

# Academic Board meeting

## LONDON SOUTH BANK UNIVERSITY

<b>Schedule</b>	Monday 20 June 2022, 2:00 PM — 5:00 PM BST
<b>Venue</b>	MS teams
<b>Notes for Participants</b>	This meeting will last 3 hours and will include a break in the middle. On the day of this meeting, join by opening the Convene App and choosing "Join Meeting". This will prompt the opening of the MS Teams meeting within the Convene App and enable us to trial the 'live' features of Convene.
<b>Organiser</b>	Governance Team

### Agenda

---

2:00 PM    1. Welcome and apologies (5 mins)  
Presented by Tara Dean

---

2:05 PM    2. Declaration of interests  
Presented by Tara Dean

---

2:05 PM    3. Minutes of the previous meeting (5 mins)  
Presented by Tara Dean

---

2:10 PM    4. Matters arising  
Presented by Tara Dean

---

2:10 PM    5. Provost's report - (Verbal report) (15 mins)  
For Information - Presented by Tara Dean

---

Items for approval

---

2:25 PM    6. Academic regulations 2022/23 and Assessment and Examinations Procedure 2022/23 (20 mins)  
For Approval - Presented by Marc Griffith and Sally Skillet-Moore

---

2:45 PM 7. Full year calendar consultation update (for information) and 2023/24 academic calendar (for approval) (15 mins)  
For Approval - Presented by Marc Griffith and Tony Moss

---

Items for discussion

---

3:00 PM 8. LSBU TEF Strategy update (CONFIDENTIAL) (15 mins)  
For Discussion - Presented by Deborah Johnston

---

3:15 PM 9. REF results 2022 (20 mins)  
For Discussion - Presented by Patrick Callaghan

---

3:35 PM BREAK (5 mins)

---

3:40 PM 10. Graduate Outcomes 2019/20 - LSBU's performance (15 mins)  
For Discussion - Presented by Lisa Hardie

---

3:55 PM 11. Access & Participation Plan: 2020/21 progress against targets (15 mins)  
For Discussion - Presented by Lisa Hardie

---

Items for noting

---

4:10 PM 12. Review of PGR provision update - (Verbal report) (5 mins)  
For Information - Presented by Patrick Callaghan

---

4:15 PM 13. Review of PGT provision update - (Verbal report) (5 mins)  
For Information - Presented by Tara Dean

---

4:20 PM 14. Future shape of support and Technical Support Services proposal (Verbal report) (10 mins)  
For Information - Presented by Tara Dean

---

4:30 PM 15. Academic degree algorithm review update (5 mins)  
For Information - Presented by Marc Griffith

---

4:35 PM 16. Academic promotion equality impact assessment (5 mins)  
For Information - Presented by Tara Dean

---

4:40 PM 17. Lecture Capture review update presentation (10 mins)  
(Verbal report)  
For Information - Presented by Deborah Johnston

---

4:50 PM 18. Decolonising and racial awarding gap progress (5 mins)  
update (Verbal report)  
For Information - Presented by Tony Moss

---

Supplementary items - for information

---

19. Newly appointed Emeritus Professors (Verbal  
report)  
Prof. Craig Barker and Dr Philip Hammond  
For Information - Presented by Tara Dean

---

4:55 PM 20. Reports from sub-committees  
For Information - Presented by Dominique Phipp

---

Next meeting date:  
2:00pm on Wednesday, 19th October 2022

---

**Minutes of the meeting of the Academic Board  
held on Wednesday 23 February 2022, 2:00 PM — 5:00 PM GMT  
MS teams**

**Present**

Tara Dean (Chair)  
Alessio Corso  
Anthony McGrath  
Asa Hilton-Barber  
Carrie Rutherford  
Craig Barker  
Deborah Johnston (left between 3:30-4:30pm)  
George Ofori  
Gilberto Buzzi  
Helen Aston  
Helen Young  
Md Fazle Rabbi (left between 3:00-4:00pm)  
Megan Watkins  
Nadia Gaoua  
Nicki Martin  
Patrick Callaghan (left at 4:30pm)  
Rachel Picton (left at 4pm)  
Ricardo Domizio  
Sarah Moore-Williams  
Steve Faulkner  
Steve Hunter  
Tim Fransen  
Tony Moss  
Warren Turner

**Apologies**

Gary Francis  
Geoff Cox  
Jenny Owen  
Kate Ellis  
Marc Griffith  
Marcantonio Spada  
Max Smith  
Paul Ivey  
Rosie Holden

**In attendance**

Dominique Phipp  
Sally Skillet-Moore  
John Cole (left at 4pm)

1. **Welcome and apologies**

The Chair greeted the members. She welcomed three new Board members: Megan Watkins (nominated member of research staff); Tim Fransen (nominated member of technical staff); and Marcantonio Spada (interim Dean of the School of APS).

The Board noted the above apologies and noted that some members could not attend for the whole meeting.

2. **Declaration of interests**

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

3. **Minutes of the previous meeting**

The minutes from the previous meeting held on 5th November 2021 were confirmed as a true and accurate record.

4. **Matters arising**

**Set up a task and finish group to agree the degree algorithm** - In progress. The PVC (Academic Framework) noted that a paper on formation of a working group had been discussed by the QSC at its meeting on 19th January 2022. She noted that a report on the working group's progress would be brought to next meeting.

**Begin full year calendar consultation** - In progress. The University DESE noted that a report would be brought to the next meeting to approve the calendar for 2023/24.

5. **Provost's report - Verbal report**

The Chair shared updates with the Board on the external education landscape. The Board noted the following:

- A Government response to the post-18 Education Review, also known as the "Augar Review", would be published on 24 February 2022. The Chair noted that the response is expected to include a freeze on university fees and a reduction in foundation course funding to £7.5k.
- Confirmation that the Lifelong Loan Entitlement will be available from 2025 is expected soon. Colleagues are reviewing what this confirmation could mean for London Higher universities.
- As part of the Augar Review, a further consultation is expected on the minimum eligibility requirements for university entry (e.g., English and Maths GCSEs). The Chair noted that colleagues are analysing progression data for existing LSBU students without English and

Maths GCSEs in preparation for a response to the consultation.

- An OfS consultation is also expected to consider its proposals to reduce the number of 'low-quality' courses offered by universities. The outcome of this consultation could have a significant impact on LSBU's portfolio.
- No confirmation has been published yet regarding whether government funding of post-16 BTEC qualifications would continue. The Chair explained that this is a concern for LSBU, as a significant proportion of our applicants apply with BTEC qualifications.
- The Education Skills and Funding Associate (ESFA) has determined that contact with its policy function would be via a single Director within the FE. The Chair explained that this is positive news as it simplifies communications to have one contact, particularly given the complex academic offer of the LSBU Group.
- The APVC (Research) would be leading preparation of LSBU's response to the Future Research Assessment Programme (FRAP) consultation on the design of future research assessments. Submissions are due in May. The APVC (Research) would seek input from Deans, DoREs, and other colleagues.
- Two other OfS consultations would be undertaken this year to review the TEF and B3 conditions. The Chair highlighted that the B3 conditions consultation has introduced new nomenclature which she would like colleagues to use going forward, namely "continuation" (the number of students progression from Y1 to Y2), "completion" (the number of students completing their studies), and "progression" (the number of students progressing out of university to the job market or further study). The Board noted that the OfS is consulting on thresholds for these indicators for different levels of study and that failure to meet thresholds set could result in fines or, at worst, removal of an institution's right to deliver qualifications. The Chair noted that the OfS expects universities to publish data for these metrics on an annual basis. The TEF consultation (open for submissions in September 2022) would be discussed during agenda item 16.
- The Government's long-awaited Levelling Up White Paper on regional growth innovation has been published. It proposes that R&D investment is distributed across the country, with at least 40% being spent in regions outside London and the SE England by 2030. This could have significant implications for universities in London and SE of England in future, but the latest funding figures from the Research England Development Fund show that London would not lose funding to priority areas in 2021/22. The Chair noted that the GLA would be distributing funding.
- ESFA would be conducting an audit of LSBU's apprenticeship

provision in 2021/22. Unlike the Ofsted review, this audit would be conducted remotely. The Board noted that a sample of apprentices who began their studies in 2017/18 (all in the School of BEA) would be reviewed. The Chair noted that she is confident that LSBU would achieve a good result (published in May 2022) in the audit thanks to the hard work of colleagues.

The PVC (Academic Framework) added that the Augar review is expected to include a decision about the university's eligibility to offer foundation courses going forward. She noted that the University has 250-300 foundation year students who could be affected by a reduction in funding and/or withdrawal of universities right to deliver foundation courses.

The SBSU's VP (Education) asked that the SBSU be invited to participate in discussions about minimum Maths and English requirements for university students. He noted that the SBSU meets many prospective students who do not have Maths and English GCSEs.

The Professor of Social Justice and Inclusive Education noted that disabled and disadvantaged young people often do not have the opportunity to obtain Maths and English qualifications whilst they are at school and encouraged a strong response from LSBU to the government consultation. The PVC (Academic Framework) invited the Professor of Social Justice and Inclusive Education to participate in development of the University's consultation response and added that 18% of LSBU applicants do not have both Maths and English.

The SBSU's VP (Education) asked if a review of scholarship provision would be undertaken before the unfreezing of domestic undergraduate student fees in three years. The Chair noted that the Dean for the School of LSS is carrying out a review of undergraduate scholarship provision.

The Board asked what the University's position on Covid-19 requirements is, given that the government's legal restrictions would end soon. It noted that the Estates team advises colleagues to continue following government advice and that a clear communication to students and staff on the recent changes in policy is in development. The Board noted that two operational 'return to campus' preparation groups as well as an Executive group meet regularly to consider the University's live response to Covid-19.

## **6. Update from the SBSU - Verbal report**

The SBSU's VP (Education) provided an update on recent activity in the SBSU. The Board noted that:

- The SBSU NSS campaign is underway to encourage students to complete the survey. The survey has had good completion rates

so far.

- Networking events are being held for different student groups to encourage students to engage with the SBSU (e.g., an event for BAME students was held on 22 February).
- A pilot course is being held to offer optional English language classes. The Board noted that it is hoped that this programme could be a permanent student offer in future.
- A new campaign with academic colleagues focusing on academic feedback would be run soon.
- New SBSU officers would be elected soon and would attend the next Board meeting.

The Chair asked whether a repository exists containing all student policies and a schedule for their review. The University DESE explained that the main repository is the website. The Board's Secretary added that she would be creating a schedule for review of student policies and procedures by the Board and its sub-committees to ensure that policy content is regularly reviewed, and changes are approved where necessary. The Board also noted that a sub-group is currently reviewing student policies' content and academic's awareness of policies.

The Board discussed student policy content. The SBSU's VP (Education) noted that many students struggle to understand student policies and are unsure how to act on policy information. It was suggested that policy content could be communicated via videos and noted that awareness of policies would be improved by links in the VLE (Virtual Learning Environment) and training for course directors.

It was also noted that the language in policies does not have regard to apprentices or postgraduate research students.

The SBSU's VP (Education) asked if a procedure exists that sets out the routes through which students can ask for academic feedback.

The Board noted that there is significant demand amongst students to expand the lecture capture policy to all schools as they find video recordings very helpful. The SBSU's VP (Education) asked whether more funding would be made available to facilitate this.

The PVC (Academic Framework) reminded the Board that lecture capture is now a legal requirement and explained that funds for lecture capture had been allocated and spent on in-class equipment.

It was noted that some schools have seen a fall in class attendance which some colleagues attributed to the introduction of lecture capture, whilst other schools had not seen a similar trend. It was suggested that lecture capture prompts questions about what student experience and engagement should look like, given that both were primarily face-to-face in the past.



