Meeting of the Academic Board

2.00 pm on Wednesday, 13 November 2019
in Room K-407 - Keyworth Centre, Keyworth St, London SE1 6LN

Agenda

No.	*Item*	*Pages*	*Presenter*
1.	Welcome and apologies		PB
2.	Declarations of interest *Members are required to declare any interest in any item of business at this meeting*		PB
3.	Minutes of previous meeting	3 - 8	PB
	Items for discussion		
4.	Provost report		PB
5.	Academic Board membership and remit	9 - 12	PB
6.	Major strategic issues for Academic Board 2019/20 Topics for discussion: • Attainment Gap (short presentation from Richard Duke) • Review of Year 1 • Delivery guidelines, policies and regulations (linked to Portfolio and Educational Strategy) • Portfolio (delivery and marketing issues) • Academic Year (term dates) • Expectations and use of MEQs • Lecture Capture • Course Specifications and CMA	Verbal Report	PB
7.	National Student Survey update and action plan	To Follow	PB
8.	Quality assurance return	13 - 162	MGr
9.	Academic Board Annual Report	163 - 166	PB
10.	Student Union Issues (as required)	Verbal Report	NK
	Items to note		
11.	HSC Partnership Review Panel final report July 2019 and action plan	167 - 176	
12.	Admissions and enrolment procedure	177 - 198	

No.	*Item*	*Pages*	*Presenter*
13.	Student academic outcomes report	199 - 204	
14.	Academic KPIs	205 - 208	
15.	Reports from sub-committees	209 - 212	
16.	Annual work plan	213 - 216	

Date of next meeting
2.00 pm on Wednesday, 26 February 2020

Members:	Pat Bailey (Chair), Asa Hilton Barber, Ian Albery, Craig Barker, Patrick Callaghan, Marc Griffith, Sajjad Hossain, Paul Ivey, Nelly Kibirige, Janet Jones, Sarah Moore-Williams, George Ofori, Shushma Patel, Tony Roberts and Warren Turner
Members elect:	Gilberto Buzzi, Maria Chatzichristodoulou, Alessio Corso, Geoff Cox, Steve Faulkner, Gary Francis, Nadia Gaoua, Steve Hunter, Nicki Martin, Luke Murray, Carrie Rutherford and Helen Young
Apologies:	Helen Aston, Kirsteen Coupar, Kate Ellis, Lesley Roberts
In attendance:	Anita Ikpa, John Cole and Rashda Rana

DRAFT

Minutes of the meeting of the Academic Board held at 2.00 pm on Wednesday, 19 June 2019 Technopark, SE1 6LN

Present
Pat Bailey (Chair)
Asa Hilton Barber
Ian Albery
Craig Barker
Janet Bohrer
Patrick Callaghan
Sajjad Hossain
Nelly Kibirige
Janet Jones
Sarah Moore-Williams
Jenny Owen
Shushma Patel
Lesley Roberts
Warren Turner
Shân Wareing

Apologies
Kirsteen Coupar
Paul Ivey
Tony Roberts

In attendance
Anita Ikpa

1. **Welcome and apologies**

The Chair welcomed members to the meeting. The above apologies were noted.

2. **Declarations of interest**

No member declared an interest in any item on the agenda.

3. **Minutes of previous meeting**

The Board agreed the minutes of the last meeting held on 13 February 2019 as a true and accurate record.

4. **Matters arising**

5. The Board noted that discussions with the marketing team are currently being held.

7. The Academic Board membership is addressed on the agenda (minute 6).

9. Student outcomes is addressed on the agenda (minute 9).

11. The Board noted the Ofsted apprenticeship inspection in February 2019, which received an overall 'good' rating. A date in July 2019 has been agreed for the next intake for health apprenticeships. A full review of apprenticeship delivery is currently being undertaken.

5. **Provost report**

The Provost updated the Board on the following:

Finances. The finances are good across the University. The budgeted surplus was £1.5m but the University is now likely to achieve a surplus of £3m this year.

Recruitment. The figures for recruitment are positive. Firm acceptances are 35% up against figures from last year. This figure excludes health and social care applicants due to courses being full subject to the capacity for placements.

LEAP. Phase 2 (enrolment accelerator) has been approved by the Executive as part of the larger project plan that will be presented to the Major Projects and Investment Committee in July 2019. Phase 1 was completed within budget.

Estates. The portacabins are currently being installed on campus and will be ready for the new academic year.

League tables. The University rose up the Guardian University Leagues tables to 68th position. LSBU has been ranked 24th in the world for diversity in the Times Higher Education University Impact.

The committee noted that the website lacked information about the University's achievements. The Chair will ensure that the marketing of the school on the website is addressed for staff, students and researchers.

6. **Academic Board membership**

The Chair updated the Board on the proposed changes to the membership of the Academic Board. The membership will now include the Chair of the Professoriate. The Board noted the ongoing LSBU Governance Effectiveness Review. The final proposed Academic Board remit and membership will take into account recommendations from the review.

The Board noted the changes to the following sub-committees:

Research Committee – the committee is to be chaired by a Dean. The Provost is to nominate two Deans as Chair and Vice-Chair. For the academic

year 2019/20 the committee will be chaired by the Dean of the School of Applied Sciences. The vice-chair will be the Dean of the School of Law and Social Sciences.

Student Experience Committee – the Executive Director of Student Services will chair the committee. Discussions are currently being held with the SU to finalise the composition of the committee.

Staff governors. The committee noted that the term of the two staff governors will end on 31 July 2019. The committee agreed the proposed selection process that includes eligible nominated members expressing interest via email. A panel consisting of the Provost and DVC will select the new staff governors who will then be presented to the Board of governors for approval at its meeting in July 2019.

7. **Amendments to academic regulations**

The Board discussed the amendments to the academic regulations. The Board raised concerns about different students being subject to different regulations. The Board noted that apprenticeships have been incorporated into the regulations. The Board noted a proposal of introducing thresholds for apprenticeships and for Deans to manage the teaching observations. It is proposed that there will be high level regulations that apply to all LSBU provisions with subsidiary regulations for apprenticeships.

8. **Academic Calendar Change Proposal**

The Board noted that the calendar is required to be published two years in advance. The Director of Teaching, Quality and Enhancement informed the Board that after consultation with students and staff, it has been proposed that an Education Summit will be used to discuss proposed changes in the future. The Education Summit will also explore different ways of learning and road maps. The Provost, DVC and the Deans are to be invited. The Board noted that the Directors of Education and Student Experience (DESE's) will hold a learning and teaching conference in September 2019.

The Board approved the Academic Calendar for 20/21.

9. **Student academic outcomes**

The Board discussed the student outcomes, which identified the BME attainment and progression gap for LSBU students. The attainment gap for LSBU was 14.3% in 2017/18, which improved by 5.3% compared to 2015/16. LSBU has the second lowest attainment gap amongst the London Modern Universities. Targets around KPIs degree outcomes have improved and align with the sector. The Board noted the sharp increase in first class awarded degrees in the School of Built Environment and Architecture. The Board was informed that a paper is being prepared on how the University is addressing grade inflation. The paper is to be presented to the Executive and the

Academic Board. The Board noted that grade inflation had no effect on TEF outcomes.

10. **Annual ethics report**

The Board noted the report from the University Ethics panel for the academic year 2018/2019. The University's Ethics Code of Practice has been finalised. However, due to admin support issues, which are being addressed, it has not yet been implemented. The Board noted that REI is developing training for doctoral supervisors and students. Prof. Frings (School of Applied Science) is to Chair the University Ethics Panel.

The Chair thanked the DESE, Engineering for the work put into the annual ethics report.

11. **Student Union Issues (as required)**

The SU raised the following recurring issues:

- Cancellation of lectures at the last minute. The DVC informed the Board that the timetabling project are currently addressing the issue. Going forward there will be no cancelled lectures. Lectures that are to be cancelled will be rearranged for a later date and time.
- Exam and coursework submission date deadline clashes. The Board discussed issues of over assessing, changes in course credits and giving students the choice over exams and coursework assessments. The Chair will work with the DESE's on getting feedback from students to address the issue.

The SU raised the following new issues:

- Clarity around the DDS service provision. DDS students who have extra time to submit assessments have complained that the submission link disappears after the initial deadline. The Schools will look to address this and communicate the error to the academics.
- Degree ceremonies. International students are being made to return to the University approximately four months after completing their courses for the graduation ceremonies, which are held in October/November. The Board noted that further discussions will be undertaken to address this issue. The Chair is to check implications with changes in ceremony dates with the ceremony venue.
- Students also raised issues relating to the lack of water fountains around campus and the closure of toilets and lack of their maintenance.

12. **Course Closures update**

The Board noted the course closures update.

13. **Emeritus Professorships**

The Board noted those awarded Emeritus Professorships.

14. **Reports from sub-committees**

The Board noted the reports from the sub-committees.

15. **Academic KPIs**

The Board noted the Academic KPIs.

Date of next meeting
2.00 pm, on Wednesday, 13 November 2019

Confirmed as a true record

..... (Chair)

This page is intentionally left blank

	CONFIDENTIAL
Paper title:	Academic Board Terms of Reference and membership
Board/Committee:	Academic Board
Date of meeting:	13 November 2019
Author(s):	Anita Ikpa, Governance Assistant Pat Bailey, Provost
Sponsor(s):	Pat Bailey, Provost
Purpose:	For review and approval
Recommendation:	Academic Board is requested to review and approve the amendments to the terms of reference and membership.

Executive Summary

Academic Board membership

On 19 June 2019, Academic Board approved, subject to Board of Governors approval the following membership changes (new list of members attached):

- Three academic staff (a Dean and two senior academic staff from each school). Senior academic staff has been defined as a member no less than the level of a senior lecturer.
- The non-teaching staff/students will consist of seven members (Director of Academic Quality and Enhancement, Executive Director of Student Services, a research staff member, a technical staff member, the Chair of the Professoriate and two student representatives).

The membership has been reviewed in light of the Governance Effectiveness Review and the final Academic Board structure will be presented to the Board of Governors in November 2019.

Appointment of additional members

The schools conducted a nomination and selection process in September 2019 to elect the additional members on the Academic Board. The selection process was conducted as follows:

1) Academic members of staff where asked to propose a name to their school Dean or put forward their own.

2) The Deans checked with the nominated individuals to determine whether they were willing to stand.
3) The nominated and self-nominated individuals were asked to provide a short statement (150 words max) summarising why they feel they can contribute positively to the Academic Board, highlighting any specific areas where they have expertise or strong views.
4) The names and attached statements were sent to all academic staff in the School.
5) All University academics could nominate and vote and were invited to send their single vote to the school executive administrator (candidates were assumed to have self-voted), either in writing or by email.
6) The school executive administrator collated the votes and informed the Dean of the outcome. Survey monkey was used by the schools to avoid duplication of votes.

The outcome of the votes were announced in the schools in October 2019.

Appointment of Staff Governor

It is proposed that the nominations for the second staff governor would commence in January 2020 to allow enough time for the new structure to be in place. A new selection process will be undertaken for the appointment. The nominations will be presented for approval at the February 2020 Academic Board meeting and then the Board of Governors meeting in March 2020.

Academic Board

Terms of Reference

The Academic Board is responsible for academic standards and the direction and regulation of academic matters.

1. Remit

1.1 The remit of the Academic Board is to:

1.1.1 develop academic strategy and monitor progress against academic key performance indicators

1.1.2 monitor development of academic portfolio

1.1.3 oversee the development of the academic environment

1.1.4 have oversight of academic ethics

1.1.5 approve academic regulations and oversee their enactment, including for:

- admission of students;
- granting and annulling of degrees, qualifications and titles;
- exclusion of students for academic reasons;
- appointment of internal and external examiners;
- assessment and examination of academic performance of students;
- character of curricula;
- quality of courses including validation and accreditation by external bodies; and
- granting distinctions including honorary degrees and academic titles.

2. Committees

The Academic Board may carry out its remit through sub-committees, including Quality and Standards, Student Experience and Research committees or other working groups from time to time. The minutes (or a report) of its sub-committees shall be reported to the Academic Board.

3. Membership

3.1 Membership consists of the following:

Holders of Senior Posts (3)	Provost (Chair) Chief Operating Officer (DVC Education)
Senior Academic Staff and Professors (21)	Deans (x7) or School Executive alternative Two nominated senior academic staff members from each school (x14)
Non-teaching staff (6)	Director of Academic Quality and Enhancement Executive Director of Student Services Nominated member of research professional staff Nominated member of technical staff Chair of the 'Professoriate' Students' Union, President Students' Union, Vice President (Education)

3.2 A quorum consists of 7 members.

3.3 The term of office of nominated members is three years.

3.4 The Academic Board meets three times per year.

3.5 Board governors may attend any meeting of Academic Board or sub-committee to observe their proceedings.

4. Reporting Procedures

4.1 The minutes (or a report) of meetings of the Committee will be circulated to all members of the Board of Governors.

Updated November 2019

	INTERNAL
Paper title:	Quality Assurance return
Board/Committee:	Academic Board
Date of meeting:	13 November 2019
Author(s):	Marc Griffith
Sponsor(s):	Pat Bailey, Provost
Purpose:	For Review
Recommendation:	The Academic Board is requested to review the report.

Executive Summary

Academic Board is requested to review the quality assurance report to confirm that the appropriate internal quality assurance processes have been completed and that standards are appropriate.

Provided is a summary report and evidence for the annual reporting of our academic quality and standards at LSBU of our higher education provision. The key evidence includes:

- Report on Validations 2018-19
- Pearson Report 2017-18
- Annual review of PSRB accreditations
- Institutional Examiners Report
- The annual misconduct investigations report
- The Transnational Education report

This page is intentionally left blank

Quality and Standards 2018-19

Context

The University's quality processes and procedures mitigate the potential of the University not satisfying its initial and ongoing conditions of registration. Higher Education Institutions in England are subject to the statutory regulator, the Office for Students (OfS)[1], and are required to meet the initial and ongoing conditions to stay registered.

A condition of OfS registration is the publication of a Student Protection and Access and Participation Plan. Both plans are available on the LSBU Policies and Procedures web page[2]. The OfS monitors access and participation plans to ensure that Universities meet the commitments to students set out in the plan. LSBU retain the Plain English Crystal Mark for the Academic Regulations also published on the LSBU Policies and Procedures web page.

The Quality and Standards Committee (QSC) is responsible for assuring the Academic Board that standards of academic delivery meet the expectations, to advise on effectiveness and recommend enhancement activity (see terms of reference). Oversight is maintained through the scrutiny of annual reports by the committee during the year and detailed in the annual work plans. Additionally, each meeting has a number of standing agenda items:

[1] Office for student - https://www.officeforstudents.org.uk/
[2] University policy and procedures - https://www.lsbu.ac.uk/about-us/policies-regulations-procedures

- the quality and standards review allows specific issues from Schools to be addressed and helps prevent issues occurring more widely across the university so encouraging enhancements, for example the use of an exceptional third resit.
- the minutes of the School Academic Standards Committee are logged with the QSC papers and reported on by exception at the QSC meetings.
- the discussion and revision of the academic regulations and associated procedures that support the academic regulations, for example the work during 2018-19 of introducing a new course monitoring approach was endorsed at the March 2019 QSC meeting.
- the reports of independent reviews and academic audits, for example the Partnership Review of the School of Health and Social Care in June 2019. As a result, it was proposed at the October 2019 QSC meeting that all Schools are reviewed following the same methodology over the next two academic years.

During the 2018-19 academic year following a full inspection by Ofsted of the level 4 and 5 apprenticeship provision the University received a “Good” rating. The university continues to facilitate the validation and revalidation of courses (see report appendix 1). An audit of the web based course finder against the active course list mapped to course specifications was completed. Training to facilitate staff to produce accessible learning and teaching resources was introduced, and the lecture capture pilot has been extended into a second year and has been installed in a range teaching spaces to increase use. We have organised over a 1,000 examinations, with over 35,000 candidates sitting an exam, have co-ordinated over 200 external examiners visiting the university to endorse our academic standards and have awarded circa 7000 certificates to

current graduates. We have also provided an aftercare service to thousands of former students by delivering information and documents to both the alumni themselves and third parties such as screening agencies and employers. We have managed our collaborative initiatives and the LSBU growing apprenticeship offer.

Annual activity reported to QSC during 2018-19

The 2018-19 reports for the Board of Governors includes:

The report on validations 2018-19 (appendix 1) – The report identifies the number and type of validation and review events organised by AQE over the last year.

The Pearson Annual Report (appendix 2) – Annual report to Pearson about the university's HNC and HND awards licenced from Pearson. Monitoring these particular awards is crucial to our apprenticeship offer.

The annual review of Professional, Statutory and Regulatory Bodies (PSRBs) accreditations and associated evidence (appendix 3) - Reported to QSC at the October 2019 meeting; some evidence of the accreditations is still being audited and an update will be provided to QSC during the academic year.

Institutional Examiners Report (appendix 4) - A detailed overview of the year can be found in the Institutional Examiner report evidencing how the university is discharging its degree awarding responsibilities and recommending appropriate remedies if necessary.

The annual misconduct investigations report (appendix 5) - Reported at the October 2019 meeting provides an update on Internal Student

Complaints, Academic Appeals, Academic Misconduct and complaints made to the OIA in the academic year 2018-19.

The Transnational Education report (appendix 6) – This report provides oversight at both an institutional and school level of current and emerging collaborations to ensure academic quality and standards are maintained.

The annual course monitoring reports from each School were reviewed by QSC in June 2019

Ongoing activity

- A new mapping is taking place to map existing processes and procedures against the new version of the UK Quality Code published in 2018.
- The annual review of our apprenticeship provision is currently in production and is scheduled to be reported at the QSC meeting in January 2019.
- A review of course approvals and course validation processes is currently ongoing as we seek to assure ourselves that the process is still fit for purpose and effective.

Appendix 1 Report on Validations 2018-19

Appendix 2 Pearson Report 2017-18

Appendix 3 Annual review of PSRB accreditations

Appendix 4 Institutional Examiners Report

Appendix 5 The annual misconduct investigations report

Appendix 6 The Transnational Education report

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

Validation Report 2018/19

In 2018/19 we developed new courses and revalidated some existing provisions across the seven Schools.

In total we had 30 validation and revalidation events. Out of these, there were 25 validations including 5 events with the collaborative partners and 5 revalidations. We commenced events in September 2018 and concluded business at the end of July 2019. During this time, we validated and revalidated a total of 75 academic awards. These awards originated from 53 courses and their pathways.

The School of Health and Social Care had the greatest number of validations and reviews followed by the School of Arts and Creative Industries, Engineering, Business, Law and Social Science, Applied Science and Built Environment and Architecture.

It was an eventful year for the Academic Quality and Enhancement Office due to the high number of last minute new course proposals and requests for validation events submitted from the Schools. The course approval and review process were divided into three types:

- Full event
- Medium touch event
- Light touch event

Full and medium events required to hold a half or full day event however, the only difference was that at the medium touch, the external advisor didn't need to attend the event but only had to submit their comments to the validation panel.

The 30 events had generated a total of 69 conditions, 57 recommendations and 54 commendations.

- The conditions were mainly around the following areas:
    - learning outcomes of the modules reflecting the appropriate level,
    - up-to-date reading lists,
    - defining student expectations regarding pathways and optional modules,
    - reviewing and expanding on entry requirements,
    - ensuring consistency across documentation,
    - housekeeping validation documentation (spelling, grammar, out of date information)

- The recommendations made at the validations were related to:
    - considering resources to support teaching and learning,
    - developing links with partners,
    - identifying how to market pathways,
    - importance of formative assessments that contribute to summative assessments,
    - being mindful not to over assess,
    - developing clear protocols for group work,
    - review capacity of skills labs and physical resources to meet expectations set by the validation documentation

- The commendations were regarding:
    - the student focussed design of curriculum and content,
    - engaging in new areas,
    - the diverse range of assessments,
    - the course teams' enthusiasm and effort; being open, honest and responsive to the validation panel,
    - the high quality of the validation documentation,
    - addressing shortages in the industry,
    - excellent relationships with partners and stakeholders,
    - positive discussions and feedback from students

Total number of validations / revalidations	30
Full Validations Events	24
Light Touch events	6
New Course Validations	25
Re-validations	5
Collaborative Validations	5
School of ACI	5
School of ASC	2
School of BEA	2
School of BUS	3
School of ENG	4
School of HSC	11
School of LSS	3
Total Awards	75
Conditions	69
Recommendations	57
Commendations	54

The conditions and recommendations generated from the approval events were mostly around curriculum planning with regards to pathways, learning outcomes and consistency in documentation.

The University's Centre for Research Informed Teaching (CRIT) have previously offered short courses for the staff that are leading or involved in developing courses for validation or re-validation. The short courses are on writing effective learning outcomes, planning high impact pedagogies and developing an effective assessment strategy.

The Academic Quality and Enhancement (AQE) Office will be involved in discussions with the CRIT Team to ensure this support can be offered going forward. The AQE office have also taken steps to support the course teams who will be developing new courses and/or reviewing their existing courses in 2019/20.

AQE have consulted with the Schools regarding the timeframe of the course approval / review process. As soon as an event date is set and agreed by the course team, AQE write to the course team and the School's executive team to inform them of the important deadlines and the minimum documentation required for the validation or revalidation. The letter also outlines the support available to the course team on writing the documentation to ensure it is accurate, consistent and CMA compliant.

Adam Streames
Academic Quality and Enhancement , September 2019

2017/18 Annual Institutional Review Report of Pearson
Licensed Centre Higher National Qualifications

The main format of the IRR for 2017/18 remains the same as for 2016/17.
The only addition is in **section 2,** where you are now able to identify students progressing directly from a HNC to a degree.

This annual Institutional Review Report (IRR) should relate to all licensed Higher National programmes run as institutional awards under the Licence Agreement during the **2017/18 academic year**.

Please submit your IRR to licensehn@pearson.com to arrive by the 31st December 2018. The University Principal Examiner for Higher Nationals is Jill Ward. Her contact details are jill.ward@pearson.com Telephone: 07710 845191

Failure to complete the IRR by the end of December 2018 is a breach of the obligation to do so as set out 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:	**Maighread Hegarty**
Date IRR submitted:	**December 21st 2018**
Position in Institution:	**Deputy Director, Academic Quality and Enhancement**
E-mail address:	**Hegartm2@lsbu.ac.uk**
Name of person and Committee/Board approving submission of the IRR:	**Shan Wareing** **Quality and Standards Committee**

1 INSTITUTIONAL REVIEW REPORT 2016/17

Please describe how any issues of concern raised in your 2016/17 Institutional Review Report were addressed and resolved.

Issues from 2016/17 IRR	Action Taken	Outcome
Late reporting of achievements	Deans and academic staff reminded of key deadlines. Registry set up process for checking compliance	Successful reporting of 17/18 achievements
Low achievements on HND Applied Biology	Discussions with academic school confirmed that most registered students transfer to honours degree Year 2 at end of 1st year HND – recommendation that programme be closed	Dean of School and Provost agreed to close the programme after full consultation with students

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 2017/18

Title of programme		2017/18 Starts							
	Number of students registered	Number of students completing the course	Number of students achieving a pass grade	Number of students achieving a merit grade	Number of students achieving a distinction grade	Number of students progressing from HNC to HND	Number of students progressing from HNC to degree programme	Number of students progressing from HND to a degree programme	Number of students partially achieving (Credit)
HNC Construction	130	N/A Completion August 19	N/A Completion August 19	N/A Completion August 19	N/A Completion August 19	N/A Completion August 19	N/A Completion August 19	N/A Completion August 19	N/A Completion August 19
HNC Housing	2	N/A Completion August 19	N/A Completion August 19	N/A Completion August 19	N/A Completion August 19	N/A Completion August 19	N/A Completion August 19	N/A Completion August 19	N/A Completion August 19
HNC Civil Engineering	47	N/A Completion August 19	N/A Completion August 19	N/A Completion August 19	N/A Completion August 19	N/A Completion August 19	N/A Completion August 19	N/A Completion August 19	1 (August 18) Completion August 19
HND Electrical Engineering	38	N/A Completion June 19	N/A Completion June 19	N/A Completion June 19	N/A Completion June 19	N/A Completion June 19	N/A Completion June 19	N/A Completion June 19	N/A Completion June 19
HND Business Studies	25	N/A Completion August 19	N/A Completion August 19	N/A Completion August 19	N/A Completion August 19	N/A Completion August 19	N/A Completion August 19	N/A Completion August 19	N/A Completion August 19

HND Applied Biology	10	Transfer and course closure pending							
HND Building Services Engineering	57	N/A Completion August 2020	N/A Completion August 2020	N/A Completion August 2020	N/A Completion August 2020	N/A Completion August 2020	N/A Completion August 2020	N/A Completion August 2020	N/A Completion August 2020
HND Chemical Engineering	9	N/A Completion June 19	N/A Completion June 19	N/A Completion June 19	N/A Completion June 19	N/A Completion June 19	N/A Completion June 19	N/A Completion June 19	N/A Completion June 19

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 **2017/18,** and the number of students receiving a pass, merit, or distinction grade in **2017/18.***

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 2017/18

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 **2017/18,** and the number of students receiving a pass, merit, or distinction grade in **2017/18.***

Title of programme		2016/17 starts							
	Number of students registered	Number of students completing the course	Number of students achieving a pass grade	Number of students achieving a merit grade	Number of students achieving a distinction grade	Number of students progressing from HNC to HND	Number of students progressing from HNC to degree programme	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	128	128	0	0	128	**119**		
HNC (Civil Engineering)	57	33	33	0	0		**30**		
HND (Electrical and Electronic Engineering)	34	**22**	**22**	0	0	26			
HND (Applied	5	0	0	0	0	4	**0**		

Biology)									
HND (Business Studies)	27	0	0	N/A	0	17			
HND (Building Services Engineering)	62	0	0	0	5	56			
HND (Chemical Engineering)	9	1	1	0	0	3			

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 **2017/18,** and the number of students receiving a pass, merit, or distinction grade in **2017/18.***

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 STUDENTS REGISTERED PRIOR TO 2017/18

Title of programme	Number of students registered	Number of students completing the course	Number of students achieving a pass grade	Number of students achieving a merit grade	Number of students achieving a distinction grade	Number of students progressing from HNC to HND	Number of students progressing from HNC to a degree programme	Number of students progressing from HND to a degree programme	Number of students partially achieving (Credit)
HNC (title) 2016/18									
HNC (Construction) Highlands College, Jersey	11	0	0	0	0	11	N/A	N/A	N/A
HNC (Construction) 2015/16 Highlands College Jersey	13	10		0	6	2	N/A	N/A	N/A

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 **2017/18,** and the number of students receiving a pass, merit, or distinction grade in **2017/18.***

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:

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:

Please attach a link to your External Examiners' reports.

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

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:

The University intends to withdraw 5 students from year 2 of the HND Applied Biology as all have transferred to 2nd year of B.Sc.(hons.)

7 STUDENT REGISTRATIONS AND FEES

Were all new students enrolled on Higher National programmes under licence, for the academic year 2017/18, entered onto Edexcel Online by November **15th 2017** and the appropriate fees paid?

√	
Yes	**No**

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

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:

Quality Assurance Reviews (QAA)

Have any QAA reviews taken place during the 2017/18 academic year?

	Yes	No
		√

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

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:

LSBU Collaborates with Highlands College, Jersey which although not in UK is not considered to be international provision

10 SIGNIFICANT CHANGES AND ENHANCEMENTS

Please provide information relating to:

a) 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.
b) Please list all Higher National programmes under licence that have been approved or re-approved since the previous IRR (2016/2017).
c) 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:

Following approval of new apprenticeship standards by the Institute for Apprenticeships, the University validated HNC Civil Engineering and HNC Building Services Engineering and Pearson approved these for delivery.
Both have recruited well.

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: The University intends to develop more programmes to accompany apprenticeship standards when released by IFA.

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?
Academic appeal	Considered by appeals panel following LSBU regulations	Rejected 22/12/17
Academic appeal	Considered by appeals panel following LSBU regulations	Rejected 22/12/17

Comments:

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: Positive feedback from employers and students regarding practical elements of delivery and assessment for HNCs in Construction

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 2018/19 Academic Year.

Signature: _____

Job title: _____

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

	Select the level of confidentiality from the list
Paper title:	PSRB update
Board/Committee:	Quality and Standards Committee
Date of meeting:	02 October 2019
Author(s):	Anna Dzwonek, Quality and Enhancement Advisor
Sponsor(s):	Sally Skillet Moore, Deputy Director Academic Quality and Enhancement
Purpose:	To note
Recommendation:	To note

Executive Summary

LSBU works in collaboration with a number of external organisations and professional bodies many of which have specific requirements for the accreditation by them of individual LSBU courses.

Schools are obliged to ensure that the requirements for this professional accreditation are maintained and that our relationships with professional bodies kept up to date.

As part this exercise, AQE is responsible for overseeing accuracy of our list of all courses with their PSRB which is held centrally on the AQE shared drive. Each school have been asked to review their list with a deadline of returns for the end of May 2019 to ensure that any course that they "think" is accredited by a professional body is listed on the appropriate website of the appropriate professional body as well as on our database.

All Schools have returned the updated spreadsheets and the full list is appended to this report for information, however the information relating to the School of Business is currently being audited due to changes in the curriculum over the summer. An update will be given to the next QSC.

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
ACI	IAMED	4643	BA (Hons) Journalism	UG	Active	FT	Broadcast Journalism Training Council (BJTC)	inspection visit	25/10/18	Conditions Met	none	Oct-21
ACI	IAMED	4894	BA (Hons) Creative Advertising with Marketing	UG	Active	FT	The Chartered Institute of Marketing (CIM)	automatically renewed	01/01/19	Conditions Met	none	Dec-19
ACI	ICI	5216	BA (Hons) Fashion Promotion with Marketing	UG	Active	FT	The Chartered Institute of Marketing (CIM)	automatically renewed	01/01/19	Conditions Met	none	Dec-19
ACI	F and M	4494	Film Practice	UG	Active	FT	Screen Skills	validation event/	Apr-18	Full	None	Apr-22

Any Comments	Evidence provided
Verification telephone meeting: June 2019, Full Accreditation Review: October 2021	Yes
	Yes
	Yes
	Yes

School	Division	Course	Course Description	Level	Status
Applied Science	SAS	836	BSc/BSc (Hons) Sport And Exercise Science	UG	Active
Applied Science	SAS	1163	BSc (Hons) Forensic Science	UG	Active
Applied Science	SAS	4162	BSc (Hons) Sports Coaching and Analysis	UG	Active
Applied Science	SAS	5250	BSc (Hons) Sport and Exercise Science (PT)	UG	Active
Applied Science	SAS	5251	BSc (Hons) Sports Coaching and Analysis (PT)	UG	Active
Applied Science	SFS	3998	BSc (Hons) Human Nutrition	UG	Active
Applied Science	SFS	5150	PgDip Food Safety and Control (FT)	PG	Active
Applied Science	SFS	5235	MSc Food Safety and Control (FT) (SEPT)	PG	Active
Applied Science	SFS	5236	MSc Food Safety and Control (PT) (SEPT)	PG	Active
Applied Science	SFS	5237	MSc Food Safety and Control (PT) (JAN)	PG	Active
Applied Science	SFS	5238	PgDip Food Safety and Control (PT)	PG	Active
Applied Science	SFS	5387	MSc Food Safety and Control (FT) (JAN)	PG	Active
Applied Science	SPSY	1086	BSc (Hons) Psychology	UG	Active
Applied Science	SPSY	3041	Graduate Diploma In Psychology	PG	Running out
Applied Science	SPSY	3127	MSc Addiction Psychology And Counselling	PG	Active
Applied Science	SPSY	3133	BSc (Hons) Psychology - Child Development	UG	Active
Applied Science	SPSY	3134	BSc (Hons) Psychology - Clinical	UG	Active
Applied Science	SPSY	3529	BSc (Hons) Psychology with Criminology (FT)	UG	Active
Applied Science	SPSY	4084	BSc (Hons) Psychology	UG	Active
Applied Science	SPSY	4101	BSc (Hons) Psychology - Clinical	UG	Active
Applied Science	SPSY	4102	BSc (Hons) Psychology - Child Development	UG	Active
Applied Science	SPSY	4286	BSc (Hons) Psychology (Forensic Psychology)	UG	Active
Applied Science	SPSY	4287	BSc (Hons) Psychology (Forensic Psychology)	UG	Active
Applied Science	SPSY	4288	BSc (Hons) Psychology (Addiction Psychology)	UG	Active
Applied Science	SPSY	4289	BSc (Hons) Psychology (Addiction Psychology)	UG	Active
Applied Science	SPSY	4433	BSc (Hons) Psychological Counselling	UG	Active
Applied Science	SPSY	4434	BSc (Hons) Psychological Counselling	UG	Active
Applied Science	SPSY	4887	MSc Psychology (FT)	PG	Active
Applied Science	SPSY	4888	MSc Psychology (PT)	PG	Active
Applied Science	SPSY	4889	BSc (Hons) Psychology (Health and Nutrition) (FT)	UG	Active
Applied Science	SPSY	4890	BSc (Hons) Psychology (Health and Nutrition) (PT)	UG	Active
Applied Science	SPSY	4891	BSc (Hons) Psychology (Sport Psychology) (FT)	UG	Active
Applied Science	SPSY	4892	BSc (Hons) Psychology (Sport Psychology) (PT)	UG	Active
Applied Science	SPSY	5221	BSc (Hons) Psychology with Criminology (4.5 Years	UG	Active
Applied Science	SPSY	5252	BSc (Hons) Psychology (PT)	UG	Active
Applied Science	SPSY	5253	BSc (Hons) Psychology - Clinical (PT)	UG	Active
Applied Science	SPSY	5254	BSc (Hons) Psychology - Child Development (PT)	UG	Active
Applied Science	SPSY	5255	BSc (Hons) Psychology with Criminology (6 Years)	UG	Active
Applied Science	SPSY	5256	BSc (Hons) Psychology (Forensic Psychology) (PT)	UG	Active
Applied Science	SPSY	5257	BSc (Hons) Psychology (Addiction Psychology) (PT	UG	Active
Applied Science	SPSY	5258	BSc (Hons) Psychological Counselling (PT)	UG	Active
Applied Science	SPSY	5259	BSc (Hons) Psychology (Health and Nutrition) (PT)	UG	Active
Applied Science	SPSY	5260	BSc (Hons) Psychology (Sport Psychology) (PT)	UG	Active
Applied Science	SPSY	5263	BSc (Hons) Psychology with Criminology (FT)	UG	Active

