courses were said to contain a good breath of assessment forms and methods, with industry relevant modules and innovative assessment, all adequately testing the competencies of students and highlighting the depth of knowledge gained. 177 examiners (99.4%) considered the assessment **appropriate for the outcome of the modules**. Examiners also liked the comprehensive nature of the exam questions and the way coursework and exams successfully combined to enhance the learning process. This is in contrast to previous years where coursework was criticised for dominating the assessment weighting of modules. Just 6.7% of examiners disagreed that assessment was **Contemporary** on all modules.

- i) 171 examiners (97.2%) believed the assessments were sufficient in **discriminating between strong and weaker students**.

2.7 **Partner Organisations**

29 examiners were involved in assessing the work of students based at one of LSBU's partner organisations. 17 examiners saw draft examination papers or coursework assignments different

from those taken by students at LSBU. Of these 17, 1 examiner did not think the standard set by the partner institution was equivalent.

Problems were highlighted at BCAS in Sri Lanka to do with a lack of evidence of internal moderation. This included samples of work devoid of feedback or comments, and one project containing just a final mark without any indication that the body of text had been checked. The examiner concluded that one cohort of students suffered so greatly from a lack of engagement, that this resulted in their continued poor performance.

An examiner at IBA Kolding was concerned with some of the assessment processes. In summarizing, the examiner noted that although modules on the courses running in London were generally well assessed, this was more variable for modules on the international courses.

Both Westminster Kingsway College and Singapore were celebrated by their respective examiners, with compliments for the visiting team at Singapore for maintaining meaningful interactions throughout the year and ensuring good tutor and student rapport. And for the robust internal moderation at Westminster Kingsway College, where an examiner explained how his experience over the past 3 years has been one of extremely well managed and moderated modules.

2.8 **Feedback to Students**

Although the level of feedback contributed by markers can be inconsistent on some modules and this is unhelpful, the support and ongoing verbal feedback provided by lecturers throughout the year helps to counteract this. This is the conclusion drawn by examiners from the student feedback collected; including the feedback gained from meeting with handfuls of students. Going forward, examiners hoped verbal feedback would not preclude there being ample written feedback, which is recordable and necessary to prevent possible misunderstanding. 146 examiners (83.4%) considered the feedback given to students to be **consistent** on all modules.

'All the marking I have seen is fair and consistent, but some markers give additional/more feed forward comments than others'.

In terms of how feedback was presented, examiners came across many contrasts of marking styles, with some markers making more effective use of particular feedback tools than others. Online feedback was said to be an area in need of more utilization.

'There are variations in the way feedback is provided. Some markers put comments in the text and at the end, which is good practice, while others have limited to no comments in the text'.

Where formative feedback was found to be lacking or generic, usually comprising of cut and paste statements, examiners viewed this as thoroughly inconsiderate to students, who may be unable to see where marks had been lost for future submissions. A more positive, less adversarial tone of feedback was also mentioned as being more suited towards supporting development.

- i) 36 examiners (21%) did not think the feedback was **helpful to students in improving their performance** on all of their modules.

'Some module leaders could provide more structured feedback to their students and could certainly follow through on the guidance explicitly conveyed in their module handbooks'.

There were plenty of examples of excellent feedback to students, with many praising the invaluable feed forward. For the majority, feedback was targeted, constructive and richly detailed, with the only tip offered to remind markers that all students value strong feedback, regardless of what grade was achieved.

'I thought that the feedback given was firm, fair and constructive'.

- ii) 141 examiners (82%) considered the feedback given to students to be **sufficient** on all modules.

3 A small selection of quotes from External Examiner written comments

Standards

'A variety of student quality of work but the overall impression is that the standards are very high'.

'It has been a positive experience and well organised through my 4 year term'.

Responses to issues raised in previous reports:

'In some cases comments have been acted on, however a more formal audit trail of specific comments and responses/improvements should be considered'.

'No response given to previous comments. No reason given. It would have been preferable from a quality perspective to feedback'.

'I made a number of very specific comments last year that have been addressed or responded to'.

'The team have been very helpful and responsive to my comments and questions in relation to programme and student issues'

'Not formally, however I saw some evidence whilst reviewing the work that some comments have been taken on board and it was clear that my comments have been considered'.

Learning Opportunities:

'The hard work of all the module leaders involved is evident from the samples reviewed and this was shared through the student's experience'

'It is most positive that there is a consistent examination rubric since this reduces the likelihood of a student finding a reason to complain'.