The Board was reminded that the Corporate Strategy states that delivery should be blended and that lecture capture, whilst it should not replace face-to-face learning, is a fundamental part of successful blended teaching.

### **Items for approval**

#### **7. Annual Education report to the Board of Governors**

*Warren Turner and Md Fazle Rabbi left the meeting.*

The PVC (Academic Framework) introduced the report. She explained that it has been an OfS requirement since 2015/16 for the Board of Governors to be annually informed about academic standards, quality, and student outcomes.

The PVC (Academic Framework) summarised the key challenges the University faces in improving its academic offer.

The Board praised the comprehensive report and agreed that it is as an accurate reflection of academic activities at LSBU. The report would be shared with the Board of Governors at its meeting on 24 March 2022.

### **Items for discussion**

#### **8. London Moderns' student recruitment benchmarking and data analysis**

*Warren Turner re-joined the meeting. Deborah Johnston left the meeting. Mehmet Tarhan, the Head of Recruitment Planning and Operations, joined the meeting.*

The Head of Recruitment Planning and Operations summarised the report. He noted that LSBU's offer-to-acceptance conversion rate fell to 19% in 2020/21, which could be attributed in part to the difficulties of recruiting during the IT outage. The Board noted that, despite this drop, LSBU's conversation rates remain in line with its competitors.

The Head of Recruitment Planning and Operations provided a presentation on student recruitment plans for 2022/23 and 2023/24, which included increased call campaigns, academic call-backs for offer holders, and greater attribute-based messaging tailored to different recruitment audiences.

The Board asked which colleagues ensure that recruitment data dashboards are reviewed and noted that the data is available to numerous teams who use it for multiple purposes (e.g., marketing team, international recruitment teams, Deans, colleagues in schools etc.)

It was noted that Gecko, a service used to facilitate academic-call backs, can cause offer-holders to feel harassed and the Board encouraged responsive call-backs.

The Head of Recruitment Planning and Operations proposed creation of a group focused on academic admissions in which colleagues could review and discuss recruitment data.

The Board asked how Deans could support recruitment. The Head of Recruitment Planning and Operations replied that improving marketing of offer-holder days would make the most significant impact.

*Mehmet Tarhan left the meeting.*

## 9. **Investigation of distribution of apprenticeship funding and resources**

*Sammy Shumo, Group Director of Apprenticeships, joined the meeting.*

The Group Director of Apprenticeships introduced the report and summarised the areas of concern that his team are monitoring closely, which included:

- the number of students taking breaks in learning;
- the number of students withdrawn from programmes; and
- the number of learners studying past the planned end date of their apprenticeship programmes.

The Board noted that 64% of apprentices achieve their awards, which is 11% higher than the national average. The Apprenticeship team hopes to have 80% achievers by 2025 by increasing the number of skills coaches and making other improvements to provision.

The APVC (Research) asked how the Academic Board monitors the quality of apprenticeship provision. The Board's Secretary explained that the Deputy Director for AQE (Technical) is a member of the QSC and provides reports to every meeting, including regular SARs (Self-Assessment Reports) and QIPs (Quality Improvement Plans). The Dean for the School of BEA added that quality requirements for apprenticeships are very stringent.

The Board noted that an ESFA audit would commence on 28th February 2022 and that a key issue for the audit would be evidencing apprentices' learning and attendance during the pandemic and IT outage.

The Board asked whether the Group Director of Apprenticeships is satisfied that his team can obtain the relevant data needed for the ESFA audit from schools. It was suggested that, as schools do not have admin teams, there is a risk that accountability for apprenticeship attendance information may be disputed by some schools. The Group Director for Apprenticeships noted that accountability for recording student's attendance records during the pandemic has been difficult to ascertain in

some schools unless the records have been stored by a central team. The Dean for the School of BEA noted that recruiting an Apprenticeships Delivery Manager in his school has made a significant difference to record keeping and apprenticeship support.

The Board noted the importance of ensuring that apprenticeship procedures and policies are embedded centrally and consistently across schools, as provision has historically relied on local arrangements with admissions and registry teams and the flexibility of employers for apprenticeships to run smoothly.

The Board thanked the Group Director of Apprenticeships.

*Sammy Shumo, John Cole and Rachel Picton left the meeting.*

**10. Reducing the racial awarding gap: Access and Participation Plan progress update**

The University DESE introduced the report, noting that the awarding gap between white and BAME students is narrowing but remains at 13%. He summarised the University's plans for implementation of each action identified in the action plan.

The Board noted that decolonisation of research programmes and topics is also necessary, and that improved staff engagement would be needed to achieve this.

The APVC (Research) agreed to consider how to decolonise research alongside the plans outlined for decolonising education.

**11. Review of PGR provision**

The APVC (Research) introduced the report. The Board noted that the review is likely to be completed by June and the outcome would be reported at a future meeting.

*Patrick Callaghan and Steve Faulkner left the meeting.*

**12. Academic portfolio and environment update: UUK guidance on portfolio review**

The Deputy Director for AQE introduced the report.

The Board noted that the University would be required to publish an annual statement describing its portfolio review process and quality monitoring processes for UUK. The PVC (Academic Framework) highlighted the importance that LSBU's statement contextualises its data and demonstrates that the value and quality of courses goes beyond the B3 metrics. For example, she recommended that social justice and the social mobility index are recognised in LSBU's statement.

The Board noted that LSBU must publish an explanation in 2022 outlining how we plan to produce future transparency statements. The first transparency statement would then be published in early 2023.

The Board noted that the Guardian University League Table's "value-added social responsibility" metric incorporates the student journey and student outcomes (including non-completions). The PVC (Academic Framework) noted that this metric would present challenges for parts of the University that struggle with continuation, and for all courses that struggle with completion.

The Chair thanked all colleagues involved in this work.

**13. Academic KPIs update**

The PVC (Academic Framework) introduced the report. The Board noted that a review and consolidation of the KPIs has recently been completed which resulted in a reduction to the overall number of Group Metrics to 11 and LSBU-only metrics to 23. The Board noted also that the interim targets and Strategy period had been extended by 1 year to 2025/26.

The Board noted that the Social Mobility Index would be used centrally as a metric going forward.

**14. Review of PGT provision**

The Board noted the report.

**Items for noting**

**15. Review of Technical Support Services - Verbal report**

The Provost noted that the PGT review would be completed in summer 2022 and its outcome would be presented in two forms:

1. A report would be produced following consultations with key stakeholders to agree the future shape of support and technical services. (This report should be circulated in late February 2022).

2. A plan would be produced for implementation of the agreed actions from part 1.

The Chair noted that a report would be brought to the next meeting, after review by the UMB.

*Nicki Martin left the meeting.*

**16. University's TEF submission - Verbal report**

The PVC (Academic Framework) noted that the next phase for the TEF

report would open for submissions in September 2022. She summarised the changes to the TEF submission process, which included an increase in submission length from the Students Union (10 pages separate from the University's submission). She added that the TEF remains an institution-based review (rather than subject-based).

The Board noted that there are four possible TEF outcomes: Gold, Silver, Bronze, and 'Requires Improvement'. Universities could receive a non-award also if they fail to meet any of the quality criteria.

The PVC (Academic Framework) invited colleagues to contact her if they would like to be a member of internal TEF panels.

**Supplementary items - for information**

17. **NSS taskforce progress report**

The Board noted the report.

18. **Annual Research Ethics Report**

The Board noted the report.

19. **Research Excellence preparations update**

The Board noted the report.

20. **Reports from sub-committees**

The Board noted the report.

21. **Any other business**

The Chair agreed to request an update on automation of student enrolment from the Director of Student Operations for a future meeting.

**Date of the next meeting:  
20 June 2022 at 2pm (REVISED from 15 June 2022)**

**Confirmed as a true record**

..... (Chair)

### ACADEMIC BOARD - WEDNESDAY, 3 SEPTEMBER 2020 ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
6.	Revised Degree Outcomes Statement	Set up a Task and Finish Group to agree how the degree algorithm should be reviewed in this academic year.	tbc	Deborah Johnston and Marc Griffith	Completed.
		Review the academic algorithm.	tbc	Task and Finish Group	In progress. Update report on agenda.

### ACADEMIC BOARD - WEDNESDAY, 28 OCTOBER 2020 ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
10.	Calendar consultation – update on planning for January starting courses	Begin full year calendar consultation.	tbc	Tara Dean, Marc Griffith, and the Task & Finish Group	In progress. Update report on agenda.

### ACADEMIC BOARD – FRIDAY, 5 NOVEMBER 2021 ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
10	Update on apprenticeship provision and recruitment in 2021/22	Report on the results of the investigation into financing and resources for apprenticeships, including proposed ratio of skills coaches to apprentices	February 2022	Sammy Shumo, David Barker, Deborah Johnston	Completed
11	Student recruitment	Analyse London Moderns' student recruitment data and benchmark LSBU's recruitment performance against its competitors	February 2022	Mehmet Tarhan	Completed

Academic Board meeting

12	LSBU's Decolonising the Curriculum approach	Provide the latest racial awarding gap data at the next meeting for the Board's information	February 2022	Deborah Johnston, Rachel Picton	Completed
13	Evaluation of resource application for academic-facing activities	Collect and respond to further questions on the presentation outside of the meeting	February 2022	Ralph Sanders	To be completed ASAP.

### ACADEMIC BOARD – WEDNESDAY, 16 FEBRUARY 2022 ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
10	Reducing the racial awarding gap: Access and Participation Plan progress update	Consider how to decolonise research alongside the APP action plan for decolonising education.	TBC	Patrick Callaghan	In progress.
11	Review of PGR provision	Provide a report on progress of the PGR review, to be completed in June 2022.	June 2022	Patrick Callaghan	On agenda
15	Review of Technical Support Services	Provide a report on progress of the PGT review, to be completed in June 2022.	June 2022	Tara Dean	On agenda
21	AOB	Request an update on automation of student enrolment for a future meeting.	TBC	Tara Dean	In progress. On agenda for October meeting.

	INTERNAL
Paper title:	Academic Regulations 2022/23
Board/Committee:	Academic Board
Date of meeting:	20 June 2022
Author(s):	Olu Adamolekun, Senior Quality and Enhancement Advisor Edward White, Quality and Enhancement Advisor
Sponsor(s):	Marc Griffith, Director, Teaching Quality and Enhancement
Purpose: (Please tick one box only)	<input checked="" type="checkbox"/> For approval <input type="checkbox"/> For discussion <input type="checkbox"/> For information <input type="checkbox"/> For review
Recommendation:	The Committee is requested to approve the proposed changes for the Academic Regulations 2022/23.

### Executive summary

The Academic Regulations guarantee the standards of all our awards, including research degrees. The academic regulations (including any changes made to the regulations) are the responsibility of our Academic Board. They apply to all academic awards that we have the right to make under powers granted through the Further and Higher Education Act.

The Committee is requested to approve the proposed changes for the Academic Regulations 2022/23.

Changes are following agreed at QSC :

Academic regulations

- paragraph 16.3 Update for Appeals against Academic Misconduct decisions is now done via the Academic Misconduct Procedure
- Assessment and examination procedure
- paragraph 2.39 – 2.41 – clarification of attempts for students on visas
  - paragraph 3.22 – Late arrival at examinations changed
  - paragraph 3.39 – removed
  - paragraph 4.26 – Examination board decisions regarding non integrated apprenticeships updated to reflect new structures to track the completion of Gateway and EPA.



- paragraph 4.40 – 4.41 – clarification of the volume and timing of the use of compensation
- paragraph 4.48 – update on student reassessment of assessments already passed.
- paragraph 4.71 – clarification that students can only repeat 1 module of 20 credits per semester.
- paragraph 4.73, 4.75, 4.76 – typos updated and aligned with the interruptions and withdrawals procedure.



Proposed Changes to the Academic Regulations following QSC updates.