Approved by SASC May 2019

Mode	Accrediting Body	Date of PSRB activity	Outcomes
FT	The Register of Exercise Professionals (REPS)	19/06/19	Accredited
FT	The Chartered Society of Forensic Sciences (CSOFS)	30/10/17	Accredited
FT	The Register of Exercise Professionals (REPS)	19/06/19	Accredited
PT	The Register of Exercise Professionals (REPS)	19/06/19	Accredited
PT	The Register of Exercise Professionals (REPS)	19/06/19	Accredited
FT	Association for Nutrition (AfN)	May 2019	Re-accredited
FT	Institute of Food Science and Technology (IFST)	24/11/16	Accredited
FT	Institute of Food Science and Technology (IFST)	24/11/16	Accredited
PT	Institute of Food Science and Technology (IFST)	24/11/16	Accredited
PT	Institute of Food Science and Technology (IFST)	24/11/16	Accredited
PT	Institute of Food Science and Technology (IFST)	24/11/16	Accredited
FT	Institute of Food Science and Technology (IFST)	24/11/16	Accredited
FT	British Psychological Society (BPS)	10/05/18	Accredited
PT	British Psychological Society (BPS)	10/05/18	Accredited
PT	Federation of Drug and Alcohol Professionals (FDAP)	20/02/18	Accredited
FT	British Psychological Society (BPS)	10/05/18	Accredited
FT	British Psychological Society (BPS)	10/05/18	Accredited
FT	British Psychological Society (BPS)	10/05/18	Accredited
PT	British Psychological Society (BPS)	10/05/18	Accredited
PT	British Psychological Society (BPS)	10/05/18	Accredited
PT	British Psychological Society (BPS)	10/05/18	Accredited
FT	British Psychological Society (BPS)	10/05/18	Accredited
PT	British Psychological Society (BPS)	10/05/18	Accredited
FT	British Psychological Society (BPS)	10/05/18	Accredited
PT	British Psychological Society (BPS)	10/05/18	Accredited
FT	British Psychological Society (BPS)	24/03/17	Accredited
PT	British Psychological Society (BPS)	24/03/17	Accredited
FT	British Psychological Society (BPS)	10/05/18	Accredited
PT	British Psychological Society (BPS)	10/05/18	Accredited
FT	British Psychological Society (BPS)	10/05/18	Accredited
PT	British Psychological Society (BPS)	10/05/18	Accredited
FT	British Psychological Society (BPS)	10/05/18	Accredited
PT	British Psychological Society (BPS)	10/05/18	Accredited
PT	British Psychological Society (BPS)	10/05/18	Accredited
PT	British Psychological Society (BPS)	10/05/18	Accredited
PT	British Psychological Society (BPS)	10/05/18	Accredited
PT	British Psychological Society (BPS)	10/05/18	Accredited
PT	British Psychological Society (BPS)	10/05/18	Accredited
PT	British Psychological Society (BPS)	10/05/18	Accredited
PT	British Psychological Society (BPS)	10/05/18	Accredited
PT	British Psychological Society (BPS)	24/03/17	Accredited
PT	British Psychological Society (BPS)	10/05/18	Accredited
PT	British Psychological Society (BPS)	10/05/18	Accredited
FT	British Psychological Society (BPS)	10/05/18	Accredited

Issues arising from accreditation requiring LSBU action	Accredited until	Any Comments	Evidence provided
None	18/05/20		Yes
None	30/05/23		Yes
None	18/05/20		Yes
None	18/05/20		Yes
None	18/05/20		Yes
	Summer 2023		Awaiting official report but it's listed on the AfN website
None	Nov 2021		Yes
None	Nov 2021		Yes
None	Nov 2021		Yes
None	Nov 2021		Yes
None	Nov 2021		Yes
None	Nov 2021		Yes
None	2019/2020		Yes
None	2019/2020		Yes - included with UG
None	2021/2022		Yes
None	2019/2020		Yes
None	2019/2020		Yes
None	2019/2020		Yes
None	2019/2020		Yes
None	2019/2020		Yes
None	2019/2020		Yes
None	2019/2020		Yes
None	2019/2020		Yes
None	2019/2020		Yes
None	2019/2020		Yes
None	2019/2020		Yes
None	2022/2023		Yes
None	2022/2023		Yes
None	2019/2020		Yes
None	2019/2020		Yes
None	2019/2020		Yes
None	2019/2020		Yes
None	2019/2020		Yes
None	2019/2020		Yes
None	2019/2020		Yes
None	2019/2020		Yes
None	2019/2020		Yes
None	2019/2020		Yes
None	2019/2020		Yes
None	2019/2020		Yes
None	2022/2023		Yes
None	2019/2020		Yes
None	2019/2020		Yes
None	2019/2020		Yes

School	Division	Course
Built Environment and Architecture	RARCH	101
Built Environment and Architecture	RARCH	102
Built Environment and Architecture	RARCH	1089
Built Environment and Architecture	RARCH	4591
Built Environment and Architecture	RARCH	4592
Built Environment and Architecture	RBE	1225
Built Environment and Architecture	RBE	1226
Built Environment and Architecture	RBE	1313
Built Environment and Architecture	RBE	1314
Built Environment and Architecture	RBE	1315
Built Environment and Architecture	RBE	1316
Built Environment and Architecture	RBE	1349
Built Environment and Architecture	RBE	2215
Built Environment and Architecture	RBE	2216
Built Environment and Architecture	RBE	2304
Built Environment and Architecture	RBE	2305
Built Environment and Architecture	RBE	2308
Built Environment and Architecture	RBE	2309
Built Environment and Architecture	RBE	2312
Built Environment and Architecture	RBE	2313
Built Environment and Architecture	RBE	3744
Built Environment and Architecture	RBE	3745
Built Environment and Architecture	RBE	4129
Built Environment and Architecture	RBE	4131
Built Environment and Architecture	RBE	4132

Built Environment and Architecture	RBE	4146
Built Environment and Architecture	RBE	4595
Built Environment and Architecture	RBE	4596
Built Environment and Architecture	RBE	4597
Built Environment and Architecture	RBE	4598
Built Environment and Architecture	RBE	4961
Built Environment and Architecture	RBE	4962
Built Environment and Architecture	RBE	4964
Built Environment and Architecture	RBE	5037
Built Environment and Architecture	RBE	5039
Built Environment and Architecture	RBE	5105
Built Environment and Architecture	RBE	5106
Built Environment and Architecture	RBE	5107
Built Environment and Architecture	RBE	5108
Built Environment and Architecture	RBE	5279
Built Environment and Architecture	RBE	5280
Built Environment and Architecture	RBE	5281
Built Environment and Architecture	RBE	5282
Built Environment and Architecture	RBE	5283
Built Environment and Architecture	RBE	5284
Built Environment and Architecture	RBE	5285
Built Environment and Architecture	RBE	5286
Built Environment and Architecture	RBE	5291
Built Environment and Architecture	RBE	5292

Built Environment and Architecture	RBE	5388
Built Environment and Architecture	RBE	5389
Built Environment and Architecture	RBE	5390
Built Environment and Architecture	RBE	5391
Built Environment and Architecture	RBE	5392
Built Environment and Architecture	RBE	5393
Built Environment and Architecture	RBE	5394
Built Environment and Architecture	RBE	5395
Built Environment and Architecture	RBE	5396
Built Environment and Architecture	RBE	5397
Built Environment and Architecture	RBE	5398
Built Environment and Architecture	RBE	5399
Built Environment and Architecture	RBE	5400
Built Environment and Architecture	RBE	5401
Built Environment and Architecture	RBE	5402
Built Environment and Architecture	RBE	5403
Built Environment and Architecture	RBE	5404
Built Environment and Architecture	RBE	5405
Built Environment and Architecture	RBE	5406
Built Environment and Architecture	RBE	5407
Built Environment and Architecture	RBE	5408
Built Environment and Architecture	RBE	5409
Built Environment and Architecture	RUE	190

Built Environment and Architecture	RUE	191
Built Environment and Architecture	RUE	192
Built Environment and Architecture	RUE	194
Built Environment and Architecture	RUE	541
Built Environment and Architecture	RUE	549
Built Environment and Architecture	RUE	2036
Built Environment and Architecture	RUE	2072
Built Environment and Architecture	RUE	2090
Built Environment and Architecture	RUE	2306
Built Environment and Architecture	RUE	2310
Built Environment and Architecture	RUE	2311
Built Environment and Architecture	RUE	2314
Built Environment and Architecture	RUE	3407
Built Environment and Architecture	RUE	3961

Built Environment and Architecture	RUE	3990
Built Environment and Architecture	RUE	3994
Built Environment and Architecture	RUE	3995
Built Environment and Architecture	RUE	5124
Built Environment and Architecture	RUE	5222
Built Environment and Architecture	RUE	5223
Built Environment and Architecture	RUE	5224
Built Environment and Architecture	RUE	5226
Built Environment and Architecture	RUE	5227
Built Environment and Architecture	RUE	5228
Built Environment and Architecture	RUE	5229
Built Environment and Architecture	RUE	5232
Built Environment and Architecture	RUE	5233

Built Environment and Architecture	RUE	5287
Built Environment and Architecture	RUE	5288
Built Environment and Architecture	RUE	5289
Built Environment and Architecture	RUE	5290
Built Environment and Architecture	RUE	5304
Built Environment and Architecture	RUE	5305
Built Environment and Architecture	RUE	5352
Built Environment and Architecture	RUE	5353
Built Environment and Architecture	RUE	5383
Built Environment and Architecture	RUE	5386

Approved by SASC May 2019

Course Description	Level
BA (Hons) Architecture	UG
BA (Hons) Architecture	UG
RIBA Professional Practice Part 3	PG
MArch Architecture	PG
MArch Architecture	PG
MSc Construction Project Management (Cognate) (FT) (Sept)	PG
MSc Construction Project Management (Cognate) (PT) (Sept)	PG
MSc/PgDip Building Surveying (FT) (Sept)	PG
MSc/PgDip Building Surveying (PT) (Sept)	PG
MSc/PgDip Quantity Surveying (FT) (Sept)	PG
MSc/PgDip Quantity Surveying (PT) (Sept)	PG
MSc/PgDip Property Development and Planning (PT) (Sept)	PG
BSc (Hons) Property Management (Building Surveying)	UG
BSc (Hons) Commercial Management (Quantity Surveying)	UG
BSc (Hons) Property Management (Building Surveying)	UG
BSc (Hons) Commercial Management (Quantity Surveying)	UG
BSc (Hons) Architectural Technology	UG
BSc (Hons) Architectural Technology	UG
BSc (Hons) Construction Management	UG
BSc (Hons) Construction Management	UG
MSc/PgDip Real Estate (FT) (Sept)	PG
MSc/PgDip Real Estate (PT) (Sept)	PG
PgDip Quantity Surveying (Non - Cognate) (FT) (Sept)	PG
PgDip Real Estate (Non - Cognate) (FT) (Sept)	PG
PgDip Building Surveying (Non - Cognate) (FT) (Sept)	PG

MSc International Real Estate (PT) (Sept)	PG
BSc (Hons) Building Surveying	UG
BSc (Hons) Building Surveying	UG
BSc (Hons) Quantity Surveying	UG
BSc (Hons) Quantity Surveying	UG
PgDip Building Surveying (Non - Cognate) (PT) (Sept)	PG
PgDip Quantity Surveying (Non-Cognate) (PT) (Sept)	PG
PgDip Real Estate (Non-Cognate) (PT) (Sept)	PG
MSc/PgDip Quantity Surveying (FT) (Sept)	PG
MSc/PgDip Quantity Surveying (PT) (Sept)	PG
PgDip Building Surveying (Cognate) (FT) (Sept)	PG
PgDip Building Surveying (Cognate) (PT) (Sept)	PG
PgDip Quantity Surveying (Cognate) (FT) (Sept)	PG
PgDip Quantity Surveying (Cognate) (PT) (Sept)	PG
MSc Building Surveying (Cognate) (FT) (Sept)	PG
MSc Building Surveying (Non - Cognate) (FT) (Sept)	PG
MSc Building Surveying (Non - Cognate) (PT) (Sept)	PG
MSc Building Surveying (Cognate) (PT) (Sept)	PG
MSc Quantity Surveying (Cognate) (FT) (Sept)	PG
MSc Quantity Surveying (Non - Cognate) (FT) (Sept)	PG
MSc Quantity Surveying (Cognate) (PT) (Sept)	PG
MSc Quantity Surveying (Non-Cognate) (PT) (Sept)	PG
MSc Real Estate (Non - Cognate) (FT) (Sept)	PG
MSc Real Estate (Non - Cognate) (PT) (Sept)	PG

MSc Construction Project Management (Cognate) (PT) (Jan)	PG
MSc Construction Project Management (Cognate) (FT) (Jan)	PG
MSc Building Surveying (Non- Cognate) (PT) (Jan)	PG
MSc Building Surveying (Non - Cognate) (FT) (Jan)	PG
MSc Building Surveying (Cognate) (PT) (Jan)	PG
MSc Building Surveying (Cognate) (FT) (Jan)	PG
MSc Quantity Surveying (Cognate) (FT) (Jan)	PG
MSc Quantity Surveying (Cognate) (PT) (Jan)	PG
MSc Quantity Surveying (Non - Cognate) (FT) (Jan)	PG
MSc Quantity Surveying (Non - Cognate) (PT) (Jan)	PG
MSc Real Estate (Non - Cognate) (FT) (Jan)	PG
MSc Real Estate (Non - Cognate) (PT) (Jan)	PG
PgDip Real Estate (Non - Cognate) (PT) (Jan)	PG
PgDip Real Estate (Non - Cognate) (FT) (Jan)	PG
PgDip Quantity Surveying (Non - Cognate) (PT) (Jan)	PG
PgDip Quantity Surveying (Non - Cognate) (FT) (Jan)	PG
PgDip Quantity Surveying (Cognate) (PT) (Jan)	PG
PgDip Quantity Surveying (Cognate) (FT) (Jan)	PG
PgDip Building Surveying (Non - Cognate) (PT) (Jan)	PG
PgDip Building Surveying (Non - Cognate) (FT) (Jan)	PG
PgDip Building Surveying (Cognate) (PT) (Jan)	PG
PgDip Building Surveying (Cognate) (FT)	PG
MSc/PGDip Civil Engineering	PG

BEng/BEng (Hons) Civil Engineering	UG
BEng/BEng (Hons) Civil Engineering	UG
MSc/PGDip Civil Engineering	PG
BTEC HND Building Services Engineering	UG
BTEC HND Building Services Engineering	UG
MSc/PGDip Building Services Engineering	PG
BEng (Hons) Building Services Engineering	UG
BEng (Hons) Building Services Engineering	UG
BSc (Hons) Architectural Engineering	UG
BSc (Hons) Civil Engineering	UG
BSc (Hons) Civil Engineering	UG
HNC Civil Engineering	UG
MSc Building Services Engineering (Distance Learning)	PG
MSc Transport Engineering And Planning	PG

MSc Transport Engineering And Planning - PT	PG
MSc Structural Engineering -FT	PG
MSc Structural Engineering -PT	PG
BEng (Hons) Building Services Engineering (TAC Design Apprenticeship) (PT)	UG
MSc Building Services Engineering (FT) (SEPT)	PG
MSc Building Services Engineering (FT) (JAN)	PG
MSc Building Services Engineering (PT)	PG
MSc Environmental and Architectural Acoustics (FT) (SEPT)	PG
MSc Environmental and Architectural Acoustics (FT) (JAN)	PG
MSc Environmental and Architectural Acoustics (PT) (SEPT)	PG
MSc Environmental and Architectural Acoustics (PT)(JAN)	PG
MSc Sustainable Energy Systems (FT) (JAN)	PG
MSc Sustainable Energy Systems (PT)	PG

MSc Civil Engineering (FT) (SEPT)	PG
MSc Civil Engineering (PT) (SEPT)	PG
MSc Civil Engineering (FT) (JAN)	PG
MSc Civil Engineering (PT) (JAN)	PG
BEng (Hons) Building Services Engineering (DIRECT ENTRY) (PT)	UG
BEng (Hons) Building Services Engineering (Top Up) (PT)	UG
MSc Structural Engineering (FT) (JAN)	PG
MSc Structural Engineering (PT)	PG
BEng (Hons) Civil Engineering (PT)	UG
MSc Building Services Engineering (PT)	PG

Status	Mode	Accrediting Body	Date of PSRB activity	Outcomes
Active	FT	Royal Institute of British Architects (RIBA)	28 & 29 June 2018	Re-accredited
Active	PT	Royal Institute of British Architects (RIBA)	28 & 29 June 2018	Re-accredited
Active	PT	Royal Institute of British Architects (RIBA)	28 & 29 June 2018	Re-accredited
Active	PT	Royal Institute of British Architects (RIBA)	28 & 29 June 2018	Re-accredited
Active	FT	Royal Institute of British Architects (RIBA)	28 & 29 June 2018	Re-accredited
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
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
Running out	FT	Royal Institution of Chartered Surveyors (RICS)		Re-accredited
Running out	PT	Royal Institution of Chartered Surveyors (RICS)		Re-accredited
Running out	FT	Royal Institution of Chartered Surveyors (RICS)		Re-accredited
Running out	PT	Royal Institution of Chartered Surveyors (RICS)		Re-accredited
Running out	PT	Royal Institution of Chartered Surveyors (RICS)		
Running out	FT	Chartered Institute of Building (CIOB)	2015	Re-accredited
Active	FT	Chartered Institute of Building (CIOB)	2015	Re-accredited
Running out	PT	Chartered Institute of Building (CIOB)	2015	Re-accredited
Active	PT	Chartered Institute of Building (CIOB)	2015	Re-accredited
Active	PT	Chartered Institute of Architectural Technologists (CIAT) and the Chartered Institute of Building (CIOB)	CIAT - Nov 2017 CIOB - 2015	Re-accredited
Active	FT	Chartered Institute of Architectural Technologists (CIAT) and the Chartered Institute of Building (CIOB)	CIAT - Nov 2017 CIOB - 2015	Re-accredited
Active	FT	Chartered Institute of Building (CIOB)	2015	Re-accredited
Active	PT	Chartered Institute of Building (CIOB)	2015	Re-accredited
Running out	FT	Royal Institution of Chartered Surveyors (RICS)		
Running out	PT	Royal Institution of Chartered Surveyors (RICS)		
Active	FT	Royal Institution of Chartered Surveyors (RICS)		Re-accredited
Active	FT	Royal Institution of Chartered Surveyors (RICS)		
Active	FT	Royal Institution of Chartered Surveyors (RICS)		Re-accredited

Running out	PT	Royal Institution of Chartered Surveyors (RICS)		
Active	PT	Royal Institution of Chartered Surveyors (RICS) and Chartered Institute of Building (CIOB)	CIOB - 2015	Re-accredited
Active	FT	Royal Institution of Chartered Surveyors (RICS) and Chartered Institute of Building (CIOB)	CIOB - 2015	Re-accredited
Active	PT	Royal Institution of Chartered Surveyors (RICS) and Chartered Institute of Building (CIOB)	CIOB - 2015, RICS-Dec 2018	CIOB-Re-accredited, RICS-Reacredited
Active	FT	Royal Institution of Chartered Surveyors (RICS) and Chartered Institute of Building (CIOB)	CIOB - 2015, RICS - Dec 2018	CIOB-Re-accredited, RICS-Reacredited
Active	PT	Royal Institution of Chartered Surveyors (RICS)		Re-accredited
Active	PT	Royal Institution of Chartered Surveyors (RICS)		Re-accredited
Active	PT	Royal Institution of Chartered Surveyors (RICS)		
Running out	FT	Royal Institution of Chartered Surveyors (RICS)		Re-accredited
Running out	PT	Royal Institution of Chartered Surveyors (RICS)		Re-accredited
Active	FT	Royal Institution of Chartered Surveyors (RICS)		Re-accredited
Active	PT	Royal Institution of Chartered Surveyors (RICS)		Re-accredited
Active	FT	Royal Institution of Chartered Surveyors (RICS)		Re-accredited
Active	PT	Royal Institution of Chartered Surveyors (RICS)		Re-accredited
Active	FT	Royal Institution of Chartered Surveyors (RICS)		Re-accredited
Active	FT	Royal Institution of Chartered Surveyors (RICS)		Re-accredited
Active	PT	Royal Institution of Chartered Surveyors (RICS)		Re-accredited
Active	PT	Royal Institution of Chartered Surveyors (RICS)		Re-accredited
Active	FT	Royal Institution of Chartered Surveyors (RICS)		Re-accredited
Active	FT	Royal Institution of Chartered Surveyors (RICS)		Re-accredited
Active	PT	Royal Institution of Chartered Surveyors (RICS)		Re-accredited
Active	PT	Royal Institution of Chartered Surveyors (RICS)		Re-accredited
Active	FT	Royal Institution of Chartered Surveyors (RICS)		
Active	PT	Royal Institution of Chartered Surveyors (RICS)		

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
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
Active	PT	Royal Institution of Chartered Surveyors (RICS)		Re-accredited
Active	FT	Royal Institution of Chartered Surveyors (RICS)		Re-accredited
Active	PT	Royal Institution of Chartered Surveyors (RICS)		Re-accredited
Active	FT	Royal Institution of Chartered Surveyors (RICS)		Re-accredited
Active	FT	Royal Institution of Chartered Surveyors (RICS)		Re-accredited
Active	PT	Royal Institution of Chartered Surveyors (RICS)		Re-accredited
Active	FT	Royal Institution of Chartered Surveyors (RICS)		Re-accredited
Active	PT	Royal Institution of Chartered Surveyors (RICS)		Re-accredited
Active	FT	Royal Institution of Chartered Surveyors (RICS)		
Active	PT	Royal Institution of Chartered Surveyors (RICS)		
Active	PT	Royal Institution of Chartered Surveyors (RICS)		
Active	FT	Royal Institution of Chartered Surveyors (RICS)		
Active	PT	Royal Institution of Chartered Surveyors (RICS)		Re-accredited
Active	FT	Royal Institution of Chartered Surveyors (RICS)		Re-accredited
Active	PT	Royal Institution of Chartered Surveyors (RICS)		Re-accredited
Active	FT	Royal Institution of Chartered Surveyors (RICS)		Re-accredited
Active	PT	Royal Institution of Chartered Surveyors (RICS)		Re-accredited
Active	FT	Royal Institution of Chartered Surveyors (RICS)		Re-accredited
Active	PT	Royal Institution of Chartered Surveyors (RICS)		Re-accredited
Active	FT	Royal Institution of Chartered Surveyors (RICS)		Re-accredited
Running out	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

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
Running out	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
Running out	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
Active	FT	Chartered Institution of Building Services Engineers (CIBSE) and the Energy Institute (EI)	30 April & 1 May 2019	Re-accredited
Active	PT	Chartered Institution of Building Services Engineers (CIBSE) and the Energy Institute (EI)	30 April & 1 May 2019	Re-accredited
Running out	PT	Chartered Institution of Building Services Engineers (CIBSE) and the Energy Institute (EI)	30 April & 1 May 2019	Re-accredited
Active	FT	Chartered Institution of Building Services Engineers (CIBSE) and the Energy Institute (EI)	30 April & 1 May 2019	Re-accredited
Active	PT	Chartered Institution of Building Services Engineers (CIBSE) and the Energy Institute (EI)	30 April & 1 May 2019	Re-accredited
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
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
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
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
Running out	PT	Chartered Institution of Building Services Engineers (CIBSE) and the Energy Institute (EI)	30 April & 1 May 2019	Re-accredited
Running out	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

Running out	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
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
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
Active	PT	Chartered Institution of Building Services Engineers (CIBSE) and the Energy Institute (EI)	30 April & 1 May 2019	Re-accredited
Active	FT	Chartered Institution of Building Services Engineers (CIBSE) and the Energy Institute (EI)	30 April & 1 May 2019	Re-accredited
Active	FT	Chartered Institution of Building Services Engineers (CIBSE) and the Energy Institute (EI)	30 April & 1 May 2019	Re-accredited
Active	PT	Chartered Institution of Building Services Engineers (CIBSE) and the Energy Institute (EI)	30 April & 1 May 2019	Re-accredited
Active	FT	Chartered Institution of Building Services Engineers (CIBSE) and the Institute of Acoustics (IOA)	Mar-14	Re-accredited
Active	FT	Chartered Institution of Building Services Engineers (CIBSE) and the Institute of Acoustics (IOA)	Mar-14	Re-accredited
Active	PT	Chartered Institution of Building Services Engineers (CIBSE) and the Institute of Acoustics (IOA)	Mar-14	Re-accredited
Active	PT	Chartered Institution of Building Services Engineers (CIBSE) and the Institute of Acoustics (IOA)	Mar-14	Re-accredited
Running out	FT	Chartered Institution of Building Services Engineers (CIBSE) and the Energy Institute (EI)	Mar-14	Re-accredited
Running out	PT	Chartered Institution of Building Services Engineers (CIBSE) and the Energy Institute (EI)	Mar-14	Re-accredited

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
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
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
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
Active	PT	Chartered Institution of Building Services Engineers (CIBSE) and the Energy Institute (EI)	30 April & 1 May 2019	Re-accredited
Active	PT	Chartered Institution of Building Services Engineers (CIBSE) and the Energy Institute (EI)	30 April & 1 May 2019	Re-accredited
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
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
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
Active	PT	Chartered Institution of Building Services Engineers (CIBSE) and the Energy Institute (EI)	30 April & 1 May 2019	Re-accredited

Issues arising from accreditation requiring LSBU action	Accredited until	Any Comments	Evidence provided
None	2023		Yes
None	2023		Yes
None	2023		Yes
None	2023		Yes
None	2023		Yes
None	APM - 2020 CIOB - 2020		Yes for APM & CIOB
None	APM - 2020 CIOB - 2020		Yes for APM & CIOB
	2020		Yes
	2020		Yes
	2020		Yes
	2020		Yes
	No evidence of accrediation		
None	2020		Yes
None	2020		Yes
None	2020		Yes
None	2020		Yes
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
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
None	2020		Yes
None	2020		Yes
	No evidence of accrediation		No but listed on RICS website.
	No evidence of accrediation		No but listed on RICS website.
	2020		Yes
	No evidence of accrediation		No but listed on RICS website.
	2020		yes

	No evidence of accrediation		No but listed on RICS website.
None	CIOB - 2020		Yes for CIOB
None	CIOB - 2020		Yes for CIOB
None	CIOB - 2020 RICS-2020		Yes for both
None	CIOB - 2020 RICS-2020		Yes for both
	2020		Yes
	2020		Yes
	No evidence of accrediation		No but listed on RICS website.
	2020		Yes
	2020		Yes
	2020		Yes
	2020		Yes
	2020		Yes
	2020		Yes
	2020		Yes
	2020		Yes
	2020		Yes
	2020		Yes
	2020		Yes
	2020		Yes
	2020		Yes
	2020		Yes
	No evidence of accrediation		No but listed on RICS website.
	No evidence of accrediation		No but listed on RICS website.

None	APM - 2020 CIOB - 2020		Yes for APM & CIOB
None	APM - 2020 CIOB - 2020		Yes for APM & CIOB
	2020		Yes
	2020		Yes
	2020		Yes
	2020		Yes
	2020		Yes
	2020		Yes
	2020		Yes
	2020		Yes
	No evidence of accrediation		No but listed on RICS website.
	No evidence of accrediation		No but listed on RICS website.
	No evidence of accrediation		No but listed on RICS website.
	No evidence of accrediation		No but listed on RICS website.
	2020		Yes
	2020		Yes
	2020		Yes
	2020		Yes
	2020		Yes
	2020		Yes
	2020		Yes
	2020		Yes
None	2019 intake		Yes

1 - separate the 3 remaining L4 BEng/BSc module assessments 2 - increase contact hours to Year 1 students	2019 intake		Yes
1 - separate the 3 remaining L4 BEng/BSc module assessments 2 - increase contact hours to Year 1 students	2019 intake		Yes
None	2019 intake		Yes
Awaiting official report	Awaiting official report	Awaiting official report	Awaiting official report
Awaiting official report	Awaiting official report	Awaiting official report	Awaiting official report
Awaiting official report	Awaiting official report	Awaiting official report	Awaiting official report
Awaiting official report	Awaiting official report	Awaiting official report	Awaiting official report
Awaiting official report	Awaiting official report	Awaiting official report	Awaiting official report
1 - separate the 3 remaining L4 BEng/BSc module assessments 2 - increase contact hours to Year 1 students	2019 intake		Yes
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
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
1 - separate the 3 remaining L4 BEng/BSc module assessments	2019 intake		Yes
Awaiting official report	Awaiting official report	Awaiting official report	Awaiting official report
None	2019 intake	Running out	Yes

None	2019 intake	Running out	Yes
None	2019 intake		Yes
None	2019 intake		Yes
Awaiting official report	Awaiting official report	Awaiting official report	Awaiting official report
Awaiting official report	Awaiting official report	Awaiting official report	Awaiting official report
Awaiting official report	Awaiting official report	Awaiting official report	Awaiting official report
Awaiting official report	Awaiting official report	Awaiting official report	Awaiting official report
1 - BIM integrated more closely into courses 2 - reduce Student Staff Ratio 3 - increase EI staff and IAP membership	2018 intake	Visist on 1 may 2019. Waiting for offcicial report.	Yes
1 - BIM integrated more closely into courses 2 - reduce Student Staff Ratio 3 - increase EI staff and IAP membership	2018 intake	Visist on 1 may 2019. Waiting for offcicial report.	Yes
1 - BIM integrated more closely into courses 2 - reduce Student Staff Ratio 3 - increase EI staff and IAP membership	2018 intake	Visist on 1 may 2019. Waiting for offcicial report.	Yes
1 - BIM integrated more closely into courses 2 - reduce Student Staff Ratio 3 - increase EI staff and IAP membership	2018 intake	Visist on 1 may 2019. Waiting for offcicial report.	Yes
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
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

None	2019 intake		Yes
None	2019 intake		Yes
None	2019 intake		Yes
None	2019 intake		Yes
Awaiting official report	Awaiting official report	Awaiting official report	Awaiting official report
Awaiting official report	Awaiting official report	Awaiting official report	Awaiting official report
None	2019 intake		Yes
None	2019 intake		Yes
1 - separate the 3 remaining L4 BEng/BSc module assessments 2 - increase contact hours to Year 1 students	2019 intake		Yes
Awaiting official report	Awaiting official report	Awaiting official report	Awaiting official report

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
BUS	BAF	4369	BSc (Hons) Economics	UG	Active	FT	ILM ACCA CIMA	ILM: 17/07/19 ACCA: 01/08/2016 CIMA: 01/08/16	ILM: Dual accreditation ACCA: Exemption from 1 paper CIMA: Exemption from 2 papers		ILM: until further notice ACCA: 31/12/2023 CIMA: 2023	ILM: dual accreditation award of ILM Level 5 Certificate in Leadership and Management ACCA: Exemption Paper F1 On Completion CIMA: Exemptions from CIMA programme	ILM: Yes - letter from ILM dated 17/07/19 ACCA: Yes - letter from ACCA dated August 2016 CIMA: http://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University107/
BUS	BAF	4672	BSc (Hons) Economics with Finance	UG	Active	FT	ILM ACCA CIMA	ILM: 17/07/19 ACCA: 01/08/2016 CIMA: 01/08/16	ILM: Dual accreditation ACCA: Exemption from 2 papers CIMA: Exemption from 2 papers		ILM: until further notice ACCA: 31/12/2020 CIMA: 2023	ILM: dual accreditation award of ILM Level 5 Certificate in Leadership and Management ACCA: Exemption Paper F1 On Completion CIMA: Exemptions on to CIMA programme	ILM: Yes - letter from ILM dated 17/07/19 ACCA: Yes - letter from ACCA dated August 2016 CIMA: http://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University107/
BUS	BAF	4667	BSc (Hons) Economics with Accounting	UG	Active	FT	ILM ACCA CIMA ICAEW	ILM: 17/07/19 ACCA: Aug 2016 CIMA: 01/08/2016 ICAEW: S1 2018-19	ILM: Dual accreditation ACCA: Exemption from 5 papers CIMA: Exemption from 2 papers ICAEW: Exemption from 1 paper		ILM: until further notice ACCA: 31/12/23 CIMA: 2023 ICAEW: until further notice	ILM: dual accreditation award of ILM Level 5 Certificate in Leadership and Management ACCA: Exemption Papers F1 – F3 on completion, Paper F7 Financial Reporting (BAF-6-FRE), Paper F8 Audit & Assurance (BAF-6-AAS) CIMA: Exemptions on to CIMA programme ICAEW: Exemption from ICAEW Accounting paper on passing BAF-5-FAA Financial Accounting and Analysis	ILM: Yes - letter from ILM dated 17/07/19 ACCA: Letter from ACCA on AQDO P: Drive CIMA: http://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University107/ ICAEW: Summary of ACA Credits sent S1 2018-19
BUS	BAF	4668	BSc (Hons) Economics with Business Analytics	UG	Active	FT	ILM CIMA	ILM: 17/07/19 CIMA: 01/08/2016	ILM: Dual accreditation CIMA: Exemption from 2 papers		ILM: until further notice CIMA: 2023	ILM: ILM: dual accreditation award of ILM Level 5 Certificate in Leadership and Management CIMA: Exemptions on to CIMA programme	ILM: Yes - letter from ILM dated 17/07/19 CIMA: http://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University107/
BUS	BAF	4669	BSc (Hons) Economics with E-Business	UG	Active	FT	ILM CIMA IOEE	ILM: 17/07/19 CIMA: 01/08/2016 IOEE: Oct 2018	ILM: Dual accreditation CIMA: Exemption from 2 papers IOEE: Certificate in Enterprise Creation		ILM: until further notice CIMA: 2023 IOEE: 01/10/21	ILM: ILM: dual accreditation award of ILM Level 5 Certificate in Leadership and Management CIMA: Exemptions on to CIMA programme IOEE: Mapping of programme to equivalent IOEE qualification	ILM: Yes - letter from ILM dated 17/07/19 CIMA: http://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University107/ IOEE: Yes - letter from IOEE updated October 2018
BUS	BAF	4671	BSc (Hons) Economics with Enterprise & Entrepr	UG	Active	FT	ILM CIMA IOEE	ILM: 17/07/19 CIMA: 01/08/2016 IOEE: Oct 2018	ILM: Dual accreditation CIMA: Exemption from 2 papers IOEE: Diploma in Creativity and Entrepreneurship		ILM: until further notice CIMA: 2023 IOEE: 01/10/21	ILM: ILM: dual accreditation award of ILM Level 5 Certificate in Leadership and Management CIMA: Exemptions on to CIMA programme IOEE: Mapping of programme to equivalent IOEE qualification	ILM: Yes - letter from ILM dated 17/07/19 CIMA: http://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University107/ IOEE: Yes - letter from IOEE updated October 2018
BUS	BAF	4670	BSc (Hons) Economics with Business Manageme	UG	Active	FT	ILM CIMA	ILM: 17/07/19 CIMA: 01/08/2016	ILM: Dual accreditation CIMA: Exemption from 2 papers		ILM: until further notice CIMA: 2023	ILM: ILM: dual accreditation award of ILM Level 5 Certificate in Leadership and Management CIMA: Exemptions on to CIMA programme	ILM: Yes - letter from ILM dated 17/07/19 CIMA: http://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University107/
BUS	BAF	4673	BSc (Hons) Economics with HR	UG	Active	FT	ILM CIMA CIPD	ILM: 17/07/19 CIMA: 01/08/2016 CIPD: 01/04/17	ILM: Dual accreditation CIMA: Exemption from 2 papers CIPD: Mapped to 1 CIPD award and Associate Membership		ILM: until further notice CIMA: 2023 CIPD: 2019-20	ILM: ILM: dual accreditation award of ILM Level 5 Certificate in Leadership and Management CIMA: Exemptions on to CIMA programme CIPD: CIPD Intermediate Level Certificate in HRM & Associate Membership CIPD	ILM: Yes - letter from ILM dated 17/07/19 CIMA: http://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University107/ CIPD: Approval Letter
BUS	BAF	4674	BSc (Hons) Economics with Law	UG	Active	FT	ILM CIMA	ILM: 17/07/19 CIMA: 01/08/2016	ILM: Dual accreditation CIMA: Exemption from 2 papers		ILM: until further notice CIMA: 2023	ILM: ILM: dual accreditation award of ILM Level 5 Certificate in Leadership and Management CIMA: Exemptions on to CIMA programme	ILM: Yes - letter from ILM dated 17/07/19 CIMA: http://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University107/
BUS	BAF	4675	BSc (Hons) Economics with Marketing	UG	Active	FT	ILM CIMA	ILM: 17/07/19 CIMA: 01/08/2016	ILM: Dual accreditation CIMA: Exemption from 2 papers		ILM: until further notice CIMA: 2023	ILM: ILM: dual accreditation award of ILM Level 5 Certificate in Leadership and Management CIMA: Exemptions on to CIMA programme	ILM: Yes - letter from ILM dated 17/07/19 CIMA: http://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University107/
BUS	BAF	4756	BSc (Hons) Economics with Econometrics	UG	Active	FT	ILM CIMA	ILM: 17/07/19 CIMA: 01/08/2016	ILM: Dual accreditation CIMA: Exemption from 2 papers		ILM: until further notice CIMA: 2023	ILM: ILM: dual accreditation award of ILM Level 5 Certificate in Leadership and Management CIMA: Exemptions on to CIMA programme	ILM: Yes - letter from ILM dated 17/07/19 CIMA: http://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University107/
BUS	BAF	4678	BSc (Hons) Economics with Project Managemen	UG	Active	FT	ILM CIMA	ILM: 17/07/19 CIMA: 01/08/2016	ILM: Dual accreditation CIMA: Exemption from 2 papers		ILM: until further notice CIMA: 2023	ILM: ILM: dual accreditation award of ILM Level 5 Certificate in Leadership and Management CIMA: Exemptions on to CIMA programme	ILM: Yes - letter from ILM dated 17/07/19 CIMA: http://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University107/
BUS	BAF	4679	BSc (Hons) Economics with Retail	UG	Active	FT	CIMA	CIMA: 01/08/2016	CIMA: Exemption from 2 papers		CIMA: 2023	CIMA: Exemptions on to CIMA programme	CIMA: http://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University107/