'This is my final year and I was able to witness a few changes from the first year until now. I am very happy to see how some of my previous comments were taken into account, progressively, every year'.

'...markers are to be commended for the way in which that they provide detailed feedback on assignments for the lowest grades. These comments are detailed and clear about where outcomes have not been met or could be significantly strengthened, while at the same time explicitly commending/valuing students' work that often displayed a very real passion about their own professional practice.

4 **Themes from Award and Progression Board Reports**

4.1 **Consistency with University regulations**

Every examiner who attended an award and progression board was satisfied that decisions made were consistent with the University's regulations. Written feedback indicates they thought the decisions on progression were fair and clear, with the more complex cases thoroughly discussed, resulting in the correct outcome.

4.2 **Conduct of the Board**

Examiners experienced efficiently chaired and well prepared board meetings. Tutors were found to be extremely knowledgeable not just about their subjects, but also their students and sensitive to the issues they faced. Great care was taken during the boards in discussing awards and allowing examiners time for comment, with progression clearly monitored. All examiners thought the decisions taken by the boards were fair to individual students and the meetings efficiently conducted.

5 **Attendance at Award and Progression Board meetings**

With some examiners unable to attend award board meetings in the Schools of Business and Engineering, a senior member of the LSBU quality team attended as an external member of staff. This was on the condition that the minutes were sent to the examiner following the meeting. The objective was not to act as a replacement for the examiner, but to provide support and reassurance to the board that rules were being applied in accordance with LSBU regulations. This was agreed by the Chair of the board, the relevant Head of Department and the course administration team leader. The examiner was informed, and later asked to sign a post board endorsement sheet.

6 **A small selection of quotes from APB reports**

Consistency with university Regulations:

'I have found the experience a rewarding one. The Board was well chaired with adequate opportunities for participation by the examiners'.

'I am happy with the consistency of the board operation and decisions and complying with the University regulations'.

Provision for students who had failed some of their modules:

'In such cases the full mark statements were demonstrated, discussed, and the proposed decisions agreed'.

Clarity of your role:

'This could be made clearer at the board with initial introductions and some guidance on what to say and when so that I could be better prepared'.

Conduct of the Board:

'Conduct of the boards were very efficient and the decisions taken were fair and consistent'

'These boards are robust and very well managed'.

7 Areas of Good Practice

7.1 100% of examiners observed good practice and innovation in relation to learning, teaching and assessment.

7.2 Notable areas of good practice identified by examiners include:

- Excellent support for students from non-traditional backgrounds into academic subject areas
- Achievement in the design and assessment of modules
- Excellent culture of dedicated course teams producing fully engaged students
- Embracing ways of working to enhance the student experience
- Module leaders respond with appropriate actions based on feedback
- Good standard of work, with supportive staff that are responsive to suggestions
- Fast turnaround of work by the course teams
- Marking is fair and consistent

8 External Examiner Orientation Event

8.1 The 2nd annual External Examiner Orientation Event took place on November 15th 2017 and featured a guest speaker from the Higher Education Funding Council for England (HEFCE). The next event is scheduled for November 14th 2018.

APPENDIX A

Subject Area Board:
157 External Examiners

QUESTIONS	Yes	No	N/A	For some modules
For newly appointed examiners (49)				
Were you satisfied with the information received from Academic Quality and Enhancement on your appointment?	45	4		
Were you invited to an induction session held by the University or Division?	42	7		
If so, did you attend?	25	17		
Did you find it useful?	25		24	
Did you feel adequately prepared for your role as an external examiner at LSBU?	40	8		
General Information				
Did you receive access to Module Guides and Moodle for the Modules you examine?	133	5	2	17
Was the Moodle site easy to access and use?	112	39	6	
Have staff from the Division or School responded to comments you made in previous years?	107	6	43	
IF YES, are you satisfied with these responses?	107			
Standards and Character of the Assessment				
On the basis of the evidence you saw were the assessments generally:				
Appropriately varied?	156			
Appropriate for the outcome of the modules?	156	1		
Sufficiently discriminating between strong and weaker candidates?	151	5		