2.40 Where a student ~~is holding~~ holds a student visa sponsored by LSBU it may not always be possible, because of the Student Immigration Rules, to repeat the module as offered by the Examination Board, ~~they are permitted a maximum of three attempts at a module assessment~~. ~~Some~~ ~~s~~Students may need to request an additional Confirmation of Acceptance for Studies (CAS) letter for a visa extension to cover the new period of stay to complete ~~the~~ any allowable additional attempt(s). Requests are subjective to a review of previous academic performance, including attendance history. Students must contact the LSBU Immigration compliance team (include contact) to check the specifics of their situation.

**Commented [GM11]:** Modified to get rid of the specific number of assessments attempts as this was confusing and made it more generic.

2.41 Assignment of Confirmation of Acceptance for Studies (CAS) letter for continuing students is at the discretion of LSBU Immigration compliance team (include contact). UKVI requirements supersede University regulation.

**Commented [GM12]:** Please add contact here

**Commented [GM13]:** Is this last phrase helpful?

**Commented [GM14]:** Will have these points 2.40 & 2.41 reviewed by the compliance team prior to publication.

3.22 We normally allow students who arrive for an exam late (that is after the exam has started) into the exam room up to a maximum of 30 minutes late depending on the length of the exam. For some types of assessment, including some exams, late admission is not permitted. Students will be made aware in advance of any assessment where late admission is not allowed. In practical terms:

**Commented [GM15]:** Updated 3.22 in line with the discuss to provide clarity that it is not applicable to all exams and that 30 minutes is the maximum which is dependent on the length of the exam.

3.39 – to be removed altogether as it is already covered by the Student Disciplinary process – no need to include here

4.26

Non-Integrated Apprenticeships - these are where the End Point Assessment (EPA) is attempted only after completing the academic award (HN or degree) and the Gateway. The Gateway may include additional mandatory technical qualifications as described in the Assessment Plan i.e. Mathematics & English Level 2, Health and Safety Certificates. These MUST be achieved before progressing to the EPA. Once the academic award and Gateway have been achieved, the exam board decision would then confirm the academic award with an additional stipulation of "Academic Qualification awarded - Proceed to End Point Assessment (EPA) as defined in your apprenticeship

**Commented [GM16]:** Corrected typos

contract". The EPA completion will be confirmed at a subsequent examination board. Once the EPA is achieved, the apprenticeship standard qualification can be awarded. If the Gateway conditions are not met, the apprentice cannot progress to the EPA. If an apprentice does not complete the academic award, the examination board decision would be "Academic Qualification not awarded". Only when the apprentice achieves the Academic Qualification and Gateway will they be allowed to proceed to the End Point Assessment (EPA).

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

**Commented [GM17]:** Inserted clarification that compensation is applied at the end of a stage.

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

**Commented [GM18]:** Attempted to clarify it is a maximum of 40 credits per level. This should address top ups as it makes it clearer that 60 credits is the max across a course.

4.48 Students will not be able to repeat a must not be reassessed in module assessments they have already passed.

**Commented [GM19]:** Reworded to focus on the reassessment rather than repeating the assessment. I think it is clearer this way.

4.71 A student who has not met all the requirements to pass one or more modules may still progress to the next stage of study provided s/he has accumulated sufficient credits to remain eligible for the award for which they are enrolled and the examination board has permitted the student to repeat one or two modules (maximum 40 credits) for the preceding stage. Where permitted by the examination board a student is allowed to repeat no more than 1 module (max 20 credits) per semester. The module can only be repeated in the semester it is offered.

**Commented [GM110]:** Include text to make more explicit that it is 40 credits across a year. No more than 20 additional credits a semester.

4.73 Where a student has withdrawn, their study will be terminated. Where a student cannot be permitted a further registration on a core module in the course, their study will be terminated. Where required by an exam board protocol, the student's study will be ended. A student

whose study has been ended solely by the operation of an examination board protocol may not return to the course ~~or~~ however if possible, the student may be made an intermediate award. The student can apply to a different course at the University, but cannot be admitted to the same course or another course leading to an award at the same level in a related subject area of the course from which the student has been withdrawn. The University retains the right not to make an offer even if the student would otherwise meet the criteria for an offer to be made.

4.75 The maximum period of enrolment is normally twice the normal duration of the course, unless in exceptional circumstances the University agrees to extend this period. 'Exceptional circumstances' means circumstances beyond your control which have a severe impact on your ability to return to study. A decision regarding an extension of the maximum period of enrolment will also take into account, where relevant, the requirements of a regulatory body and/or the University's obligations under the Equality Act 2010 which include the duty to make reasonable adjustments for disabled students and to ensure that its policies do not without justification disadvantage students because of a protected characteristic, for example pregnancy/maternity (for more information please see LSBU Pregnancy, Maternity, Paternity and Adoption policy). Decisions to extend the maximum period of enrolment will be made on a case-by-case basis and must also be approved by a member of the University's Executive Team.

4.76 Professional body regulations may specify a shorter period of enrolment in which case students will either be terminated or may transfer to a course without professional recognition. The maximum period of enrolment defines the period within which a student must have achieved the credit required for the award, taking into account any opportunities offered by a board of examiners to repeat parts of the assessment, or to defer parts of the assessment on grounds of extenuating circumstances. A student who has failed modules, including failure through non-submission, does not have a right to remain enrolled until the end of the exam period of enrolment, except through a specific decision of an award and progression examination board.

~~Academic  
Regulations  
2021/2022~~ Academic  
Regulations  
2022/2023



## Academic Regulations ~~2021/2022~~2022/2023

1. These regulations are approved by the Academic Board of London South Bank University. They were last updated in October 2021.
- 1.1 The academic regulations guarantee the standards of all our awards, including research degrees. The academic regulations (including any changes made to the regulations) are the responsibility of our Academic Board. They apply to all academic awards that we have the right to make under powers granted through the Further and Higher Education Act. Please see our [List of Awards](#) for details. The awarding powers allow us to:
  - a. grant degrees, diplomas, certificates and other academic awards to students who have successfully completed courses which we have set, approved, monitored and reviewed and who have passed our assessment;
  - b. grant honorary degrees and awards to students in line with criteria and conditions which we set;
  - c. grant Higher National awards under licence from Pearson (the company that owns the awards); and
  - d. withdraw any academic and honorary award we have granted, if there is a good reason for this.
- 1.2 University procedures and the [Research Degrees Code of Practice](#) explain how we will apply the academic regulations.
- 1.3 All staff and students must keep to our academic regulations. Please also refer to the [Academic Misconduct Procedure](#). We treat all students fairly and equally, and take strict measures to avoid bias in our processes. We make reasonable adjustments to our processes when necessary to make sure that a student is not disadvantaged because of their disability, pregnancy, maternity (whether they are pregnant or have recently given birth), or other characteristics protected by law.
- 1.4 We are allowed to use our discretion when applying the academic regulations in exceptional circumstances, as long as any variation is reasonable, is agreed by the LSBU Group and Pro Vice Chancellor (Academic Framework), and a record of the decision is held by Govlegal (our department).
- 1.5 There will be cases where we may have to alter the way we apply procedures for other regulatory reasons, for example to meet the requirements of different professional bodies. Extra requirements will apply to some university courses, for example apprenticeships and courses where some of the education is provided in a different country. Your course specification will contain the relevant details.
- 1.6 We have a responsibility to the Home Office to check that all students enrolled and studying in the UK have the right to do so. Before you enrol and while you are studying with us, we have the right to ask to see documents which show your right to remain in the UK. We can take action to suspend or exclude you if you fail to show us documents which can prove this. In all cases, the Home Office's rules take priority over our regulations. Please see further details about our procedures relating to [Immigration regulations](#) on our website.

## 2. List of awards

- 2.1 The different types of awards we make are approved by the Academic Board. All our awards have the appropriate approval and monitoring arrangements. For details of awards offered and the progression criteria for each, see [List of Awards](#). Any award can be made as an 'aegrotat' (a certificate stating that you were, and are likely to remain, too ill to take the exam) and can be awarded posthumously (after your death if you die while studying with us or after completing your course). For details on how we assess taught awards, please see the [Assessment and Examinations Procedure](#). For research degrees you should read the academic regulations with the [Research Degrees Code of Practice](#).

## 3 Research degrees

- 3.1 We may propose programmes of research in any approved field of study. All proposed programmes will lead to scholarly research that will be assessed by examiners. All proposed research programmes will be considered for research degree registration on their academic merits and without referring to the concerns or interests of any associated funding body. We encourage co-operation with industrial, commercial, professional or research establishments for the purposes of research leading to research degree awards. These organisations are known as 'collaborating establishments' and will be recorded on your thesis and certificate.
- 3.2 Each research degree should demonstrate research ability and, where this applies, original contribution to knowledge (specific details are in the [Research Degrees Code of Practice](#)).

## 4 University admissions and enrolment

- 4.1 We use admissions criteria to admit students to courses if we consider them to have a reasonable expectation of completing the award and achieving the required standard. We consider applicants based on their previous attainment (for example, qualifications and experience) and evidence of potential.
- 4.2 Students will normally have reached the age of 18 before admission to the university. For the purposes of this regulation, 'admission' is defined as September 1<sup>st</sup> in the academic year of entry. Applicants who will be under 18 on this date must follow the requirements of the Procedures for Applicants under the age of 18 at entry.
- 4.3 There is a specific admissions procedure for apprentices. Please see [Guidance for Apprenticeships](#). Please note that you cannot be enrolled on an apprenticeship and admitted to study until you have signed a contract with an employer, and you cannot take part in activities relating to a university apprenticeship course before you have enrolled on the course. You must have a suitable standard of English. Please see the [Admissions and Enrolment Procedure](#) for more details.
- 4.4 You must keep to the conditions set out in the [Admissions and Enrolment Procedure](#).
- 4.5 If you are in the School of Health and Social Care, your studies involve contact with patients or service users and you are enrolled on any course that involves registration to practise as a professional, you must keep to the [Fitness to Practise Procedure](#).
- 4.6 If you have an appeal or complaint about admissions, you should contact the Head of Admissions. Please see the [Applicant Complaints and Appeals of Decision Procedure](#).

## 5 Varying a course or transferring to a different course

- 5.1 If you are on a taught course, we may allow you to transfer from one course to another within the university. We will give permission only on the recommendation of the director for the course you want to transfer to and you must keep to the conditions set



out in the [Changing Courses Procedure](#).

- 5.2 There is specific guidance for apprentices who want to change course.
- 5.3 Depending on timetable and other published restrictions, you may be able to change your choice of optional module. The school responsible for teaching the module and (if different) the school responsible for your course must approve this change in writing.
- 5.4 In exceptional circumstances, we may allow you to vary your course by swapping a module for a module from another course. An exam board may give you permission to do this on the recommendation of the relevant course director. In cases of complicated judgements about course transfers or variations, a panel of senior university staff may be responsible for making the decision.

## 6 [University assessment and examinations](#)

- 6.1 The assessment method, criteria for assessment and marking we use are based on learning outcomes and reflect the credit level of the module. We will assess your progress within or at the end of each module (or both). We do not allow the same allocation of credit to be used to meet the requirements of more than one academic award at the same level ('double counting'). You should not receive more than one allocation of credit for achieving a learning outcome unless you are on an approved progression pathway such as an apprenticeship where qualifications build up and contribute to the final award.
- 6.2 Alternative assessment arrangements can be approved by the Quality and Standards Committee for students from other higher-education providers who are taking modules at our university which do not contribute to a qualification we award. There are more details in the [Assessment and Examinations Procedure](#).

## 7 [Coursework](#)

- 7.1 All work we assess must be in English, unless we tell you otherwise in the course specification.
- 7.2 There are details of the processes for handing in coursework and handing in coursework late in the [Assessment and Examination Procedure](#).