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
BUS	BAF	4677	BSc (Hons) Economics with Corporate Sustainab	UG	Active	FT	CIMA ILM	CIMA: 01/08/2016 ILM: 17/07/19	CIMA: Exemption from 2 papers ILM: Dual accreditation		CIMA: 2023 ILM: until further notice	CIMA: Exemptions on to CIMA programme ILM: ILM: dual accreditation award of ILM Level 5 Certificate in Leadership and Management	CIMA: http://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University-107/ ILM: Letter from ILM dated 17/07/19
BUS	BAF	3466	MSc International Accounting and Finance (FT)	PG	Active	FT	ACCA CIMA	ACCA: 01/08/2016 CIMA: Aug 2016	ACCA: Exemption from 8 papers CIMA: Exemption from 4 papers		ACCA: 31/12/2020 CIMA: 2023	Exemption Papers F1-F4 on completion, Paper 5 Management Accounting (BAF-7-MAC), Paper F7 Financial Reporting (BAF-7-FRE), Paper F8 Audit Risk (BAT-7-AUR), Paper F9 Corporate Financial Management (BAF-7-CFM) CIMA: Exemption from 4 papers	ACCA: Letter from ACCA dated 13/08/16 CIMA: https://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University-107/
BUS	BAF	3840	MSc International Accounting and Finance (PT)	PG	Active	PT	ACCA CIMA	ACCA: 01/08/2016 CIMA: Aug 2016	ACCA: Exemption from 8 papers CIMA: Exemption from 4 papers		ACCA: 31/12/2020 CIMA: 2023	Exemption Papers F1-F4 on completion, Paper 5 Management Accounting (BAF-7-MAC), Paper F7 Financial Reporting (BAF-7-FRE), Paper F8 Audit Risk (BAT-7-AUR), Paper F9 Corporate Financial Management (BAF-7-CFM) CIMA: Exemption from 4 papers	ACCA: Letter from ACCA dated 13/08/16 CIMA: https://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University-107/
BUS	BAF	4572	MSc International Accounting and Finance (with placement)	PG	Active	FT	ACCA CIMA	ACCA: 01/08/2016 CIMA: Aug 2016	ACCA: Exemption from 7 papers CIMA: Exemption from 4 papers		ACCA: 31/12/2020 CIMA: 2023	Exemption Papers F1-F4 on completion, Paper 5 Management Accounting (BAF-7-MAC), Paper F7 Financial Reporting (BAF-7-FRE), Paper F8 Audit Risk (BAT-7-AUR), Paper F9 Corporate Financial Management (BAF-7-CFM) CIMA: Exemption from 4 papers	ACCA: Letter from ACCA dated 13/08/16 CIMA: https://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University-107/
BUS	BAF	4545	MSc Applied Accounting (PT)	PG	Active	PT	ACCA CIMA	ACCA: 01/08/2016 CIMA: Aug 2016	ACCA: Exemption from 7 papers CIMA: Exemption from 4 papers		ACCA: 31/12/2020 CIMA: 2023	ACCA: Exemption Papers F1-F4 on completion, Paper F5 Management Accounting (BAF-7-MAC), Paper F8 Audit Risk (BAT-7-AUR), Paper F9 Corporate Financial Management (BAF-7-CFM) CIMA: Exemption from 4 papers	ACCA: Letter from ACCA dated 13/08/16 CIMA: https://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University-107/
BUS	BAF	4546	MSc Applied Accounting (Fast Track)	PG	Active	FT	ACCA CIMA	ACCA: 01/08/2016 CIMA: Aug 2016	ACCA: Exemption from 7 papers CIMA: Exemption from 4 papers		ACCA: 31/12/2020 CIMA: 2023	ACCA: Exemption Papers F1-F4 on completion, Paper F5 Management Accounting (BAF-7-MAC), Paper F8 Audit Risk (BAT-7-AUR), Paper F9 Corporate Financial Management (BAF-7-CFM) CIMA: Exemption from 4 papers	ACCA: Letter from ACCA dated 13/08/16 CIMA: https://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University-107/
BUS	BAF	4547	MSc Applied Accounting (FT)	PG	Active	FT	ACCA CIMA	ACCA: 01/08/2016 CIMA: Aug 2016	ACCA: Exemption from 7 papers CIMA: Exemption from 4 papers		ACCA: 31/12/2020 CIMA: 2023	ACCA: Exemption Papers F1-F4 on completion, Paper F5 Management Accounting (BAF-7-MAC), Paper F8 Audit Risk (BAT-7-AUR), Paper F9 Corporate Financial Management (BAF-7-CFM) CIMA: Exemption from 4 papers	ACCA: Letter from ACCA dated 13/08/16 CIMA: https://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University-107/
BUS	BAF	4571	MSc Applied Accounting (with placement)	PG	Active	FT	ACCA	Aug-16	Exemption from 7 papers		31/12/20	Exemption Papers F1-F4 on completion, Paper F5 Management Accounting (BAF-7-MAC), Paper F8 Audit Risk (BAT-7-AUR), Paper F9 Corporate Financial Management (BAF-7-CFM)	Letter from ACCA dated 13/08/16
BUS	BAF	4548	MSc International Finance (FT)	PG	Active	FT	ACCA	Aug-16	Exemption from 6 papers		31/12/20	Exemption Papers F1-F3 on completion, Paper F5 Management Accounting (BAF-7-MAC), Paper F8 (Audit Risk (BAT-7-AUR), Paper F9 Corporate Financial Management (BAF-7-CFM)	Letter from ACCA dated 13/08/16
BUS	BAF	4549	MSc International Finance (PT)	PG	Active	PT	ACCA	Aug-16	Exemption from 6 papers		31/12/20	Exemption Papers F1-F3 on completion, Paper F5 Management Accounting (BAF-7-MAC), Paper F8 (Audit Risk (BAT-7-AUR), Paper F9 Corporate Financial Management (BAF-7-CFM)	Letter from ACCA dated 13/08/16
BUS	BAF	4573	MSc International Finance (with placement)	PG	Active	FT	ACCA	Aug-16	Exemption from 6 papers		31/12/20	Exemption Papers F1-F3 on completion, Paper F5 Management Accounting (BAF-7-MAC), Paper F8 (Audit Risk (BAT-7-AUR), Paper F9 Corporate Financial Management (BAF-7-CFM)	Letter from ACCA dated 13/08/16
BUS	BAF	1319	MSc/PG Dip Corporate Governance (PT)	PG	Active	PT	ICSA	Jul-19	GradICSA status on completion of degree		Until further notice	GradICSA status on completion of degree	https://www.icsa.org.uk/professional-development/study/icsa-validated-postgraduate-courses
BUS	BAF	1318	MSc/PG Dip Corporate Governance (FT)	PG	Active	FT	ICSA	Jul-19	GradICSA status on completion of degree		Until further notice	GradICSA status on completion of degree	https://www.icsa.org.uk/professional-development/study/icsa-validated-postgraduate-courses
BUS	BAF	4152	BA (Hons) Accounting and Finance (4yrs)	UG	Active	PT	ACCA ICAEW CIMA	ACCA: 01/11/2013 ICAEW: S1 2018-19 CIMA: Aug 2016	ACCA: Exemption from 9 papers ICAEW: Exemption from 1 paper CIMA: Exemption from 10 papers		ACCA: 31/12/2021 ICAEW: until further notice CIMA: 2023	ACCA: Exemption Papers F1-F4 on completion, Paper 5 Advanced Management Accounting (BAF-5-AMA), Paper F6 Taxation Fundamentals (BAF-5-TAF), Paper F7 Financial Reporting (BAF-6-FRE), Paper F8 Audit and Assurance (BAF-6-AAS), Paper F9 Fundamentals of Finance (BAF-5-FOF), Managerial Finance (BAF-6-MFI) ICAEW: Exemption from ICAEW Accounting Paper on passing BAF-FAA Financial Accounting and Analysis CIMA: Exemption from 10 papers	ACCA: Letter from ACCA dated 09/11/13 ICAEW: Summary of ACA Credits 2018 sent S1 2018-19 CIMA: https://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University-107/

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
BUS	BAF	4314	BA (Hons) Accounting and Finance (with placement)	UG	Active	FT	ACCA ICAEW AIA	ACCA: 09/11/2013 ICAEW: S1 2018-19 AIA: 12/02/19	ACCA: Exemption from 9 papers ICAEW: Exemption from 1 paper AIA: Exemptions from 12 papers		ACCA:31/12/2021 ICAEW: until further notice AIA: until further notice	ACCA: Exemption Papers F1-F4 on completion, Paper 5 Advanced Management Accounting (BAF-5-AMA), Paper F6 Taxation Fundamentals (BAF-5-TAF), Paper F7 Financial Reporting (BAF-6-FRE), Paper F8 Autid and Assurance (BAF-6-AAS), Paper F9 Fundamentals of Finance (BAF-5-FOF), Managerial Finance (BAF-6-MFI) ICAEW: Exemption from ICAEW Accounting paper on passing BAF-5-FAA Financial Accounting and Analysis AIA: Exemption from 12 papers - Module A Paper 1 – Financial Accounting 1 Paper 2 – Business Economics Paper 3 – Management Accounting 1 Module B Paper 4 – Law Paper 5 – Auditing and Taxation on the basis of Audit & Assurance (BAF-6-AAS/(BAPA) (MAC_3_BAA) plus Advanced Taxation (BAF_6_ATX) Paper 6 – Information Processing Module C Paper 7 – Auditing on the basis of Audit & Assurance (BAF-6-AAS/BAPA) (MAC_3_BAA) Paper 8 – Company Law Paper 9 – Management Information on the basis of	ACCA: Letter from ACCA dated 09/11/13 ICAEW: Summary of ACA Credits sent S1 2018-19 AIA: Letter from AIA dated 12/02/19
BUS	BAF	4419	BA (Hons) Accounting & Entrepreneurship (FT)	UG	Active	FT	ACCA IOEE	ACCA - Jan-17 IOEE - Oct 18	ACCA - Exemption from 7 papers IOEE - Introductory Certificate in Enterprise Management		ACCA - 31/12/2021 IOEE - 01/10/21	ACCA - Exemption Papers F1-F3 on completion, Paper F6 Advanced Taxation (BAF-6-ADT), Paper F7 Financial Reporting (BAF-6-FRE), Paper F8 Audit & Assurance (BAF-6-AAS), Paper F9 Managerial Finance (BAF-6-MFI) IOEE - Introductory Certificate in Enterprise Management	ACCA - Letter from ACCA dated 09/01/17 IOEE - Letter of Approval from IOEE dated 01/10/18
BUS	BAF	4420	BA (Hons) Accounting & Entrepreneurship (PT)	UG	Active	PT	ACCA IOEE AIA	ACCA: Jan-17 IOEE: Oct 18 AIA: 12/02/19	ACCA: Exemption from 7 papers IOEE: Introductory Certificate in Enterprise Management AIA: Exemption from 7 papers		ACCA: 31/12/2021 IOEE: 01/10/21 AIA: 12/02/19	ACCA: Exemption Papers F1-F3 on completion, Paper F6 Advanced Taxation (BAF-6-ADT), Paper F7 Financial Reporting (BAF-6-FRE), Paper F8 Audit & Assurance (BAF-6-AAS), Paper F9 Managerial Finance (BAF-6-MFI) IOEE: Introductory Certificate in Enterprise Management AIA: Exemptions from 7 papers - Module A Paper 1 – Financial Accounting 1 Paper 2 – Business Economics Paper 3 – Management Accounting 1 Module B Paper 5 – Auditing and Taxation on the basis of Audit & Assurance (BAF-6-AAS/(BAPA) (MAC_3_BAA) plus Advanced Taxation (BAF_6_ATX) Paper 6 – Information Processing Module C Paper 7 – Auditing on the basis of Audit & Assurance (BAF-6-AAS/BAPA) (MAC_3_BAA) Module D Paper 11 – Financial Accounting 2 on the basis of Fundamentals of Finance (BAF-5-FOF) Plus Managerial Finance (BAF-6-MFI)	ACCA: Letter from ACCA dated 09/01/17 IOEE: Letter of Approval from IOEE dated 01/10/18 AIA: letter from AIA dated 12/02/19
BUS	BMAN	3781	MSc International Human Resources Management	PG	Active	FT	CMI	CMI: May 2019	CMI: Draft mapping to Level 7 to be completed Oct 2019		CMI: TBC	CMI: in progress with CMI - Level 7	CMI: TBC
BUS	BMAN	3918	MSc Human Resources Management	PG	Active	PT	CIPD	Apr-13	Approval Report		2019-20	Mapped to CIPD Level 7	CIPD: Quality Assurance Panel Visit Report
BUS	BMAN	4178	Postgraduate Diploma in HRM	PG	Active	PT	CIPD	Apr-13	Approval Report		2019-20	Mapped to CIPD Level 7	CIPD: Quality Assurance Panel Visit Report
BUS	BMAN	3941	Certificate in Human Resource Practice (CHRP)	UG	Active	PT	CIPD	Jan-11	Approval Letter		2019-20	Mapped to CIPD Level 3	CIPD: Approval Letter
BUS	BMAN	3890	MSc Marketing Communications (FT)	PG	Active	FT	CIM	Mar-17	Exemptions		2021	Exemption via APL from L4 Certificate in Professional Marketing (Modules: "Marketing" & Integrated Communications") and from L6 Diploma in Professional Marketing (Module: "Strategic Marketing") for 3 years after graduation	CIM: letter dated 30/04/17 and CIM website https://www.cim.co.uk/more/graduate-gateway/already-graduated/
BUS	BMAN	3891	MSc Marketing Communications (PT)	PG	Active	PT	CIM	Mar-17	Exemptions		2021	Exemption via APL from L4 Certificate in Professional Marketing (Modules: "Marketing" & Integrated Communications") and from L6 Diploma in Professional Marketing (Module: "Strategic Marketing") for 3 years after graduation	CIM: letter dated 30/04/17 and CIM website https://www.cim.co.uk/more/graduate-gateway/already-graduated/
BUS	BMAN	4166	MSc Marketing Communications (Top-Up 3 Modules + Diss) (FT)	PG	Active	FT	CIM	Mar-17	Exemptions		2021	Exemption via APL from L4 Certificate in Professional Marketing (Modules: "Marketing" & Integrated Communications") and from L6 Diploma in Professional Marketing (Module: "Strategic Marketing") for 3 years after graduation	CIM: letter dated 30/04/17 and CIM website https://www.cim.co.uk/more/graduate-gateway/already-graduated/

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
BUS	BMAN	4167	MSc Marketing Communications (Top-Up 3 Modules + Diss) (PT)	PG	Active	PT	CIM	Mar-17	Exemptions		2021	Exemption via APL from L4 Certificate in Professional Marketing (Modules: "Marketing" & Integrated Communications") and from L6 Diploma in Professional Marketing (Module: "Strategic Marketing") for 3 years after graduation	CIM: letter dated 30/04/17 and CIM website https://www.cim.co.uk/more/graduate-gateway/already-graduated/
BUS	BMAN	4246	MSc Marketing Communications [with Internship]	PG	Active	FT	CIM	Mar-17	Exemptions		2021	Exemption via APL from L4 Certificate in Professional Marketing (Modules: "Marketing" & Integrated Communications") and from L6 Diploma in Professional Marketing (Module: "Strategic Marketing") for 3 years after graduation	CIM: letter dated 30/04/17 and CIM website https://www.cim.co.uk/more/graduate-gateway/already-graduated/
BUS	BMAN	4154	MSc Marketing (FT)	PG	Active	FT	CIM	Mar-17	Exemptions		2021	Exemption via APL from L4 Certificate in Professional Marketing (Modules: "Marketing" & Integrated Communications") and from L6 Diploma in Professional Marketing (Module: "Strategic Marketing") for 3 years after graduation	CIM: letter dated 30/04/17 and CIM website https://www.cim.co.uk/more/graduate-gateway/already-graduated/
BUS	BMAN	4155	MSc Marketing (PT)	PG	Active	PT	CIM	Mar-17	Exemptions		2021	Exemption via APL from L4 Certificate in Professional Marketing (Modules: "Marketing" & Integrated Communications") and from L6 Diploma in Professional Marketing (Module: "Strategic Marketing") for 3 years after graduation	CIM: letter dated 30/04/17 and CIM website https://www.cim.co.uk/more/graduate-gateway/already-graduated/
BUS	BMAN	4247	MSc Marketing [with Internship]	PG	Active	FT	CIM	Mar-17	Exemptions		2021	Exemption via APL from L4 Certificate in Professional Marketing (Modules: "Marketing" & Integrated Communications") and from L6 Diploma in Professional Marketing (Module: "Strategic Marketing") for 3 years after graduation	CIM: letter dated 30/04/17 and CIM website https://www.cim.co.uk/more/graduate-gateway/already-graduated/
BUS	BMAN	4245	MSc International Marketing [Internship]	PG	Active	FT	CIM	Mar-17	Exemptions		2021	Exemption via APL from L4 Certificate in Professional Marketing (Modules: "Marketing" & Integrated Communications") and from L6 Diploma in Professional Marketing (Module: "Strategic Marketing") for 3 years after graduation	CIM: letter dated 30/04/17 and CIM website https://www.cim.co.uk/more/graduate-gateway/already-graduated/
BUS	BMAN	807	MSc/PGDip International Marketing (FT)	PG	Active	FT	CIM	Mar-17	Exemptions		2021	Exemption via APL from L4 Certificate in Professional Marketing (Modules: "Marketing" & Integrated Communications") and from L6 Diploma in Professional Marketing (Module: "Strategic Marketing") for 3 years after graduation	CIM: letter dated 30/04/17 and CIM website https://www.cim.co.uk/more/graduate-gateway/already-graduated/
BUS	BMAN	808	MSc/PGDip International Marketing (PT)	PG	Active	PT	CIM	Mar-17	Exemptions		2021	Exemption via APL from L4 Certificate in Professional Marketing (Modules: "Marketing" & Integrated Communications") and from L6 Diploma in Professional Marketing (Module: "Strategic Marketing") for 3 years after graduation	CIM: letter dated 30/04/17 and CIM website https://www.cim.co.uk/more/graduate-gateway/already-graduated/
BUS	BMAN	3916	MSc Marketing Management (Top-Up 3 Units + Diss) (PT)	PG	Active	PT	CIM	CIM Mar-17	CIM: Exemptions		CIM: 2021	CIM: Exemption via APL from L4 Certificate in Professional Marketing (Modules: "Marketing" & Integrated Communications") and from L6 Diploma in Professional Marketing (Module: "Strategic Marketing") for 3 years after graduation	CIM: letter dated 30/04/17 and CIM website https://www.cim.co.uk/more/graduate-gateway/already-graduated/
BUS	BMAN	3934	MSc Marketing Management (Top-Up 3 Units + Diss) (FT)	PG	Active	FT	CIM	CIM Mar-17	CIM: Exemptions		CIM: 2021	CIM: Exemption via APL from L4 Certificate in Professional Marketing (Modules: "Marketing" & Integrated Communications") and from L6 Diploma in Professional Marketing (Module: "Strategic Marketing") for 3 years after graduation	CIM: letter dated 30/04/17 and CIM website https://www.cim.co.uk/more/graduate-gateway/already-graduated/
BUS	BMAN	3920	MSc Digital Marketing (Top-Up - 3 Diss) (PT)	PG	Active	PT	IDM	CIM Mar-17	CIM: Exemptions		CIM: 2021	CIM: Exemption via APL from L4 Certificate in Professional Marketing (Modules: "Marketing" & Integrated Communications") and from L6 Diploma in Professional Marketing (Module: "Strategic Marketing") for 3 years after graduation	CIM: Letter dated 30/04/17
BUS	BMAN	3932	MSc Digital Marketing (Top-Up - 3 Diss) (FT)	PG	Active	FT	IDM	CIM Mar-17	CIM: Exemptions		CIM: 2021	CIM: Exemption via APL from L4 Certificate in Professional Marketing (Modules: "Marketing" & Integrated Communications") and from L6 Diploma in Professional Marketing (Module: "Strategic Marketing") for 3 years after graduation	CIM: Letter dated 30/04/17
BUS	BMAN	4242	MSc Digital Marketing [Blended]	PG	Active	PT	IDM	CIM Mar-17	CIM: Exemptions		CIM: 2021	CIM: Exemption via APL from L4 Certificate in Professional Marketing (Modules: "Marketing" & Integrated Communications") and from L6 Diploma in Professional Marketing (Module: "Strategic Marketing") for 3 years after graduation	CIM: Letter dated 30/04/17
BUS	BMAN	5267	Master of Business Administration in International Management	PG	Active	FT	CMI	CMI: May 2019	CMI: Draft mapping to Level 7 completed - awaiting finalisation Sept 2019		CMI: TBC	CMI: in progress with CMI - Level 7	CMI: TBC
BUS	BMAN	4009	Executive Master In Public Administration (FT)	PG	Active	FT	CMI	Oct-17	CMI: Award mapping		Until further notice	Mapped to CMI Level 7	Letter from CMI to LSBU dated 16/10/17
BUS	BMAN	4010	Executive Master In Public Administration (PT)	PG	Active	PT	CMI	Oct-17	CMI: Award mapping		Until further notice	Mapped to CMI Level 7	Letter from CMI to LSBU dated 16/10/17
BUS	BMAN	36	Certificate In Management Cm.1.1.1 - Open/Oct/Ptdr	UG	Active	PT	CMI	Oct-17	CMI: Award mapping		Until further notice	Mapped to CMI Level 5 Diploma in Management & Leadership	Letter from CMI to LSBU dated 16/10/17
BUS	BMAN	7	Diploma In Management Studies	UG	Active	PT	CMI	Oct-17	CMI: Award mapping		Until further notice	Mapped to CMI Level 7 Diploma in Strategic Management & Leadership	Letter from CMI to LSBU dated 16/10/17

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
BUS	BMAN	1262	BA (Hons) Marketing (FT)	UG	Active	FT	CIM IDM CIMA	CIM: Mar-17 IDM: Oct-18 CIMA: Aug 16	CIM: Exemptions IDM: Mapping CIMA: Exemptions		CIM: 2021 IDM: Oct 2019 CIMA: 2023	CIM: Exemption via APL from L4 Certificate in Professional Marketing (Modules: "Marketing" & Integrated Communications") and from L6 Diploma in Professional Marketing (Module: "Strategic Marketing") for 3 years after graduation IDM: Pass in Level 6 module Direct & Digital Marketing Strategy assignment qualifies students to sit IDM Certificate CIMA: Exemptions from 3 papers	CIM: Letter dated 30/04/17 and CIM website pdf of university Graduate Gateway exemptions dated October 2017 IDM: letter dated 18/10/18 CIMA: https://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University107/
BUS	BMAN	3997	BA (Hons) Marketing (4 Years) (PT)	UG	Active	PT	CIM IDM CIMA	CIM: Mar-17 IDM: Oct-18 CIMA: Aug 16	CIM: Exemptions IDM: Mapping CIMA: Exemptions		CIM: 2021 IDM: Oct 2019 CIMA: 2023	CIM: Exemption via APL from L4 Certificate in Professional Marketing (Modules: "Marketing" & Integrated Communications") and from L6 Diploma in Professional Marketing (Module: "Strategic Marketing") for 3 years after graduation IDM: Pass in Level 6 module Direct & Digital Marketing Strategy assignment qualifies students to sit IDM Certificate CIMA: Exemptions from 3 papers	CIM: Letter dated 30/04/17 and CIM website pdf of university Graduate Gateway exemptions dated October 2017 IDM: letter dated 18/10/18 CIMA: https://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University107/
BUS	BMAN	4199	BA (Hons) Marketing (6 Years) (PT)	UG	Active	PT	CIM IDM CIMA	CIM: Mar-17 IDM: Oct-18 CIMA: Aug 16	CIM: Exemptions IDM: Mapping CIMA: Exemptions		CIM: 2021 IDM: Oct 2019 CIMA: 2023	CIM: Exemption via APL from L4 Certificate in Professional Marketing (Modules: "Marketing" & Integrated Communications") and from L6 Diploma in Professional Marketing (Module: "Strategic Marketing") for 3 years after graduation IDM: Pass in Level 6 module Direct & Digital Marketing Strategy assignment qualifies students to sit IDM Certificate CIMA: Exemptions from 3 papers	CIM: Letter dated 30/04/17 and CIM website pdf of university Graduate Gateway exemptions dated October 2017 IDM: letter dated 18/10/18 CIMA: https://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University107/
BUS	BMAN	4941	BA (Hons) Marketing with Advertising & Digital Communications	UG	Active	FT	CIM IDM CIMA	CIM: Mar-17 IDM: Oct-18 CIMA: Aug 16	CIM: Exemptions IDM: Mapping CIMA: Exemptions		CIM: 2021 IDM: Oct 2019 CIMA: 2024	CIM: Exemption via APL from L4 Certificate in Professional Marketing (Modules: "Marketing" & Integrated Communications") and from L6 Diploma in Professional Marketing (Module: "Strategic Marketing") for 3 years after graduation IDM: Pass in Level 6 module Direct & Digital Marketing Strategy assignment qualifies students to sit IDM Certificate CIMA: Exemptions from 3 papers	CIM: Letter dated 30/04/17 and CIM website pdf of university Graduate Gateway exemptions dated October 2017 IDM: letter dated 18/10/18 CIMA: https://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University107/
BUS	BMAN	4942	BA (Hons) Marketing with Luxury Brand Management	UG	Active	FT	CIM CIMA	CIM: Mar-17 CIMA: Aug 16	CIM: Exemptions CIMA: Exemptions		CIM: 2021 CIMA: 2024	CIM: Exemption via APL from L4 Certificate in Professional Marketing (Modules: "Marketing" & Integrated Communications") and from L6 Diploma in Professional Marketing (Module: "Strategic Marketing") for 3 years after graduation CIMA: Exemptions from 3 papers	CIM: Letter dated 30/04/17 and CIM website pdf of university Graduate Gateway exemptions dated October 2017 CIMA: https://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University107/
BUS	BMAN	4943	BA (Hons) Marketing with Public Relations	UG	Active	FT	CIM CIMA	CIM: Mar-17 CIMA: Aug 16	CIM: Exemptions CIMA: Exemptions		CIM: 2021 CIMA: 2024	CIM: Exemption via APL from L4 Certificate in Professional Marketing (Modules: "Marketing" & Integrated Communications") and from L6 Diploma in Professional Marketing (Module: "Strategic Marketing") for 3 years after graduation CIMA: Exemptions from 3 papers	CIM: Letter dated 30/04/17 and CIM website pdf of university Graduate Gateway exemptions dated October 2017 CIMA: https://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University107/
BUS	BMAN	4944	BA (Hons) Marketing with Supply Chain & Procurement	UG	Active	FT	CIM CIMA	CIM: Mar-17 CIMA: Aug 16	CIM: Exemptions CIMA: Exemptions		CIM: 2021 CIMA: 2024	CIM: Exemption via APL from L4 Certificate in Professional Marketing (Modules: "Marketing" & Integrated Communications") and from L6 Diploma in Professional Marketing (Module: "Strategic Marketing") for 3 years after graduation CIMA: Exemptions from 3 papers	CIM: Letter dated 30/04/17 and CIM website pdf of university Graduate Gateway exemptions dated October 2017 CIMA: https://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University107/
BUS	BMAN	4882	BA (Hons) Marketing with Law	UG	Active	FT	CIM CIMA	CIM: Mar-17 CIMA: Aug 16	CIM: Exemptions CIMA: Exemptions		CIM: 2021 CIMA: 2024	CIM: Exemption via APL from L4 Certificate in Professional Marketing (Modules: "Marketing" & Integrated Communications") and from L6 Diploma in Professional Marketing (Module: "Strategic Marketing") for 3 years after graduation CIMA: Exemptions from 3 papers	CIM: Letter dated 30/04/17 and CIM website pdf of university Graduate Gateway exemptions dated October 2017 CIMA: https://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University107/
BUS	BMAN	4945	BA (Hons) Marketing with Corporate Sustainability	UG	Active	FT	CIM CIMA	CIM: Mar-17 CIMA: Aug 16	CIM: Exemptions CIMA: Exemptions		CIM: 2021 CIMA: 2024	CIM: Exemption via APL from L4 Certificate in Professional Marketing (Modules: "Marketing" & Integrated Communications") and from L6 Diploma in Professional Marketing (Module: "Strategic Marketing") for 3 years after graduation CIMA: Exemptions from 3 papers	CIM: Letter dated 30/04/17 and CIM website pdf of university Graduate Gateway exemptions dated October 2017 CIMA: https://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University107/

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
BUS	BMAN	4873	BA (Hons) Marketing with Economics	UG	Active	FT	CIM CIMA	CIM: Mar-17 CIMA: Aug 16	CIM: Exemptions CIMA: Exemptions		CIM: 2021 CIMA: 2024	CIM: Exemption via APL from L4 Certificate in Professional Marketing (Modules: "Marketing" & Integrated Communications") and from L6 Diploma in Professional Marketing (Module: "Strategic Marketing") for 3 years after graduation CIMA: Exemptions from 3 papers	CIM: Letter dated 30/04/17 and CIM website pdf of university Graduate Gateway exemptions dated October 2017 CIMA: https://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University 107/
BUS	BMAN	4946	BA (Hons) Marketing with Enterprise & Entrepreneurship	UG	Active	FT	CIM CIMA	CIM: Mar-17 CIMA: Aug 16 IOEE: Oct 18	CIM: Exemptions CIMA: Exemptions IOEE: Diploma in Creativity and Entrepreneurship		CIM: 2021 CIMA: 2024 IOEE: 01/10/21	CIM: Exemption via APL from L4 Certificate in Professional Marketing (Modules: "Marketing" & Integrated Communications") and from L6 Diploma in Professional Marketing (Module: "Strategic Marketing") for 3 years after graduation CIMA: Exemptions from 3 papers IOEE: Mapping of course to equivalent IOEE qualification	CIM: Letter dated 30/04/17 and CIM website pdf of university Graduate Gateway exemptions dated October 2017 CIMA: https://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University 107/ IOEE: Letter from IOEE updated October 2018
BUS	BMAN	4880	BA (Hons) Marketing with Finance	UG	Active	FT	CIM CIMA	CIM: Mar-17 CIMA: Aug 16	CIM: Exemptions CIMA: Exemptions		CIM: 2021 CIMA: 2024	CIM: Exemption via APL from L4 Certificate in Professional Marketing (Modules: "Marketing" & Integrated Communications") and from L6 Diploma in Professional Marketing (Module: "Strategic Marketing") for 3 years after graduation CIMA: Exemptions from 3 papers	CIM: Letter dated 30/04/17 and CIM website pdf of university Graduate Gateway exemptions dated October 2017 CIMA: https://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University 107/
BUS	BMAN	4881	BA (Hons) Marketing with Human Resources	UG	Active	FT	CIM CIMA CIPD	CIM: Mar-17 CIMA: Aug 16 CIPD: Apr 17	CIM: Exemptions CIMA: Exemptions CIPD: Mapped to 1 CIPD award and Associate Membership		CIM: 2021 CIMA: 2024 CIPD: 2019-20	CIM: Exemption via APL from L4 Certificate in Professional Marketing (Modules: "Marketing" & Integrated Communications") and from L6 Diploma in Professional Marketing (Module: "Strategic Marketing") for 3 years after graduation CIMA: Exemptions from 3 papers CIPD: CIPD Intermediate Level Certificate in HRM & Associate Membership of CIPD	CIM: Letter dated 30/04/17 and CIM website pdf of university Graduate Gateway exemptions dated October 2017 CIMA: https://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University 107/ CIPD: Approval Letter
BUS	BMAN	4883	BA (Hons) Marketing with Project Management	UG	Active	FT	CIM CIMA	CIM: Mar-17 CIMA: Aug 16	CIM: Exemptions CIMA: Exemptions		CIM: 2021 CIMA: 2024	CIM: Exemption via APL from L4 Certificate in Professional Marketing (Modules: "Marketing" & Integrated Communications") and from L6 Diploma in Professional Marketing (Module: "Strategic Marketing") for 3 years after graduation CIMA: Exemptions from 3 papers	CIM: Letter dated 30/04/17 and CIM website pdf of university Graduate Gateway exemptions dated October 2017 CIMA: https://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University 107/
BUS	BMAN	4884	BA (Hons) Marketing with Retail	UG	Active	FT	CIM CIMA	CIM: Mar-17 CIMA: Aug 16	CIM: Exemptions CIMA: Exemptions		CIM: 2021 CIMA: 2024	CIM: Exemption via APL from L4 Certificate in Professional Marketing (Modules: "Marketing" & Integrated Communications") and from L6 Diploma in Professional Marketing (Module: "Strategic Marketing") for 3 years after graduation CIMA: Exemptions from 3 papers	CIM: Letter dated 30/04/17 and CIM website pdf of university Graduate Gateway exemptions dated October 2017 CIMA: https://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University 107/
BUS	BMAN	4872	BA (Hons) Marketing with Accounting	UG	Active	FT	CIM CIMA ACCA	CIM: Mar-17 CIMA: Aug 16 ACCA: Aug 16	CIM: Exemptions CIMA: Exemptions ACCA: Exemptions from 5 papers		CIM: 2021 CIMA: 2025 ACCA: 31/12/2023	CIM: Exemption via APL from L4 Certificate in Professional Marketing (Modules: "Marketing" & Integrated Communications") and from L6 Diploma in Professional Marketing (Module: "Strategic Marketing") for 3 years after graduation CIMA: Exemptions from 3 papers ACCA: Exemptions from 5 papers - Papers F1 – F3 On completion, Paper F7 Financial Reporting (BAF-6-FRE), Paper F8 Audit & Assurance (BAF-6-AAS)	CIM: Letter dated 30/04/17 and CIM website pdf of university Graduate Gateway exemptions dated October 2017 CIMA: https://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University 107/ ACCA: Letter from ACCA on AQDO P:Drive
BUS	BBS	3953	Master of Business Administration	PG	Active	FT	CMI	CMI: May 2019	CMI: Draft mapping to Level 7 completed - awaiting finalisation Sept 2019		CMI: TBC	CMI: in progress with CMI - Level 7	CMI: TBC
BUS	BBS	5343	MSc Business Project Management (FT)	PG	Active	FT	APM	APM: Aug 2019	APM: Accreditation being considered		APM: TBC	APM: in progress	APM: TBC
BUS	BBS	4763	MSc International Business Management (FT)	PG	Active	FT	ACCA: Exemption from 2 papers CMI: Mapping to Level 7 planned	ACCA: 01/10/2016 CMI: May 2019	ACCA: Exemption from 2 papers CMI: Draft mapping to Level 7 to be completed Nov 2019		ACCA: 31/12/2021 CMI: TBC	ACCA: Paper F1 on completion, Paper F9 (BAF_7_CFM) CMI: in progress with CMI - Level 7	ACCA: Letter on AQDO P: Drive CMI: TBC
BUS	BBS	4764	MSc International Business Management (PT)	PG	Active	PT	ACCA: Exemption from 2 papers CMI: Mapping to Level 7 planned	ACCA: 01/10/2016 CMI: May 2019	ACCA: Exemption from 2 papers CMI: Draft mapping to Level 7 to be completed Nov 2019		ACCA: 31/12/2021 CMI: TBC	ACCA: Paper F1 on completion, Paper F9 (BAF_7_CFM) CMI: in progress with CMI - Level 7	ACCA: Letter on AQDO P: Drive CMI: TBC
BUS	BBS	4869	MSc International Business Management (with I	PG	Active	FT	ACCA: Exemption from 2 papers CMI: Mapping to Level 7 planned	ACCA: 01/10/2016 CMI: May 2019	ACCA: Exemption from 2 papers CMI: Draft mapping to Level 7 to be completed Nov 2019		ACCA: 31/12/2021 CMI: TBC	ACCA: Paper F1 on completion, Paper F9 (BAF_7_CFM) CMI: in progress with CMI - Level 7	ACCA: Letter on AQDO P: Drive CMI: TBC