	Yes	No	N/A	For some modules
Contemporary?	145			12
Was the standard of student work required to pass the modules comparable with that at the same level in other institutions with which you are familiar?	147	6		
IF no, do you consider the standard required to pass modules is generally: Lower than elsewhere? Higher than elsewhere?		4 2		
Do you consider the overall performance of students to be broadly comparable with that of their peers on similar courses elsewhere in the UK?	150	3		
The Assessment Process				
Do some or all of your modules have written examinations?	121	35		
IF YES, did you see draft examination papers for comment: For all your modules which have written examinations? For some of your modules which have written examinations? For none of your modules which have written examinations?	97 15 8			
Did you receive draft papers in reasonable time?	103	6	10	
Were your comments acted on in the papers given to students?	87	5	27	
Did you have the opportunity to comment on new coursework briefs?	102	34		19
Did you receive other coursework briefs for information?	114	23		18
Did you have the opportunity to see sample marked coursework: For all your modules? For some of your modules? For none of your modules?	137 17			
Did you receive marking schemes or clear statements of assessment criteria? (These are often found on Moodle)	132	5		19

	Yes	No	N/A	For some modules
Did you have the opportunity to see sample marked examination scripts:				
For all your modules which have written examinations?	109		11	
For some of your modules which have written examinations?	16			
For none of your modules which have written examinations?	2			
On the basis of the evidence you saw, was there a satisfactory system of internal moderation or verification?	125	6		22
On the basis of the evidence you saw, was marking:				
Fair?	150			3
Consistent (between modules and between markers for the same module)?	142	1		9
Too generous?	3	112		29
Too harsh?		128		12
From examples you saw, was feedback given to students:				
Sufficient?	122	1		28
Helpful to students in improving their performance?	119	1		34
Consistent?	126	6		22
Practice-based courses (Where applicable)				
Were you involved in the assessment of a course for which practice placements are an integral part (e.g. Health and Social Care, Initial Teacher Training)?	29	124		
If any of your modules involve assessments carried out in practice (e.g. clinical practice), did you see the details of the assessments to be carried out by students?	28			1
Did you see the documentation used by students?	29			
Did you see the details of the outcomes of these assessments?	28	1		
Where students were required to produce portfolios of evidence based on practice, did you have the opportunity to sample these?	24		3	1

	Yes	No	N/A	For some modules
Assessment of students from partner organisations				
Were you involved in assessing the work of students based at one of LSBU's partners, either in the UK or abroad?	24	130		
Did you see draft examination papers or coursework assignments different from those taken by students at LSBU?	15	8		
If the assessments for students at partner institutions were different from those at LSBU, are you satisfied that the standard set was equivalent?	14	1		
Were any examination papers or assignment briefs in a language other than English?	1	23		
Did you receive any student work in a language other than English?		24		
If so, were you able to comment on them in the same way as for papers in English?				

APPENDIX B

Single Tier Board:
21 External Examiners

QUESTIONS	Yes	No	N/A	For some modules
For newly appointed examiners (4)				
Were you satisfied with the information received from Academic Quality and Enhancement on your appointment?	4			
Were you invited to an induction session held by the University or Division?	3	1		
If so, did you attend?	1	2		
Did you find it useful?	1		3	
Did you feel adequately prepared for your role as an external examiner at LSBU?	4			
General Information				
Did you receive access to Module Guides and Moodle for the Modules you examine?	21			
Was the Moodle site easy to access and use?	15	3	3	
Have staff from the Division or School responded to comments you made in previous years?	15	1	5	
IF YES, are you satisfied with these responses?	15			
Standards and Character of the Assessment				
On the basis of the evidence you saw were the assessments generally:				
Appropriately varied?	21			
Appropriate for the outcome of the modules?	21			
Sufficiently discriminating between strong and weaker candidates?	20			

	Yes	No	N/A	For some modules
Contemporary?	21			
Was the standard of student work required to pass the modules comparable with that at the same level in other institutions with which you are familiar?	19	1		
IF no, do you consider the standard required to pass modules is generally: Lower than elsewhere? Higher than elsewhere?	1			
Do you consider the overall performance of students to be broadly comparable with that of their peers on similar courses elsewhere in the UK?	21			
The Assessment Process				
Do some or all of your modules have written examinations?	11	10		
IF YES, did you see draft examination papers for comment: For all your modules which have written examinations? For some of your modules which have written examinations? For none of your modules which have written examinations?	8 1 2			
Did you receive draft papers in reasonable time?	8	1	2	
Were your comments acted on in the papers given to students?	7		4	
Did you have the opportunity to comment on new coursework briefs?	12	6		3
Did you receive other coursework briefs for information?	17	4		
Did you have the opportunity to see sample marked coursework: For all your modules? For some of your modules? For none of your modules?	19 2			
Did you receive marking schemes or clear statements of assessment criteria? (These are often found on Moodle)	21			