## 8 [Examinations](#)

- 8.1 A summary of the rules for examination candidates is displayed in every examination room. These rules apply to all examinations. You must make sure you are familiar with the examination rules. Please see the [Assessment and Examinations Procedure](#).
- 8.2 The [Academic Misconduct Procedure](#) also applies to all students studying for an LSBU award.

## 9 [Circumstances outside your control](#)

- 9.1 If you believe that your assessed work has been negatively affected by circumstances outside your control (extenuating circumstances), you can draw these circumstances to the attention of the award and progression examination board by making a claim for extenuating circumstances. Please see the [Late Submission and Extenuating Circumstances Notification Procedure](#), which applies to all university courses.

## 10 [Examination boards](#)

- 10.1 Decisions about assessment outcomes for students must be made by an examination board. These decisions must be consistent with the academic regulations, and with any local rules which apply, based on other regulatory requirements, for example from a professional, statutory and regulatory body (PSRB) or apprenticeship, set out in the relevant course specification.

10.2 External examiners report on university standards and student achievement in relation to those standards. They do not moderate or adjust the marks of individual students.

10.3 We have a two-tier system of examination boards for deciding marks, progression and awards at undergraduate and postgraduate level. The two types of examination boards are:

- 1) module boards; and
- 2) the University Progression and Awards Board.

Module boards meet first to confirm students' marks and make recommendations as to their final results. The University Progression and Award Board then meets to decide on the final result for each student on a particular award or group of awards.

## 11 Progression and awards

11.1 Progression means a student can move to a higher stage of study. If you have passed all the modules in one stage of study you can progress to the next stage.

11.2 You must have passed all relevant modules (or had any failures condoned or compensated) before you can receive an award. Further information is available in [the Assessment and Examinations Procedure](#).

11.3 If you have built up the necessary credit within the time allowed, you are eligible for the award you are enrolled for, unless we decide to withhold the award for reasons relating to academic misconduct or because you owe us money.

## 12 Attempts at assessment

12.1 Details of assessment processes and arrangements for resits are explained in our [Assessment and Examinations Procedure](#).

12.2 We define 'extenuating circumstances' as circumstances outside your control which may have a negative effect on an assessment. You can apply for extenuating circumstances and these will be considered by an independent panel. If the panel agrees, we will apply extenuating circumstances to your assessment.

Our [Late Submission and Extenuating Circumstances Notification Procedure](#) explains this process in detail.

12.3 If you resit an assessment for a module and still do not meet the necessary standard, we may allow you to repeat that module. If we charge a fee for repeating a module and retaking all the relevant assessments, this is in line with other higher education institutions.

12.4 You are not usually allowed to register more than twice on any module. Please see the [Assessment and Examinations Procedure](#).

## 13 Marks and results

13.1 Your marks and results are confidential and we will release them only to you (or, if you are an apprenticeship student to you and your employer). However, the fact that we have made an award, and its classification, are not confidential. For full details about marks and results please see the [Assessment and Examinations Procedure](#).

## 14 Copyright

14.1 If you take notes during lectures you must use these only for the purpose of private study. If recording lectures will help you in your studies, please ask the relevant lecturer for permission to do this so that any specific conditions can be agreed. You must use any recordings you make for private study only.

## 15 Interrupting, suspending or ending your registration

- 15.1 You can apply for an interruption from your studies at any time. If you want to apply to interrupt your studies, please see the [Interruption and Withdrawal Procedure](#) and, where relevant, the [Student Pregnancy, Maternity, Paternity and Adoption Policy](#).
- 15.2 If you are a student on an apprenticeship, your employer must also agree to the interruption of your studies. If you are an apprentice, extra requirements apply and your employment may be affected. Please see the [Interruption and Withdrawal Procedure](#).
- 15.3 The University Progression and Award Board records our decision to agree to allow you to interrupt your studies.
- 15.4 In exceptional circumstances, we may decide it is appropriate to interrupt your studies. In these cases the appropriate Director of Education and Student Experience will make the decision (in consultation with your employer if you are an apprentice) and you will have the right to appeal against the decision through the LSBU Group and Pro Vice Chancellor (Academic Framework). The maximum period of interruption to your studies in these circumstances would be until the beginning of the next academic year or the next registration point, whichever is sooner.
- 15.5 If you are a research student and ill-health or other circumstances outside your control prevent you from making progress with your research, you can apply to interrupt your studies, normally for six months. In exceptional cases, we may allow you to interrupt your studies for a period of one year. You must normally provide written evidence to support your application for a period of interruption. If you want to interrupt your research, please see the [Research Degrees Code of Practice](#).
- 15.6 In some circumstances, we may have to exclude or suspend students. This may apply if you:
- fail to keep to the terms of a visa – see [Immigration Regulations](#);
  - have committed a disciplinary offence – see the [Student Disciplinary procedure](#) and [Academic Misconduct Procedure](#);
  - are unfit to study at the moment, but may be reasonably expected to be fit to study again in the future – see the [Support and Fitness to Study Procedure](#) and;
  - as a student apprentice your employment has been brought to an end following disciplinary or fitness-to-practise procedures.
- 15.7 If we suspend you during a semester, you will not be considered to have made an attempt at any uncompleted assessments for that semester. The University Progression and Award Board will decide whether you will be allowed to continue with the course following a period of suspension.
- 15.8 If you have been suspended, you will normally continue your studies in the following academic year at the beginning of the semester in which the suspension took place.
- 15.9 We may ask to see evidence (for example, a medical certificate) before allowing you to enrol and continue your studies – see the [Admissions and Enrolment Procedure](#).
- 15.10 You may decide to withdraw from your course. This means permanently leaving the course before successfully completing it. Once you have withdrawn from a course you will not normally be allowed to enrol onto that course again – see the [Interruption, and Withdrawal Procedure](#). After considering your academic record and involvement with the course, the University Award and Progression Board may decide to end your studies and withdraw you from your course. See the [Assessment and Examinations Procedure](#).
- 15.11 If an examination board has ended your studies, you may request a review following the relevant procedure. Please see the [Academic Appeals Procedure](#).

## 16 Complaints and appeals

- 16.1 A complaint is an expression of dissatisfaction about something we have done or have failed to do, or our standards of service, on or off campus, which you have not been able to deal with through informal processes. You can make a complaint on your own or with a group of students. Please see the [Student Complaints Procedure](#).
- 16.2 Employers who sponsor students or whose employees are on an apprenticeship at LSBU can make a complaint. Please see the [Employer Complaints Procedure](#).
- 16.3 You can use our [Academic Appeals Procedure](#) to appeal against our decisions relating to administering the marking process, your progression on a course and awarding qualifications. This includes decisions made by examination boards about circumstances outside your control and decisions taken through the academic misconduct process. During the appeals process, 'academic judgement' refers to the judgement of an academic member of staff about their subject of academic expertise. You cannot appeal against academic judgement.
- 16.4 You must be aware of, and follow, our regulations and procedures. You cannot appeal against a decision because you did not understand or were not aware of course or university regulations. This includes regulations relating to extending a date for submitting coursework, making a claim for extenuating circumstances within the deadline, finding out examination results or interrupting your studies.
- 16.5 We provide an independent advice service, usually through the students' union to support you with understanding our policies, regulations and procedures.
- 16.6 We keep to the regulations of the Office of the Independent Adjudicator (OIA). At the end of the internal appeal or complaints process, we will issue a 'Completion of Procedures' letter which gives you a right to appeal to the OIA. The OIA review the way we apply our processes and consider whether our decision has been reasonable in the circumstances.
- 16.7 We will keep details of the appeal and relevant documents on file until after you have completed your course.
- 16.8 The University Secretary is responsible for working with the Office of the Independent Adjudicator and making sure that we follow their recommendations and observations.

### Notes

Please see our glossary, which is a separate document, for definitions of the key terms used in the academic regulations.

Details about our quality and enhancement processes can be found on our Academic Quality and Enhancement website.

The Examinations and Conferment Office publishes a university-wide timetable.

**Commented [OA1]:** Students can no longer appeal Academic Misconduct decisions via the Academic Appeals process. Appeals against Academic Misconduct decisions is now done via the Academic Misconduct Procedure.

Based on the above, Para 16.3 should now read as follows:

You can use our Academic Appeals Procedure to appeal against an academic decision made by the University, usually through its Examination Board, if you feel that the University made a material error in the results published, there was a material defect or irregularity in the conduct of assessment which has had an adverse effect on your performance, or you feel the Examination Board acted unreasonably when making its decision but did not take your supported extenuating circumstances claim into account. During the appeals process, 'academic judgement' refers to the judgement of an academic member of staff about their subject of academic expertise. You cannot appeal against academic judgement."

~~Assessment and  
Examinations  
Procedure 21-  
22~~ Assessment and  
Examinations  
Procedure 22-23

## Contents

Purpose .....	1
Assessment Procedures .....	1
Examinations Procedures .....	9
Examination Boards .....	21
Conferments Procedures, Certification and transcripts .....	31
Annex A: Requirements for Awards .....	33
Annex B: Terms of Reference and Membership of the progression Subject area examination board .....	35
Annex C: Membership and Terms of Reference of the award and progression examination board .....	36
Annex D: Combined examination boards .....	37

## 1. Purpose

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

## 2. Assessment Procedures

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

### Assessment in relation to credit and awards

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

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

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

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

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

### Transfer of credit

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

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

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

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

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

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

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

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



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

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

### Re-grading of credit

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

### Accreditation of Prior Experiential Learning (APEL)

2.15 Applicants who meet or exceed the criteria for entry to a course may also be eligible for recognition of their prior learning and this will exempt them from some of the requirements for their award. The decision to admit a student onto a course is separate from the decision to recognise prior learning. The decision to recognise prior learning is taken after the decision to admit has been made. This is taken in reasonable time so the applicant can determine whether they wish to accept the offer of a place. The authority to recognise prior learning is delegated to each of the individual schools.

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

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

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

2.18 Types of evidence might be:

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

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

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

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

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

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

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

### Module assessments

2.23 The relevant school or division responsible for each module establishes transparent procedures to ensure that no individual student or group of students are disadvantaged by the nature of the assessment task or the marking system used.

2.24 At Levels 5, 6 and 7, both the setting and the marking of assessments must be moderated by external examiners. Where Level 5 or Level 4 modules contribute directly to an academic award (for example HND/HNC and Foundation Degree Programmes) these must also be subject to external moderation. A system of internal verification of assessments, at all academic levels is implemented by the relevant division.

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

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

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

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

2.29 A component may be further divided into sub-components, each with its own weighting in the calculation of the mark for the component.

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

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

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

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

2.33 A student registered on specific courses may be awarded a module pass with merit or distinction. In order to be awarded a pass with merit a student must normally have achieved a

weighted module mark of at least 55% (60% for level 7). In order to be awarded a pass with distinction a student must normally have achieved a weighted module mark of at least 70%.

2.34 All module marks must be computed as a numerical percentage rounded off to the nearest whole number. Marks with a decimal part below .5 will be rounded down to the nearest whole number, and marks with a decimal part of .5 or above will be rounded up to the nearest whole number. Students will normally be informed of their module marks following the completion of the module, in accordance with procedures published by the university. These module marks are provisional until ratified by an examination board.

2.35 The relevant school which offers a module will ensure that the dates for examinations and submission of coursework are recorded in the university's student record system before a module begins. The module coordinator will inform the students registered on the module and the school administrative office of any change in the deadline date for coursework submission at the earliest opportunity.

2.36 Students must:

- a) make themselves aware of these dates that are published via Moodle and MyLSBU;  
*and*
- b) attend examinations and submit work for assessment on the dates required.

### Attempts at assessment

2.37 A student will be deemed to have made a first attempt at each component or sub-component of assessment (coursework and examination) at the due date, whether or not the attempt has been made. A student who fails to submit a component or sub-component of assessment as required will be awarded a mark of 0% for that component or sub-component of assessment.