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
BUS	BBS	4860	MSc International Business Management with F	PG	Active	FT	ACCA: Exemption from 2 papers CMI: Mapping to Level 7 planned	ACCA: 01/10/2016 CMI: May 2019	ACCA: Exemption from 2 papers CMI: Draft mapping to Level 7 to be completed Nov 2019		ACCA: 31/12/2021 CMI: TBC	ACCA: Paper F1 on completion, Paper F9 (BAF_7_CFM) CMI: in progress with CMI - Level 7	ACCA: Letter on AQDO P: Drive CMI: TBC
BUS	BBS	4861	MSc International Business Management with F	PG	Active	PT	ACCA: Exemption from 2 papers CMI: Mapping to Level 7 planned	ACCA: 01/10/2016 CMI: May 2019	ACCA: Exemption from 2 papers CMI: Draft mapping to Level 7 to be completed Nov 2019		ACCA: 31/12/2021 CMI: TBC	ACCA: Paper F1 on completion, Paper F9 (BAF_7_CFM) CMI: in progress with CMI - Level 7	ACCA: Letter on AQDO P: Drive CMI: TBC
BUS	BBS	4905	MSc International Business Management with F	PG	Active	FT	ACCA: Exemption from 2 papers CMI: Mapping to Level 7 planned	ACCA: 01/10/2016 CMI: May 2019	ACCA: Exemption from 2 papers CMI: Draft mapping to Level 7 to be completed Nov 2019		ACCA: 31/12/2021 CMI: TBC	ACCA: Paper F1 on completion, Paper F9 (BAF_7_CFM) CMI: in progress with CMI - Level 7	ACCA: Letter on AQDO P: Drive CMI: TBC
BUS	BBS	4862	MSc International Business Management with M	PG	Active	FT	CMI: Mapping to Level 7 planned	CMI: May 2019	CMI: Draft mapping to Level 7 to be completed Nov 2019		CMI: TBC	CMI: in progress with CMI - Level 7	CMI: TBC
BUS	BBS	4863	MSc International Business Management with M	PG	Active	PT	CMI: Mapping to Level 7 planned	CMI: May 2019	CMI: Draft mapping to Level 7 to be completed Nov 2019		CMI: TBC	CMI: in progress with CMI - Level 7	CMI: TBC
BUS	BBS	4871	MSc International Business Management with M	PG	Active	FT	CMI: Mapping to Level 7 planned	CMI: May 2019	CMI: Draft mapping to Level 7 to be completed Nov 2019		CMI: TBC	CMI: in progress with CMI - Level 7	CMI: TBC
BUS	BBS	4864	MSc International Business Management with H	PG	Active	FT	CMI: Mapping to Level 7 planned	CMI: May 2019	CMI: Draft mapping to Level 7 to be completed Nov 2019		CMI: TBC	CMI: in progress with CMI - Level 7	CMI: TBC
BUS	BBS	4865	MSc International Business Management with H	PG	Active	PT	CMI: Mapping to Level 7 planned	CMI: May 2019	CMI: Draft mapping to Level 7 to be completed Nov 2019		CMI: TBC	CMI: in progress with CMI - Level 7	CMI: TBC
BUS	BBS	4870	MSc International Business Management with H	PG	Active	FT	CMI: Mapping to Level 7 planned	CMI: May 2019	CMI: Draft mapping to Level 7 to be completed Nov 2019		CMI: TBC	CMI: in progress with CMI - Level 7	CMI: TBC
BUS	BBS	4866	MSc International Business Management with P	PG	Active	FT	CMI: Mapping to Level 7 planned	CMI: May 2019	CMI: Draft mapping to Level 7 to be completed Nov 2019		CMI: TBC	CMI: in progress with CMI - Level 7	CMI: TBC
BUS	BBS	4867	MSc International Business Management with P	PG	Active	PT	CMI: Mapping to Level 7 planned	CMI: May 2019	CMI: Draft mapping to Level 7 to be completed Nov 2019		CMI: TBC	CMI: in progress with CMI - Level 7	CMI: TBC
BUS	BBS	4904	MSc International Business Management with P	PG	Active	FT	CMI: Mapping to Level 7 planned	CMI: May 2019	CMI: Draft mapping to Level 7 to be completed Nov 2019		CMI: TBC	CMI: in progress with CMI - Level 7	CMI: TBC
BUS	BBS	4680	BA (Hons) Business Management	UG	Active	FT	ACCA CIMA ICAEW CMI IOEE	ACCA: Aug 2016 CIMA: Aug 2016 ICAEW: S1 2018-19 CMI: 01/10/2017 IOEE: Oct 2018	ACCA: Exemption from 1 paper CIMA: Exemption from 4 papers ICAEW: Exemption from 1 paper CMI: Mapped to 1 CMI Award IOEE: Certificate & Diploma in Enterprise Management		ACCA: 21/12/2023 CIMA: 2024 ICAEW: Until further notice CMI: Until further notice IOEE: 01/10/21	ACCA: Exemption Paper F1 on completion CIMA: Exemption from 4 papers ICAEW: Exemption from ICAEW Accounting paper on passing BAF-5-FAA Financial Accounting and Analysis CMI: Mapped to CMI Level 5 Diploma in Management & Leadership IOEE: Mapping of programme to Certificate & Diploma in Enterprise Management	ACCA: Letter from ACCA on AQDO P:Drive CIMA: http://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University-107/ ICAEW: Summary of ACA Credits S1 2018-19 CMI: Letter from CMI to LSBU dated 16/10/17 IOEE: Letter from IOEE updated Oct 2018
BUS	BBS	4695	BA (Hons) Business Management (4 years) (PT)	UG	Not Active	PT	CMI IOEE CIMA	CMI: 01/10/2017 IOEE: Oct 18 CIMA: Aug 16	CMI: Mapped to 1 CMI award IOEE: Certificate & Diploma in Enterprise Management CIMA: Exemption from 4 papers		CMI: Until further notice IOEE: 01/10/2021 CIMA: 2023	CMI: Mapped to CMI Level 5 Diploma in Management & Leadership IOEE: Mapping of course to equivalent IOEE qualification CIMA: Exemption from 4 papers	CMI: Letter from CMI to LSBU dated 16/10/17 IOEE: Letter from IOEE updated October 2018 CIMA: http://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University-107/
BUS	BBS	4048	BA (Hons) Business Management with Business	UG	Active	PT	CMI	Oct-17	CMI: Mapped to 1 CMI award		Until further notice	Mapped to CMI Level 5 Diploma in Management & Leadership	Letter from CMI to LSBU dated 16/10/17
BUS	BBS	4697	BA (Hons) Business Management (Top Up) (PT)	UG	Active	PT	IOEE	Oct-18	IOEE - Diploma in Enterprise Management		01/10/21	Mapping of programme to equivalent IOEE qualification	Yes -letter from IOEE updated October 2018
BUS	BBS	4687	BA (Hons) Business Management with HR	UG	Active	FT	CIMA CMI IOEE ICAEW CIPD	CIMA: Aug 2016 CMI: Oct 2017 IOEE: Sep 2016 ICAEW: S1 2018-19 CIPD: 01/04/2017	CIMA: Exemption from 4 papers CMI: Mapped to 1 CMI Award IOEE: Certificate / Diploma ICAEW: Exemption from 1 module CIPD: Mapped to 1 CIPD award and Associate Membership		CIMA: 2023 CMI: Until further notice IOEE: 01/10/21 ICAEW: until further notice CIPD: 2019-20	CIMA: Exemption from 4 papers CMI: Mapped to CMI Level 5 Diploma in Management & Leadership IOEE: Mapping of programme to Certificate & Diploma in Enterprise Management ICAEW: Exemption from ICAEW Accounting paper on passing BAF-5-FAA Financial Accounting and Analysis CIPD :CIPD Intermediate Level Certificate in HRM & Associate Membership CIPD	CIMA: http://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University-107/ CMI: Letter from CMI to LSBU dated 16/10/17 IOEE: Letter from IOEE updated Oct 2018 ICAEW: Summary of ACA Credits S1 2018-19 CIPD: Approval Letter

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
BUS	BBS	4681	BA (Hons) Business Management with Accountir	UG	Active	FT	ACCA CIMA IOEE ICAEW CMI	ACCA: Aug 2016 CIMA: Aug 2016 IOEE: Sep 2016 ICAEW: S1 2018-19 CMI: 01/10/2017	ACCA: Exemption from 5 papers CIMA: Exemption from 4 papers IOEE: Mapped to IOEE Certificate / Diploma ICAEW: Exemption from 1 paper CMI: Mapped to 1 CMI Award		ACCA: 31/12/23 CIMA: 2023 IOEE: Until further notice ICAEW: Until further notice CMI: Until further notice	ACCA: Papers F1 – F3 On completion Paper F7 Financial Reporting (BAF-6-FRE) CIMA: Exemption from 4 papers on CIMA programme IOEE: Mapping of programme to Certificate / Diploma in Enterprise Management ICAEW: Exemption from ICAEW Accounting paper on passing BAF-5-FAA Financial Accounting and Analysis CMI: Mapped to CMI Level 5 Diploma in Management & Leadership	ACCA: Letter from ACCA on AQDO P@ Drive CIMA: http://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University-107/ IOEE: Letter from IOEE on AQDO P: Drive ICAEW: Summary of ACA Credits sent S1 2018-19 CMI: Letter from CMI to LSBU dated 16/10/17
BUS	BBS	4682	BA (Hons) Business Management with Analytics	UG	Active	FT	IOEE CMI CIMA	IOEE: 01/10/2018 CMI: 01/10/17 CIMA: Aug 16	IOEE - Certificate & Diploma in Enterprise Management CMI: Mapped to 1 CMI award CIMA: Exemption from 4 papers		IOEE: 01/10/2021 CMI: until further notice CIMA: 2023	IOEE: Mapping of programme to equivalent IOEE qualification CMI: Mapped to CMI Level 5 Diploma in Management & Leadership CIMA: Exemptions from 4 papers	IOEE: letter from IOEE updated October 2018 CMI: Letter from CMI to LSBU dated 16/10/17 CIMA: http://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University-107/
BUS	BBS	4684	BA (Hons) Business Management with Economic	UG	Active	FT	ICAEW CMI IOEE CIMA	ICAEW: S1 2018-19 CMI: 01/10/2017 IOEE: Oct 18 CIMA: Aug 16	ICAEW: Exemption from 1 paper CMI: Mapped to 1 CMI Award IOEE: Certificate & Diploma in Enterprise Management CIMA: Exemption from 4 papers		ICAEW: Until further notice CMI: Until further notice IOEE: 01/10/2021 CIMA: 2023	ICAEW: Exemption from ICAEW Accounting paper on passing BAF-5-FAA Financial Accounting and Analysis CMI: Mapped to CMI Level 5 Diploma in Management & Leadership IOEE: Mapping of course to equivalent IOEE qualification CIMA: Exemptions from 4 papers	ICAEW: Summary of ACA Credits S1 2018-19 CMI: Letter from CMI to LSBU dated 16/10/17 IOEE: Letter from IOEE updated October 2018 CIMA: http://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University-107/
BUS	BBS	4685	BA (Hons) Business Management with Enterpris	UG	Active	FT	CIMA IOEE ICAEW CMI	CIMA: Aug 2016 IOEE: Oct 2018 ICAEW: S1 2018-19 CMI: 01/10/2017	CIMA: Exemption from 4 papers IOEE: Certificate & Diploma in Enterprise Management ICAEW: Exemption from 1 paper CMI: Mapped to 1 CMI Award		CIMA: 2023 IOEE: 01/10/21 ICAEW: Until further notice CMI: Until further notice	CIMA: Exemption from 4 papers IOEE: Mapping of programme to IOEE Certificate & Diploma in Creativity & Entrepreneurship ICAEW: Exemption from ICAEW Accounting paper on passing BAF-5-FAA Financial Accounting and Analysis CMI: Mapped to CMI Level 5 Diploma in Management & Leadership	CIMA: http://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University-107/ IOEE: Letter from IOEE updated October 2018 ICAEW: Summary of ACA Credits S1 2018-19 CMI: Letter from CMI to LSBU dated 16/10/17
BUS	BBS	4686	BA (Hons) Business Management with Finance	UG	Active	FT	ICAEW IOEE CIMA ACCA CMI	ICAEW: S1 2018-19 IOEE: Oct 2018 CIMA: Aug 2016 ACCA: Aug 2016 CMI: 01/10/2017	ICAEW: Exempton from 1 paper IOEE: Certificate & Diploma in Enterprise Management CIMA: Exemption from 4 papers ACCA: Exemption from 2 papers CMI: Mapped to 1 CMI Award		ICAEW: Until further notice IOEE: 01/10/21 CIMA: 2023 ACCA: 31/12/20 CMI: Until further notice	ICAEW: Exemption from ICAEW Accounting paper on passing BAF-5-FAA Financial Accounting and Analysis IOEE: Mapping of programme to IOEE Certificate & Diploma in Enterprise Management CIMA: Exemption from 4 papers ACCA: Exemption Paper F1 on completion; Paper F9 BAF_5_FOF, BAF_6_MFI CMI: Mapped to CMI Level 5 Diploma in Management & Leadership	ICAEW: Summary of ACA Credits S1 2018-19 IOEE: Letter from IOEE updated October 2018 CIMA: http://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University-107/ ACCA: Letter from ACCA on AQDO P: Drive CMI: Letter from CMI to LSBU dated 16/10/17
BUS	BBS	4688	BA (Hons) Business Management with Law	UG	Active	FT	CMI IOEE CIMA	CMI: 01/10/2017 IOEE: Oct 18 CIMA: Aug 16	CMI: Mapped to 1 CMI award IOEE: Certificate & Diploma in Enterprise Management CIMA: Exemption from 4 papers		CMI: Until further notice IOEE: 01/10/2021 CIMA: 2023	CMI: Mapped to CMI Level 5 Diploma in Management & Leadership IOEE: Mapping of course to equivalent IOEE qualification CIMA: Exemption from 4 papers	CMI: Letter from CMI to LSBU dated 16/10/17 IOEE: Letter from IOEE updated October 2018 CIMA: http://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University-107/
BUS	BBS	4689	BA (Hons) Business Management with Marketin	UG	Active	FT	CMI IOEE CIMA	CMI: 01/10/2017 IOEE: Oct 18 CIMA: Aug 16	CMI: Mapped to 1 CMI award IOEE: Certificate & Diploma in Enterprise Management CIMA: Exemption from 4 papers		CMI: Until further notice IOEE: 01/10/2021 CIMA: 2023	CMI: Mapped to CMI Level 5 Diploma in Management & Leadership IOEE: Mapping of course to equivalent IOEE qualification CIMA: Exemption from 4 papers	CMI: Letter from CMI to LSBU dated 16/10/17 IOEE: Letter from IOEE updated October 2018 CIMA: http://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University-107/

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
BUS	BBS	4691	BA (Hons) Business Management with Corporat	UG	Active	FT	CMI IOEE CIMA	CMI: 01/10/2017 IOEE: Oct 18 CIMA: Aug 16	CMI: Mapped to 1 CMI award IOEE: Certificate & Diploma in Enterprise Management CIMA: Exemption from 4 papers		CMI: Until further notice IOEE: 01/10/2021 CIMA: 2023	CMI: Mapped to CMI Level 5 Diploma in Management & Leadership IOEE: Mapping of course to equivalent IOEE qualification CIMA: Exemption from 4 papers	CMI: Letter from CMI to LSBU dated 16/10/17 IOEE: Letter from IOEE updated October 2018 CIMA: http://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University-107/
BUS	BBS	4692	BA (Hons) Business Management with Project M	UG	Active	FT	CMI IOEE CIMA	CMI: 01/10/2017 IOEE: Oct 18 CIMA: Aug 16	CMI: Mapped to 1 CMI award IOEE: Certificate & Diploma in Enterprise Management CIMA: Exemption from 4 papers		CMI: Until further notice IOEE: 01/10/2021 CIMA: 2023	CMI: Mapped to CMI Level 5 Diploma in Management & Leadership IOEE: Mapping of course to equivalent IOEE qualification CIMA: Exemption from 4 papers	CMI: Letter from CMI to LSBU dated 16/10/17 IOEE: Letter from IOEE updated October 2018 CIMA: http://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University-107/
BUS	BBS	4693	BA (Hons) Business Management with Retail	UG	Active	FT	CMI IOEE CIMA	CMI: 01/10/2017 IOEE: Oct 18 CIMA: Aug 16	CMI: Mapped to 1 CMI award IOEE: Certificate & Diploma in Enterprise Management CIMA: Exemption from 4 papers		CMI: Until further notice IOEE: 01/10/2021 CIMA: 2023	CMI: Mapped to CMI Level 5 Diploma in Management & Leadership IOEE: Mapping of course to equivalent IOEE qualification CIMA: Exemption from 4 papers	CMI: Letter from CMI to LSBU dated 16/10/17 IOEE: Letter from IOEE updated October 2018 CIMA: http://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University-107/
BUS	BBS	4683	BA (Hons) Business Management with E-Busines	UG	Active	FT	CMI IOEE ICAEW CIMA	CMI: Oct 2016 IOEE: 01/10/18 ICAEW: S1 2018-19 CIMA: Aug 2016	CMI: Mapped to 1 CMI award IOEE: Diploma in Enterprise Creation ICAEW: Exemption from 1 paper CIMA: Exemption from 4 papers		CMI: Until further notice IOEE: 01/10/21 ICAEW: Until further notice CIMA: 2023	CMI: Mapped to CMI Level 5 Diploma in Management & Leadership IOEE: Mapping of programme to Diploma in Enterprise Creation ICAEW: Exemption from ICAEW Accounting paper on passing BAF-5-FAA Financial Accounting and Analysis CIMA: Exemptions from 4 papers	CMI: Letter from CMI to LSBU dated 16/10/17 IOEE: Yes -letter from IOEE updated October 2018 ICAEW: Summary of ACA Credits sent S1 2018-19 CIMA: http://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University-107/
BUS	BBS	4694	BA (Hons) International Business Management T	UG	Active	FT	IOEE	Oct-18	IOEE - Certificate & Diploma in Enterprise Management		01/10/21	Mapping of programme to equivalent IOEE qualification	Letter from IOEE updated October 2018
BUS	BBS	670	BA (Hons) Business Administration	UG	Active	FT	CIMA	Oct-16	Exemption from 5 Papers		2018	Exemptions on to CIMA programme	http://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University-107/
BUS	BBS	1	BA (Hons) Business Studies	UG	Active	FT	CIMA	Oct-16	Exemption from 5 Papers		2018	Exemptions on to CIMA programme	http://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University-107/
BUS	BBS	4276	BA (Hons) Business Studies (Saturday) (PT)	UG	Active	PT	CIMA	Oct-16	Exemption from 5 Papers		2018	Exemptions on to CIMA programme	http://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University-107/
BUS	BBS	3112	HND Business Studies	UG	Active	FT	CIMA IOEE	CIMA: 01/08/2016 IOEE: Oct 2018	CIMA: Exemption from 2 papers IOEE: Certificate in Enterprise Management		CIMA: 2022 IOEE: 01/10/2021	CIMA: Exemptions on to CIMA programme IOEE: Mapping of programme to equivalent IOEE qualification	CIMA: http://www.cimaglobal.com/Starting-CIMA/Starting-CIMA/Exemptions/Exemption-Search/London-South-Bank-University-107/ IOEE: Letter from IOEE updated October 2018

School	Division	Cours	Course Description	Level	Status
Engineering	NCPAS	2134	BEng (Hons) Chemical and Process Engineering	UG	Active
Engineering	NCPAS	4528	MEng (Hons) Petroleum Engineering	UG	Active
Engineering	NCPAS	3016	BEng (Hons) Petroleum Engineering	UG	Active
Engineering	NCPAS	3613	MSc Petroleum Engineering	PG	Active
Engineering	NCPAS	3614	MSc Petroleum Engineering	PG	Active
Engineering	NCPAS	741	BTEC HND Chemical Engineering	UG	Active
Engineering	NEE	1074	BEng (Hons) Telecommunications and Computer Networks Engineering	UG	Running out
Engineering	NEE	1076	BEng (Hons) Telecommunications and Computer Networks Engineering	UG	Running out
Engineering	NEE	2388	BEng (Hons) Computer Systems and Networks Engineering	UG	Active
Engineering	NEE	2419	BEng (Hons) Computer Systems and Networks Engineering	UG	Active
Engineering	NEE	4319	MSc Advanced Telecommunications and Wireless Engineering	PG	Active
Engineering	NEE	4320	MSc Advanced Telecommunications and Wireless Engineering (PT)	PG	Active
Engineering	NEE	4321	MSc Electrical and Electronic Engineering	PG	Active
Engineering	NEE	4322	MSc Electrical and Electronic Engineering (PT)	PG	Active
Engineering	NEE	4632	BEng (Hons) Electrical Engineering and Power Electronics FT	UG	Active
Engineering	NEE	4633	BEng (Hons) Electrical Engineering and Power Electronics PT	UG	Active
Engineering	NEE	4634	BEng (Hons) Telecommunications Engineering FT	UG	Active

Engineering	NEE	4635	BEng (Hons) Telecommunications Engineering PT	UG	Active
Engineering	NEE	501	BEng (Hons) Electrical and Electronic Engineering	UG	Active
Engineering	NEE	502	BEng (Hons) Electrical and Electronic Engineering	UG	Active
Engineering	NEGD	3143	BSc (Hons) Product Design	UG	Active
Engineering	NEGD	591	BEng (Hons) Mechanical Engineering	UG	Active
Engineering	NEGD	592	BEng (Hons) Mechanical Engineering	UG	Active

Engineering	NEGD	593	BSc (Hons) Engineering Product Design	UG	Active
Engineering	NEGD	4705	BEng (Hons) Advanced Vehicle Engineering FT	UG	Active
Engineering	NEGD	4706	BEng (Hons) Advanced Vehicle Engineering FT	UG	Active
Engineering	NEGD	4527	MEng(Hons) Mechanical Engineering	PG	Active
Engineering	NEGD	4530	MEng(Hons) Mechanical Engineering	PG	Active
Engineering	NEGD	4707	MEng (Hons) Advanced Vehicle Engineering	PG	Active

Engineering	NEGD	4708	MEng (Hons) Advanced Vehicle Engineering	PG	Active
Engineering	NEGD	4323	MSc Mechanical Engineering	PG	Active
Engineering	NEGD	4324	MSc Mechanical Engineering	PG	Active
Engineering	NINF		BSc (Hons) Computer Science	UG	Active
Engineering	NINF		BSc (Hons) Computer Science	UG	Active
Engineering	NINF		MSc Data Science	PG	Active
Engineering	NINF		MSc Data Science	PG	Active

Approved at SASC on ?

Mode	Accrediting Body	Date of PSRB activity	Outcomes
FT	Institution of Chemical Engineers (IChemE)	May-18	Re-accreditation
FT	Energy Institute (EI)	Feb-17	Accreditation
Ft	Energy Institute (EI)	Feb-17	Re-accreditation
FT	Energy Institute (EI)	Mar-17	Re-accreditation
PT	Energy Institute (EI)	Apr-17	Re-accreditation
FT	Institution of Chemical Engineers (IChemE)	May-18	Re-accreditation
FT	Institution of Engineering and Technology (IET)	Nov-17	Accreditation
PT	Institution of Engineering and Technology (IET)	Nov-17	Accreditation
FT	Institution of Engineering and Technology (IET)	Nov-17	Accreditation
PT	Institution of Engineering and Technology (IET)	Nov-17	Accreditation
FT	Institution of Engineering and Technology (IET)	Nov-17	Accreditation extenc
PT	Institution of Engineering and Technology (IET)	Nov-17	Accreditation extenc
FT	Institution of Engineering and Technology (IET)	Nov-17	Accreditation extenc
PT	Institution of Engineering and Technology (IET)	Nov-17	Accreditation extenc
FT	Institution of Engineering and Technology (IET)	Nov-17	Accreditation
PT	Institution of Engineering and Technology (IET)	Nov-17	Accreditation
FT	Institution of Engineering and Technology (IET)	Nov-17	Accreditation

PT	Institution of Engineering and Technology (IET)	Nov-17	Accreditation
FT	Institution of Engineering and Technology (IET)	Nov-17	Accreditation
PT	Institution of Engineering and Technology (IET)	Nov-17	Accreditation
FT	Institution of Engineering Designers (IED)	accreditation visit June 2016	Granted for MIED (RProdDes), and partially meeting requirements of CTPD. Some requirements specified
FT	Institution of Mechanical Engineers (IMechE)	13-Jun-18	Granted for B.Eng (H) in Mechanical Engineeirng (FT 3yrs, SW 4yrs and PT 4yrs)
PT	Institution of Mechanical Engineers (IMechE)	13-Jun-18	Granted for B.Eng (H) in Mechanical Engineeirng (FT 3yrs, SW 4yrs and PT 4yrs)

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
FT	Institution of Mechanical Engineers (IMechE)	13-Jun-18	Granted for B.Eng (H) in Mechanical Engineeirng (FT 3yrs, SW 4yrs and PT 4yrs)
PT	Institution of Mechanical Engineers (IMechE)	13-Jun-18	Granted for B.Eng (H) in Mechanical Engineeirng (FT 3yrs, SW 4yrs and PT 4yrs)
FT	Institution of Mechanical Engineers (IMechE)	13-Jun-18	Granted for MEng (H) in Mechanical Engineeirng (FT 3yrs, SW 4yrs and PT 4yrs)
FT	Institution of Mechanical Engineers (IMechE)	13-Jun-18	Granted for MEng (H) in Mechanical Engineeirng (FT 3yrs, SW 4yrs and PT 4yrs)
FT	Institution of Mechanical Engineers (IMechE)	13-Jun-18	Granted for MEng (H) in Advanced Vehicle Engineering (FT 3yrs, SW 4yrs and PT 4yrs)

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)
FT	Institution of Mechanical Engineers (IMechE)	13-Jun-18	Granted for MSc Mechanical Engineering (FT 1yr and PT 2yrs)
PT	Institution of Mechanical Engineers (IMechE)	13-Jun-18	Granted for MSc Mechanical Engineering (FT 1yr and PT 2yrs)
FT (3 yr ar	British Computer Society (CITP)	26-Apr-17	Unconditional Initial CITP and Ceng/Csci (Partial Fulfilment)
PT (4yr a	British Computer Society (CITP)	26-Apr-17	Unconditional Initial CITP and Ceng/Csci (Partial Fulfilment)
FT	British Computer Society (CITP)	26-Apr-17	Initial CITP Further Learning and Ceng (partial fulfilment)
PT	British Computer Society (CITP)	26-Apr-17	Initial CITP Further Learning and Ceng (partial fulfilment)

Issues arising from accreditation requiring LSBU action	Accredited until	Any Comments	Evidenc
Various - all completed	Aug-22	Reaccredited in 2018	Yes
Various - all completed	Aug-21	extension to 2018; 2021 after full requirement fulfillment Ju	Yes
Various - all completed	Aug-21	extension to 2018; 2021 after full requirement fulfillment	Yes
Various - all completed	Aug-21	extension to 2018; 2021 after full requirement fulfillment	Yes
Various - all completed	Aug-21	extension to 2018; 2021 after full requirement fulfillment	Yes
Various - all completed	Aug-22	Reaccredited in 2018	Yes
Various - all completed	Aug-21	Reaccredited in November 2017 until course closure	Yes
Various - all completed	Aug-21	Reaccredited in November 2017 until course closure	Yes
Various - all completed	Aug-21	Full accreditation visit in 2020/21	Yes
Various - all completed	Aug-21	Full accreditation visit in 2020/21	Yes
Various - ongoing	Aug-21	Full accreditation visit in 2020/21	Yes
Various - ongoing	Aug-21	Full accreditation visit in 2020/21	Yes
Various - ongoing	Aug-21	Full accreditation visit in 2020/21	Yes
Various - ongoing	Aug-21	Full accreditation visit in 2020/21	Yes
Various - all completed	Aug-21	Full accreditation visit in 2020/21	Yes
Various - all completed	Aug-21	Full accreditation visit in 2020/21	Yes
Various - all completed	Aug-21	Full accreditation visit in 2020/21	Yes

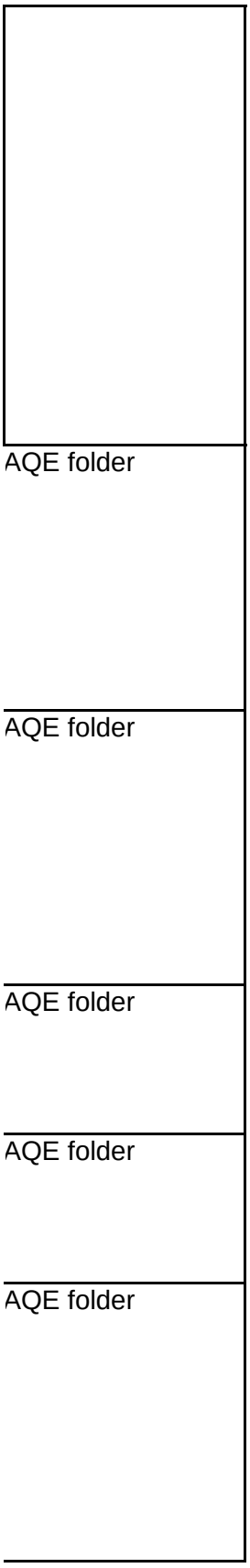
Various - all completed	Aug-21	Full accreditation visit in 2020/21	Yes
Various - all completed	Aug-21	Full accreditation visit in 2020/21	Yes
Various - all completed	Aug-21	Full accreditation visit in 2020/21	Yes
Submission of revised action plans quarterly throughout this year to show how we are acting on recommendations and requirements from accreditation.	2021	Official wording: 'Meets the academic requirement for MIED and partially fulfils the requirement for CTPD'	Yes
None	Aug-22	The BEng (Hons) will meet, in part, the exemplifying academic benchmark requirements for registration as a Chartered Engineer	yes in A
None	Aug-22	The BEng(Hons) will also automatically meet the exemplifying academic benchmark requirements for registration as an Incorporated Engineer (IEng)	yes in A

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'	Yes
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 (IEng)	yes in
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 (IEng)	yes in
None	5 years up to 2023		yes in
None	5 years up to 2023		yes in
None	3 years up to 2020 subject to satisfactory review it will extend the		yes in

None	3 years up to 2020 subject to satisfactory review it will extend the		yes in A
None	5 years up to 2023		yes in A
None	5 years up to 2023		yes in A
See Action Plan in evidence	2018-2022	Not exceeding 5 intakes	Yes
See Action Plan in evidence	2018-2022	Not exceeding 5 intakes	Yes
See Action Plan in evidence	2018-202	Not exceeding 5 intakes	Yes
See Action Plan in evidence	2018-202	Not exceeding 5 intakes	Yes

ce provided
AQDO drive. 5 years accreditation from 2017 to 2021 intake. Acredited till August 2022
AQDO drive
AQDO drive. 5 years accreditation from 2017 to 2021 intake. Acredited till August 2022
AQDO drive. 5 years accreditation from 2017 to 2021 intake. Acredited till August 2022
AQDO drive. 5 years accreditation from 2017 to 2021 intake. Acredited till August 2022

AQDO drive. 5 years accreditation from 2017 to 2021 intake. Acredited till August 2022
AQDO drive. 5 years accreditation from 2017 to 2021 intake. Acredited till August 2022
AQDO drive. 5 years accreditation from 2017 to 2021 intake. Acredited till August 2022
QE folder
QE folder


AQE folder
AQE folder
AQE folder
AQE folder
AQE folder

AQE folder
AQE folder
AQE folder
AQE Folder
AQE Folder
AQE Folder
AQE Folder

School	Division	Course
Health and Social Care	**HAHP**	**3643**
Health and Social Care	HAHP	2324
Health and Social Care	HAHP	2383
Health and Social Care	HAHP	2384
Health and Social Care	**HAHP**	**2385**
Health and Social Care	HAHP	2386
Health and Social Care	HAHP	2447
Health and Social Care	HAHP	3603
Health and Social Care	HAHP	3769
Health and Social Care	HAHP	4136
Health and Social Care	**HAHP**	**4171**
Health and Social Care	**HAHP**	**4172**
Health and Social Care	HAHP	5005
Health and Social Care	HAHP	5009
Health and Social Care	HAHP	5003
Health and Social Care	HAHP	5007
Health and Social Care	HAHP	5006
Health and Social Care	**HAN**	**3683**
Health and Social Care	HAN	3715
Health and Social Care	HAN	3975
Health and Social Care	HAN	3979
Health and Social Care	**HAN**	**4302**
Health and Social Care	**HAN**	**4304**
Health and Social Care	HAN	CPD_OPE
Health and Social Care	HCN	3773
Health and Social Care	HCN	3774
Health and Social Care	HCN	3976
Health and Social Care	HCN	3980
Health and Social Care	HMHN	3977
Health and Social Care	HMHN	3978
Health and Social Care	HMHN	3981
Health and Social Care	HMHN	3982
Health and Social Care	HMHN	4557
Health and Social Care	HMHN	4555
Health and Social Care	HMWH	3355
Health and Social Care	HMWH	3644
Health and Social Care	HMWH	3798
Health and Social Care	**HPSC**	**3887**
Health and Social Care	**HPSC**	**2325**

Health and Social Care	HPSC	3468
Health and Social Care	HPSC	3469
Health and Social Care	**HPSC**	**3778**
Health and Social Care	**HPSC**	**3887**
Health and Social Care	**HPSC**	**3888**
Health and Social Care	**HPSC**	**3893**
Health and Social Care	**HPSC**	**3894**
Health and Social Care	**HPSC**	**3992**
Health and Social Care	HPSC	4051
Health and Social Care	HPSC	4052
Health and Social Care	HPSC	4053
Health and Social Care	HPSC	4054
Health and Social Care	**HPSC**	**4058**
Health and Social Care	**HPSC**	**4059**
Health and Social Care	**HPSC**	**4060**
Health and Social Care	**HPSC**	**4061**
Health and Social Care	**HPSC**	**4062**
Health and Social Care	**HPSC**	**4063**
Health and Social Care	**HPSC**	**4066**
Health and Social Care	**HPSC**	**4067**
Health and Social Care	HPSC	4331
Health and Social Care	HPSC	4332
Health and Social Care	HPSC	4333