	Yes	No	N/A	For some modules
Did you have the opportunity to see sample marked examination scripts:				
For all your modules which have written examinations?	13		6	
For some of your modules which have written examinations?	2			
For none of your modules which have written examinations?				
On the basis of the evidence you saw, was there a satisfactory system of internal moderation or verification?	20			1
On the basis of the evidence you saw, was marking:				
Fair?	21			
Consistent (between modules and between markers for the same module)?	21			
Too generous?		18		1
Too harsh?		19		
From examples you saw, was feedback given to students:				
Sufficient?	19			2
Helpful to students in improving their performance?	19			2
Consistent?	20			1
Practice-based courses (Where applicable)				
Were you involved in the assessment of a course for which practice placements are an integral part (e.g. Health and Social Care, Initial Teacher Training)?	5	16		
If any of your modules involve assessments carried out in practice (e.g. clinical practice), did you see the details of the assessments to be carried out by students?	4			
Did you see the documentation used by students?	4			
Did you see the details of the outcomes of these assessments?	4			
Where students were required to produce portfolios of evidence based on practice, did you have the opportunity to sample these?	5			

	Yes	No	N/A	For some modules
Assessment of students from partner organisations				
Were you involved in assessing the work of students based at one of LSBU's partners, either in the UK or abroad?	5	16		
Did you see draft examination papers or coursework assignments different from those taken by students at LSBU?	2	2		
If the assessments for students at partner institutions were different from those at LSBU, are you satisfied that the standard set was equivalent?	2			
Were any examination papers or assignment briefs in a language other than English?		5		
Did you receive any student work in a language other than English? If so, were you able to comment on them in the same way as for papers in English?		5		
AWARD BOARD				
Are you satisfied that decisions were made consistently within the University's regulations?	20			
Are you satisfied that decisions were fair to individual students?	20			
Was the meeting of the Award and Progression Board efficiently conducted?	19			
Did the Board have sufficient information about:				
Extenuating circumstances?	15		4	
Cases of academic misconduct, e.g. plagiarism?	12		7	
Provision for students who had failed some of their modules?	18		1	
Application of protocols?	17		1	
Was your role at the Board:				
Clear to you?	19			
Did the information which was presented the board enable you to judge whether the decisions made on awards and progression were comparable with those in other UK institutions known to you?	17	1		
Have you observed good practice and innovation in relation to learning, teaching and assessment?	20			

APPENDIX C

Award and Progression Board

37 External Examiners

QUESTIONS	Yes	No	N/A
Are you satisfied that decisions were made consistently within the University's regulations?	37		
Are you satisfied that decisions were fair to individual students?	37		
Was the meeting of the Award and Progression Board efficiently conducted?	36		
Did the Board have sufficient information to make fair decisions about:			
Extenuating circumstances?	31		6
Cases of academic misconduct, e.g. plagiarism?	23		14
Provision for students who had failed some of their modules?	33		2
Application of protocols?	35		2
Was your role at the Board:			
Clear to you?	35		
Did the information which was presented the board enable you to judge whether the decisions made on awards and progression were comparable with those in other UK institutions known to you?	36		
Have you observed good practice and innovation in relation to learning, teaching and assessment?	35		

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Report from Professor Claire Taylor

Institutional Examiner third visit to LSBU 5th July 2018

1. Purpose

- To follow up on progress made as regards recommendations arising from the last visit, within the context of how the University has consolidated quality assurance mechanisms based on the new regulatory regime.
- To understand the University's approach to risk management, quality assurance and quality enhancement in relation to growth in a) the apprenticeships agenda and b) collaborative partners.

2. People involved

- Dr Janet Bohrer – Director of Academic Quality and Enhancement
- Dr Saranne Weller – Director of CRIT, Teaching, Quality and Enhancement
- Sally Skillett-Moore – Deputy Director, Academic Quality and Enhancement
- Maighread Hegarty – Deputy Director, Academic Quality and Enhancement (Technical)
- Edwin Idollor – Quality and Enhancement Advisor
- Stuart Bannerman – Director International
- Darren James – Head of Division, Construction, Property and Surveying
- Mandy Maidment – Head of Division, Food Sciences

3. Areas of discussion and observations

The developing work of AQE and CRIT

The team are looking to maximise the effectiveness of the Teaching Quality and Enhancement Group to which both AQE and CRIT belong, against a backdrop of ongoing internal change as well as significant external change through the introduction of the OfS and the new regulatory regime.