2.38 Where a student has not successfully completed the assessment for the module, a resit opportunity is allowed. For a resit, the form of the re-assessment must be equivalent to the original assessment and be approved by the external examiner. The form the reassessment will take must be made explicit to the student. If we have accepted a claim for extenuating circumstances, the first resit opportunity will be uncapped. Students are expected to attempt the assessment at the next available opportunity. If the student does not attend the examination or submit the coursework at that time unless they have further extenuating circumstances accepted, they will be deemed to have made an attempt at the assessment and be awarded a mark of 0%.

2.39 Where a student has been required to repeat a module and there are no other regulatory requirements to prevent it, they will be permitted a first attempt at assessment of the repeated module and a resit opportunity. Students are not usually allowed to register more than twice on any module including deferral and referral opportunities.

**Commented [OA1]:** Students on an LSBU sponsored visa, are only allowed 3 attempts at a module. Exceptionally they may be permitted an additional attempt but this must be accompanied with sufficient justification.

The rationale behind this is that their visas only usually cover their full course. To be allowed a further opportunity, they would (in most cases) require a visa extension. This is where UKVI would scrutinize our decisions for assigning another CAS for the student to apply for further leave to remain.

Visa sponsored students would be allowed the first attempt at a module, the second attempt would be the resit opportunity, and the third attempt would be repeating the module. They would not automatically be allowed the resit opportunity for the repeat without specific justification.

Based on the above, the following new entries should be added:

2.40 Where a student is holding a student visa sponsored by LSBU, they are permitted a maximum of three attempts at a module. Some students may need to request an additional Confirmation of Acceptance for Studies (CAS) letter for a visa extension to cover the new period of stay to complete the additional attempt. Requests are subjective to a review of previous academic performance, including attendance history.

2.41 Assignment of Confirmation of Acceptance for Studies (CAS) letter for continuing students is at the discretion of LSBU Immigration compliance team.

2.40 Each school keeps a list for reference of all the dates for the submission of all modules on courses taught by the school.

#### Submission of coursework

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

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

#### Late submission of coursework

2.43 A student who is unable to submit a written coursework assignment by the specified deadline may submit up to five working days late. This includes undergraduate and master's level dissertations. Please refer to the Late Submission and Extenuating Circumstances Notification Procedure for details.

2.44 A successful claim for extenuating circumstances may mean the capping is not applied (see below). A valid extenuating circumstances claim means the examination board has discretion to remove the cap where assessment and feedback make this reasonable.

2.45 Work submitted more than five working days after the published deadline date will receive a mark of 0% (zero). Please refer to the Late Submission and Extenuating Circumstances Notification Procedure for details.

2.46 For students on a professionally accredited course, for example in the School of Health and Social Care, where the professional body does not permit late submission, these regulations will not apply. The course specification will clearly advise if this is the case.

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

2.48 Students unable to submit course work by the published submission date must notify the university prior to the submission date via MyAccount.

2.49 The change for late submission from 10 days to 5 days will apply to all students including those students registered with Disability and Dyslexia Support (DDS). Registered students can apply for an uncapped late submission through MyAccount after checking their Support Arrangements, at any point before the deadline for submission.

2.50 For resits of coursework assessments within the same academic year, all students will be allowed up to five working days for late submission. Please refer to the Late Submission and Extenuating Circumstances Notification Procedure for details. Please check for specific School protocols that may impact this.

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

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

### 3. Examinations procedures

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

#### Preparation of examination papers

3.2 Examination papers are prepared within the timetable set out in the assessment calendar approved by the Academic Board.

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

3.4 The academic member of staff responsible for the examination paper is responsible for checking and certifying the accuracy of the final version of the paper.

3.5 The Examinations and Conferments Office must:

- arrange secure storage of draft and final approved examination papers and the copying of the final approved version of all examination papers;
- ensure that examination papers are available for collection on the day of the examination.

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

3.7 The role of module coordinators is to write the examination paper (or arrange for it to be written) to respond to the comments of the external examiner and to check and certify the accuracy of the final paper. The module coordinator will determine what aids are permitted in the examination.

#### Timetable for examinations

3.8 The Examinations and Conferment Office publishes a university-wide timetable on MyLSBU. All exams are held in the examination periods set out in the assessment calendar. There is also an approved calendar for a course held outside the normal academic calendar. In exceptional cases the Head of Registry can authorise for an exam to be held at another time.

3.9 Examinations for modules offered as part of combined degree Programmes must be scheduled within the normal teaching block for the module. In exceptional cases, with specific authorisation, they can be held outside the normal teaching block.

3.10 The Examinations and Conferment Office arranges for specified rooms to be set aside for examination use. These rooms may only be used for examinations during the examinations period, and may not be used for teaching on courses that continue during the examination period.

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

### Invigilation

3.12 The university is responsible for ensuring that invigilators are appointed for all examinations and that suitable base rooms are established and staffed throughout the examination period.

3.13 In each examination room there will be:

- no fewer than two invigilators irrespective of the number of candidates, and
- normally a further invigilator for every additional 35 candidates.

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

- collect the examination question papers and the appropriate examination stationery from the base room prior to the start of the examination;
- be present in the examination room at least thirty minutes before the start of the examination. The module coordinator (or author of a paper where different) should be present at the beginning of an examination in order to answer candidates' queries.
- ensure that candidates follow the rules for candidates;
- ensure that candidates are observed by an invigilator throughout the examination;
- announce the start and finish of the examination(s);
- take a register of attendance and check the students' ID cards;
- have the authority to instruct candidates to sit in accordance with a seating plan. Such a plan may have been prepared before the examination or may be devised immediately before the start of the examination if the invigilator deems it necessary;
- inform candidates twice of the remaining time available, normally 30 minutes and 15 minutes respectively before the end of the examination;
- make a report of any incidents during the examination.

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

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

3.16 If a student reports that he or she has inadvertently brought an unauthorised item to his or her desk the invigilator should:



- remove the item;
- report the matter to the university;
- permit the student to continue the examination.

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

3.18 Invigilators have discretion to take whatever action may be appropriate to meet unforeseen circumstances. The invigilator will notify the Head of Registry of any circumstance or action which may in any way have affected the performance of the candidates.

3.19 The module coordinator (or a nominated member of the module team in the case of examinations which are conducted in more than one room) will be present at the start of the examination to answer candidates' queries.

3.20 A student may leave the examination room temporarily but only if accompanied by an invigilator. A student who leaves the examination room without obtaining an invigilator's permission will normally be deemed to have withdrawn from the examination. Such cases must be reported to the university. Students who wish to return to the examination room must be accompanied by an invigilator who will have ensured that they did not contact any person or consult any material while outside the room.

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

3.22 We allow students who arrive for an exam late (that is after the exam has started) into the exam room up to **30 minutes late**. In practical terms:

- At the commencement of the exam, an invigilator stands outside the room and has with them exam scripts and the instructions relating to the specific exam.
- Any student that arrives between minutes 1 to 9 after the exam has commenced will be briefed by the invigilator outside the room on the exam itself, rulings on mobile phones, ID card etc., told where they will be sitting and that the students will not be given any extra time to complete the exam. At this point the students have a choice – they can either follow this ruling and undertake the exam or choose not to enter and sit the exam at a later date (if they have another attempt available).
- If no student has left the exam room - At minute 10, the students that are gathered outside the room will be escorted to their seats by the invigilator. If a student has left the exam room then no late entry to the exam will usually be allowed,
- Repeat this process with students who arrive between 10-29 minutes late, entering the room after 30 minutes. No admission to the exam room will be allowed, under any circumstances after 30 minutes have passed.

### Evacuation of an examination

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

- stop the examination and note the time;
- ask students to leave the room and meet the invigilator at an appropriate assembly point;
- tell students not to communicate with each other when outside the examination room;
- make clear to students that the examination has not been completed or cancelled;
- ensure that the examination materials (answer books, question papers, desks, etc.) are not disturbed and that all equipment is left in the examination room. Students may not remove their bags or electronic devices (such as phones) from the exam room);
- ensure that the examination room is locked so as to secure the examination materials and students' property;
- ensure that candidates continue to observe the rules for candidates while at the assembly point)
- when permission is given to return to the building, control the re-entry of students to the examination room, within reason, as if the examination was to commence under normal circumstances;
- if the delay in returning to the examination room is lengthy (beyond one hour) or if students have failed to follow the rules for candidates while at the assembly point, decide whether the examination should be cancelled;
- inform students of any additional time they will be allowed in lieu of the disruption and report the incident to the university.

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

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

### Rules for examination candidates

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

### Before the examination

3.27 Students may enter the examination room only when authorised to do so by the nominated lead invigilator.

3.28 Students must switch off mobile phones, smart watches and other devices capable of transmitting and receiving data, personal stereos or other items which may distract other

candidates. Any such items must be placed in the student's bag or coat, or face down on the floor under their desk for the duration of the examination.

3.29 Students must:

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

**During the examination**

3.30 In some circumstances students may be allowed into the examination room after the start of the examination at a specified time and only with permission of the invigilator.

3.31 The student's London South Bank University identity card must be placed on the desk such that it is visible to the invigilator. The student's dress must be such as to allow the invigilator to confirm that the image on the identity card matches the student sitting the examination.

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

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

- a small selection of writing and related implements; these may be contained in a clear plastic bag only;
- a bottle of uncarbonated drink in an unlabelled bottle;
- a small number of unwrapped items of confectionery; any other food material will be permitted only in the case of students with previously approved additional needs;
- any other item (for example a calculator, data tables, case study) that is explicitly permitted by the examination instruction ;
- any items approved for use by a student with additional needs; such approval must be given in advance and in accordance with DDS.

3.34 Students must:

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

3.35 Students must not:

- start writing until told to begin by the invigilator;
- attempt to read the work of any other student;
- talk or communicate in any other way with any other student;
- eat or drink (other than as permitted above) or smoke during the examination;
- leave the examination room for any reason during the first 45 minutes or the last 30 minutes of the examination.

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

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

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

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

3.39 .

### After the examination

3.39 Students must:

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

### Use of aids in examinations

3.40 No electrical or electronic devices including smart watches and earphones may be brought into the examination room except as allowed below.

**Commented [OA2]:** New entry as follows:

3.39 Students can be referred to the Student Disciplinary process if they sabotage the smooth running of an exam (e.g. by setting of fire alarms, etc).

### Calculators

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

3.42 All calculators authorised for use in examinations must be:

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

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

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

3.45 Any candidate found using an unauthorised calculator will be reported as specified under academic misconduct see below

### Portable computers

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

### Dictionaries

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

3.48 Where a candidate who has been granted alternative assessment arrangements is permitted the use of a dictionary, he or she will be required to use the dictionary provided by

the university and may not bring his or her own. Any student found with such a dictionary in his or her possession may be the subject of an allegation of academic misconduct.

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

#### Inability to attend an examination at the university

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

3.51 A student unable to attend an examination on grounds of evidenced extenuating circumstances must submit an extenuating circumstances claim by the published deadline.

3.52 In exceptional cases, if extenuating circumstances have been accepted with evidence that a student is able to undertake academic work but unable to attend the examination at the university, the examination board (via Chairs Action) may allow the student to complete an alternative form of assessment of the same learning outcomes. Such a decision is subject to any Professional Statutory and Regulatory Bodies requirements, and for no more than one module.

#### Major Disruptive Events

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

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

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

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

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

### Alternative assessment arrangements for disabled students

3.58 Alternative assessment arrangements and methods may be made available to disabled students on an individual basis to mitigate the barriers created by the learning tasks. These alternative arrangements will need to ensure that the assessment tasks and learning outcomes are met. Arrangements and decisions will be made in discussion with a student's course team and course director and, where required, with approval from the School's Director of Education and Student Experience, an exam board, or a professional body.