Health and Social Care	HPSC	4334
Health and Social Care	HPSC	4335
Health and Social Care	HPSC	4336
Health and Social Care	HPSC	4337
Health and Social Care	HPSC	4338
Health and Social Care	**HPSC**	**4353**
Health and Social Care	**HPSC**	**4354**
Health and Social Care	HPSC	4355
Health and Social Care	HPSC	4356
Health and Social Care	HPSC	4357
Health and Social Care	HPSC	4508
Health and Social Care	HPSC	4509
Health and Social Care	HPSC	4802
Health and Social Care	HPSC	4803
Health and Social Care	HPSC	3327
Health and Social Care	HPSC	3328
Health and Social Care	HPSC	4837
Health and Social Care	HPSC	4838
Health and Social Care	HPSC	4896
Health and Social Care	HPSC	4897
Health and Social Care	HPSC	4758
Health and Social Care	HPSC	4759
Health and Social Care	HPSC	3323
Health and Social Care	HPSC	3324
Health and Social Care	HPSC	4804
Health and Social Care	HPSC	4805
Health and Social Care	HPSC	4835

Health and Social Care	HPSC	4836
Health and Social Care	HPSC	4898
Health and Social Care	HPSC	4899
Health and Social Care	**HSC**	**3684**
Health and Social Care	HAHP	5008
Health and Social Care	HPSC	4385

Approved by SASC in May 2019

Course Description	Level	Status	Mode
Integrated Masters in Chinese Medicine: Acupuncture	**UG**	**Active**	**FT**
PGDip. Pre-Registration In Therapeutic Radiography	PG	Active	FT
BSc (Hons) Diagnostic Radiography	UG	Active	PT
BSc (Hons) Diagnostic Radiography	UG	Active	FT
BSc (Hons) Physiotherapy	**UG**	**Active**	**PT**
BSc (Hons) Occupational Therapy	UG	Active	PT
MSc/PGDip Occupational Therapy	PG	Active	FT
BSc (Hons) Therapeutic Radiography	UG	Active	FT
BSc (Hons) Occupational Therapy	UG	Active	FT
BSc(Hons) Operating Department Practice	UG	Active	FT
BSc (Hons) Chinese Medicine: Acupuncture - FT	**UG**	**Active**	**FT**
BSc (Hons) Chinese Medicine: Acupuncture - PT	**UG**	**Active**	**PT**
BSc (Hons) Physiotherapy	UG	Active	FT
MSc (Hons) Physiotherapy	UG	Active	FT
Integrated Masters in Physiotherapy	UG	Active	FT
Integrated Masters in Sport Rehabilitation	UG	Active	FT
BSc (Hons) Sport Rehabilitation	UG	Active	FT
BSc (Hons) Adult Nursing, Children's Nursing, Mental Health Nursing	**UG**	**Active**	**FT**
MA Practice Education	PG	Active	PT
BSc (Hons) Adult Nursing	UG	Active	FT
PgDip Adult Nursing	PG	Active	FT
BSc(Hons) Nursing	**UG**	**Active**	**FT**
BSc(Hons) Nursing Studies (PT)	**UG**	**Active**	**PT**
Mentorship Modules	PG	Active	PT
MSc/PGDip Children's Advanced Nurse Practitioner	PG	Active	PT
MSc/PGDip Advanced Neonatal Nurse Practitioner	PG	Active	PT
BSc (Hons) Children's Nursing	UG	Active	FT
PgDip Children's Nursing	PG	Active	FT
BSc (Hons) Mental Health Nursing	UG	Active	FT
BSc (Hons) Learning Disabilities Nursing	UG	Active	FT
PgDip Mental Health Nursing	PG	Active	FT
PgDip Learning Disabilities Nursing	PG	Active	FT
Pg Dip Advanced Nurse Practitioner - Mental Health	PG	Active	PT
MSc Advanced Nurse Practitioner - Mental Health (Top Up)	PG	Active	PT
BSc (Hons) Midwifery	UG	Active	FT
BSc (Hons) Midwifery	UG	Active	FT
Return to Midwifery Practice	UG	Active	FT
PgDip Career Guidance(FT)	**PG**	**Active**	**FT**
BA (Hons) Social Work	**UG**	**Active**	**PT**

Graduate Certificate In Non Medical Prescribing	PG	Active	PT
PGCert Non-Medical Prescribing	PG	Active	PT
PgD/MSc Advanced Nurse Practitioner (Cancer Care)	**PG**	**Active**	**PT**
PgDip Career Guidance(FT)	**PG**	**Active**	**FT**
PgDip Career Guidance(PT)	**PG**	**Active**	**PT**
PgCert Careers Education	**PG**	**Active**	**PT**
Careers Education Professional Development	**PG**	**Active**	**PT**
PgDip Advanced Nurse Practitioner	**PG**	**Active**	**PT**
PgDip Occupational Health Nursing (SCPHN) - FT	PG	Active	FT
PgDip Occupational Health Nursing (SCPHN) - PT	PG	Active	PT
BSc(Hons) Occupational Health Nursing (SCPHN) - FT	UG	Active	FT
BSc(Hons) Occupational Health Nursing (SCPHN) - PT	UG	Active	PT
PgDip Health Visiting (SCPHN) - FT	**PG**	**Active**	**FT**
PgDip Health Visiting (SCPHN) - PT	**PG**	**Active**	**PT**
BSc(Hons) Health Visiting (SCPHN) - FT	**UG**	**Active**	**FT**
BSc(Hons) Health Visiting (SCPHN) - PT	**UG**	**Active**	**PT**
PgDip School Nursing (SCPHN) - FT	**PG**	**Active**	**FT**
PgDip School Nursing (SCPHN) - PT	**PG**	**Active**	**PT**
BSc(Hons) School Nursing (SCPHN) - FT	**UG**	**Active**	**FT**
BSc(Hons) School Nursing (SCPHN) - PT	**UG**	**Active**	**PT**
BSc(Hons) District Nursing with V100	UG	Active	FT
BSc(Hons) District Nursing with V100 PT	UG	Active	PT
BSc(Hons) District Nursing with V300	UG	Active	FT

BSc(Hons) District Nursing with V300 PT	UG	Active	PT
Pg Dip District Nursing with V100	PG	Active	FT
Pg Dip District Nursing with V100 PT	UG	Active	PT
Pg Dip District Nursing with V300	PG	Active	FT
Pg Dip District Nursing with V300 PT	UG	Active	PT
PgC Careers Management	**PG**	**Active**	**PT**
PgD Careers Management	**PG**	**Active**	**PT**
BA (Hons) Social Work	UG	Active	FT
MA Social Work - EBR	PG	Active	PT
MA Social Work	PG	Active	FT
Postgraduate Diploma in Social Work - EBR	PG	Active	PT
Postgraduate Diploma in Social Work	PG	Active	FT
PgDip Specialist Community Public Health Nursing - Health Visiting - FT	PG	Active	FT
PgDip Specialist Community Public Health Nursing - Health Visiting - PT	PG	Active	PT
BSc(Hons) Specialist Community Public Health Nursing - Health Visiting - FT	UG	Active	FT
BSc(Hons) Specialist Community Public Health Nursing - Health Visiting - PT	UG	Active	PT
PgDip Specialist Community Public Health Nursing - Health Visiting - FT with V100	UG	Active	FT
PgDip Specialist Community Public Health Nursing - Health Visiting - PT with V100	PG	Active	PT
BSc(Hons) Specialist Community Public Health Nursing - Health Visiting - FT with V100	UG	Active	FT
BSc(Hons) Specialist Community Public Health Nursing - Health Visiting - PT with V100	UG	Active	PT
PgDip Advanced Clinical Practice	PG	Active	PT
MSc Advanced Clinical Practice - Top Up	PG	Active	PT
BSc (Hons) Specialist Community Public Health Nursing - School Nursing FT	UG	Active	FT
BSc (Hons) Specialist Community Public Health Nursing - School Nursing PT	UG	Active	FT
PgDip Specialist Community Public Health Nursing - School Nursing FT	UG	Active	FT
PgDip Specialist Community Public Health Nursing - School Nursing PT	UG	Active	FT
PgDip Specialist Community Public Health Nursing with V100 - School Nursing PT	UG	Active	FT

PgDip Specialist Community Public Health Nursing with V100 - School Nursing FT	UG	Active	FT
BSc (Hons) Specialist Community Public Health Nursing (School Nursing) with V100 FT	UG	Active	FT
BSc (Hons) Specialist Community Public Health Nursing (School Nursing) with V100 PT	UG	Active	FT
Advanced Diploma In Adult Nursing, Children's Nursing, Mental Health Nursing	**UG**	**Active**	**FT**
Integrated Masters in Chiropractic	UG	Marketing/	FT
Practice Certificate in Independent Prescribing (Physiotherapist & P	PG	Active	PT

Accrediting Body	Date of PSRB activity	Outcomes	Issues arising from accreditation requiring LSBU action	Accredited until
BAAB	**Aug-12**	**Revalidated**	**Conditions Met**	**Closure of the course**
HCPC + SCoR	Apr-16	Revalidated	Conditions Met	Apr-21
HCPC + SCoR	Apr-16	Revalidated	Conditions Met	Apr-21
HCPC + SCoR	Apr-16	Revalidated	Conditions Met	Apr-21
HCPC	**Apr-16**	**Revalidated**	**Conditions Met**	**Apr-21**
HCPC + CoT	Apr-16	Revalidated	Conditions Met	Apr-21
HCPC + CoT	Apr-16	Revalidated	Conditions Met	Apr-21
HCPC + SCoR	Apr-16	Revalidated	Conditions Met	Apr-21
HCPC + CoT	Apr-16	Revalidated	Conditions Met	Apr-21
HCPC + CODP	Apr-16	Revalidated	Conditions Met	Apr-21
BAAB	**Aug-12**	**Revalidated**	**Conditions Met**	**Closure of the course**
BAAB	**Aug-12**	**Revalidated**	**Conditions Met**	**Closure of the course**
HCPC + CSP	Mar-17	Validated	Conditions Met	Mar-22
HCPC + CSP	Mar-17	Validated	Conditions Met	Mar-22
HCPC + CSP	Mar-17	Validated	Conditions Met	Mar-22
BASRaT	May-17	Validated	Conditions Met	May-22
BASRaT	May-17	Validated	Conditions Met	May-22
NMC				
NMC	Mar-16	Revalidated	Conditions Met	Mar-21
NMC	Apr-16	Revalidated	Conditions Met	Jul-22
NMC	Apr-16	Revalidated	Conditions Met	Jul-22
Nursing Board of Malaysia				
Nursing Board of Malaysia				
NMC	Mar-16	Revalidated	Conditions Met	Mar-21
RCN	Mar-15	Revalidated	Conditions Met	Mar-21
RCN	Mar-15	Revalidated	Conditions Met	Mar-21
NMC	Apr-16	Revalidated	Conditions Met	Jul-22
NMC	Apr-16	Revalidated	Conditions Met	Jul-22
NMC	Apr-16	Revalidated	Conditions Met	Jul-22
NMC	Apr-16	Revalidated	Conditions Met	Jul-22
NMC	Apr-16	Revalidated	Conditions Met	Jul-22
NMC	Apr-16	Revalidated	Conditions Met	Jul-22
RCN	May-15	Validated	Conditions Met	Aug-20
RCN	May-15	Validated	Conditions Met	Aug-20
NMC	Sep-11	Revalidated	Conditions Met	May-20
NMC	Sep-11	Revalidated	Conditions Met	May-20
NMC	May-14	Revalidated	Conditions Met	Jul-20
CDI	**Jun-13**	**Revalidated**	**Conditions Met**	**Aug-18**
HCPC				

HCPC + GPhC	May-17	Revalidated	Conditions Met	May-22
HCPC + GPhC	May-17	Revalidated	Conditions Met	May-22
RCN				
CDI	**Jun-13**	**Revalidated**	**Conditions Met**	**Aug-18**
CDI	**Jun-13**	**Revalidated**	**Conditions Met**	**Aug-18**
CDI	**Jun-13**	**Revalidated**	**Conditions Met**	**Aug-18**
CDI	**Jun-13**	**Revalidated**	**Conditions Met**	**Aug-18**
RCN				
NMC	Apr-17	Revalidated	Conditions Met	Jun-23
NMC	Apr-17	Revalidated	Conditions Met	Jun-23
NMC	Apr-17	Revalidated	Conditions Met	Jun-23
NMC	Apr-17	Revalidated	Conditions Met	Jun-23
NMC				
NMC				
NMC				
NMC				
NMC				
NMC				
NMC				
NMC				
NMC	Jun-13	Revalidated	Conditions Met	Jul-18
NMC	Jun-13	Revalidated	Conditions Met	Jul-18
NMC	Jun-13	Revalidated	Conditions Met	Jul-18

NMC	Jun-13	Revalidated	Conditions Met	Jul-18
NMC	Jun-13	Revalidated	Conditions Met	Jul-18
NMC	Jun-13	Revalidated	Conditions Met	Jul-18
NMC	Jun-13	Revalidated	Conditions Met	Jul-18
NMC	Jun-13	Revalidated	Conditions Met	Jul-18
CDI	**Jun-13**	**Revalidated**	**Conditions Met**	**Aug-18**
CDI	**Jun-13**	**Revalidated**	**Conditions Met**	**Aug-18**
HCPC	Aug-13	Revalidated	Conditions Met	Aug-18
HCPC	Aug-13	Revalidated	Conditions Met	Aug-18
HCPC	Aug-13	Revalidated	Conditions Met	Aug-18
HCPC	Aug-13	Revalidated	Conditions Met	Aug-18
HCPC	Aug-13	Revalidated	Conditions Met	Aug-18
NMC	Jan-16	Revalidated	Conditions Met	Mar-22
NMC	Jan-16	Revalidated	Conditions Met	Mar-22
NMC	Jan-16	Revalidated	Conditions Met	Mar-22
NMC	Jan-16	Revalidated	Conditions Met	Mar-22
NMC	Jan-16	Revalidated	Conditions Met	Mar-22
NMC	Jan-16	Revalidated	Conditions Met	Mar-22
NMC	Jan-16	Revalidated	Conditions Met	Mar-22
NMC	Jan-16	Revalidated	Conditions Met	Mar-22
RCN	Mar-16	Revalidated	Conditions Met	Aug-21
RCN	Mar-16	Revalidated	Conditions Met	Aug-21
NMC	Jan-16	Revalidated	Conditions Met	Mar-22
NMC	Jan-16	Revalidated	Conditions Met	Mar-22
NMC	Jan-16	Revalidated	Conditions Met	Mar-22
NMC	Jan-16	Revalidated	Conditions Met	Mar-22
NMC	Jan-16	Revalidated	Conditions Met	Mar-22

NMC	Jan-16	Revalidated	Conditions Met	Mar-22
NMC	Jan-16	Revalidated	Conditions Met	Mar-22
NMC	Jan-16	Revalidated	Conditions Met	Mar-22
NMC				
GCC	27-Feb-17	Validated	Conditions Met	Feb-22
HCPC	Nov-13	Validated	Conditions Met	Nov-18

Any Comments	Evidence provided
This course is being closed off	Yes
	Yes
	Yes
	Yes
This course has been closed off	N/A
	Yes
	Yes
	Yes
	Yes
	Yes
This course is being closed off	Yes
This course is being closed off	Yes
	Yes
	Yes
	Yes
	Yes
	Yes
This course is being closed off	N/A
	Yes
	Yes
	Yes
This course is being closed off	N/A
This course is being closed off	N/A
	Yes
	Yes
	Yes
	Yes
	Yes
	Yes
	Yes
	Yes
	Yes
	Yes
	Yes
	Yes
	Yes
	Yes
Last intake for this course was Janaury 2015. The course is being closed off	N/A
Revalidated under new course code - 4355	N/A

Revalidation taking place end of May 2019	Yes
Revalidation taking place end of May 2019	Yes
This course has been closed off	**N/A**
Last intake for this course was Janaury 2015. The course is being closed off	**N/A**
Last intake for this course was Janaury 2015. The course is being closed off	**N/A**
Last intake for this course was Janaury 2015. The course is being closed off	**N/A**
Last intake for this course was Janaury 2015. The course is being closed off	**N/A**
This course is being closed off	**N/A**
	Yes
	Yes
	Yes
	Yes
This course is being closed off	**N/A**
This course is being closed off	**N/A**
This course is being closed off	**N/A**
This course is being closed off	**N/A**
This course is being closed off	**N/A**
This course is being closed off	**N/A**
This course is being closed off	**N/A**
This course is being closed off	**N/A**
This course is being closed off	**N/A**
Revalidation taking place end of May 2019	Yes
Revalidation taking place end of May 2019	Yes
Revalidation taking place end of May 2019	Yes

Revalidation taking place end of May 2019	Yes
Revalidation taking place end of May 2019	Yes
Revalidation taking place end of May 2019	Yes
Revalidation taking place end of May 2019	Yes
Revalidation taking place end of May 2019	Yes
Last intake for this course was Janaury 2015. The course is being closed off	**N/A**
Last intake for this course was Janaury 2015. The course is being closed off	**N/A**
In process	Yes
In process	Yes
In process	Yes
In process	Yes
In process	Yes
	Yes
	Yes
	Yes
	Yes
	Yes
	Yes
	Yes
	Yes
	Yes
	Yes
	Yes
	Yes
	Yes
	Yes
	Yes
	Yes

	Yes
	Yes
	Yes
This course is being closed off	**N/A**
	Yes
Revalidation taking place end of May 2019	Yes

School	Division	Course	Course Description	Level	Status	Mode
Law and Social Science	WED	5459	PGCE Early Years	PG	Active	FT
Law and Social Science	WED	5458	PGCE Primary	PG	Active	FT
Law and Social Science	WED	5460	PGCE Primary (School Direct)	PG	Active	FT
Law and Social Science	WED	5461	PGCE Primary with Physical Education	PG	Active	FT
Law and Social Science	WLAW	277	LLB (Hons) Law	UG	Active	PT
Law and Social Science	WLAW	3522	LLB (Hons) Law With Criminology	UG	Active	FT
Law and Social Science	WLAW	4	LLB (Hons) Law	UG	Active	FT

Law and Social Science	WLAW	4202	LLB (Hons) Human Rights	UG	Running out	FT
Law and Social Science	WLAW	4204	LLB (Hons) Business Law	UG	Active	FT
Law and Social Science	WLAW	4206	LLB (Hons) Criminal Law	UG	Active	FT
Law and Social Science	WLAW	4208	LLB (Hons) Entertainment & Media Law	UG	Running out	FT
Law and Social Science	WLAW	4210	LLB (Hons) Family Law	UG	Running out	FT

Law and Social Science	WLAW	3680	LLM/PGDip/CPE Legal Studies	PG	Running out	PT
Law and Social Science	WUELS	1248	BA (Hons) Housing Studies	UG	Running out	FT
Law and Social Science	WUELS	3339	BA (Hons) Housing Studies	UG	Running out	PT
Law and Social Science	WUELS	309	HNC Housing Studies	UG	Running out	PT
Law and Social Science	WUELS	1394	MA/PGDip Housing Studies	PG	Running out	PT
Law and Social Science	WUELS	1232	BA (Hons) Urban And Environmental Planning	UG	Active	FT
Law and Social Science	WUELS	1233	BA (Hons) Urban And Environmental Planning	UG	Active	PT
Law and Social Science	WUELS	3063	MA Planning Policy And Practice	PG	Active	FT

Law and Social Science	WUELS	3064	MA Planning Policy And Practice	PG	Active	PT
Law and Social Science	WUELS	3068	MA Urban Regeneration	PG	Withdrawn	FT
Law and Social Science	WUELS	3069	MA Urban Regeneration	PG	Withdrawn	PT
Law and Social Science	WUELS	3743	MA Urban Planning Design	PG	Running out	PT
Law and Social Science	WUELS	5030	MA Urban Design and Planning	PG	Active	FT
Law and Social Science	WUELS	5031	MA Urban Design and Planning	PG	Active	PT
Law and Social Science	WUELS	5312	BA (Hons) Housing Policy and Practice	UG	Active	FT
Law and Social Science	WUELS	5313	BA (Hons) Housing Policy and Practice	UG	Active	PT

Law and Social Science	WLAW	5192	LLM Legal Studies (FT)	PG	Active	FT
Law and Social Science	WLAW	5193	LLM Legal Studies (Top up)	PG	Active	FT
Law and Social Science	WLAW	5195	LLM Legal Studies (PT)	PG	Active	PT

Law and Social Science	WLAW	5196	LLM Legal Studies (Top up)	PG	Active	PT
Law and Social Science	WLAW	5194	PgDip Legal Studies (PT)	PG	Active	PT
Law and Social Science	WLAW	5191	PgDip Legal Studies (FT)	PG	Active	PT
Law and Social Science	WUELS	5156	PgDip Town Planning	PG	Active	FT
Law and Social Science	WUELS	5155	MA Town and Planning	PG	Active	PT

Law and Social Science	WUELS	5555	PgDip Chartered Town Planner (Apprenticeship) (PT)	PG	Active	PT
Law and Social Science	WUELS	5556	MA Chartered Town Planner (Apprenticeship) (PT)	PG	Active	PT
Law and Social Science	WUELS	5557	MA Chartered Town Planner (Urban Design) (Apprenticeship) (PT)	PG	Active	PT
Law and Social Science	WUELS	5574	BA (Hons) Urban and Environmental Planning (PT)		Active	PT
Law and Social Science	WUELS	5558	PgDip Town and Country Planning (FT)	PG	Active	FT
Law and Social Science	WUELS	5559	PgDip Town and Country Planning (PT)	PG	Active	PT
Law and Social Science	WUELS	5560	MA Town and Country Planning (FT)	PG	Active	FT
Law and Social Science	WUELS	5561	MA Town and Country Planning (PT)	PG	Active	PT
Law and Social Science	WUELS	5030	MA Urban Design and Planning (FT)	PG	Active	FT

Law and Social Science	WUELS	5031	MA Urban Design and Planning (PT)	PG	Active	PT

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**
No accreditation but inspected by OFSTED	OfSTED Inspection	16/06/14	Good	See Ofsted report - June 2014
No accreditation but inspected by OFSTED	OfSTED Inspection	16/06/14	Good	See Ofsted report - June 2015
No accreditation but inspected by OFSTED	OfSTED Inspection	16/06/14	Good	See Ofsted report - June 2016
No accreditation but inspected by OFSTED	Validation event	18/01/15	Validated	conditions met
Bar Standards Board, SRA, CILEX	revalidation event	12/05/11	validated	conditions met
Bar Standards Board, SRA, CILEX		03/05/12	revalidated	conditions met
Bar Standards Board, SRA, CILEX	Revalidation event	12/05/11	validated	conditions met

Bar Standards Board, SRA, CILEX	Validation Event	09/05/13	validated	conditions met
Bar Standards Board, SRA, CILEX	Validation Event	09/05/13	validated	conditions met
Bar Standards Board, SRA, CILEX	Validation Event	09/05/13	validated	conditions met
Bar Standards Board, SRA, CILEX	Validation Event	09/05/13	validated	conditions met
Bar Standards Board, SRA, CILEX	Validation Event	09/05/13	validated	conditions met

Bar Standards Board and SRA	validation event in 2014	01/05/14	approved	conditions have been met
CIH	Validation Event	16/07/13	Validation confirmed subject to three conditions and two recommendations	Conditions have been met
CIH	Validation Event	16/07/13	Validation confirmed subject to three conditions and two recommendations	Conditions have been met
CIH	Validation Event	16/07/13	Validation confirmed subject to three conditions and two recommendations	Conditions have been met
CIH	Validation Event	13/01/15	Approved	See Validation report
RTPI	Annual Partnership Board meeting RTPI-LSBU	02/04/19	The Partnership Board formally agreed that LSBU remains an effective Planning school	No outstanding issues.
RTPI	Annual Partnership Board meeting RTPI-LSBU	02/04/19	The Partnership Board formally agreed that LSBU remains an effective Planning school	No outstanding issues.
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.

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.
RTPI	Annual Partnership Board meeting RTPI-LSBU	43217	The Partnership Board formally agreed that LSBU remains an effective Planning school	No outstanding issues.
RTPI	Annual Partnership Board meeting RTPI-LSBU	43217	The Partnership Board formally agreed that LSBU remains an effective Planning school	No outstanding issues.
RTPI	Annual Partnership Board meeting RTPI-LSBU	02/04/19	The Partnership Board formally agreed that LSBU remains an effective Planning school	No outstanding issues.
RTPI	Annual Partnership Board meeting RTPI-LSBU	02/04/19	The Partnership Board formally agreed that LSBU remains an effective Planning school	No outstanding issues.
RTPI	Annual Partnership Board meeting RTPI-LSBU	02/04/19	The Partnership Board formally agreed that LSBU remains an effective Planning school	No outstanding issues.
CIH	Accrediation visit	19/06/18	The Partnership Board formally agreed that LSBU remains an effective Planning school	No outstanding issues -2 minor recommendations
CIH	Accrediation visit	19/06/18	The Partnership Board formally agreed that LSBU remains an effective Planning school	No outstanding issues- 2 minor recommendations

Bar Standards Board and SRA	validation event in 2014	01/05/14	approved	conditions have been met
Bar Standards Board and SRA	validation event in 2014	01/05/14	approved	conditions have been met
Bar Standards Board and SRA	validation event in 2014	01/05/14	approved	conditions have been met

Bar Standards Board and SRA	validation event in 2014	01/05/14	approved	conditions have been met
Bar Standards Board and SRA	validation event in 2014	01/05/14	approved	conditions have been met
Bar Standards Board and SRA	validation event in 2014	01/05/14	approved	conditions have been met
RTPI	Accrediation visit	02/04/19	The Partnership Board formally agreed that LSBU remains an effective Planning school	No outstanding issues.
RTPI	Accrediation visit	02/04/19	The Partnership Board formally agreed that LSBU remains an effective Planning school	No outstanding issues.

RTPI	Accrediation visit	02/04/19	The Partnership Board formally agreed that LSBU remains an effective Planning school	No outstanding issues.
RTPI	Accrediation visit	02/04/19	The Partnership Board formally agreed that LSBU remains an effective Planning school	No outstanding issues.
RTPI	Accrediation visit	02/04/19	The Partnership Board formally agreed that LSBU remains an effective Planning school	No outstanding issues.
RTPI	Accrediation visit	02/04/19	The Partnership Board formally agreed that LSBU remains an effective Planning school	No outstanding issues.
RTPI	Accrediation visit	02/04/19	The Partnership Board formally agreed that LSBU remains an effective Planning school	No outstanding issues.
RTPI	Accrediation visit	02/04/19	The Partnership Board formally agreed that LSBU remains an effective Planning school	No outstanding issues.
RTPI	Accrediation visit	02/04/19	The Partnership Board formally agreed that LSBU remains an effective Planning school	No outstanding issues.
RTPI	Accrediation visit	02/04/19	The Partnership Board formally agreed that LSBU remains an effective Planning school	No outstanding issues.
RTPI	Accrediation visit	02/04/19	The Partnership Board formally agreed that LSBU remains an effective Planning school	No outstanding issues.

RTPI	Accrediation visit	02/04/19	The Partnership Board formally agreed that LSBU remains an effective Planning school	No outstanding issues.

Accredited until	Any Comments	Evidence provided
Permanent accreditation until Ofsted decide to inspect again	replaced 4111	yes
Permanent accreditation until Ofsted decide to inspect again	replaced 4113	yes
Permanent accreditation until Ofsted decide to inspect again	replaced 4298	yes
Permanent accreditation until Ofsted decide to inspect again	replaced 4711	yes
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
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
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

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
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
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
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
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

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
01 September 2020	Running out	yes
01 September 2020	Running out	yes
Five years from September 2013. September 2018	Running out	yes
01 September 2020	Running out	yes
02/04/20		yes
02/04/20		yes
30/04/19	Running out	yes

30/04/19	Running out	yes
43585	course suspended July 2017	yes
43585	course suspended July 2017	yes
02/04/20	Running out	yes
02/04/20		yes
02/04/20		yes
01 September 2022	new course	Yes
01 September 2022	new course	Yes

Permanent accreditation until course is revalidated	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	replaced 3679
Permanent accreditation until course is revalidated	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	replaced 3679
Permanent accreditation until course is revalidated	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	replaced 3680

Permanent accreditation until course is revalidated	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	replaced 3680
Permanent accreditation until course is revalidated	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	
Permanent accreditation until course is revalidated	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	
02/04/20	new course	Yes	
02/04/20	new course	Yes	

02/04/20	new course	Yes
02/04/20	new course	Yes
02/04/20	new course	Yes
02/04/20	new course	Yes
02/04/20	new course	Yes
02/04/20	new course	Yes
02/04/20	new course	Yes
02/04/20	new course	Yes
02/04/20	new course	Yes

02/04/20	new course	Yes

Report from Professor Claire Taylor
Institutional Examiner fourth visit to LSBU 9th July 2019

1. Purpose

Overall purpose of visit is to ask: With changes LSBU have made/are proposing to make, is the inclusion of external expertise in making academic judgement about standards adequate to assure ourselves?

2. People involved

- Professor Pat Bailey – Provost
- Dr Janet Bohrer – Director of Academic Quality and Enhancement
- Sally Skillett-Moore – Deputy Director, Academic Quality and Enhancement
- Maighread Hegarty – Deputy Director, Academic Quality and Enhancement (Technical)
- Noreen Sinclair – Director of Education and Student Experience
- Emma Downes – Business Intelligence Analyst
- Edwin Idollor – Quality and Enhancement Advisor for HSC

3. Areas of discussion and observations

<u>Developments over the past year</u>

Following my visit last year, discussions indicated progress was being made within areas identified for development/enhancement:

With regard to **award and progression boards**, training for Chairs is now in place with DESEs involved more closely. However, the University recognises the need to be more proactive in relation to academic staff engagement with and understanding of academic regulations, in order to support broader 'ownership'.

The **lecture capture project pilot** has been extended following the successful engagement of 30 lecturers during 2018/19.

Work around **inclusive assessment** continues to develop and although the expected institution-wide audit was not completed during 2018/19, two Schools have adopted TESTA (Transforming the Experience of Students through Assessment). A significant project for 2019/20 will be around standardising marking criteria.

Oversight of the **Course Director role** was a point of exploration last year and it was reported that the DESEs are running a Course Director's conference in September 2019.

Operational challenges related to **apprenticeships**, including student administration, student feedback and tracking multiple cohorts continue and are covered further below.

International work was not a specific theme for this visit, but discussions evidenced that governance structures are now embedded appropriately for international delivery/franchise arrangements. The University continues to build upon processes developed for the partnership with the British University in Egypt and it is clear that the ongoing quality monitoring of international partnerships is recognised as key.

Quality assuring multiple cohort entries

The practical issues created by multiple entry points, especially in relation to apprenticeships, was a recurring theme during discussions. Key challenges include those related to external examiners assuring standards across modules delivered multiple times but not concurrently. In addition similar challenges occur with internal moderation and tracking mark profiles across common modules and this appears to be a key issue that needs resolving. Currently colleagues are trying to make the new model of multiple entry points fit into a traditional system (both in terms of student records and business processes) that only deal with one or two fixed entry points. In reality, the systems and processes should be designed with the new academic model in mind.

Key too are appropriate systems and processes for managing the needs of DDS students, ensuring an effective personalised approach that is fair and manageable within the university's administrative and organisational structures.

In discussion it became clear that the new Student Records System (SRS) Transformation Project was key and presents a unique opportunity to simplify, streamline and future-proof systems and processes. It is recommended that the new SRS is set up with the new academic model of multiple entry and assessment points integrated within it. Indeed all aspects of the student journey should be captured covering enrolment/payment, processing marks, progression, appeals, awards, graduation. This approach will enable effective 'scaling-up' of systems and processes to deal with continued expansion of alternative provision such as apprenticeships.

Discussions with the Provost

Proposed enhancements aim to assure quality 'horizontally' across the University through a **University Progression and Award Board,** chaired by the Provost. This would enable better cross-institutional scrutiny of outcomes and also facilitate cross-institutional benchmarking of student outcomes data. This should be particularly helpful for scrutinising potential grade inflation patterns cross-institution. The Provost suggested that it may also be helpful for the Institutional Examiner to see data related to attainment gap issues. Overall, the new Board structure should enable internal and external expertise to be used at the appropriate level/stage in order to provide relevant levels of assurance to the university.

In addition, the Provost outlined that the University would be considering changes to the **degree algorithm**. Discussion highlighted the need to be clear about the rationale for change and to model impact upon student achievement.

The Provost also outlined proposals to review the shape of the **academic year**, rescheduling assessments to before Christmas with the aim to support better student engagement, retention and progression.

Changes to Course Monitoring (Demonstration of MIKE)

The new system MIKE (Management Information Knowledge Exchange) was demonstrated in relation to the development of continuous course monitoring. MIKE aims to 'build' an annual report systematically through the year, flagging any issues to be dealt with in-year and enabling more timely responses in relation to course quality. The system is being piloted during 2019/20 and aims to empower academics by enabling easier access to real time data in order to inform decisions and interventions in relation to programme enhancement.

Opportunities to report against institutional themes (eg BME attainment, inclusive assessment) will be built in.

Discussions centred upon the implementation plan which will focus on using early adopters to pilot and then champion the system. Colleagues recognise the need to hold early review meetings in order to assess the impact/value of the new approach. Staff development around academic procedures will also need to be ongoing. Overall, MIKE represents an important development in relation to how and why academic and professional services staff access course data to inform enhancement. If properly embedded as an ongoing process of review, reflection and development the system has the potential to positively engage colleagues with course evaluation data for the ultimate benefit of the student experience.

Agreed focus points for the July 2020 visit

As July 2020 will be my last visit as Institutional examiner, the following are suggested as areas for focus:

- Progress with the Student Record System transformation project; the adaption of the academic model to deal with more flexible course delivery; implications for the new University programme and Award Board; the role of external examiners.
- Assessment and marking criteria project
- International developments
- Proposed changes to the academic year
- Proposed changes to the degree algorithm
- Progress with MIKE pilot
- Accommodating the needs of students with DDS in relation to extenuating circumstances – developing a reasonable and effective process.
- A summative 'assessment' of progress made by the university since my appointment in December 2016.

Professor Claire Taylor
Deputy Vice-Chancellor, Wrexham Glyndŵr University
5th August 2019

	CONFIDENTIAL
Paper title:	Student Issues Report (Complaints, Appeals, Academic Misconduct and the Office of the Independent Adjudicator) - Academic year 2018/19
Board/Committee:	Quality and Standards Committee
Date of meeting:	2 October 2019
Author:	Nicola Mitchell, Student Case Officer
Purpose:	For noting
Recommendation:	The Committee is requested to note

Executive Summary

The attached report provides an update on Internal Student Complaints, Academic Appeals, Academic Misconduct and complaints made to the OIA in academic year 2018/19.

The key matters that the Committee should note are:

- We have seen a decrease in the number of Internal Student Complaints received (112) overall in academic year 2018/19. We received 117 in academic year 2017/18. While almost half of our complaints were closed at Stage 1, this continues to be a year on year trend and we should be aiming to resolve more complaints informally.

- We have paid around £62,000.00 to students in the form of compensation or fee waivers in academic year 2018/19 as a result of upheld/partly upheld complaints.

- There have been a high number (157) of academic appeals that are being progressed to the formal Stage (Stage 2). We should be aiming to try and resolve more appeals at the informal level (Stage 1).

- Only 16 cases of Academic Misconduct were considered at Academic Misconduct Panel stage. Most cases were dealt with locally by the Academic Integrity Coordinators.

- Penalty iv applied as part of the Academic Misconduct process (*failure in the component of assessment with an opportunity for referral or potentially a reassessment through an oral viva*) was the most applied penalty.

- We received 19 OIA complaints in total in 2018 (calendar year). This is an increase in relation to 2017 where we received 12. The OIA will release their Annual Letter with LSBU's 2019 data around June 2020.