For AQE, the work done over the past year to improve levels of courses response to External Examiner reports has seen impact, with a more systematic approach to the

inclusion of EE feedback in course monitoring reports evident. The 'reciprocal' register of EEs is also now in place in order to track and conflicts of interest.

There is work in train to assure fairness and equity as regards the operation of award and progression boards. There is a concern to assure a degree of 'externality' in terms of how academic regulations are applied during board discussions and one option is to provide in-house support from Registry, rather than relying on a Chief External who may not be overly familiar with the regulations. In addition, thought is being given to who should chair these boards, as well as their size in order to balance smart administrative processes with parity of approach across the University. Overall, our discussion acknowledged the need to balance the potential risks of any changes made with the advantages of introducing a more equitable and consistent approach across the University.

Discussion was had around new course validation and revalidation processes and the need to move back towards a business-case driven approach. Such an approach should be welcomed, but more detailed involvement will be needed from key professional support services such as finance, estates, marketing, learning resources etc. Consideration should be given to how to support such an approach, given the volume of work in relation to course approval.

For CRIT, there has been a focus on consolidating work started during the previous year. The DEL (Digitally Enhanced Learning) team have moved the lecture capture project forward (discussed during my visit last year) and have settled on a person-centred approach, with 30 staff being provided with laptops to pilot the approach from September 2018. This is different to the initial idea of physically equipping teaching spaces to be lecture capture enabled, but the person-centred approach mirrors practice across many universities currently. Discussion acknowledged that links into Estates, HR and IT could be stronger and it was identified that a digital capability/upskilling strand is needed within the HR strategy. The evaluation strategy for DEL is in development; it is planned to consider usage data and learning analytics as well as qualitative feedback from staff and students. Discussions revealed that Office 365 has yet to be implemented. This has been identified as a key dependency for operationalisation of the DEL strategy so delays in implementation may potentially hamper progress in relation to the student experience.

Changes to assessment practice to support the student experience are in train. For example, anonymous marking function for e-submitted assignments introduced; TESTA implemented in one School; LSBU educational framework expanded to include accessibility and inclusivity. However, it was unclear as to the scale of adoption across the University and how staff/student engagement with new initiatives was being monitored, evaluated for impact and

'scaled up' – this would benefit from more detailed consideration. Discussions highlighted the need for moodle engagement (by staff) to be audited in relation to compliance with baseline standards. It was noted that an institution-wide audit of assessment practice is a corporate priority for 2018/19.

There were some discussions last year during my visit around the Course Director role and support/training needs. It was confirmed that an event is being held in the Autumn 2018 to support Course Directors in their understanding of the HE landscape. Course Director development is being coordinated by the DESIs; however, it is important that a consistent and equitable approach is taken across the University to this training and development and I would encourage the University to consider who should have oversight of this.

Apprenticeships: Quality Assurance and Managing Risk

The University are scaling-up their involvement with apprenticeships; therefore a focus of discussion was on how this is working in practice with regard to approval mechanisms, quality assurance and the management of risk. Discussions highlighted a number of challenges which the University is addressing:

- Organisational and regulatory challenges in relation to university processes that align to the 'traditional' academic year cycle (Sept – Sept). More flexibility is needed to accommodate multiple 'in-year' cohorts, for example. This would demand that the student records system securely tracks student progress; multiple exam boards may be needed; module coding for multiple cohorts may need to be considered. There may be a resource issue here that needs further consideration.
- Managing relationships with employers; balancing the need to accommodate their needs as clients whilst being cognisant of delivering an academic course with higher education level learning with the associated quality assurance and enhancement requirements.
- Developing a deep and full understanding of Ofsted methodology and the apprenticeship inspection framework as well as managing Education and Skills Funding Agency audits.
- The need to articulate an 'apprenticeship pedagogy' which evidences the value of learning in the workplace and which identifies the best options for course delivery and assessment. Discussions suggested there was good practice to build on here (for example real-life projects within Construction).
- Addressing issues around retention in some discipline areas.