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

### Identification of support arrangements

3.60 It is advisable that students share information about their disability to the University at the earliest stage. Students are given plenty of opportunities to do this, from application and throughout their studies, in order for LSBU to put reasonable adjustments in place. If a student informs a member of staff about their disability pre or post enrolment they should be encouraged to contact Disability Dyslexia Support based in the Student Centre or by emailing [disability@lsbu.ac.uk](mailto:disability@lsbu.ac.uk). Staff can also contact the DDS team for advice.

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

3.62 Students need to make any requests for alternative assessment arrangements for formal examinations known to Disability and Dyslexia Support by the end of week ten of a semester. This deadline should be met if the arrangements are to be implemented for the first time in that semester. Consideration of submissions made after the deadline may be deferred until the next semester; where it is reasonable that a request is made after the deadline, for example, in an emergency, all effort will be made to make arrangements for the exam period.

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

### Implementation of support arrangements

3.64 A Support Arrangement Panel has been established in each school to review the overall arrangements for reasonable adjustments for exams and assessments. The Dean of the school (or their representative) will chair the panel and will consider students enrolled on awards which are the responsibility of the examination boards in the school. The panel will include representatives from the school, the Disability and Dyslexia Support Manager and the link disability officer for the school.

3.65 The Support Arrangement Panel will meet in sufficient time before the two main examination periods to review the arrangements for disabled students to ensure any adjustments can be fully met.

3.66 The Dean or his/her nominee, for example the Director of Education and Student Experience, or the Course Director, will decide whether any examination board external examiners should be involved in any discussions around the alternative assessment arrangements. No alternative assessment methods may be approved without consulting the relevant external examiner(s).

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

3.68 Where the student's disability is of a temporary nature, alternative assessment arrangements should specify a time period for which these arrangements are valid (normally one semester). However, the student may submit a request for an extension at the end of this period, provided it is supported by appropriate evidence.

3.69 The panel will determine who has responsibility for implementing support arrangements for assessments and examinations, including alternative assessment arrangements.

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

### Students with alternative assessment arrangements claims for extenuating circumstances

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



3.72 A student who has met the deadline for requesting alternative assessment arrangements through Disability and Dyslexia Support but has experienced delays in processing their application can claim extenuating circumstances.

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

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

#### Arbitration in cases of dispute

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

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

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

#### Requests for release of information on examinations

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

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

3.78 The university will make coursework available to students;

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

3.80 Students may request relevant extracts from the minutes of examination boards and from extenuating circumstances decision making team. The extracts released must not disclose personal data about any other student. The university may refuse to release extracts from minutes if it is impossible to do so without disclosing personal data on another student.

## 4. Examination boards

4.1 Examination boards may be 'single tier' (they deal with decisions about subject area outcomes, progression and awards in a single meeting) or 'two tier' (they deal with decisions about subject area assessment outcomes separately from decisions about progression and awards).

4.2 Examination boards are attended by external examiners, who are subject experts from other UK universities and who provide an independent point of reference for the standards of university awards. They are sufficiently experienced to make judgements about the standards of London South Bank University awards compared with those of other UK universities. External examiners (whose appointment is described in the university's Academic Quality and Enhancement Manual) comment on the nature and scope of assessment, as well as on the achievement of individual students (of whom they see a sample of work). They do not, however, moderate or adjust the marks of individual students of whom they see only a representative sample within each award.

### Decision-making

4.3 Examination boards act under delegated authority from the Academic Board.

4.4 All decisions about the outcomes of assessment for all students must be made by an examination board.

4.5 All decisions made by examination boards must be consistent with the requirements of the academic regulations.

4.6 Decisions of an examination board are normally taken at a full, quorate meeting of the board (See Annex B). A full meeting of the board is permitted to delegate to the chair, or to a defined subset of members, the authority to take decisions about individual students between meetings of the board. When decisions are taken by the chair or a delegated subset of the examination board, the chair of the examination board must ensure that the decision is recorded in the minutes of the next board meeting. When the defined subset does not include an external examiner, the chair must ensure that the relevant external examiner(s) are appropriately consulted.

4.7 The minutes of examination boards must record the decisions of the board and the reasons for those decisions and must comply with the format specified by the Registry.

4.8 Where a course is offered both at the university and as a whole or partial franchise to another organisation, or is offered by the university staff on different locations or on different calendars, the award and progression decisions should, where possible, be made at a single meeting of the examination board considering students in all locations.

4.9 The arrangements for representation of staff from the partner organisation on the examination board should be detailed in the document for the collaborative scheme or in the Memorandum of Cooperation. If the calendar of the programme is so different as to make this impossible, a separate examination board can be held involving the same ex officio membership and external examiner(s).

4.10 In exceptional circumstances a vote may be required. The chair of the examination board will conduct the vote and will only be eligible to register a vote if a majority has not been obtained. In accordance with the university's Articles of Association:

- (a) a resolution put to the vote will be decided by a show of hands (a simple majority determining the outcome);
- (b) every person entitled to attend will have one vote per resolution;
- (c) votes must be given personally and not by proxy.

### Conduct of meetings

4.11 The following information will be made available to a subject area examination board:

- (a) marks for all assessment components and the weighted module mark for each student for all modules in the subject area;
- (b) notification of students/modules in which allegations of academic misconduct are under investigation;
- (c) statistical data on the profile of marks for each module.

4.12 The following information will be made available to an award and progression examination board:

- (a) the full history of each student coming under consideration at the board;
- (b) the recommendations of the extenuating circumstances decision making teams relating to each student coming under consideration at the board.

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

### Decisions available to an exam board

#### Decisions available to a subject area examination board

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

4.15 Where a mark is capped because it is the result of a resit, or relates to work which has been submitted late, the examination board is responsible for determining whether the cap will

apply. The university will record the mark merited and a flag to indicate the cap. Except as provided below, the mark held in the student record system will be the mark agreed by the subject area examination board and will not be amended to reflect the cap.

4.16 If the student is under investigation for academic misconduct, an “I” will be entered onto the student’s record. Upon completion of the investigation the mark will be entered if the case is not proven/dismissed or the prescribed penalty will be applied to the mark and module.

#### Decisions available to an award and progression examination board

4.17 The award and progression examination board considers every student at the end of each stage of their course after all marks for that student (including any marks relating to repeat assessment) have been decided by the relevant subject area examination board.

4.18 The board must also decide the level at which the cap will operate (either the pass mark, or zero).

#### Award and progression examination board consideration of extenuating circumstances

4.19 When the board considers a student who has made a claim for extenuating circumstances the chair of the extenuating circumstances decision making team will be responsible for ensuring the exam board is given directions about the modules affected by the claim and the decision of the team about them.

4.20 The nature of the extenuating circumstances will not be provided at the award and progression examination board, except as required in relation to aegrotat awards.

4.21 The award and progression examination board is not empowered to alter the decision of an extenuating circumstances decision making team in respect of any claim. Where new evidence comes to the attention of the chair of an examination board that they feel may be material to a claim for extenuating circumstances the matter should be referred to the chair of the extenuating circumstances decision making team.

If extenuating circumstances on production of acceptable evidence are accepted, the examination board may take one of the actions defined below:

- to make the award for which the student is enrolled and where relevant to make a classification decision;
- to permit the student to progress to the next stage of the course;
- for certain courses, to permit the student to progress to the next stage of the course while also making an intermediate award;
- to permit the student to progress to the next stage of the course with modules outstanding;
- to permit the student to continue on the current stage of the course, without progressing;

- To terminate the student's study. Where possible, a student whose study is terminated will be made an intermediate award if the appropriate learning outcomes for that intermediate award have been met.

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

4.23 The examination board may also compensate or condone failed modules.

#### Award and progression examination board consideration of Major Incidents

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

4.25 When an Awards and Progression Examination board has implemented a no detriment approach this must be reported to the next University Exceptional Awards and Progression Board for ratification. In reporting to the University Exceptional Awards and Progression Board the rationale, the no detriment approach implemented and evidence demonstrating that it was needed and applied fairly and consistently must be provided.

#### Award and progression examination board consideration of apprenticeship programmes

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

- **Integrated Apprenticeships** - these have a mandatory End Point Assessment (EPA) embedded within the academic award. This must be achieved to complete the academic award and apprenticeship standard qualification.

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

be “Academic Qualification not awarded”. Only when the apprentice gains the Academic Qualification will they be allowed to proceed to the Gateway.

### Exam board protocols

4.27 Exam board protocols exist where exceptional requirements modify the operation of the university's academic regulations. Award and progression examination boards may operate protocols; subject area examination boards may not operate protocols.

4.28 Protocols are approved by the Academic Board as part of the annual consideration of the university's academic regulations.

### Notification of the decisions of an exam board

4.29 Marks are released in time to allow students to prepare for any resit assessment they may have. Provisional marks may be released through the VLE to students before the examination board has met; after the board has met the final marks are released.

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

4.31 Where marks are released before the examination board, it will be made clear to students that the marks are provisional and are subject to ratification by an examination board.

4.32 The university may withhold the marks of students who have failed to pay their tuition or other fees. However, any such students may be given details of the component(s) of assessment that they have failed in order to prepare for their repeat assessment(s).

4.33 The Head of Student Administration (or their nominee) will also release students' results after the award and progression examination board has met.

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

### Compensation and condonement

4.35 A student who has failed a module may be awarded a compensated pass, or their failure may be condoned. Compensation and condonement are decided by the examination board. In certain regulated courses, compensation and/or condonement are not permitted. Where compensation or condonement is permitted, the normal rule is that they are used to benefit students. The application of compensation and condonement should only be made if doing so completes a student's profile and allows a progression or award decision to be made by the board who are applying compensated and/or condoned credits.

4.36 Where PSRB and / or other course specific requirements do not prevent it, the examination board may award a compensated pass or condone a failure after the first

**Commented [OA3]:** Due to the introduction of “Preparation for Gateway” modules, the following revised statement is suggested:

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

registration and all attempts at assessment of a module. At Levels S, 4, 5 and 6 a student cannot normally be awarded compensated passes or have condoned failures for more than 60 credits for the entire course or 20 credits for the entire course at level 7.

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

### Compensation

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

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

4.40 The examination board will take into account a student's performance after all attempts at assessment of a module for a given registration. When at least one performance meets the criteria for a compensated pass, the board may allow a compensated pass.

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

4.42 At level 7 an examination board has the discretion to allow a compensated pass of up to 20 credits. The total volume of compensated and condoned credits cannot exceed 20 credits for the entire course.

### Condonement

4.43 In exceptional cases, the examination board may condone one or more modules in which the student has not achieved the pass mark. To condone modules, the board must be satisfied that there is sufficient evidence of satisfactory performance in assessed work at the relevant stage, and that the student is prepared for study at the next level.

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

**Commented [OA4]:** The examination board will take into account a student's performance after all attempts at assessment of a module after the first registration. Compensation/Condonement should be applied after the first registration once all attempts at the assessment of the module have been made unless PSRB or other course specific requirements prevent it from being applied.

**Commented [OA5]:** This suggests a top up student could have 60 credits compensated but this isn't the case? Clarity needed to reflect this.



4.45 At level 7 an examination board has the discretion to condone up to 20 credits. The total volume of compensated and condoned credits cannot exceed 20 credits for the entire course.

4.46 The examination board may only condone modules on grounds of extenuating circumstances. Following condonement:

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

4.47 In exceptional cases, where there is accepted evidence of extenuating circumstances which would allow a student to undertake deferred assessment but not to be present for a deferred examination at the university, the examination board may allow the student to be assessed for no more than one deferred module, on the same learning outcomes, by means of an alternative form of assessment not requiring attendance. No arrangements will be made for examinations to be undertaken overseas, except where students are studying for part of the course at an approved partner institution.