To Quality and Standards Committee 2 October 2019

Student issues Report (Complaints, Appeals, Academic Misconduct and the Office of the Independent Adjudicator) - Academic year 2018/19

This report covers LSBU's Internal Student Complaints, Academic Appeals, Academic Misconduct and complaints made to the Office of the Independent Adjudicator (OIA) in academic year 2018/19. Please note that the OIA complaints data in this report (which can be found in Appendix 2) covers student cases dealt with under all of LSBU's student facing procedures.

A student may take a case to the OIA once LSBU issues a Completion of Procedures (CoP) letter. Universities are normally required to issue a CoP letter when an internal process (e.g. Student Complaints/Academic Appeals/Disciplinary) is completed.

Please see Appendix 1 for a reminder about the stages of each procedure discussed within this report and CoP letters.

Student Complaints

Table 1 - Internal Student Complaints in academic year 2018/19 (1 September 2018 – 17 September 2019) by School

School	Total received	Total closed *NB	Upheld	Partly Upheld	Not upheld	Not eligible **NB	Withdrawn ***NB
ASC	16	17	5	3	3	1	5
ACI	4	2	1	0	0	0	1
BEA	10	11	5	1	0	2	3
BUS	19	16	0	4	3	5	4
ENG	19	18	3	3	8	2	2
HSC	24	21	6	4	4	2	5
LSS	20	14	1	1	7	3	2
Total	**112**	**99**	**21**	**16**	**25**	**15**	**22**

*NB – the amount of complaints closed may include those complaints that were not completed in academic year 2017/18 and have been carried over.
**NB – 'Not eligible' includes those complaints that have been considered out of time or those that do not fit into the category complaint.

***NB – 'Withdrawn' includes those complaints where students have confirmed that they would like to submit a complaint but when asked for their availability for a conciliation meeting they have not provided a response or did not otherwise engage with the process. It also includes those students who have decided that they no longer wish to continue with their complaint.

Table 2 – breakdown by stage of complaints closed in academic year 2018/19 (1 September 2018 – 17 September 2019) by School

School	Closed at Stage 1	Closed at Stage 2	Closed at Stage 3	Total
ASC	10	7	0	17
ACI	1	1	0	2
BEA	4	6	1	11
BUS	9	4	3	16
ENG	7	6	5	18
HSC	11	5	5	21
LSS	7	4	3	14
Total	**49**	**33**	**17**	**99**

Table 3 – total number of CoP letters issued in academic year 2018/19 (1 September 2018 – 17 September 2019) (from internal complaints only)

School	CoP
ASC	1
ACI	0
BEA	2
BUS	7
ENG	6
HSC	6
LSS	5
Total	**27**

Table 4 – historic data for internal student complaints

	2015/16	2016/17	2017/18	2018/19
Number of Internal Student Complaints received	99	81	117	112

Upheld	29 (30%)	23 (28%)	27 (23%)	21 (21%)
Not Upheld	32 (32%)	18 (21%)	43 (37%)	25 (25%)
Partly Upheld	6 (6%)	8 (10%)	25 (20%)	16 (17%)
Other (Withdrawn /out of time/no show/no response)	19 (19%)	17 (20%)	24 (20%)	37 (37%)
Ongoing	13 (13%)	18 (21%)	16 (13%)	27 (25%)

Trends

- The number of complaints received (112) in academic year 2018/19 shows a slight decrease in relation to the previous year (117) (2017/18).
- This year we have seen that, out of the 99 complaints that were completed in academic year 2018/19, half of these were closed at Stage 1. This seems to be a year on year trend and it would be great to see a higher number of cases being resolved at the informal stage (Stage 1) next year.
- We have seen a decrease in the number of students making requests for their complaints to be progressed to Stage 3 Review (17, decreased from 31 in academic year 2017/18). This could suggest that we are successfully resolving complaints at Stage 2 and providing clear explanations in relation to our investigation findings and the reasoning behind our outcome decisions.
- The number of complaints that are being upheld and partly upheld remain relatively similar year on year, although there has been a slight decrease each year. Recommendations are made to the relevant department/school in relation to those complaints where we are recognising that things have gone wrong. We encourage teams to take these recommendations on board where possible to avoid any similar issues reoccurring in the future.
- We have seen an increase in complaints around student experience, particularly around organisation. For example, incorrect information on Moodle, course delivery and exam room conditions.

Table 5 – breakdown by nature of complaints closed in academic year 2018/19 (1 September 2018 – 17 September 2019) by School

School	Administrative error (e.g. incorrect/unclear information provided)	Fees/Finance	Staff/Teaching /support	Student experience (including CMA issues)	Unknown as student did not engage with the process
ASC	1	5	5	6	0
ACI	1	0	0	1	0
BEA	0	3	2	5	1
BUS	5	5	2	4	0
ENG	4	5	5	4	0
HSC	3	2	9	8	0
LSS	3	2	5	3	0
Total	17	22	28	31	1

- Total amount of compensation paid in academic year 2018/19 = £23,795.00 (2017/18 = £35,535.00)
- Total amount of fee waivers issued in academic year 2018/19 = £37,972.47 (2017/18 = £131,064.86)

In addition, please see table 19 for information around the fees we pay to the OIA.

Student Academic Appeals

Table 6 - Student Academic Appeals in academic year 2018/19 (1 September 2018 – 19 September 2019) by School

School	Total Received	Upheld	Not Upheld	Partly Upheld	Rejected *NB	Referred back to Stage 1	Ongoing	Unknown **NB
ASC	7	1	3	0	1	0	0	2
ACI	4	0	0	0	1	1	0	2
BEA	10	0	7	0	2	0	0	1
BUS	17	4	9	0	1	0	0	3
ENG	19	5	6	0	4	0	0	4
HSC	145	26	45	2	16	14	3	39
LSS	27	6	10	2	3	0	0	6
Total	**229**	**42**	**80**	**4**	**28**	**15**	**3**	**57**

*NB – this includes appeals that have been rejected as out of time or where the student did not meet the grounds for making an appeal.

**NB – this includes students who did not progress their appeal to Stage 2 or where the appeal was closed at Stage 1, but the Appeals Team were not notified of the outcome.

Table 7 – breakdown by stage of appeals closed in academic year 2018/19 (1 September 2018 – 19 September 2019) by School

School	Stage 1	Stage 2	Stage 3
ASC	2	3	2
ACI	3	1	0
BEA	1	7	2
BUS	3	10	4
ENG	4	13	2
HSC	53	72	20
LSS	6	14	7
Total	**72**	**120**	**37**

Table 8 – total number of CoP letters issued in academic year 2018/19 (1 September 2018 – 19 September 2019) (from academic appeals only)

School	CoP
ASC	2
ACI	0
BEA	2
BUS	3
ENG	3
HSC	22
LSS	8
Total	**40**

Table 9 – historic data for internal student academic appeals

	2015	2016	2017	2018/19 *NB
Number of Academic Appeals received	567	263	194	229

*NB – historically academic appeals were recorded by calendar year. However, since academic year 2018/19 we have started to record the data by academic year.

Table 10 – breakdown by ground appeal was submitted on in academic year 2018/19 (1 September 2018 – 19 September 2019) by School

School	Administrative Error	Examination Board unreasonable in consideration of ECs	Procedural	Did not meet the specified grounds	Did not state
ASC	1	1	0	5	0
ACI	0	2	0	2	0
BEA	3	0	0	7	0
BUS	2	3	2	9	1
ENG	4	3	0	11	1
HSC	30	12	14	85	5
LSS	3	2	1	20	0
Total	**43**	**23**	**17**	**139**	**7**

Trends

- The number of academic appeals received in academic year 2018/19 (229) has increased since 2017 (194).
- 157 appeals have progressed to the formal stage (Stage 2) of the Academic Appeal Procedure. This means that almost three quarters of students feel that their appeal has not been resolved at Stage 1 or their Course Director feels that the case warrants further consideration by the Stage 2 Appeals Panel.
- In academic year 2018/19, changes were made the Academic Appeals Procedure which meant that students can no longer appeal on the grounds of undisclosed Extenuating Circumstances (ECs). This change was made because the ECs Procedure now has its own Review Stage and it was considered to be fairer and more consistent if the ECs Team make decisions on all ECs cases.
- The Academic Appeals Procedure 2018/19 allows students to appeal on the basis of three grounds as follows:
    - the University made a material error, i.e. an arithmetical or administrative error or an error of fact (but not academic judgment) in the results published following the decision of the Examination Board; or
    - the Examination Board acted unreasonably when it considered your extenuating circumstances claim in accordance with the Extenuating Circumstances Procedure; or
    - there was a material defect or irregularity in the conduct of the assessment which can be shown to have had an adverse effect on your performance.
- There have been a high number of appeals submitted by students who did not meet the specified grounds above.
- The School of Health and Social Care have the highest number (145) of students submitting appeals. These numbers result in over half of the overall total of appeals submitted in academic year 2018/19.

Student Academic Misconduct

Table 11 – Student Academic Misconduct (AM) in academic year 2018/19 (1 September 2018 – 20 September 2019) by School

School	Total AM allegations	Penalties applied	NO Case to Answer	Outcome pending
ASC	117	114	3	0
ACI	5	5	0	0
BEA	2	0	2	0
BUS	3	2	1	0
ENG	21	21	0	0
HSC	86	64	13	9
LSS	51	38	12	1
Total	285	244	31	10

Please note that the data is incomplete as no communication has been received from the AICs of the following divisions to confirm whether they have had any AM cases for AY 2018/19:

- BEA - Architecture;
- BEA - Construction, Property and Surveying;
- HSC - Children's Nursing;
- HSC - Institute of Vocational Learning; and
- LSS - Law

Table 12 – Number of Academic Misconduct cases dealt with locally or by Panel in academic year 2018/19 (1 September 2018 – 2- September 2019) by School

School	Locally by AIC	AM Panel	Viva Voce Panel	Deputy Vice-Chancellor Education
ASC	111	3	3	0
ACI	5	0	0	0
BEA	2	0	0	0
BUS	3	0	0	0
ENG	21	0	0	0
HSC	78	7	0	1
LSS	48	0	3	0
Total	268	10	6	1

Table 13 – Number of students who requested a review of their Academic Misconduct decision in academic year 2018/19 (1 September 2018 – 20 September 2019)

School	Review Stage	Did not request review
ASC	3	114
ACI	0	5
BEA	0	2
BUS	0	3
ENG	1	20
HSC	5	81

Page 145

LSS	1	50
Total	10	275

Table 14 – breakdown by allegation of Academic Misconduct in academic year 2018/19 (1 September 2018 – 20 September 2019) by School

School	Plagiarism	Collusion	Plagiarism/Collusion	Cheating in an Exam	Contract Cheating
ASC	99	2	13	2	1
ACI	5	0	0	0	0
BEA	0	0	0	2	0
BUS	1	0	0	2	0
ENG	18	0	2	1	0
HSC	51	8	19	8	0
LSS	28	0	21	0	2
Total	202	10	55	15	3

Table 15 – breakdown by penalty applied for Academic Misconduct in academic year 2018/19 (1 September 2018 – 20 September 2019) by School

School	i	ii	iii	iv	v	vi	vii	viii	NCA	Pending
ASC	23	49	0	37	5	0	0	0	3	0
ACI	0	1	0	4	0	0	0	0	0	0
BEA	0	0	0	0	0	0	0	0	2	0
BUS	0	0	0	1	1	0	0	0	1	0
ENG	0	3	0	17	1	0	0	0	0	0
HSC	20	4	8	27	5	0	0	0	13	9
LSS	5	12	0	20	0	0	0	0	12	2
Total	48	69	8	106	12	0	0	0	31	11

Table 16 – total number of CoP letters issued in academic year 2018/19 (1 September 2018 – 20 September 2019) (from academic misconduct only)

School	CoP
ASC	3
ACI	0
BEA	0
BUS	0
ENG	0
HSC	5
LSS	1
Total	**9**

Trends

- The highest number of Academic Misconduct allegations received were from student from the School of Applied Sciences;
- Only 16 cases were considered at the Academic Misconduct Panel Stage. Most cases that went to either the Academic Misconduct or Viva Voce Panel were from the School of Health and Social Care and School of Applied Sciences;
- Penalty iv applied as part of the Academic Misconduct process (*failure in the component of assessment with an opportunity for referral or potentially a reassessment through an oral viva*) was the most applied penalty, particularly locally by AICs;
- Most of the Academic Misconduct allegations were as a result of Plagiarism. The least common cases of Academic Misconduct were in relation to Contract Cheating.
- Only one case was reviewed by the Deputy Vice-Chancellor Education. This case was overturned from Penalty i to No Case to Answer. This was concerning an allegation of Collusion.

Conclusion

The number of complaints received this year has decreased slightly. Although half the number of complaints received are being closed at Stage 1, this does seem to be the trend year on year and it would be good to see a higher number of complaints being resolved at the informal level. We have the conciliation service that students can use at Stage 1 of the Student Complaints Procedure. However, it may be beneficial for departments/division to have dedicated members of their teams to handle informal complaints. By dealing with complaints at an informal level means that students will be able to continue with their studies satisfied that their concerns have been listened to and dealt with.

There have been a high number of academic appeals that are being progressed to the formal stage (Stage 2). 46 of these appeals have also been either upheld or partly upheld. We note that occasionally during Stage 2 Appeals panels there are some cases where the panel members felt that the issue could have easily been resolved at Stage 1. The Course Director (or their nominee) can request that the Examination Board reconsider their decision where they can see that an error has occurred (e.g. a clear administrative or arithmetical error that can be rectified without the need to convene an Appeals Panel). Therefore, we strongly encourage Course Directors to consider their cases before they decide that a case warrants further consideration at Stage 2. The Academic Appeals Team are more than happy to assist in guiding any member of staff should they be unsure on how to progress an appeal. However, it may also be beneficial for experienced academic members of staff to help train new Course Directors in relation to making academic decisions for Academic Appeal cases.

A majority of Academic Misconduct cases are being dealt with locally by the Academic Integrity Coordinators with only 16 cases being sent for further consideration by a panel. The Academic Misconduct Team have been working with Dr Elizabeth Newton, from the School of Applied Sciences, on improving the Academic Misconduct process and ensuring that all AICs are following the Academic Misconduct Procedure correctly. We have also been encouraging AICs to meet students who have received an allegation to provide learning and to avoid any future misconduct.

We have seen an increase in the number of complaints and appeals that are not eligible (e.g. out of time/do not meet grounds). Therefore, our team will be working on updating the pages on MyLSBU to provide clear information and guidance to students in relation to the relevant procedures, including up to date FAQs. We will also be working to provide refresher training for those members of staff involved in the Student Complaints and Academic Appeals Procedures.

Nicola Mitchell
Student Case Officer
26 September 2019

Appendix 1

Reminder about the Student Complaints procedure

Stage 1 – Informal resolution (can include a student meeting a conciliator using the conciliation service or be resolved locally by school or department).

Stage 2 – Formal complaint (investigation completed by the Student Complaints Officer or a Stage 2 panel hearing chaired by a senior member of staff).

Stage 3 – Complaint Review (a review of the complaint by a senior member of staff).

Reminder about the Student Academic Appeal procedure

Stage 1 – Informal resolution (this involves the student meeting with their Course Director).

Stage 2 – Formal Stage 2 Appeals Panel (panel of academic members of staff who review the student's case).

Stage 3 – Appeal Review (a review of the Stage 2 decision by a senior member of staff. If the Reviewer feels that the student meets the relevant grounds for Stage 3, the case will be presented at a Stage 3 Panel).

Reminder about the Student Academic Misconduct procedure

Allegation of Academic Misconduct – this is reported to the local Academic Integrity Coordinator (AIC) to investigate. The AIC will decide whether there is a case to answer and, if so, they will either apply an appropriate penalty or they will refer the case to an Academic Misconduct Panel/Viva Voce Panel Meeting

Academic Misconduct Panel/Viva Voce Panel Meeting – consists of academic members of staff who will consider the student's case. The student is invited to attend the panel.

Review – a student may request a review of any academic misconduct decision. This will be looked into by a senior member of staff.

Penalties for academic misconduct:

i. a formal written warning recorded on your academic record;
ii. reducing the mark awarded to not lower than a pass mark (i.e. not lower than 40% for an undergraduate module and 50% for a postgraduate module);
iii. capping of a whole module mark to not lower than a pass mark;
iv. failure in the component of assessment with an opportunity for referral or potentially a reassessment through an oral viva;
v. failure in the module involved with the possibility of retaking the module (or alternative) for a capped mark at the next opportunity;
vi. failure in the module involved with the possibility of repeating the module (or alternative) for a capped mark in the next academic year;
vii. failure in all modules in the current semester or year, with the possibility of repeating the modules (or alternative) for a capped mark;
viii. failure in all modules in the current semester or year, and forwarding your case to the Dean of your School for consideration of withdrawal from studies.

CoP – completion of procedures letter. This signifies that internal procedures have been exhausted. These are not always issued due to a case reaching and ending at Stage 3/Review stage. CoP letters can be issued at any time the University feels the student has exhausted the procedure. This may include informing a student their case is out of time or does not meet the relevant grounds.

Appendix 2

OIA complaints in academic year 2018/19

Please note that the OIA reports by calendar year and accordingly the data is apportioned to the LSBU academic year 2018/19. The OIA will release their Annual Letter with LSBU's 2019 data around June 2020.

Table 17 – OIA complaints completed in academic year 2018/19

School	Total	Justified	Partly Justified	Not Justified	Settled	Not Eligible	Withdrawn	Ongoing
ACI	0	0	0	0	0	0	0	0
ASC	2	0	0	2	0	0	0	0
BEA	4	0	0	0	0	3	0	1
BUS	3	0	0	1	0	1	0	1
ENG	4	0	0	3	0	1	0	0
HSC	9	0	0	2	1	1	1	4
LSS	7	0	0	0	0	2	1	4
Total	29	0	0	8	1	8	2	10

Table 18 – OIA Annual letter headline stats for calendar year 2015, 2016, 2017 and 2018

From OIA Annual Letter	2015	2016	2017	2018
Completion of Procedures letters issued by LSBU	353	65	63	78
Number of Complaints received by the OIA	43	37	12	19
Complaints closed	56	34	22	15
Justified	3	3	1	1
Not Justified	31	17	14	6
Partly Justified	3	0	2	1
Settled	13	6	2	1
Not Eligible	4	7	2	5
Withdrawn	2	1	1	1

Table 19 – OIA Core Subscription fee and Case Related Subscription Element fee for 2015, 2016, 2017, 2018 and 2019.

	2015	2016	2017	2018	2019
Core Subscription	£29,605.00	£30,343.00	£30,648.45	£31,537.26	£48,624.00
Case Related Subscription Element	£14,520.00	£18,400.00	£0.00	£6,460.00	TBC

- The OIA's core subscription fee has increased this year to £48,624.00. This is because LSBU is now considered in the higher band due to the number of students. This year (2019) the OIA have included our students from partner institutions.
- The OIA's case element fee was £6,460.00 in 2018. This is because we went over our allocated points allowance by 34 points.
- From 1 January 2018, OIA cases that require a full review will attract five points (previously four). The OIA confirmed that this change was made to more accurately reflect the work involved. There was a reduction in the per point fee from £240 to £190 to mitigate the cost to providers of this change.
- On 23 August 2019, the OIA provided LSBU with an interim statement of cases received by them from LSBU students between 1 January 2019 and 31 July 2019. The OIA have so far received 19 cases from LSBU's students and we are currently 9 points over our allocated points allowance. The final numbers for calendar year 2019 will be sent in 2020.

This page is intentionally left blank

	CONFIDENTIAL
Paper title:	Transnational Education (TNE)
Board/Committee	Quality Standards Committee
Date of meeting:	2nd October 2019
Author:	Mandy Maidment, Academic Director for Collaborative Partnerships
Executive/Operations sponsor:	Shân Wareing
Purpose:	Information - Summary of the outcomes of the Academic Director for Collaborative Partnerships role (18-19)
Which aspect of the Strategy/Corporate Delivery Plan will this help to deliver?	Teaching & Learning Real World Impact
Recommendation:	To note

Executive Summary

The Academic Director for Collaborative Partnerships role has been established to have oversight at both an institutional and school level of current and emerging collaborations. A key focus of this role is with the TNE to ensure academic quality and standards are maintained and to assure the integrity of the awards are protected.

Quality Assurance Reporting Mechanisms

- LSBU's review and comments of the TNE partner academic regulations have been agreed and accepted by the TNE partner for 2019-20.

- Discussions have been held with BUE University Registrar and Head of Q&V and the final version of the 2019-20 Academic Calendar has been agreed.

- TNE partner APR protocols reviewed by LSBU and the process agreed for capturing 'Minor / Major' portfolio changes is now in operation.

- TNE partner has invited LSBU to share 'QA Good Practice' through publication – on-going.

- New processes for *Planning and Agreeing Programme Portfolio Development* and *Scrutiny and Approval process for proposed new programmes* for the TNE partner have been agreed and will be applied for 2019-20.

- The first BUE (S) ASC was held (21/05/2019) with minutes circulated to both QSC and the International Steering Group. These have now been scheduled twice yearly.

- The TNE partner has agreed to ensure alignment and integration of PG provision with annual quality assurance processes and use of the SRS system for data management. There is now a BUE PG SRS in place. An action plan is being produced to ensure alignment of PG provision with BUE UG annual quality assurance processes.

- Planning is underway to for a QAA International review with the TNE partner.

Assessment and Examination boards

- Risk Mitigation – Use of Moodle is now underway across all of the LSBU validated programmes, for the transfer of examination papers both internally and externally. The architecture of these sites has been revisited to achieve consistency in format and a PowerPoint detailing this has been shared with both Link Tutors and External Examiners.

- Electronic Modules Archives were piloted for semester 1, 2018 for a number of programmes, this is being rolled out across all Faculties for 2019-20.

- Transitional arrangements – All arrangements that were agreed regarding the scheduling and operation of examination boards with the TNE partner and the other TNE UK partner for both summer and resit boards for 2019, have been actioned. The transitional arrangement has now been concluded.

- The schedules, staffing and formats for 2019-20 Examination boards are currently being reviewed.

- All BUE External Examiners reports for 2018-19 have been received. All have approved standards. A summary document is in preparation.

- New external examiner nominations are in process.

Link Tutors

- Management of link tutors – staff development activities with link tutors and TNE regarding the role and responsibilities discussed and are being delivered in conjunction with TNE partner.

- All link tutor visits for 2019-20 have been scheduled.

- The link tutor's handbook and associated proformas have all been reviewed and aligned with LSBU & BUE QA reporting cycles.

Summer School / Study Abroad

- Summer School activities for 2019 have been delivered and are currently being reviewed.

- Planning for Semester 2, 2020 Study Abroad is underway. Further discussions on-going to expand Study Abroad in the areas of Communication and Mass Media, Law and Business Administration.

International team

- Extensive work continues with International on database / shared drive management.

- Staff Development – TNE partner professional services – through planned staff exchange (on-going).

Validated Courses for 2019-20

The MOC for 2019-20 has been updated and signed to reflect the following portfolio:

1. Undergraduate Courses

a. Faculty of Engineering

i. Architectural Engineering

ii. Chemical Engineering

With the following sub-specialties:

1. Petrochemicals
2. Environmental
3. Pharmaceutical

iii. Civil Engineering

iv. Construction Engineering & Management

v. Electrical & Communication Engineering

vi. Mechanical Engineering

vii. Petroleum Engineering & Gas Technology

viii. Computer Systems Engineering

b. Faculty of Business Administration, Economics & Political Science

i. Business Administration

With the following sub-specialties:

1. Human Resources Management
2. Accounting & Finance
3. Marketing
4. Management Information Systems
5. Entrepreneurship & Sustainability
6. International Business

ii. Economics

iii. Political Science

c. Faculty of Informatics & Computer Science

i. Informatics and Computer Science.

With the following sub-specialties:

1. Computer Science
2. Information Systems
3. Software Engineering
4. Computer Networks
5. Artificial Intelligence

d. Faculty of Communication & Mass Media

i. Communication and Mass Media

With the following sub-specialties:

1. Film and Media Studies
2. Radio and Television
3. Integrated Marketing and Communication
4. Journalism and New Media (inactive).

e. Faculty of Arts & Humanities

i. English Language and Literature

With the following sub-specialties:

1. English Literature
2. Applied Linguistics
3. Translation

ii. Psychology

e. Faculty of Law

i. Anglo-Egyptian Law

f. Faculty of Energy and Environmental Engineering

i. Biochemical Engineering

ii. Renewable Energy Engineering- Electrical Energy

iii. Renewable Energy Engineering - Mechanical Power

2. Post-graduate Courses

a. Faculty of Engineering

i. Renewable Energy
MSc Renewable Energy
M.Tech in Renewable Energy
ii. Advanced Materials
M.Tech in Advanced Materials
M.Sc Advanced Materials Science
iii. Sustainable Engineering Design and Construction
M.Sc Sustainable Engineering Design and Construction
M.Tech Sustainable Engineering Design and Construction

b. Faculty of Informatics and Computer Science:

i. Web Science
MSc Web Science

c. Faculty of Business Administration, Economics & Political Science

i. MBA
Master of Business Administration (MBA) in Applied Finance and Economics
Master of Business Administration (MBA) in Marketing

Pending Validations for 19-20

BUE Faculty of Arts and Humanities

- BA Drama & Theatre

Areas for Development / Consultation for Validation in 19-20:

Faculty of Creative Arts

- BA Graphic & Media Arts
- BA Fashion & Textile
- BA Interior & Expressive Design
- BA Visual Arts

Faculty of Law

- Law PG LLM

These are areas currently being considered by LSBU Schools.

This page is intentionally left blank

	INTERNAL
Paper title:	Academic Board draft annual report – academic year 2018/19
Board/Committee:	Academic Board
Date of meeting:	13 November 2019
Author(s):	Anita Ikpa, Governance Assistant
Sponsor(s):	Pat Bailey, Provost
Purpose:	For Approval
Recommendation:	The Board is requested to approve the report and recommend to the Board of Governors.

Executive Summary

The Academic Board is responsible for academic standards and the direction and regulation of academic matters. Where the Academic Board delegates responsibility it maintains oversight through reports/minutes from the Quality and Standards Committee; Student Experience Committee; and the Research Committee.

This document provides assurance for: (1) the development of academic strategy; (2) monitoring progress against academic key performance indicators; (3) the oversight of the development of the academic environment; (4) the oversight of academic ethics; and (5) reports on the approval of the academic regulations and oversight of their enactment; and on the granting of academic titles.

2018-2019 academic year review

During the academic year 2018-19, the Academic Board was chaired by the Provost, Professor Pat Bailey, and met three times during the year. Two joint group strategy days were held for members of the Academic Board, Board of Governors and group institutions.

Educational Strategy

The Academic Board reviewed and approved the Education Strategy 2018-2020, which is to run in sequence with the current corporate strategy to 2020. The focus is on measures that will generate the most change for the University over a two-year period. The Academic Board noted that the strategy has been through a process of consultation and was approved by the Quality and Standards Committee meeting of 23 January 2019.

Key performance indicators

The Academic Board reviewed the academic KPIs at each meeting. The performance against KPIs in 2017/18 as well as targets for 2019/20 were reviewed.

Quality and standards assurance

The Academic Board received the Quality and Standards review for 2017-18 and noted that the University had registered with the OfS (new statutory regulator) in August 2018. The full powers of the OfS took effect from 1 August 2019.

The Academic Board received the Institutional Examiners fourth visit report of July 2019 and noted that July 2020 will be the last visit of the institutional examiner Claire Taylor of Wrexham Glyndwr University. The Academic Board noted that work is being done to ensure there is no grade inflation and that any changes to the algorithm will ensure that grade inflation is managed.

The Academic Board discussed the National Student Survey results for 2018 and the action plan. It was noted that LSBU saw a decline in its overall satisfaction of 3% in 2018 compared to 2017. The NSS scores for 2019 saw a 5% rise compared to 2018. The Academic Board and its Student Experience Committee explored new initiatives to improve the student voice and experience.

The Academic Board discussed the academic portfolio and environment and noted that the Provost was working with the Deans and DESEs to review current courses and to identify and remove courses earlier on that were likely to under recruit.

The Academic Board noted that after consultation with students and staff, it was proposed that an Education Summit will be used to discuss proposed changes to the academic calendar in the future. The Education Summit will also explore different ways

of learning and road maps. The Academic Calendar for academic year 2020/21 was approved.

Student Academic outcomes
The Academic Board discussed the student outcomes, which identified the BME attainment and progression gap for LSBU students. The attainment gap for LSBU was 14.3% in 2017/18, which improved by 5.3% compared to 2015/16. LSBU has the second lowest attainment gap amongst the London Modern Universities. KPI targets around degree outcomes have improved and align with the sector.

Ethics report
The Academic Board reviewed the Annual Ethics Report for 2018/19 from the University's Ethics panel at its meeting of 19 June 2019. The University's Ethics Code of Practice has been finalised. The Academic Board noted that REI is developing training in ethics for doctoral supervisors and students.

Academic Regulations
The Academic regulations are agreed each year by the Academic Board. The Academic Regulations of the University provide the means through which the standards of the University's academic awards, including research degrees, are assured. The Academic Regulations are supported by a number of procedures which clarify the way in which the university ensures that students are fairly treated. The amendments were discussed during the Quality and Standards Committee meeting of 5 June 2019. The Academic Board agreed to the amendments to the academic regulations at its meeting of 19 June 2019. The revised regulations and associated procedures are published on the LSBU website.

Appointment of professors
The Board noted the appointment of eight emeritus professors in 2018/19.

Joint strategy days with the Board of Governors
Two joint group strategy days were held with the Board of Governors and group institutions in September 2018 and April 2019. The topics covered included the education framework; the current higher education environment; financial update 19/20 implications; highlights and challenges for the University and group institutions; ambitions, environment and key challenges, threats and opportunities.

Academic Board and committee membership
Following a review of the Academic Board membership the Academic Board proposed changes to be made to allow for an increased representation of academic staff on the Academic Board. The new structure will take effect in the academic year 2019/20 (subject to the approval of the Board of governors).

The term of the two staff governors (Tony Roberts and Jenny Owens) came to an end on 31 July 2019. Following a selection process, Tony Roberts was reappointed as a staff governor for a term of three years commencing 1 August 2019. A further selection process will be conducted in early 2020 to fill the second staff governor position.

	CONFIDENTIAL
Paper title:	Review of Health and Social Care Partnerships
Board/Committee:	Academic Board
Date of meeting:	13 February 2019
Author:	Mandy Maidment, Academic Director for Collaborative Partnerships Prof. Warren Turner, Dean of School of Health and Social Care
Sponsor:	Pat Bailey, Provost
Purpose:	For noting
Recommendation:	The Academic Board is asked to note the key issues identified in the review, especially when they might apply more widely across the University, and confirm that it is content with the action plan.

Executive Summary

Attached is the HSC Partnership Review panel final report and the response/action plan to the partnership review.

This page is intentionally left blank

School of Health and Social Care (HSC) Partnership Review – June 2019

The purpose of the review was to provide the university (LSBU) assurance with its responsibility with degree awarding powers, in that there is appropriate oversight and governance procedures in place for the partnership provision in HSC. The review's remit was to consider all partnership arrangements including those that are part of the apprenticeship and international provision in the School and covers the period of the current academic year 2018/19.

Criteria

The criteria for the review considered whether the university can be assured that the following are met:

1) That the university working in partnership with others including NHS Trusts has in place effective arrangements to ensure that the standards of its awards are credible and secure.
2) That the university working in partnership with others including NHS Trusts has in place effective arrangements to ensure that the academic experience is of high quality.
3) That the university working in partnership with others and with NHS Trusts supports all students to achieve successful academic and professional outcomes.
4) That the university can demonstrate excellent leadership and management including efficient and effective data sharing.

High quality will be taken to include but is not limited to: -

Meeting internal and external compliance expectations.
Having a reliable, fair and inclusive admissions system.
Designing and delivering quality courses, implementing a curriculum that is consistently strong including in any sub contracted provision.
That learners are supported in developing skills, personal development, their behaviours and attitudes.
That there are sufficient and appropriately qualified and skilled staff to deliver the provision.
That there are sufficient and appropriate learning facilities.

Methodology

The review took place on Tuesday the 25th June and Friday 28th June 2019. The review team had access to a variety of evidence including university data and reports, and held meetings with LSBU staff, learners and partner representatives. Written submissions were received where partners were unable to meet the review team face to face but wished to make statements to be included in the evidence collected. The review team had the opportunity of conducting observations if appropriate to supplement its findings from the meetings it held. These did not prove to be necessary.

A list of bullet points of the evidence that was recorded during the meetings with participants in face to face meetings was circulated after the meeting to check that all information collected was correct. No participants or individual employers, companies or Trusts are named in the final report. This was an evidence based review and an index of the evidence that was available to the review panel is listed in appendix 1.

The Review panel met two weeks after the final review day in a private meeting (12th July) to conclude their findings, make their judgements and recommendations. The outcome and

recommendations of the Review panel are encompassed in this report, triangulated against evidence collected through the review process.

The review team consisted of -

Internal LSBU Review Chair	Mandy Maidment
Independent External Reviewer & HE expert	David Parry
Independent External Reviewer & Employer Stakeholder	Amara Collins-Oke
Student Panel Member	Niamh Mitchell
Review Secretary	Adam Streames

Context

The School of Health and Social Care (HSC) is the largest school in London South Bank University enrolling 6,500 students (38% of the University's total student population) and contributing 25% (£35.6m) to the University's total annual income of £145.3m. The School currently works with more than 70 NHS partner organisations and has formal academic partnerships with eight education providers, including an international partnership with Singapore General Hospital. The panel understands that the relatively small international academic partnership with Singapore General Hospital is currently being discontinued.

Review Criteria and Findings

- That the university working in partnership with others including NHS Trusts has in place effective arrangements to ensure that the standards of its awards are credible and secure

The panel is assured that the standards of the University's awards are credible and secure, especially with respect to the pre and post registration Nursing qualifications. However, it was evident that effective arrangements, specifically with regards to resource planning both for staffing and facilities for the delivery of the HSC Health Apprenticeships are a concern. Furthermore, the conditions / recommendations agreed at the relevant validations were not addressed and have proved critical over the last 18 months. These relate specifically to the availability of staff, skills laboratories and pre-requisite requirements for L2 English and mathematics.

- That the university working in partnership with others including NHS Trusts has in place effective arrangements to ensure that the academic experience is of high quality

The panel is assured that the University working in partnership with others including NHS Trusts has in place effective arrangements to ensure that the academic experience is of high quality with respect to the pre and post registration Nursing qualifications. The panel does, however, have concerns with regard to the Nursing Associate programme which are summarised below.

In October 2018, LSBU entered into a contract(s) for the delivery of the Nursing Associate with multiple entry points for which LSBU systems and processes either could not cope or were not utilised; specifically, in the areas of admissions, enrolment, timetabling, tracking of students, staff

resourcing and laboratory facilities. It was also notable that the infrastructure to facilitate effective communications both internally and externally was lacking. This was exacerbated by a lack of clarity regarding roles and responsibilities for the management of the academic experience of apprentices. The panel does acknowledge that this has been recognised through the establishment of the HSC Apprenticeship Approval Group (AAG) and also that the requirement for L2 English and mathematics is now part of the admissions criteria. The panel notes that a disproportionate number of complaints received by the Student Union are from HSC students (50% ~ 200 cases), where HSC students constitute 38% of the LSBU student population.

- That the university working in partnership with others and with NHS Trusts supports all students to achieve successful academic and professional outcomes

The panel is assured that the university working in partnership with others and with NHS Trusts supports the majority of the HSC students to achieve successful academic and professional outcomes. However, the absence of both a HSC Apprenticeship account manager and Link Lecturer for the Nursing Associates has resulted in a lack of oversight in the delivery of the provision. The panel acknowledges the establishment of the AAG, however, its current remit and membership may need to be re-visited if it is to address effectively the on-going concerns in the Institute of Vocational Learning and the delivery of the Nursing Associate programmes.