- Being aware of the potential of ‘cannibalising’ existing HE courses to re-package as higher level apprenticeships and thereby spreading applicants too thinly across ‘similar’ courses.
- Assessing the risks associated with lower/non-traditional entry requirements; there may be the potential to develop bridging courses to help students move between levels of study, especially in relation to basic functional skills (English/Maths).

Overall, discussion showed there was a high level of awareness of the multiple issues to be tackled as regards apprenticeships and good progress is being made with this. However, further consideration should be given to the role of External Examiners. It was explained that current External Examiners look at academic modules within higher level apprenticeship courses, thus assuring academic standards. However, consideration should be given to who assures the overall student experience in relation to the apprenticeship model and whether an external view should be brought to this.

International Collaborations: Assuring Quality and Managing Risk

Further significant progress has continued to be made in relation to collaborative provision. A step change has been seen in the relationship with the British University in Egypt (BUE) as the relationship has matured; the partnership is working well for both parties with evidence of increased mutual confidence and benefit. A clear example of this was the highly efficient way in which recent exam boards were conducted in order to deal with high volume across a compressed time period in order to use available resource as effectively as possible. In addition, enrichment activities are now in train, including: staff exchange; summer school; joint final year student projects; joint doctoral supervision. LSBU colleagues are starting to influence approaches to learning, teaching and assessment at BUE, but managing and influencing staff at a distance is seen as an ongoing challenge. Discussions also explored the role of Student Voice at BUE and the challenges of operating within a distinct political, cultural and social context. It was acknowledged that student engagement processes mirror those at LSBU as far as possible but that an element of flexibility should allow the ‘local variant’ to come through as appropriate.

The role of Link Tutor (subject of discussions last year) is more secure with clear agendas for visits, standardised processes and proformas in place and a move towards a standardised workload allocation.

Discussions around international strategy highlighted a new approach that is focused on fewer, quality partners who are looking for broader engagement with the University. The idea

of an 'LSBU Global Community' was explored, building upon the successful approach with BUE which has demonstrated that the University can operate at scale. However, further 'scaling up' will require a financial model that supports a sustainable approach in relation to academic activity, link tutor roles and central professionals services costs and this should be explored further.

Professor Claire Taylor

Deputy Vice-Chancellor, Wrexham Glyndŵr University

8th August 2018

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Quality and Standards Committee

Terms of Reference

The purpose of the Quality and Standards Committee is to assure the Academic Board that standards of academic delivery meet expectations, to advise on effectiveness and recommend enhancement activity

1. Remit

1.1 The remit of the Quality and Standards Committee is to:

- 1.1.1 recommend new awards to the Academic Board
- 1.1.2 review annual reports on validation and review and ensure university processes meet quality requirements in terms of standards, efficiency and consistency
- 1.1.3 review academic partnerships, and ensure processes for approval and support meet mission, quality and economic requirements
- 1.1.4 approve collaborative arrangements
- 1.1.5 review external examiners' reports identifying any areas of concern, at course level or in terms of university processes, and make recommendations for risk management and enhancement accordingly
- 1.1.6 review annual reports on appeals against exam board decisions
- 1.1.7 review annual reports on academic misconduct
- 1.1.8 review academic audit reports, evaluate the robustness of responses and action plans, and monitor evidence of implementation of the action plans
- 1.1.9 oversee annual portfolio review
- 1.1.10 oversee quality assurance process for research awards

2. Membership

2.1 Membership consists of the following:

- PVC Students and Education (chair)
- School Directors of Education and Student Experience (or alternate) (x7, 1 per school)
- Vice President, Education, Students' Union (or alternate)
- Director of Academic Quality Development (or alternate)
- Deputy Director of Academic Quality and Enhancement (added Nov 16)
- Deputy Director of Academic Quality and Enhancement, Technical (added Jan 2018)
- Academic Director for Collaborative Partnerships
- Director of International (or alternate) (added Aug 18)
- Associate Director of Research and Head of The London Doctoral Academy (added Jun 2017)

2.2 A quorum consists of 5.

2.3 The committee meets four times per year.

3. Reporting Procedures

3.1 The minutes (or a report) of meetings of the Committee will be circulated to the Academic Board.

Approved by the Academic Board on 8 July 2015

Updates approved by Academic Board, 2 November 2016

Updates approved by the Academic Board xxxx