4.48 Students may repeat a module assessment they have already passed at the next available opportunity only if they have supported extenuating circumstances for that module and where the module carries external recognition in its own right.

**Commented [OA6]:** Students will not be able to repeat a module assessment they have already passed.

### University Exceptional Awards and Progression Board

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

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

4.50 The University's Exceptional Awards and Progression Board is chaired by the Pro Vice Chancellor Academic Framework and is attended by the chairs of the University's Award and Progression Boards, and the Director of Teaching Quality and Enhancement.

### Powers of the University's Exceptional Awards and Progression Board

4.51 Where an Award and Progression Board has implemented a no detriment approach, the University Exceptional Awards and Progression Board may approve the no detriment approach once it is assured that circumstances require a no detriment approach, that the approach is implemented consistently and that it is available to all affected students minimising any disadvantage.

4.52 The Award and Progression Board may refer a student's award or progression decision to the University's Exceptional Awards and Progression Board if there is a demonstrable conflict with the principles regarding the protection of student interests and/or protecting the integrity of our awards. The University's Exceptional Awards and Progression Board would determine a student's progression or award. This would require a rationale and evidence which demonstrates that the student has achieved the course learning outcomes.

#### Restoration of marks capped for late submission

4.53 Where a student has had a coursework mark capped at the pass mark because of late submission of the work, and subsequently makes a claim for extenuating circumstances which is accepted and the submission is not the result of a referral the examination board will remove the cap. Where work has been capped at zero, the work may be considered as if handed in on time at the next assessment point where assessment and feedback processes make this reasonable.

#### Requirements for progression and award

##### Requirements to make the award for which the student is enrolled

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

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

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

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

1st Class 70%+

2nd Class (Upper Division) 60 - 69%

2nd Class (Lower Division) 50 - 59%

3rd Class 40 - 49%

4.58 The average mark for the highest 80 Level 6 credits will contribute 80% (the major part) to the final weighted average mark on which the classification will be based. The highest marks for 120 credits from Level 5 and the remaining Level 6 credits will form a weighted average mark which will be rounded to a whole number. This weighted average mark will contribute 20% (the minor part) to the final weighted average mark on which the classification will be based.

**Commented [OA7]:** For clarity, it is suggested that this should be re-phrased as follows:

The highest marks for 120 credits, taken from the combination of the Level 5 credits and the remaining Level 6 credits.....

4.59 Where a student is a candidate for an honours degree having followed a programme with 120 Level 6 credits only (for example on a top-up programme or as a result of recognition of credit earned elsewhere), the major part of the final overall mark will be calculated as above. The minor part will be derived from the average of the marks for the other credits.

4.60 Where the programme consists of 120 Level 6 credits and fewer than 120 Level 5 credits, a weighted average mark for the Level 5 credits actually studied will be calculated and rounded to a whole number. A number of notional Level 5 credits will be created which, together with the actual Level 5 credits, will make up 120 credits. The notional modules will be given the weighted average mark for the actual credits. The major part of the overall average mark used in determining the classification will be calculated as above, and the minor part will be calculated from the highest marks for 120 credits from the remaining Level 6 credits, the actual Level 5 credits and the notional Level 5 credits.

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

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

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

#### Discretion at award boundaries

4.63 The award and progression examination board will consider students of Level 6 awards whose overall weighted average mark is 2% below the minimum average required for a classification (defined as above in 4.45).

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

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

4.65 The award and progression examination board will consider students of Level 7 awards whose overall weighted average mark is 2% below the minimum average required for a classification (defined as above in 4.49).

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

1. At least half of the credits of the Level 7 modules are at the higher classification (i.e. 90 credits for Masters awards and 60 credits for Postgraduate Diploma);
2. No professional, statutory, or regulatory body restrictions prevent the operation of discretion at classification boundaries.

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

4.68 At Level 7 an award with distinction normally requires a student to achieve an average final mark across all modules of at least 70%. An award at Level 7 with merit will normally require that the student achieves a weighted final average mark across all modules of at least 60%.

An award with distinction at Levels 4, 5 or 6 will normally require that a student achieve a final overall mark of at least 70%. An award at Levels 4, 5 or 6 with merit will normally require that a student achieve a final overall mark of at least 55%. Where the award consists of modules which are all at the same level, the final mark will be a weighted average of all the module marks which contribute to the award. Where the award consists of modules at two or more levels the weighted average of the marks at the highest level will contribute 80% to the final mark and the weighted average of the marks at the next level will contribute 20%.

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

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

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

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

4.71 A student who has not met all the requirements to pass one or more modules may still progress to the next stage of study provided s/he has accumulated sufficient credits to remain eligible for the award for which they are enrolled and the examination board has permitted the student to repeat one or two modules (maximum 40 credits).

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

**Commented [OAS]:** Normally, when you POU a student, they can carry a max of 2x20 credits to the following year as long as the modules are delivered in different semesters to balance the workload. If a student failed 2x20 credit modules that were taught in the same semester, they would have to repeat the year rather than POU. This should be made clear.

### Requirements to end a student's study

4.73 Where a student has withdrawn, their study will be terminated. Where a student cannot be permitted a further registration on a core module in the course, their study will be terminated. Where required by an exam board protocol, the student's study will be ended. A student whose study has been ended solely by the operation of an exam board protocol may be offered a transfer to another course instead or if possible, a student may be made an intermediate award.

**Commented [OA9]:** For consistency with the interruption and withdrawal procedure, the following statement is suggested:

A student whose study has been ended solely by the operation of an exam board protocol may not return to the course or if possible, the student may be made an intermediate award. The student can apply to a different course at the University, but cannot be admitted to the same course or another course leading to an award at the same level in a related subject area of the course from which the student has been withdrawn. The University retains the right not to make an offer even if the student would otherwise meet the criteria for an offer to be made.

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

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

### Maximum period of registration

4.75 The maximum period of enrolment is normally twice the normal duration of the course. Professional body regulations may specify a shorter period in which case students will either be terminated or may transfer to a course without professional recognition. The maximum period of enrolment defines the period within which a student must have achieved the credit required for the award, taking into account any opportunities offered by a board of examiners to repeat parts of the assessment, or to defer parts of the assessment on grounds of extenuating circumstances. A student who has failed modules, including failure through non-submission, does not have a right to remain enrolled until the end of the exam period of enrolment, except through a specific decision of an award and progression examination board.

**Commented [OA10]:** GovLegal suggested the following addition to be consistent with the interruption policy:

The maximum period of enrolment is normally twice the normal duration of the course, unless in exceptional circumstances the University agrees to extend this period. 'Exceptional circumstances' means circumstances beyond your control which have a severe impact on your ability to return to study. A decision regarding an extension of the maximum period of enrolment will also take into account, where relevant, the requirements of a regulatory body and/or the University's obligations under the Equality Act 2010 which include the duty to make reasonable adjustments for disabled students and to ensure that its policies do not without justification disadvantage students because of a protected characteristic, for example pregnancy/maternity (for more information please see LSBU Pregnancy, Maternity, Paternity and Adoption policy). Decisions to extend the maximum period of enrolment will be made on a case-by-case basis and must also be approved by a member of the University's Executive Team.

### Aegrotat awards

4.76 The award and progression examination board may recommend that a student be offered an aegrotat award if:

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

4.77 If the award and progression examination board offers an aegrotat award, and it is reasonable to do so the examination board may require that the student must signify in writing that he or she waives any further opportunity to study on that course.

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

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

#### Posthumous Awards

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

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

4.82 Where the deceased student had not completed their course, the Award and Progression Board will also consider whether an Aegrotat award, based on what the student was likely to achieve, is appropriate. The agreement of the student's next of kin will be sought before making a recommendation to the Academic Board.

## 5. Conferments Procedures, Certification and transcripts

### Conferments Procedures

5.1 This is a protocol for Conferments procedures covering the processing of awards and despatch of award certificates to students following an Examination Board.

- Course Administrator submits list of awards to the Exams and Conferments staff immediately following an exam board. Submission is normally in the form of an annotated spreadsheet that has been generated by QLS for use at the Board.
- The spreadsheet of awards should be accompanied by the Conferments Front sheet signed by the Chair of the Board, the External Examiner(s) and the Administrator responsible for the course. The individual pages of the spreadsheets containing awards should also be signed by the Chair of the Board in the space provided.
- Award notifications for remaining Combined Honours students or Combined Degree student should state the exact wording of each award title including 'and' or 'with' and whether a BA, BSc or LLB degree.
- Exams and Conferments staff enter the final award codes onto QLS. This is done as a matter of high priority.
- Course Administrator prints out result letters and/or transcripts. Course Administrator must check that the results are correctly displayed on the letters and/or transcripts. If there are any errors in the award shown, the Course Administrator must immediately inform the Exams and Conferments Office who will make the necessary amendments to the data on QLS.
- Exams and Conferments staff collate results for each course and compile a Conferments list by querying the records system and importing the data into the Certificate Template software. The Certificate Template also allows the production of certificates in the correct layout with the correct wording and can be manipulated if needed (e.g. adding routes to degree titles).
- Once the list is compiled, the member of staff will carefully check the list against the exam board spreadsheets to check that all students have been included and that all awards are correct.
- In the majority of cases, the lists will no longer be sent via the Course Administrators for checking and signing by the Course Directors or other appropriate person. However, the Exams and Conferments staff reserve the right to request that a list be checked if the list of awards are complex (for example, the CPD programme in HSC where each student is enrolled on a generic course, but can each be given a different award title) or if the conferments process for a particular board has been

- problematic (for example, if the data from the exam board has been unclear or there have been many changes requested after the exam board).
- The list of names is checked against a list of students in Bad Financial Standing. Certificates for these students are withheld until the debt is clear.
- Address labels are generated and the certificates are mounted in the LSBU presentation folders and despatched to students.
- Each batch of certificates (or single certificate) is recorded on a database showing what was posted, the exam board date and when it was posted.
- The date of posting is recorded on the Conferments list and the list is filed along with the exam board spreadsheets.
- Chair's Actions follow many of the exam boards. These are notified in the form of memos signed by the Chair of the Board, Dean or other appropriate member of staff. Conferments lists are not produced for Chair's Actions as a signature has already been received on the memo. Certificates are produced and despatched in the same way as the ones for the main board. Chair's Actions range in number from one or two to dozens for courses such as Social Work, PGCE or Nursing.

5.2 The university will not release a degree certificate to a student who has outstanding debts still to be paid. Students who think they may find themselves in this position should contact the finance department as soon as possible to make suitable arrangements to settle any outstanding debts.

### Certificates

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

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

- a) the award conferred (for example Bachelor of Science with Honours);
- b) the title (for example Computing Studies);
- c) where relevant, the classification (for example Second Class, Upper Division);
- d) where relevant, the fact that the award is conferred with merit or with distinction;
- e) where relevant, the fact that the award is a sandwich award;
- f) the date of the examination board decision to confer the award. Where a decision on an award is made by chair's action after the meeting of the board or where a decision of the board is changed as a result of a successful appeal the certificate will still show the date of the original meeting of the board.

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



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

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

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

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

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

#### Responsibilities in issuing and checking certificates

5.9 Certificates may be issued only on the basis of a decision of an examination board 55.10  
The following actions will be taken to ensure prompt and accurate issue of certificates:

- a) at the end of the awards business of an award and progression examination board the chair will sign a cover sheet to the list of awards conferred;
- b) the secretary to the board will take the signed coversheet and the list of awards to the Examinations and Conferments Office;
- c) if the award and progression examination board defers a decision on some candidates or decides on intermediate awards during the progression business of the board, the chair will ensure that the Examinations and Conferments Office is notified in writing of the decision. The Examinations and Conferments Office will normally set a date by which such decisions must be received;
- d) the Examinations and Conferments Office will enter the awards approved by the award and progression examination board on the student record system;
- e) the Examinations and Conferments Office will send a print-out of the awards to be conferred to the Dean or his/her nominee responsible for the relevant course;

- f) the responsible Dean or his/her nominee will ensure that the accuracy of the conferments list is checked against the record of award and progression examination Board decisions (including any decisions deferred and made by action of the chair or of a sub-committee of the board);
- g) the Dean or his/her nominee will ensure that the title of the award to be conferred is correct, and that it accords with that approved at validation or subsequently;
- h) the Dean or his/her nominee will ensure that the name of the partner organisation is correctly recorded in the case of awards based on courses collaboratively delivered.