- That the university can demonstrate excellent leadership and management including efficient and effective data sharing

In 2018, LSBU signed a number of contracts with a number of trusts for a total of 500 students per calendar year on the basis of multiple entry points in year (evidence not available to state the exact number). These contracts presented a significant challenge to HSC / LSBU. The panel takes the view that the challenge was insufficiently rigorously evaluated by the HSC leadership and management team and as a consequence led to the concerns raised above. The conditions / recommendations made by validation panels in some cases were either not adopted or implemented and this has significantly affected the ability of both HSC colleagues and LSBU professional service groups to undertake their roles. Furthermore, the non-adherence to LSBU processes and procedures has led to ineffective data sharing both internally and externally for the Nursing Associate cohorts.

The panel is unable, therefore, to assure the University that excellent leadership and management including efficient and effective data sharing within HSC can be demonstrated.

Summary points

In the light of its scrutiny of documents provided to and requested by the review panel, and following discussion with a range of staff from the School, the panel concludes that the School has appropriate oversight and governance procedures in place for the majority of its partnership provision.

However, the panel concludes that the School does not have appropriate oversight and governance procedures in place for provision within the Institute of Vocational Learning and specifically with regards to the delivery of the Nursing Associate Apprenticeship.

In October 2018, the School enrolled the first cohort of Nursing Associate apprenticeship students under contracts with NHS trusts. This committed the University to enrolling up to 500 students annually with up to ten separate intakes each year. In the view of the panel, the implications of: the scale of this commitment; the frequency of the enrolment points; uncertainty concerning the numbers enrolling at each intake point; and the likely variable quality of each intake, were not given sufficiently rigorous scrutiny during the contract negotiation or by the School's processes and the impact that this would have on the rest of the School's provision. This has resulted in significant pressure on: academic staff faced with teaching uncertain student numbers; administrative staff faced with unreasonably tight turnaround times for admissions, monitoring and assessment processes; the School's admissions and enrolment processes; the School's physical resources for running the programme, in particular the number and availability of skills laboratories for students; and timetabling arrangements. *'... If only processes had been followed ...*' was a regular comment on the part of staff both within and beyond HSC.

Despite the above, the panel noted numerous examples of the willingness of staff to go above and beyond normal requirements to ensure that: internal and external compliance expectations were met; the admissions system was inclusive, reliable and fair; courses remained of an appropriate quality; and learners were appropriately supported and enabled to attain the standards set by the university and those required by the NHS contracts.

This has, however, come at significant personal cost in terms of stress, frustration and, in some cases, the ill health of staff.

The NHS contracts have tested, at times to breaking point, the School's systems and processes which have struggled to accommodate the particular requirements of the NHS contracts for apprenticeships.

It is the hope of the review panel that those who met the panel will feel that their views have been heard and that the panel's recommendations are seen as relevant and realistic. In the view of the panel those responsible for implementing its recommendations (if accepted) will be able to rely on the good will and commitment within the School and across the university which has been evident to the panel throughout the review.

Outcomes

Commendations

- Evidence that the majority of the HSC provision meets LSBU quality benchmarks and as such demonstrate assurance to its responsibility with degree awarding powers.
- Evidence of a committed and supportive staff delivering the HSC portfolio and the student experience.
- The breadth of NHS partners and the opportunities they afford.
- Evidence of 'lessons learnt' within HSC and PSG with regard to supporting and delivering the apprenticeship agenda.
- The establishment of the Apprenticeship Approval Group (AAP).

Areas of concern

- Insufficiently rigorous initial due diligence and ongoing oversight of the Nursing Associate Apprenticeship programme within the Governance and Leadership structure by some members of the HSC Senior Management Team.
- Evidence of decision-making processes falling outside of LSBU policies & procedures and the HSC Operation Manual.
- Evidence of decision-making processes falling outside of the HSC committee structure specifically the Enterprise & Planning Committee which has the remit and oversight for resource planning.
- Evidence of using non-standard processes for managing apprenticeships, particularly with regard to data sharing.
- Evidence of significant numbers of reported grievances, sickness and high turnover of staff, particularly in the Institute of Vocational Learning staff (reported as high as 85%, although not verified with HR).

Recommendations

- The concerns expressed above regarding Governance and Leadership within HSC should be addressed.
- Processes should be adhered to regarding annual cycle of resource planning. This should be facilitated through both strengthening and enabling the remit of the Enterprise and Planning Group (EPG) and the Apprenticeship Approval Group (AAP) through revised terms of reference and membership.
- HSC reviews its Apprenticeship strategy in conjunction with PSG's in line with resource planning and external compliance requirements.
- HSC reviews the interface with NHS trusts vis-à-vis, and appoints an HSC Link Lecturer and an HSC Apprenticeship account manager.
- That HSC adheres to the required LSBU standard monitoring and reporting compliance requirements for apprenticeship programmes.
- HSC / LSBU revisits the process and ownership of contract negotiations with the NHS trusts.
- HSC reviews the management and conduct of staff against LSBU policies.

Mandy Maidment

HSC Review Panel Chair

19/07/2019

Appendix 1

HSC Partnership Review - File Index / Log	
ID	File
0.0	P:\HSC Partnership Review - June 2019
0.1	Index_Log.xlsx
	ADD ROWS AS NEEDED
1.0	P:\HSC Partnership Review - June 2019\1. LSBU Regulations + Procedures
1.1	256-1718-MAR-COM-High level visual overview of planning stages.pdf
1.2	256-1718-MAR-COM-Visual overview corporate hierarchy.pdf
1.3	2018 - 2019 OPERATIONAL MANUAL HSC Edition 6 Final.pdf
	ADD ROWS AS NEEDED
2.0	P:\HSC Partnership Review - June 2019\2. School Overview
2.1	February 13th 2019- Minutes of the Enterprise and Planning Workshop.docx
2.2	HSC Enterprise Workgroup Terms of Reference.docx
2.3	HSC Overview 2019 NAS.pdf
2.4	HSC Student Count on Courses.pdf
2.5	HSC_Partnership_Review_Placements.docx
2.6	IoVL course summary.xlsx
2.7	October 31st 2018- Minutes of the Enterprise and Planning Workshop.docx
2.8	Staff and student in IoVL June 2019.xlsx
2.9	Staff and students in IoVL.msg
2.10	student-demographics-infographic-2017-18[1].jpg
	ADD ROWS AS NEEDED
3.0	P:\HSC Partnership Review - June 2019\3. Apprenticeships
3.1	AAG Minutes 22.05.19.docx
3.2	Copy of Report on Health Apps 26.2 revised (002).xlsx
3.3	Induction Week Timetable June 19.docx
3.4	RE HSC Partnership Review - Oversight LSBU Processes.msg
	ADD ROWS AS NEEDED
4.0	P:\HSC Partnership Review - June 2019\4. Admissions + Enrolment
4.1	
	ADD ROWS AS NEEDED
5.0	P:\HSC Partnership Review - June 2019\5. Fees + Funding
5.1	Guide to LSBU franchising for NHS Partners.pdf
	ADD ROWS AS NEEDED
6.0	P:\HSC Partnership Review - June 2019\6. Administration + Monitoring
6.1	\Course Monitoring
6.1.1	CMR Breast Imaging Kings College 2017.18.docx
6.1.2	CMR Foundation Degree (FdSc) Health 4919 and 4954.docx
6.1.3	CMR Palliative Care 2018 St Francis Hospice.docx
6.2	HSC EC Breakdown 18-19 NAS.docx
	ADD ROWS AS NEEDED
7.0	P:\HSC Partnership Review - June 2019\7. Student Complaints + Appeals
7.1	HSC data 2018-19 - 19.06.19 NAS.docx

	ADD ROWS AS NEEDED
8.0	P:\HSC Partnership Review - June 2019\8. Validation Documents
8.1	\NCA
8.1.1	Collaborations Management Handbook NCA 2018.pdf
8.1.2	LSBU NCA Response to conditions.pdf
8.1.3	NCA BSc Acupuncture Course Spec and Module Descriptors.pdf
8.1.4	NCA Online MScs Course Spec and Module Descriptors.pdf
8.1.5	NCA Rationale and Overview.pdf
8.2	\Nursing Associate
8.2.1	FdSc NA App Course Spec.pdf
8.2.2	FdSc NA APP Module Descriptors
8.2.3	FdSc NA APP Rationale and Overview
8.3	\Obesity Care
8.3.1	15-16 - General Information Document - College of Contemporary Health.pdf
8.3.2	MSc Obesity Care and Management Collaboration Handbook.pdf
8.3.3	MSc Obesity Care and Management Course Specification.pdf
8.3.4	MSc Obesity Care and Management Module Descriptors.pdf
8.3.5	MSc Obesity Care and Management Validation Rationale and Overview.pdf
8.3.6	OCM response to conditions and recommendations.pdf
8.3.7	Page 6 from 2015-sp415-CC-PGCert.pdf
8.3.8	Page 26 from CCH+Online+Study+Compendium.pdf
8.4	\Palliative Care
8.4.1	Course Specification MSc Palliative and End of Life Care.pdf
8.4.2	Course Specification PgCert Palliative and End of Life Care.pdf
8.4.3	Course Specification PgDip Palliative and End of Life Care.pdf
8.4.4	Module Descriptors for MSc Palliative and End of Life Care.pdf
8.4.5	MSc Palliative and End of Life Care - Collaborations Management Handbook.pdf
8.4.6	MSc Palliative and End of Life Care - Response to Conditions and Recommendations from validation event.pdf
8.4.7	Resource Document MSc Palliative and End of Life Care.pdf
8.4.8	Validation Rationale and Overview MSc Palliative and End of Life Care.pdf
8.5	\Peer Supported Open Dialogue
8.5.1	MOU for LSBU & NELFT Collaboration.pdf
8.5.2	POD Course Guide Post Validation.pdf
8.5.3	POD Course Spec Grad Cert Post Validation.pdf
8.5.4	POD Course Spec Pg Cert Post Validation.pdf
8.5.5	POD Module Descriptors Grad Cert Post Validation.pdf
8.5.6	POD Module Descriptors Pg Cert Post Validation.pdf
8.5.7	POD Rationale and Overview Post Validation.pdf
8.5.8	POD Resource Document.pdf
8.5.9	POD The Friars Site.pdf
8.6	\PG Cert Health Care Chaplaincy and Spiritual Care
8.6.1	Chaplaincy Course Spec PG Cert Health Care Chaplaincy and Spiritual Care.pdf
8.6.2	Chaplaincy Resource Document.pdf
8.6.3	Chaplaincy Student Competencies and Practice Learning Outcomes.pdf
8.6.4	Chaplaincy Validation Rationale and Overview.pdf

8.6.5	Chaplaincy Module Descriptors.pdf
8.6.6	Chaplaincy Team Response to LSBU conditions and recommendations from validation event.pdf
8.7	\Pg cert Leadership, Management and Improvement for Health Services
8.7.1	GSTT Course Specification.pdf
8.7.2	GSTT Leadership Collaborations Handbook.pdf
8.7.3	GSTT Module Descriptors.pdf
8.7.4	GSTT Rationale and Overview.pdf
8.7.5	GSTT Resource Document.pdf
	ADD ROWS AS NEEDED
9.0	P:\HSC Partnership Review - June 2019\9. Partners + Collaborations
9.1	\Feedback
9.1.1	HSC Review Feedback Proforma - GOSH.docx
9.1.2	HSC Review Feedback Proforma - HERTFORDSHIRE
9.1.3	HSC Review Feedback Proforma - KCH.docx
9.1.4	HSC Review Feedback Proforma - MUNGOS.docx
9.2	HSC Collaborations overview 2019 NAS.docx
9.3	HSC Practice partners taken from Placement Agreement database June 2019.xlsx
9.4	List of HSC collaborations Aug 2018.xlsx
9.5	NHS Module franchises list updated 16082018.xlsx
	ADD ROWS AS NEEDED
10.0	P:\HSC Partnership Review - June 2019\Review Administration
10.1	2 x External Visitors - Friday 12th July.msg
10.2	HSC Partnership Review at London South Bank University.msg
10.3	HSC Partnership Review Day 1 - 25 June 2019 DRAFT.docx
10.4	HSC Partnership Review Day 2 - 28 June 2019 DRAFT.docx
10.5	HSC Review Feedback Proforma.docx
10.6	HSC Review Meeting Schedule v3.docx
10.7	LSBU HSC Partnership Review - June 2019.msg
10.8	LSBU HSC Partnership Review - Terms of Reference (1).msg
10.9	LSBU HSC Partnership Review - Terms of Reference.msg
10.10	LSBU HSC Partnership Review Terms of Reference and Criteria June 2019 - Approved.docx
10.11	LSBU HSC Partnership Review Terms of Reference and Criteria June 2019 - Approved.pdf
10.12	RE External visitors x2 - 25th June 2019 and 28th June 2019.msg
10.13	Review Team Meeting 1 Notes - 15 May 2019.docx
10.14	Review Team Meeting 2 Notes - 25 May 2019.docx
10.15	Review Team Meeting 3 Notes - 04 June 2019.docx
10.16	Review Team Meeting 4 Notes - 13 June 2019.docx
10.17	Review Team Meeting 5 Notes - 21 June 2019.docx

	INTERNAL
Paper title:	Admissions and enrolment procedure
Board/Committee:	Academic Board
Date of meeting:	13 November 2019
Author(s):	Irina Bernstein, University Solicitor
Sponsor(s):	Pat Bailey, Provost
Purpose:	For Information
Recommendation:	The Academic Board is requested to note the updated admissions and enrolment procedures.

This page is intentionally left blank

London South Bank University

EST 1892

Admissions and Enrolment Procedure

Policy last reviewed	August 2019
Approved by	The Academic Board
Published on:	LSBU website at http://www.lsbu.ac.uk/__data/assets/pdf_file/0008/84356/admissions-enrolment-procedure.pdf and MyLSBU

This Procedure is available in accessible formats on request from the Admissions team. Please contact: lsbuadmissions@lsbu.ac.uk

Contents

Admissions and Enrolment Procedure 3
1. Introduction 3
2. Scope – who is covered by this procedure? 3
3. Who is responsible for this procedure? 3
4. University admissions 4
5. Entry requirements 5
6. Normal minimum qualifications required for entry to undergraduate courses 6
7. Normal minimum qualifications required for entry to postgraduate courses 7
8. Reapplication to other University courses 7
9. EU (non-UK) and international applicants and non-UK qualifications 8
10. Applicants with disabilities 10
11. Applicants with criminal convictions 11
12. Fitness to study and fitness to practise 14
13. Deferring an offer 14
14. Making changes to our courses and course closures 15
15. Use of data 15
16. University enrolment 16
Appendix 1 – Criminal Convictions Panel risk assessment form 18

Admissions and Enrolment Procedure

1. Introduction

1.1 We aim to admit all applicants who we judge to have a reasonable expectation of completing the course and achieving the standards required for that academic award, including any end-point assessments, skills and behaviours.

1.2 Our admissions process complies with relevant legislation and is regularly reviewed to make sure it remains current. We follow the guidelines published by the Office for Students and through our commitment to widening participation try to make sure that as many people as possible have the opportunity to participate in our courses.

1.3 The criteria normally required for entry to our courses are set out below. Where entry to a specific course is competitive, the criteria may exceed the normal criteria and specific criteria will be proposed in advance of the admissions cycle by the Director of Marketing and Recruitment and to the Director of International.

1.4 Professional bodies, government departments or others we work in partnership with may place specific criteria for admission on the courses they fund or accredit. LSBU only accepts such funding or accreditation where we are willing to adopt the additional criteria.

1.5 We comply with the Universities and Colleges Admissions Service (UCAS) deadlines and expect you to do the same. We reserve the right to refuse admission to any applicant whose application contains false or misleading information or whose personal statement contains a significant amount of non-original material.

1.6 If you have an appeal or complaint about admissions decisions, please see the Applicant Complaints and Appeals of Admissions procedure: http://www.lsbu.ac.uk/__data/assets/pdf_file/0007/96253/applicant-complaints-appeals-admission-decision-procedure.pdf

2. Scope – who is covered by this procedure?

This document sets out the procedure for student admissions and enrolment at LSBU. It applies to all LSBU applicants (including apprentices) and students who are registered and/or enrolled at LSBU. The procedure deals with academic offers and offers of a place at LSBU.

3. Who is responsible for this procedure?

3.1. The University Academic Board delegates the authority to admit applicants to an LSBU course to the Director of Marketing and Recruitment and to the Director of International. The Head of Registry is responsible for student enrolment. LSBU staff have the authority to make decisions about student admissions and enrolment in accordance with selection

and eligibility criteria. Admissions tutors within the individual Schools of the University advise Admissions staff in particular cases.

3.2. This procedure will be reviewed from time to time (and at least every two years) by the Admissions and Registry team and the University Solicitor to ensure that its provisions continue to meet our legal obligations and reflect best practice.

4. University admissions

4.1. Applicants need to apply to LSBU via the application system:

- Home/EU undergraduate full time applications: https://www.ucas.com/undergraduate/applying-to-university
- Home/EU undergraduate part time, apprenticeship and postgraduate applications: http://www.lsbu.ac.uk/application-system
- International applicants: http://www.lsbu.ac.uk/international/how-to-apply
- Health CPPD and Health Apprenticeships: https://www.applycpd.com/lsbu

4.2. When you apply to us, you must make sure that you provide full, complete and accurate information and include any material information. We may ask you to provide reference, additional information and undertake tests, interviews or other selection processes (such as occupational health checks). You must comply with the deadlines for submitting applications, providing any additional information and for responding to offers. If you do not meet these requirements, you may be denied admission or have your offer withdrawn. We may also carry out further checks ourselves, for example, in relation to your immigration history and/or ascertain your intention to study.

4.3. We will normally continue to consider any 'personal statements' referred to us by UCAS with a reported similarity to other applications of between 10-49%. However, we will normally ask you to resubmit any statements with a reported similarity of 50% or more. Please see UCAS guidance on similarity detection for further information.

4.4. Your status for fees and funding purposes and your right to study in the UK (for immigration purposes) is assessed at the point of enrolment by suitably trained staff. If you are an apprentice or an applicant sponsored by an employer, your employment status will be assessed as well. The Chief Financial Officer (or nominee) may make an 'interim status assessment' during the application process in order to ensure the smooth progression of your application.

4.5. In some cases there may be a limit on the number of students who can be admitted to a particular course or to a particular way of studying (for example, part-time study). In such cases applicants who we judge to be most likely to complete the course and achieve the standard required for the award will be offered a place.

4.6. To evaluate whether you are likely to complete the course and achieve the standard required for the award, we use admissions criteria specific to the award for which you are

applying. To make this evaluation, we consider your previous attainment and evidence of your potential, primarily based on the qualifications you already hold. Where you are currently studying for qualifications, our offer is normally conditional on your results. Interviews, assessments, references and other tests may also be used to supplement information about your qualifications.

4.7. We will consider all the information provided to us and/or available to us (including, for example, International Admissions and Credibility Personal statement for international applicants) and make a decision as to whether or not to offer you a place of study at LSBU.

4.8. We reserve the right not to consider an applicant for admission and/or not admit an applicant to the University and/or withdraw an offer if:

- the applicant is indebted to the University in any capacity;
- the applicant is associated with a company which is indebted to the University;
- the applicant has, in the University's opinion (acting reasonably), previously been vexatious, malicious and/or unnecessarily litigious with the University;
- the applicant has previously been withdrawn from the University or any other academic institution on academic grounds;
- the applicant has previously been dishonest, involved in fraud, a fraudulent claim or provided fraudulent or misleading information or documentation to the University; and/or
- the grounds stated in paragraph 8 of this procedure dealing with "Reapplication to other University courses" apply to the applicant.

4.9. The University reserves the right to reject an applicant or withdraw any offer made based on an applicant's behaviour, if such behaviour is deemed to be unacceptable by the University (acting reasonably) in accordance with the University's relevant policies.

5. Entry requirements

5.1. Our entry requirements are either specific grades achieved in nationally recognised qualifications or evidence of appropriate equivalent skills and experience. Equivalent skills and experience means skills or experience we have judged to demonstrate the same level of merit, ability and potential as the nationally recognised qualifications that are required for entry to the course. We retain the right to use our own tests to determine that applicants have achieved the minimum attainment levels associated with recognised qualifications which they do not hold.

5.2. We may also ask for specific:

- UCAS tariff points from nationally recognised qualifications.
- Specific combinations of subjects of those recognised qualifications.
- Appropriate experience.
- Relevant personal qualities, such as appropriate motivation to study or values compatible with a profession which we will determined as appropriate from a personal statement, through references, psychometric testing, or at interview.

5.3. In addition, we may ask you to complete a test or tests (such as tests of numeracy or literacy) regardless of your existing qualifications. Additionally, we may use interviews or auditions, or review portfolios where this is necessary to determine your potential or because it is required by a professional body.

5.4. We may take contextual information relating to your background into consideration when using existing qualifications as evidence of future potential.

5.5. If you are an applicant from a partner institution with which we have a 'progression' or 'articulation' agreement, arrangement for admission to LSBU will be dictated by agreements between LSBU and the respective institution.

6. Normal minimum qualifications required for entry to undergraduate courses

6.1. The minimum qualifications we normally require for entry to our higher education courses at level 4 are GCSE passes at Grade C/4 or above in five subjects, including English Language and Mathematics (or equivalent), plus one of the following:

a) UCAS tariff points in appropriate subjects, as indicated in the course information on our Web site or prospectus;

b) successful completion of a recognised higher education preparatory course;

c) such other level 3 qualifications of equivalent standard as may be approved by the Admissions Officer.

6.2. You may be admitted without these qualifications, provided that:

a) you can demonstrate that you have achieved the required level of knowledge and skills in other ways (for example through experiential learning or a portfolio of work);

b) you meet the entry requirements of programmes validated by a professional body.

6.3. If you are an entrant to an extended degree course and do not have all the entry to level 4 requirements, you must be able to demonstrate that you have the potential to progress or be admitted to level 4. We will consider the evidence that you provide to us and the decision will be made on the basis of an academic's professional judgement.

6.4. Some undergraduate courses have entry points at level 5 or level 6. Specific criteria are set for these courses and may be found in the course specification. Applicants who meet

or exceed the entry criteria for level 4 may be able to apply to have their prior learning recognised through Accreditation of Prior Experiential Learning (APEL) or transfer of credit for entry to level 5 or 6 of a course.

7. Normal minimum qualifications required for entry to postgraduate courses

7.1. The minimum qualifications normally required for entry to our postgraduate courses at level 7 are:

a) normally a 2:2 in an honours degree and in a relevant subject if required by the course; or
b) a Higher National Diploma in a relevant subject and a minimum of three years post-qualification experience in a relevant field; or
c) a professional qualification recognised as equivalent to an honours degree; or
d) a postgraduate diploma, or appropriate equivalent skills and experience.

7.2. Applicants may apply to have prior learning recognised through APEL or transfer of credit if you have exceeded the entry criteria for level 7.

7.3. Where applicants want to study one or more modules for credit purposes but do not intend to undertake the whole award, the entry requirements that exist for the award will apply to those modules.

8. Reapplication to other University courses

8.1. If you are withdrawn by the University because of a 'Fail-Terminated' judgement from an examination board or who have been excluded (for example, for fitness to practise reasons), you may not return to your course. You can apply to a different course at the University, but you cannot be admitted to another course leading to an award at the same level in a related subject area of the course from which you have been withdrawn. The University retains the right not to make you an offer even if you would otherwise meet the criteria for an offer to be made.

8.2. We will decide on a case-by-case basis if you may enrol onto the same course from which you have withdrawn or been deemed withdrawn, or a course that leads to a similar qualification. You may re-apply to the University onto other courses if you withdrew in the past.

8.3. Students who have been excluded for disciplinary reasons will generally not be readmitted but decisions will be made by the relevant School on a case-by-case basis.

8.4. If you do not disclose any previous attendance at another higher education provider, you may be withdrawn from the admissions process or from the course you have been admitted to.

9. EU (non-UK) and international applicants and non-UK qualifications

9.1. Applicants with non-UK qualifications must have qualifications equivalent to those specified above to be considered for entry to our courses. Applicants seeking to be sponsored under Tier 4 Student Visa category and/or who are non-British passport holders will also be required to undergo additional checks to ensure compliance with UK Visas and Immigration (UKVI) guidelines. For more information please see our procedures relating to Immigration Regulations on our web site.

9.2. We participate in the European Credit Transfer Scheme (ECTS) and in accordance with the Criteria and Procedures for the Assessment of Foreign Qualifications adopted by the Lisbon Recognition Convention Committee, we will recognise foreign qualifications unless a substantial difference can be demonstrated between the qualification for which recognition is requested and the relevant UK qualification. In applying this principle, we will need to establish whether the differences in learning outcomes between the foreign qualification and the relevant UK qualification are too substantial to allow the recognition of the foreign qualification as requested by the applicant. This means that we may check the relevant equivalency scheme database (e.g. NARIC) to collate information about your qualification, or ask you to provide a certificate from the appropriate authority to confirm your qualification under a recognised equivalency scheme.

9.3. The applicant will be responsible for providing at their own cost an official certified translation of their qualifications if requested to provide one by LSBU.

9.4. EU applicants from outside the UK must have an adequate proficiency in English in order to be admitted to a course and for such applicants we normally accept the English Language qualifications as set out in the table below. However, some of our courses may require higher standards of English.

	Undergraduate	**Postgraduate**
IELTS	6.0 overall (minimum 5.5 in each band)	6.5 overall (minimum 5.5 in each band)
TOEFL iBT	87 (Listening = 21; Reading = 22; Speaking = 23; Writing = 21)	90 (Listening = 21; Reading = 22; Speaking = 23; Writing = 21)
GCSE/IGCSE/GCE O Level (Edexcel and Cambridge Overseas exam boards)	C	C

Cambridge Advanced	C	C
Cambridge	C	C

	Undergraduate	**Postgraduate**
Proficiency		
Cambridge BEC Higher	C	C
City and Guilds ESOL Diploma	Upper Intermediate Pass	Advanced Pass
PTE (Pearsons Test of English)	52 points	60 points
Michigan English Language Assessment Battery (MELAB)	Score of 78-81	Score of 82-83
Michigan Test: Examination for the Certificate of Proficiency in English (ECPE)	Pass	Honours
International Baccalaureate (Standard Level)	5	5
International Baccalaureate (Higher Level)	4	4
UK Foundation Programmes	Successful completion of one year study in English	N/A

9.5. International applicants that require Tier 4 Student Visa sponsorship must have an adequate proficiency in English in order to be admitted to a course. For these applicants we normally accept the English Language qualifications set out in the table below but some of our courses may require higher standards of English.

Undergraduate	Postgraduate
International English Language Testing Service (IELTS) 6.0 *	International English Language Testing Service (IELTS) 6.5 *
Integrated Skills in English - Trinity College London - ISE II	Integrated Skills in English - Trinity College Lond - ISE III

9.6. *Non-EU nationals holding the English qualifications above will also have to meet the UKVI SELT specific score components: https://www.gov.uk/government/publications/guidance-on-applying-for-uk- visa-approved-english-language-tests

9.7. Other English Language qualifications may be acceptable. This will be assessed by the International Admissions Team on an individual basis.

9.8. International applicants may be required to complete an LSBU test or participate in our English as a Second Language course before they are permitted to enrol on a course.

9.9. International applicants requiring entry clearance to enter/remain in the UK in order to study at LSBU will be required to pay a £3,500 deposit as a condition of the release of their Certificate of Acceptance for Study. The deposit will be offset against the balance of tuition fees payable on enrolment. The deposit will be refunded in limited circumstances specified in your offer letter.

10. Applicants with disabilities

10.1. We encourage early disclosure of any disability you may have. You are also encouraged to register with Disability and Dyslexia Support as early as possible if you have any support needs related to a disability. You can also let us know at any time during your studies. You can inform us about a disability through your application to the University, and you can call the Disability and Dyslexia Support team directly on 0207 815 6454, email disability@lsbu.ac.uk, or come and find a member of the team at the Student Life Centre helpdesk in the Student Centre.

10.2. Offers of places on courses are subject to entry requirements that relate to the potential of you being able to achieve specific learning outcomes and/or competence standards of the resulting qualifications. There may also be occupational health requirements which apply to specific courses.

10.3. We will not normally consider whether your disability would prevent you from following a career subsequent to graduation. Instead, we normally focus on your ability to complete your chosen course. However, in certain areas, such as allied health and/or teaching or courses which otherwise involve working with children or vulnerable adults, we are obliged to do so for regulatory reasons.

10.4. We will make reasonable adjustments to entry requirements if this will enable a disabled applicant to meet the learning outcomes and meet any specific criteria set by a professional or regulatory body. Where the applicant is unable to meet the fitness to practise requirement, or if we are unable to make an appropriate reasonable adjustment, the University may suggest an alternative course/pathway.

10.5. Early contact with the Disability and Dyslexia Support team can allow for reasonable adjustments to be put in place ahead of the start of a student's course. However, adjustments can be discussed and agreed at any point that a student discloses a disability. Disability & Dyslexia Support would normally be able to discuss and agree provision and support arrangements. This would be done in consultation with course tutors if appropriate. One of the exceptions to this is where the fitness to practise requirement has not been met.

10.6. In exceptional circumstances, where we are unable to meet the reasonable adjustment in a timely manner, the applicant may be offered a deferred place for the following semester or academic year.

11. Applicants with criminal convictions

11.1. We require applicants, including international applicants, to provide information on previous criminal convictions (including cautions). The extent of disclosure required will depend on the type of course applied for. We may withdraw an offer or exclude a student where we discover that the applicant failed to make the relevant disclosure at the required stage in the application process.

11.2. The University's policy on applicants with criminal convictions is intended to fulfil the following purposes:

- To ensure that the admissions process is fair, inclusive and transparent;
- To help to identify and minimise any risk to the safety of staff, students and visitors;
- To protect the University's property;
- To enable the University to assess eligibility for admission to, and ability to complete, courses.

11.3. International students and those students who intend to apply for a course leading to a professional qualification (as set out in paragraph 11.4) are required to make the disclosure when making an application to the University. All other students are required to do so when accepting an offer of a place on a University course. All applicants are encouraged to make disclosures and provide any supporting documentation (such as that outlined at paragraph 11.6) at an earlier stage, on a voluntary basis, to enable the University to conduct a risk assessment in good time and, in appropriate cases, to help to put any arrangements in place to mitigate risk. Offers of places will be made conditional upon disclosure of all convictions as set out in paragraphs 11.4 and 11.5 as relevant, subject to approving the applicant as suitable to study on the course at the University and any additional conditions that may be imposed following the process set out in paragraph 11.8. The duty to disclose convictions under 11.4 and 11.5 will continue to apply in relation to any new convictions (including cautions) obtained after the time for disclosure as part of the

admissions process as set out in this policy and will continue until the student has completed a course at the University or leaves the University prior to completion.

11.4. For courses leading to a professional qualification (for example allied health professions, nursing and teaching) or courses which otherwise involve working with children or vulnerable adults, applicants are required to disclose all spent and unspent convictions (including cautions), unless the convictions are "filtered" (i.e. convictions/cautions that are minor and are historic and would not appear on a Disclosure and Barring Service (DBS) check[1]). Applications for these courses are exempt from the prohibition under the Rehabilitation of Offenders Act 1974 on asking questions regarding spent convictions by virtue of the Rehabilitation of Offenders (Exceptions) Order 1975. We therefore also require successful applicants to undergo a DBS check. Students with criminal convictions may not be able to undertake work or placements, depending on the convictions in question and hence may not be able to complete their course or where completed, may not be able to register and practise. It is for that reason that applicants to those courses are asked to make the disclosures and to undergo DBS checks. Admissions decisions relating to courses leading to a professional qualification will be made by the relevant school.

11.5. Applicants for all other courses are not required to disclose spent convictions[2] but instead to declare all unspent convictions for a relevant offence. A "relevant" offence is one or more of the following:

- Any kind of violence including (but not limited to) threatening behaviour, offences concerning the intention to harm or offences which resulted in actual bodily harm;
- Sexual offences, including those listed in the Sexual Offences Act 2003 (or similar legislation where conviction obtained outside the UK);
- The unlawful supply of controlled drugs or substances where the conviction concerns commercial drug dealing or trafficking (drug offences only involving possession are not relevant offences);
- Offences involving firearms;
- Offences involving arson;
- Offences involving terrorism
- Specific unspent convictions which may be a barrier to completing specified courses other than the courses referred to in paragraph 11.4. For example, in computing and electrical engineering courses, computer misuse, cybercrime are specific areas where unspent convictions may be a barrier. For full details, please contact the Admissions team.

11.6. We may, in appropriate cases, seek additional information from you e.g. a probation officer's report, pre-sentencing report, employer reference. Applicants are also encouraged to consider self-referral to services that provide assessments and reports, such as the Portman clinic[3]. Third parties will be approached for such information only with the applicant's consent. A failure to provide the information or to consent to

[1] For information on filtering, see https://www.gov.uk/government/organisations/disclosure-and-barring-service

[2] For information on spent convictions as defined by the Rehabilitation of Offenders Act 1974, see https://www.gov.uk/government/organisations/disclosure-and-barring-service

[3] https://tavistockandportman.nhs.uk/care-and-treatment/our-clinical-services/portman-clinic/

obtain it from third parties may mean that there is insufficient information to provide appropriate assurance that any relevant risk identified is capable of mitigation and as a result, we may be unable to make an offer of a place or withdraw the offer if had been made.

11.7. Having a criminal conviction will not be an automatic bar to admission to the University. The following factors will, depending on the particular course, usually be taken into account when assessing the possible risks posed by the convictions:

- the nature of the offence(s);
- the nature of the course applied to and the relevance of the offence if any to the course;
- the seriousness of the offence(s));
- the date(s) on which the offence(s) occurred;
- the frequency of offence(s) and any pattern of offending;
- any changes since the conviction e.g. treatment received by the applicant;
- any additional relevant information e.g. probation officer's report, pre-sentencing report and/or details of the circumstances surrounding the commission of the offence.

11.8. Except for courses referred to in paragraph 11.4 above, a nominated member of the Admissions Team will usually determine whether to admit an applicant with criminal convictions in the light of a risk assessment, which is separate to and will not influence a decision relating to an applicant's academic eligibility to be admitted to the University.

11.9. Where the nominated member of the Admissions Team considers that the matter is complex, they may refer the case to the Criminal Convictions Panel to conduct a risk assessment in the form contained in Appendix 1 to this procedure and to make the admissions decision.

11.10. The Criminal Convictions Panel is comprised of the Dean of the relevant school (or nominee), the Head of Admissions (or nominee) and a senior manager from Student Services. Admission may, in appropriate cases, be subject to additional conditions to mitigate risk, e.g. access to the course may be provided by means of distance learning only or admission may be deferred. Where admission to the course is denied on the basis of the conviction, the applicant will be notified of the decision in writing supported by reasons by the Head of Admissions (or nominee).

11.11. If the matter concerns an international student requiring a Tier 4 Student Visa, the decision will be made by either Head of Operations or the Immigration and Compliance manager in the International team.

11.12. Information relating to criminal convictions will be stored separately from the applicant's other application-related information and will only be made available to those who need to consider it as part of our risk assessment and admissions process. The information will be anonymised where reasonably possible and appropriate. Information will usually be retained in a form that identifies the applicant for no

longer than is necessary
http://www.lsbu.ac.uk/__data/assets/pdf_file/0003/11928/student-records-retention-schedule.pdf.

11.13. If an applicant with criminal convictions believes that their application has not been dealt with in accordance with this policy, they can submit a request for a review of the decision in accordance with the University's Applicant Complaints and Appeals of Admission Decision process, which can be found at:
http://www.lsbu.ac.uk/__data/assets/pdf_file/0007/96253/applicant-complaints-appeals-admission-decision-procedure.pdf

12. Fitness to study and fitness to practise

12.1. Applicants must be physically and mentally fit to undertake the course they have applied for. Where we determine that an occupational health check is necessary, applicants must complete a confidential medical questionnaire which will be sent to the designated (or approved) occupational health service. They will make a recommendation on the applicant's fitness to study and/or (in appropriate cases) practise. Some courses have a specific fitness to practise requirement. Applicants to such courses may be invited to also attend suitability interviews.

12.2. Applicants who do not complete the occupational health process will not normally be permitted to enrol. Where the report recommends that adjustments need to be made to ensure the safety of the applicant or others, we will work with the applicant to put these in place and may make compliance with such adjustments a condition of enrolment. We will not normally refuse admission to an applicant who complies with the occupational health process, but may do so in cases where there is a risk to the safety of the applicant or others that cannot be mitigated by other means. An unsuccessful applicant will have the right to appeal under the Applicant Complaints and Appeals of Admissions procedure:
http://www.lsbu.ac.uk/__data/assets/pdf_file/0007/96253/applicant-complaints-appeals-admission-decision-procedure.pdf

13. Deferring an offer

13.1. The University makes an offer to an applicant for a particular course, year and point of entry. Applicants have no automatic right to defer their entry to a different entry point.

13.2. Candidates who have been made an unconditional offer of a place and have firmly accepted that offer but not yet enrolled may apply to have their offer deferred for up to one academic year. We will normally permit this except where:

- the offer in question is for full-time undergraduate study and has been made in clearing;
- the offer is for an apprenticeship programme;
- the University has no plan to offer the course for that entry point in future; and/or

- other regulatory reasons (such as immigration rules or professional body requirements) apply.

13.3. If you have enrolled, you cannot defer the place and will need to interrupt under Interruption and Enrolment procedure.

13.4. If you are an international applicant, you may be able to defer your offer of study depending on the circumstances of your case. Please contact the International team at international.admissions@lsbu.ac.uk to discuss.

13.5. Applicants who defer need to be aware that there may be changes to the terms, fees, courses and dates when they commence their studies.

14. Making changes to our courses and course closures

14.1. The University's prospectus and other marketing materials for each academic year are published several months in advance which makes it possible for students to apply to the course a significant period before enrolment or to defer enrolment for further periods of time. Therefore, because of the possibility of the time delay between the application and actual enrolment, there may be some circumstances in which we need to either close a course, or make changes to our courses and we reserve the right to do so. Examples of circumstances in which the University may need to make such changes include:

- where key staff have taken extended leave or left the University;
- where there is an insufficient number of students applying to the course or a module of the course to provide a good student experience and/or for the relevant course or module to be financially viable;
- following changes to the funding that the University receives;
- as a result of legislative or regulatory changes; and/or
- restructure of course to improve student experience and efficiency of the University.

14.2. In the event we have to make a material change to your course, we will notify you of the change as soon as possible and work with you to understand the effect that this may have on your position.

15. Use of data

15.1. The University will collect data on admissions and enrolment cases under this procedure, and use the data:

i. internally for reporting, evaluation, learning and training; and

ii. externally for discussion with regulators in the higher education sector.

15.2. The data used by the University for the purposes set out in paragraphs 15.1 i) and ii) will be anonymised. Your personal data and sensitive personal data ('Personal Data') as defined by the Data Protection Act 2018 (the "DPA") may be disclosed to the University's members of staff and regulators for the purpose of dealing with your admission and/or enrolment, a complaint arising out of it and/or implementing any recommendations. Personal Data will not be shared with any other third parties unless the University has your express consent, has a statutory obligation to do so, or is otherwise permitted to do so under the DPA.

16. University enrolment

16.1. You must enrol before the start of your course. In order to enrol you must:

a) meet any conditions which may have been placed on the offer of a place to study, for example occupational health or criminal record checks, as well as academic conditions
b) be invited to enrol by the University;
c) provide proof of the right to study in the United Kingdom (if being taught in the United Kingdom);
d) provide all the personal and other data reasonably required by us to manage the course and comply with statutory obligations. You consent to the University making use of this data as needed http://www.lsbu.ac.uk/__data/assets/pdf_file/0008/95642/data-protection-notice.pdf at your enrolment;
e) agree to be bound by all the University's policies, regulations and procedures, through signing the Enrolment Terms http://www.lsbu.ac.uk/__data/assets/pdf_file/0005/116573/enrolment-terms.pdf;
f) provide original proofs of identity which must be a passport or national ID card;
g) provide proof of your qualifications;
h) pay tuition fees or provide evidence of funding in accordance with the Tuition Fee Regulations http://www.lsbu.ac.uk/__data/assets/pdf_file/0011/12143/tuition-fee-regulations.pdf.

16.2. The University sets the standards of proof which have to be met for each of these tests in the context of our statutory and other obligations. We may apply different burdens of proof to different applicants. For instance, a higher burden of proof will be required from any student receiving direct financial benefit from being enrolled as a student of the University.

16.3. Applicants will not be enrolled until all the criteria above have been met. However, if some of the criteria have been successfully met, you may be given temporary conditional access to take part in University activities (including attendance at classes associated with

the course you applied for) while completing outstanding criteria (for instance, while waiting for authorised copies of documents). Attendance will be at your own risk, as you will not be enrolled unless all criteria are met. You must agree to be bound by all University terms and conditions during this period. If you are not fully enrolled in the University because you have not met the criteria above, you cannot be awarded academic credit or any kind of academic award, even if you were given temporary access to courses and resources.

16.4. Applicants are enrolled onto a specific course with the aim of achieving a specific qualification (usually a named award). Neither the course nor qualification may change after enrolment without the consent of the University. If you wish to apply to transfer course you must keep to the conditions set out in the Changing Courses Procedure https://www.lsbu.ac.uk/__data/assets/pdf_file/0009/96255/changing-courses-procedure.pdf.

16.5. We set dates for the beginning and end of the enrolment process each year. Applicants who are not enrolled by the relevant deadlines will not be enrolled for that year of study, even if they can subsequently meet the conditions for enrolment.

16.6. Your enrolment will be for a specified period of time during which you will study a specified course. You will need to confirm your attendance at the beginning of each academic year. You will receive an email close to the relevant time explaining how the confirmation can be made.

16.7. Once you have enrolled, you can apply to interrupt from your studies at any time or withdraw from your course but you may still be liable to pay some or all of the tuition fees. For more information, please see the Interruption and Withdrawal Procedure and the Tuition Fee Regulations.

Appendix 1 – Criminal Convictions Panel risk assessment form

Name of Applicant:	
UCAS PID Number:	
Course Applied for:	**Proposed Year of Entry:**

			Additional Notes		**Risk Assessment**		
Did the applicant disclose past convictions/cautions in the application form and/or admissions questionnaire?	Yes	No			If no, question applicant about why ▪ If mitigating circumstances then complete assessment. ▪ If no mitigating circumstances, end application process if appropriate. If yes, complete this assessment.		
Date and description of the offence(s)							
Sentence(s)					**High** Custodial	**Medium** Suspended, community, conditional discharge	**Low** Warning, caution, reprimand, fine, absolute discharge
			Additional Notes		**Risk Assessment**		
Is the type/nature of the offence(s) directly relevant to the programme applied for? If yes, in what way?	Yes	No			**High** Yes	**Medium** Some link between offence and aspects of course of study	**Low** No

Is there a pattern of specific offences? If yes, state nature of pattern:	Yes	No			**High** Yes	**Medium** Some instances	**Low** No pattern
Has the applicant supplied additional references?	Yes	No			**High** Referees declare applicant unsuitable	**Medium** Referees share some reservations	**Low** Referees declare applicant suitable
How do the referees rate the applicant's suitability for attendance at the HE provider and participation in the HE community?	Yes	No					
Does the applicant/referee offer any mitigating circumstances concerning past offence(s)?	Yes	No			**High** No	**Medium** Some mitigating circumstances	**Low** Yes
Any aggravating factors to take into account (e.g. intent/harm/exploitation/breach of trust)	Yes	No			What has changed since offence occurred? (e.g. treatment etc.) Applicant's attitude towards offence/s?		
Who else has been consulted about this disclosure (partner agencies/probation officer etc.)					Name: Position: Date consulted: Reply:	Name: Position: Date consulted: Reply:	Name: Position: Date consulted: Reply:
Is there evidence of a risk of reoffending?					**High**	**Medium** Some evidence, may be	**Low** Little or no evidence

• Does the pre-sentencing report or any other official documentation provided indicate a risk of reoffending? • Is there any other evidence of behaviour which suggests likelihood of reoffending e.g. applicant's attitude to the offence)? • To what extent is time since the offence a factor in the risk of reoffending? • What has changed since the offence occurred? (e.g. treatment or other form of remediation etc)		Significant evidence, consistently held across reports	inconsistent or not sustained across all reports	
Overall risk evaluation		**HIGH**	**MEDIUM**	**LOW**

Criminal Convictions Panel – Declaration and Decision

The Panel understands the University's policy on the recruitment of applicants with criminal convictions and has recognised this in its deliberations.

On consideration of the risk assessment form and other materials submitted by the applicant and others the Panel believes that the applicant **should/should not be invited to proceed with the admissions process** for the following reasons:

Signed: Date:

Date applicant informed:

Copy of letter appended? Y/N

Details of additional attachments/appendices/reports/letter from applicant or referee or probation officer or similar:

Form completed by: _____ (name)_____(signed)_____(date)

	CONFIDENTIAL
Paper title:	Academic Outcomes
Board/Committee:	Academic Board
Date of meeting:	13 November 2019
Author:	Richard Duke – Director of Strategy & Planning
Sponsor:	Professor Shan Wareing – Deputy Vice-Chancellor & Chief Operating Officer
Purpose:	Identify the BME attainment and progression gap for LSBU students.
Recommendation:	The Board is requested to note the report.

Academic Outcomes

Introduction and Context

This paper focuses on the academic outcomes of LSBU students in the context of the following lenses:

- Attainment Gap compared to the sector and by LSBU School;
- Grade Inflation, comparing LSBU to the sector and considering the impact of ethnicity;
- Completion by expected time period, whilst also considering the impact of ethnicity.

These are important issues from an internal and regulatory perspective. Two of the OfS's four priorities are 1. Tackling disadvantage and 2. Improving student outcomes. Through mechanisms such as TEF and the monitoring of the LSBU Access & Participation Plan, these priorities will be reviewed and inform the institution's OfS risk rating and relevant to LSBU's place on the OfS register of providers.

The 2020-25 Access & Participation Plan will targets in relation to narrowing the attainment gap, as well as it being probable that the group will have KPIs relating to attainment gap and outcomes as part of the 2020-25 Group Strategy.

These outcomes are also vital in terms or LSBU moving to a group structure, and progressing against group priorities around impact in terms of access to opportunity and student success. The 2018-20, and subsequent 2020-25 Education Strategy has equality and inclusivity at its core, as well mechanisms to address the gap.

For the purposes of this report, ethnicity is focused on BME/White, though it is acknowledged there is a wide variation of outcomes for students within the BME cohort.

Key Findings

- Attainment gap for LSBU was 14.3% in 2017/18, a 5.3 percentage point improvement compared to 2015/16. In 2017/18 this was the second lowest attainment gap amongst London Moderns (only Kingston had a smaller gap at 13.4%). Table 1.
- At LSBU School level, there is an inconsistency of outcomes in relation to the attainment gap. In 2017/18 the School of Health & Social Care had the narrowest gap at 6.1% (a 10.4% percentage point movement compared to the previous year) and the School of Applied Sciences the widest at 26.6%. Table 2.
- LSBU has followed sector trends in relation to grade inflation, with a similar to sector trend in firsts and 2:1s, over the previous six years. LSBU however, awards fewer good honour awards overall, due to a smaller proportion of students compared to the sector being awarded 2:1s, and a corresponding increased number being awarded 2:2s. Table 3.
- All schools have shown an increase in the number of firsts awarded between 2012/13 and 2017/18, with the most marked increase in the School of Built Environment, which showed a significant increase in 2017/18. Table 4.
- Between 2012/13 and 2017/18, BME students have increase their proportion gaining firsts by 11 percentage points, compared to a sector movement of 9 percentage points. For white students this is reflected by a 12 percentage point increase for LSBU students and 11 percentage point increase for the sector. Table 5.
- When analysing full-time first degree students (on three year programmes), it was found that of students that embarked on their studies in 2015/16; 57.6% of students attained their

expected degree within the expected timeframe. This was a four percentage point improvement on students that began study in 2013/14. Table 6.

- When analysing students attaining expected awards in expected timeframe, there was significant variety of outcomes between schools. Engineering had the lowest score at 43.7% and Health & Social Care the highest at 71.5% for students that embarked on their studies in 2015/16. Table 7.
- In terms of expected outcomes, there is a 6.9 percentage point gap between white and BME students at Institutional Level. Table 8.

Attainment Gap

Table 1 – BME/White Attainment Gap 2015/16 to 2017/18 by London Modern

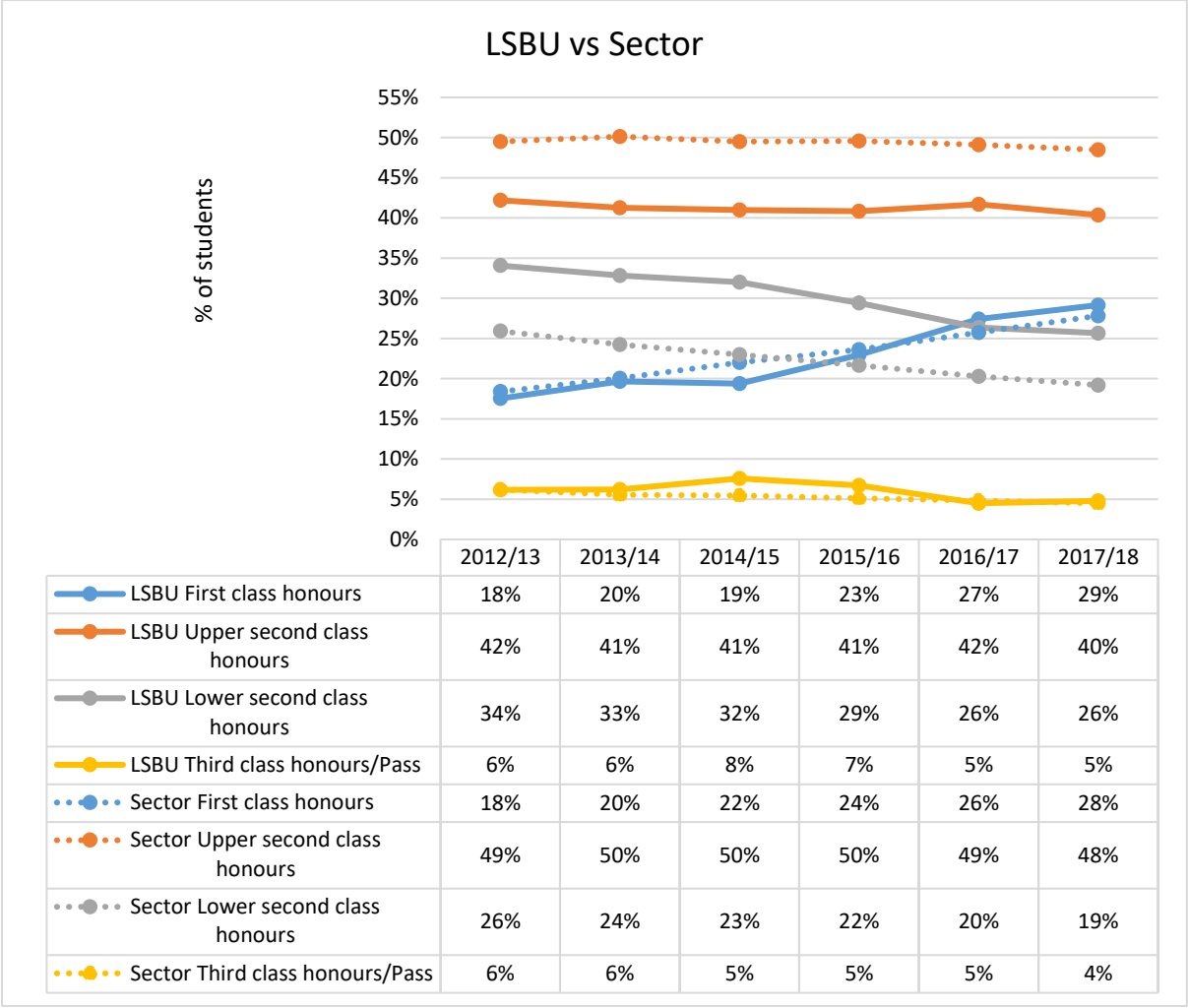
London Modern Institution	2015/16 Gap	2016/17 Gap	2017/18 Gap	Three Year Improvement
Ravensbourne University London	29.6%	23.9%	20.7%	8.9%
The University of West London	27.9%	21.1%	19.9%	8.1%
London Metropolitan University	33.4%	31.5%	27.5%	5.9%
London South Bank University	***19.5%***	***20.1%***	***14.3%***	***5.3%***
The University of East London	25.5%	25.0%	21.0%	4.5%
Kingston University	17.4%	12.3%	13.4%	4.0%
Middlesex University	17.4%	17.8%	14.7%	2.7%
The University of Greenwich	16.3%	17.1%	16.2%	0.1%
The University of Westminster	17.5%	14.3%	21.0%	-3.5%

Table 2 - BME/White Attainment Gap 2015/16 to 2017/18 by LSBU School

LSBU School	2015/16	2016/17	2017/18	Three Year Improvement
School of Applied Sciences	24.3%	21.3%	26.6%	-2.3%
School of Arts & Creative Industries	20.1%	21.2%	8.0%	12.1%
School of Built Environment & Architecture	24.7%	19.7%	18.1%	6.6%
School of Business	-3.4%	11.3%	14.1%	-17.5%
School of Engineering	30.1%	16.0%	14.1%	16.0%
School of Health & Social Care	16.5%	18.4%	6.1%	10.4%
School of Law & Social Sciences	32.3%	23.2%	22.3%	10.0%

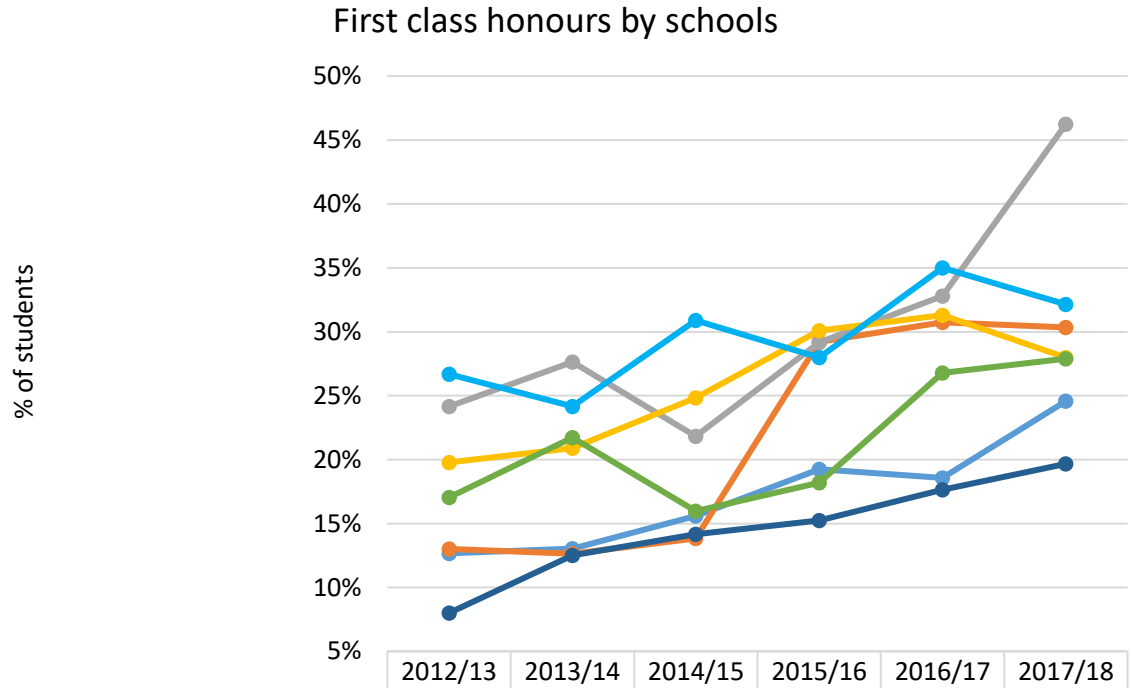
Grade Inflation

Table 3 – LSBU vs Sector Proportion of UG students by Degree classification 2012/13 to 2017/18



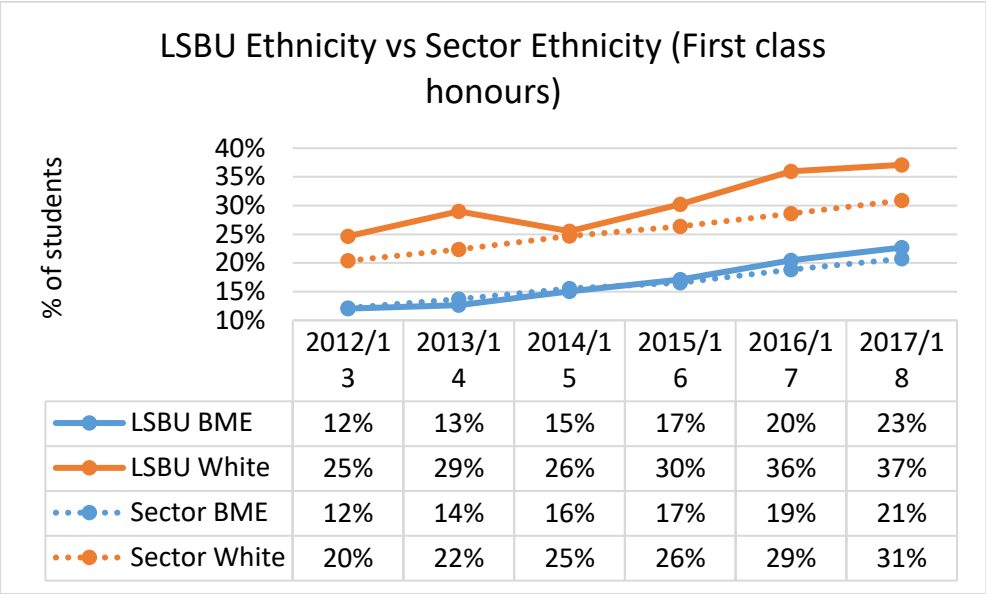
	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
LSBU First class honours	18%	20%	19%	23%	27%	29%
LSBU Upper second class honours	42%	41%	41%	41%	42%	40%
LSBU Lower second class honours	34%	33%	32%	29%	26%	26%
LSBU Third class honours/Pass	6%	6%	8%	7%	5%	5%
Sector First class honours	18%	20%	22%	24%	26%	28%
Sector Upper second class honours	49%	50%	50%	50%	49%	48%
Sector Lower second class honours	26%	24%	23%	22%	20%	19%
Sector Third class honours/Pass	6%	6%	5%	5%	5%	4%

Table 4 – LSBU School Proportion of UG students Attaining First Class awards 2012/13 to 2017/18



	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
School of Applied Sciences	13%	13%	16%	19%	19%	25%
School of Arts and Creative Industries	13%	13%	14%	29%	31%	30%
School of Built Environment and Architecture	24%	28%	22%	29%	33%	46%
School of Business	20%	21%	25%	30%	31%	28%
School of Engineering	27%	24%	31%	28%	35%	32%
School of Health and Social Care	17%	22%	16%	18%	27%	28%
School of Law and Social Sciences	8%	13%	14%	15%	18%	20%

Table 5 – LSBU vs Sector proportion of UG students Attaining First Class awards 2012/13 to 2017/18 by Ethnicity



	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
LSBU BME	12%	13%	15%	17%	20%	23%
LSBU White	25%	29%	26%	30%	36%	37%
Sector BME	12%	14%	16%	17%	19%	21%
Sector White	20%	22%	25%	26%	29%	31%

Table 6 – LSBU Full Time, First Degree students achieving an expected degree outcome within an expected timeframe

Academic year started	First degree with honours
2013/14	53.6%
2014/15	57.7%
2015/16	57.6%

Table 7 – LSBU Full Time, First Degree students achieving an expected degree outcome within an expected timeframe by School

School	2013/14	2014/15	2015/16
School of Applied Sciences	49.7%	51.5%	55.1%
School of Arts and Creative Industries	51.6%	60.6%	61.4%
School of Built Environment and Architecture	55.8%	53.6%	48.7%
School of Business	52.3%	53.1%	48.4%
School of Engineering	48.3%	51.4%	43.7%
School of Health and Social Care	62.3%	68.5%	71.5%
School of Law and Social Sciences	47.1%	50.6%	53.9%
Overall	**53.6%**	**57.7%**	**57.6%**

Table 8: Proportion of students that exited with an expected award by ethnicity (BME/White)

Ethnicity (BME/White)	2013/14	2014/15	2015/16
BME	50.4%	54.2%	54.6%
White	57.3%	62.0%	62.7%
Overall	**53.6%**	**57.7%**	**57.6%**

	CONFIDENTIAL
Paper title:	KPI targets 2019/20 review
Board/Committee:	Academic Board
Date of meeting:	13 November 2019
Author(s):	Richard Duke (Director of Strategy & Planning)
Purpose:	For Information
Recommendation:	The Academic Board is requested to note the academic KPIs.

Executive Summary

The Academic Board is requested to note the performance for the academic year 2018/19 and targets for 2019/20.

This page is intentionally left blank

Corporate Strategy Goals	20/20 Success Measures	#	Key Performance Indicators	End of Corporate Strategy Ambition	Past Performance				2018/19					2019/20	
					14/15	15/16	16/17	17/18	Green	Amber	Red	Target	Actual	Agreed 2019/20 Target (Exec 30/1/19 except finance targets which were agreed Executive of 3/4/19)	
Teaching and Learning	Top 50% of universities for graduate employment / starting salaries.	**1**	**Graduate level employment &/or Further study** (EPI population)	80%	68.0%	76.0%	81.8%	87.7%				82%	No data available in 2018/19	Not Applicable	
Student Experience	Top quartile of all universities in NSS	**2**	**NSS scores – overall satisfaction** (First Degree respondents)	89%	82%	82.0%	82.2%	78.8%	83 % +	80 - 82 %	< 80 %	86%	81.8%	84%	
		3	**International Student barometer** (% recommending LSBU)	81%		77%	77%	80%	77% +	75 - 77%	< 75 %	78%	78%	81%	
		4	**PGT experience (% satisfaction)**	82%	74%	74%	71%	71%	74 % +	70 - 73 %	< 70 %	77%	71%	76%	
		5	**Student Staff Ratio**	18:1	19.7:1	20.5:1	19.8:1	16:1	16.5 - 17.5	16 - 16.5	< 16 > 18	17:1	16.1	16-18:1	
Employability	95% students in employment / further study (EPI)	**6**	**DLHE Positive Outcomes;** employment or further study (EPI)	95%	90.2%	90.8%	94.6%	95.3%				94%	No data available in 2018/19	Not Applicable	
	Top 10 UK universities for student start ups	**7**	**Number of Student start ups** (Active Firms in HE-BCI 4aiv)	150	30	50	45	48	110 +	100 - 109	< 100	110	Data available January 2020	65	
Research & Enterprise	Top 50% UK for Research & Enterprise Income	**8**	**Research Income** (non QR)	£6.0 m	£2.0	£1.9	£2.8	£3.5	£4.3 m +	£4.0 - 4.3 m	< £4 m	£3.5m	£4.1m	£5.2m	
		9	**Enterprise Income**	£19.0 m	£8.1	£7.8	£9.2	£10.9	£12 m +	£11 - 11.9 m	<£11 m	£13.0	£10.5m	£11.0m	confirmed
Access	Top London Modern for LPN recruitment	**10**	**% recruits from low participation neighbourhoods** (Young FT FD)	9.0%	7.7%	8.4%	9.2%	8.9%	8.0% +	7.7 -7.9 %	<7.7 %	8.6%	7.6%	8-10%	
		11	**FTUG % (w/o HSC contract) recruited before Clearing**	90%	75.0%	76.4%	77.2%	78.0%	78 % +	74 - 77 %	< 74 %	77%	75.3%	+77%	
	Exceed expectations on completion	**12**	**First Degree Completion projection** (at or above benchmark)	+3%	-7 %	-5.8%	-5.5%	-1.8%	>=-1 %	-2 to -3 %	<-3 %	-1%	-4.0%	0%	
		13	**Year 1 progression (can change due to Jan 2019 2nd Semester Enrolment)**	85%	73.1%	77.3%	74.7%	72.4%	76 % +	72 - 75%	<72%	82%	73%^	80%	
		14	**Good Honours**	63 - 67%	61.2%	66.4%	69.1%	70.0%	66-71%	72-73% 64-65%	>73% <64%	63-67%	70.8%	65-70%	
		15	**PGT completion**	85%	61.5%	58.7%	69%	61.0%	75% +	71-74%	< 71%		66.1%	72%	
International	4 QS Stars	**16**	**QS Star Rating**	4	3 stars	3 stars	4 stars	4 stars	4	3	2	4	4	4	
		17	**Overseas student income (millions). Includes TNE**	£20m	£11.2	£9.8	£11.2	£10.8	£12.6 m +	£12.2 - 12.5 m	<£12.2 m	£15.0	£12.1m	£11.6m	confirmed
People and Organisation	Rated as a good employer	**18**	**Appraisal completion %** (Amongst all eligible staff)	100%	90%	91%	95.6%	85.3%	100%	95 - 99 %	< 95 %	100%	34.3%*	100%	
		19	**Average Engagement Score as a %**	75%		58%	62%	61%	69%	65 - 68 %	< 64 %	69%	66%	70%	
Resources & Infrastructure	Grow our income by 25% to £170m annually, deliver an operating surplus of 5% and an EBITDA margin of 15%	**20**	**Surplus as % of income**	5.0%	0.9%	2.4%	1.3%	1.1%	1 % +	0.7 - 0.9 %	< 0.7%	1.4%	2%	1.3%	confirmed
		21	**Income (£m)**	£170.0m	£140.8m	£138.2	£144.5	£146.3	£145.2 m +	£142 - 145 m	< £142 m	£156.1 m	£149m	£152.0m	confirmed
		22	**EBITDA margin** (EBITDA expressed as % of income)	15.0%	9.2%	11.8%	12.0%	10.7%	12.8% +	11.7 - 12.7%	<11.7%	13.5%	11.2%	11.4%	
	Student satisfaction with facilities & environment in top UK quartile	**23**	**Student satisfaction ratings with facilities & environment** (FD)	90%	87.7%	90.0%	87.2%	83.9%	87 % +	84 - 86 %	< 84%	90.0%	84.9%	90.0%	
		24	**ICS Service Index %**	80%	68%	76%	66%					76%	No score available in 2018/19	80%	
Overall	Top London Modern university (excl UAL)	**25**	**Times - League table ranking**	85	120 / 127	120 / 128	106 / 128	107/132	99 or higher	100 - 104	105 or lower	96	86/131	90	
		26	**Guardian – League table ranking**	70	111 / 119	107 / 119	92 / 121	78 / 121	75 or higher	76 - 78	79 or lower	79	68/121	65	
		27	**Complete University Guide – League table ranking**	87	119 / 126	115 / 127	108 / 129	93 / 131	90 or higher	91 - 94	95 or lower	98	87/131	85	

^ progression figure as at 18 October 2019.

* appraisal completion rates as at 30 September 2019.

This page is intentionally left blank

	INTERNAL
Paper title:	Sub-committee reports
Board/Committee:	Academic Board
Date of meeting:	13 November 2019
Author(s):	Anita Ikpa, Governance Assistant
Sponsor(s):	Pat Bailey, Provost
Purpose:	For Information
Recommendation:	The Academic Board is requested to note the reports.

Executive Summary

Quality and Standards Committee, 2 October 2019

The committee discussed:

- The report on validations and reviews 2018-19. There were 30 events approving 75 awards.
- The School of Health and Social Care (HSC) Partnership Review June 2019**.** The purpose of the review was to ensure that appropriate oversight and governance measures are in place for the partnership provision in HSC. The committee noted the commendations from the review. The report and action plan are on the Academic Board agenda for noting.
- The proposed methodology and schedule of the School Quality Standards and Assurance Review (SQSAR). The reviews provide the university assurance that suitable oversight and governance procedures are in place within each of the schools.
- The institutional examiners fourth visit report of July 2019.
- The issues relating to late submission of assessments by registered DDS students and students who required alternative arrangements.

The committee received updates on the following:

- The outcomes of transnational education from the Academic Director for collaborative partnerships.
- The progress of transnational educational partnerships.
- The progress on the apprenticeships provision.

The Committee approved the following:

- Student Academic Appeals procedures

- Student Complaints procedures

The Student Academic Misconduct and Student Extenuation Circumstances procedures will be subject to approval once discussions have been finalised with the University Solicitor and DESEs.

The committee noted the following:

- The Annual School PSRB audit and accreditation reports
- The Annual School Memorandum of Co-operation reports
- The Academic appeals, misconduct and student complaints annual report
- The Achieve Report
- The External Examiner Approval panel report
- The annual work plan 2019/20, the committee terms of reference and membership
- The new process for course monitoring
- The Schools' Academic and Standard Committee minutes

Student Experience Committee, 9 October 2019

The committee discussed:

- The new committee structure and changes to the terms of reference.
- The student beliefs and motivational research project. A similar project was conducted by a researcher at Utah State University (Why do you go to College? Shaping Student Belief and Success. Participation on the research project will be open to all students.
- The Student Voice Proposal. The initiative will allow student feedback that will help to shape the future of the University.

The committee received an update on student related issues provided by the SU President and VP (Activities and employability) that included accessibility issues, student advice team availability and campus signage.

The Committee noted the following:

- The annual work plan 2019/20

Research Committee, 16 October 2019

- The committee discussed the research landscape and noted that there is a UK government guarantee to cover funding if the UK leaves the EU without a withdrawal agreement.
- An update was provided on the research landscape.
- The committee noted that the following REF preparations are being put in place for the forthcoming REF. The University will submit its next REF return to Research England on 27 November 2020.

- An update was provided on research governance. The annual statement on research integrity 2018-19 is now on the LSBU website. There have been no incidents of research misconduct by either staff or students during 2018-19.
- The committee noted that there were 28 doctoral level completions for the 2018/19 academic year.
- The committee noted the annual work plan 2019/20, the committee terms of reference and membership.

This page is intentionally left blank

	INTERNAL
Paper title:	Annual work plan
Board/Committee:	Academic Board
Date of meeting:	13 November 2019
Author(s):	Anita Ikpa, Governance Assistant
Sponsor(s):	Pat Bailey, Provost
Purpose:	For Information
Recommendation:	The Academic Board is requested to note the annual work plan.

This page is intentionally left blank

Academic Board – Annual Work Plan 2019-20

	Nov	Feb	May
Standing Items:			
Provost's Report	✓	✓	✓
Academic KPIs	✓	✓	✓
Academic portfolio and environment	✓	✓	✓
Reports from sub-committees	✓	✓	✓
Regular Items:			
Annual work plan	✓		
Terms of Reference and membership review	✓		
Quality Assurance return	✓		
National Student Survey Results	✓		
Academic Board Annual Report	✓		
Student academic outcomes Report	✓		
Institutional Examiner Report	✓		
Annual Ethics Report			✓
Academic Regulations			✓
Emeritus Professor items			✓

This page is intentionally left blank