5.10 If amendments to the award list are approved after the award and progression examination board by the chair or a designated sub-group of the board, the amendment will be recorded on a proforma, signed by the board's chair and returned to the Examinations and Conferments Office. These amendments will be entered on the student record system.

5.11 A student who has changed his/her name after receipt of an award certificate will not be issued with a second certificate for the same award in the new name.

5.12 Any award can be conferred posthumously.

## Annex A: Requirements for awards

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

Level 5: Foundation Year or equivalent;

Level 4: Year 1 of a full-time honours degree or equivalent;

Level 5: Year 2 of a full-time honours degree or equivalent;

Level 6: Year 3 of a full-time honours degree or equivalent;

Level 7: Taught postgraduate programme or equivalent;

Level 8: Postgraduate research programme (including a professional doctorate with a taught element).

### HNC

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

### HND and DIPHE

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

### Foundation degree

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

### Degree with honours and degree

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

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

Where a student is a candidate for an honours degree having followed a programme with 120 Level 6 credits but fewer than 120 Level 5 credits and no Level 4 credits (eg, on a top-up programme or as a result of recognition of credit earned elsewhere), the number of credits required will be dependent on the number of Level 5 credits studied as follows:

- where the programme contains 120 Level 6 credits only, a student may receive the award of an honours degree if there are no more than 20 credits for which all the

requirements for a pass have not been met; if there are such credits the criteria for a compensated pass must have been met in the case of these credits. A student who has studied all 120 Level 6 credits and passed at least 60 credits may be awarded an unclassified degree;

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

#### Level 7 Programmes

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

## Annex B: Terms of reference and membership of the subject area examination board

The terms of reference of the subject area examination board are:

- a) to consider and decide the marks awarded to students in each module in the subject area;
- b) to make decisions regarding the award of merits and distinctions for students on Pearson courses;
- c) to note reports from module leaders on the forms of repeat assessment to be used. The subject area examination board considers all marks for modules within the subject area. It meets as often as required by the pattern of delivery in the subject area and at least once every semester.

### Membership

The chair of the board will be nominated by the Dean of the school responsible for the subject area, and approved by the chair of the Academic Board.

The membership of the board will be:

- a) an appropriate member of the module teaching team nominated by the Head of Division for each module in the subject area;
- b) the external examiner(s) appointed to the subject area;
- c) the chair of the subject area examination board;
- d) the course administrator.

The quorum will be five members.

### Annex C: Membership and terms of reference of the award and progression examination board

The terms of reference of the award and progression examination board are to make decisions within the regulations on the basis of marks confirmed by the subject area examination board(s) about:

- awards
- progression to the next stage of the course;
- award of compensated passes in accordance with approved protocols;
- the capping or uncapping of marks for repeat assessment;
- classifications and distinctions.

The award and progression examination board considers every student at the end of each stage of their course, after all marks for that student (including any marks relating to repeat assessment) have been decided by the relevant subject area examination board.

The award and progression examination board may not change the module marks decided by the subject area examination board.

#### Membership

The chair of each award and progression examination board will be nominated by the Dean of the school responsible for the courses to be considered and approved by the chair of the Academic Board.

The membership of the board will be agreed by the appointed chair of the board and will consist of at least five members, including:

- a) the course director(s) (or deputy nominated by the Dean) of all the courses being considered at the board, and year tutors if applicable;
- b) other members required by specific programme regulations;
- c) the external examiner(s) appointed to the award and progression examination board;
- d) the chair (from another school or division)
- e) the course administrator.

The external examiner should normally be one of those appointed to a subject area contributing to the award.

The quorum will be five members.

### Annex D: Combined examination boards

Examination boards may be constituted to enable them to make decisions on both subject area and award and progression issues.

When this is the case:

- a) the Dean of the school will approve groups of subject area and award and progression examination boards to meet together, and may nominate a chair for each such board, from among the approved award and progression examination board chairs in the school;
- b) the agenda for the board will be sub-divided so that decisions on module marks are made separately from and before consideration of candidates' overall performance;
- c) for the subject area stage of the meeting, the membership of the board must include relevant module coordinators. The board will consider the marks of all students who have completed assessment in the module, regardless of the course on which they are enrolled;
- d) for the award and progression stage of the meeting, the membership of the board should normally include the course directors for the courses under consideration. If the course directorship is changing, the outgoing course director will normally be present at the board.
- e) both stages of the meeting must be quorate. The subject area stage of the meeting may not proceed simply because the board is quorate as an award and progression examination board, and vice versa.

	INTERNAL
Paper title:	Academic Calendar 2023-24
Board/Committee:	Academic Board
Date of meeting:	20 June 2022
Author(s):	Professor Tony Moss, APVC ESE
Sponsor(s):	Professor Tara Dean, Provost; Professor Deborah Johnston, PVC Academic Framework
Purpose: (Please tick one box only)	<input checked="" type="checkbox"/> For approval <input type="checkbox"/> For discussion <input type="checkbox"/> For information <input type="checkbox"/> For review
Recommendation:	The Board is asked to approve the academic calendar for 23-24, noting in particular the main changes which have been summarised in this paper.

### Executive summary

A substantially revised academic calendar is proposed for the 23/24 academic year, which aims to address a number of longstanding challenges with our existing calendar. These challenges impact on student experience, student outcomes, and staff workloads.

This paper summarises the key changes which have been made, and Academic Board are asked to approve these changes. It is important to note the following implications of these changes, as they will require adjustments to ways of working and academic delivery.

- We will need to substantially reduce the number of exams delivered across our courses to reflect the reduced number of exam weeks in the 23/24 academic calendar
- All modules will need to reflect the standardized 12 week delivery pattern, with week 12 in both semesters set aside for online delivery of exam revision/coursework support sessions
- Academic business processes regarding exam boards will need to be reviewed to ensure that we are able to meet the deadlines for, in particular, S2 resits during the summer period



Week Commencing	(Previous Calendar Structure - For Comparison Only)		Proposed 23-24 Calendar		Notes and Standard Key Activities	Room Booking Week
		Week	Description	Week		
11-Sep-2023	Welcome Week	0			<b>Autumn Term Begins</b>	8
18-Sep-2023	Semester 1 Starts	1			Late enrolment Dispatch wholly assessed Semester 1 new coursework briefs to subject area External Examiners	9
25-Sep-2023		2	Welcome Week	0		10
02-Oct-2023		3	Semester 1 Starts	1	Semester 1 Starts	11
09-Oct-2023		4		2	<b>Wed 11-Oct-2023</b> Module Registration Deadline <b>Fri 13-Oct-2023</b> Publish coursework submission and return dates <b>Fri 13-Oct-2023</b> Publish schedule of exam boards	12
16-Oct-2023		5		3	<b>Fri 20-Oct-2023</b> Submit exam timetable requirements to exams and conferments team	13
23-Oct-2023		6		4		14
30-Oct-2023		7		5		15
06-Nov-2023		8		6	<b>10-Nov-2023</b> Deadline for Externals to have received draft S1 exam papers	16
13-Nov-2023		9		7		17
20-Nov-2023		10		8		18
27-Nov-2023		11		9	<b>01-Dec-2023</b> Deadline for submission of print ready S1 exam papers and S1 resit papers to exams and conferments team	19
04-Dec-2023		12		10	<b>08-Dec-2023</b> Autumn Term Ends	20
11-Dec-2023	Christmas Vacation	-		11		21
18-Dec-2023	Christmas Vacation	-	Christmas Vacation	-		22
25-Dec-2023	Christmas Vacation	-	Christmas Vacation	-		23
01-Jan-2024		13	Revision Week - ONLINE	12	<b>Spring Term Begins</b> on Tuesday 02-Jan-2024 as Monday <b>01-Jan-2024</b> is a public holiday	24
08-Jan-2024	Exam Week 1	14	Exam Week	13	<b>S1 Main Exams</b> Dispatch wholly assessed Semester 2 new coursework briefs to subject area External Examiners	25
15-Jan-2024	Exam Week 2	15	Transition Week/Welcome Week for January Entry	14	<b>19-Jan-2024</b> Semester 1 Ends	26
22-Jan-2024	Semester 2 Starts	1	Semester 2 Starts	1	Semester 2 Starts <b>26-Jan-2024</b> Deadline for submission of EC claims for S1 only	27
29-Jan-2024		2		2		28
05-Feb-2024		3		3	<b>09-Feb-2024</b> Deadline for submission of marks to student administration for entry into QLS	29
12-Feb-2024	Semester 1 Results Published for Students	4		4	Subject Area Boards for S1	30
19-Feb-2024		5	Semester 1 Results Published for Students	5	Semester 1 Results Published for Students	31
26-Feb-2024		6		6		32
04-Mar-2024		7		7	<b>01-Mar-2024</b> Deadline for Externals to have received draft S2 exam papers	33
11-Mar-2024		8		8		34
18-Mar-2024		9		9	<b>22-Mar-2024</b> Deadline for Appeals relating to S1 modules	35
25-Mar-2024	Easter Vacation	-	Easter Vacation/Resits for Semester 1 Modules	-	<b>S1 Resit Exams</b>	36
01-Apr-2024	Easter Vacation	-	Easter Vacation	-		37
08-Apr-2024	Easter Vacation/Resits for Semester 1 Modules	-	Easter Vacation	-		38
15-Apr-2024		10		10	<b>Summer Term Begins</b>	39
22-Apr-2024		11		11	<b>26-Apr-2024</b> Deadline for submission of print ready S2 exam papers and S2 resit papers to exams and conferments team	40
29-Apr-2024		12	Revision Week - ONLINE ONLY	12		41
06-May-2024	Semester 1 Resit Results Published for Students	13	Exam Week	13	<b>S2 Main Exams (Tuesday 7 May to Monday 13 May due to Bank Holiday)</b>	42
13-May-2024	Exam Week 1	14	Semester 1 Resit Results Published for Students			43
20-May-2024	Exam Week 2	15				44
27-May-2024					<b>31-May-2024</b> Summer Term Ends	45
03-Jun-2024						46
10-Jun-2024					Subject Area Boards for S2	47
17-Jun-2024					Award and Progression Boards	48
24-Jun-2024			Sem 2/End of Year Results Published for Students			49
01-Jul-2024						50
08-Jul-2024	Sem 2/End of Year Results Published for Students					51
15-Jul-2024			Resits for Semester 2 Modules		<b>S2 Resit Exams (for all Schools)</b>	52
22-Jul-2024						1
29-Jul-2024						2
05-Aug-2024						3
12-Aug-2024	Resits for Semester 2 Modules				Resit Award and Progression Boards	4
19-Aug-2024			Semester 2 Resit Results Published for Students			5
26-Aug-2024	Resit Exam Boards					6
02-Sep-2024	Semester 2 Resit Results Published for Students					7
09-Sep-2024	24/25 Welcome Week					8
16-Sep-2024	24/25 Semester 1 Starts					9
23-Sep-2024			24/25 Welcome Week			10
30-Sep-2024			24/25 Semester 1 Starts			11

## Academic Calendar 2023/24

### Context

UMB requested a review of the 23/24 academic calendar, with a specific focus on the start and end dates of the academic year, the transition between semesters, and resit periods. This proposal addresses a number of current, and in many cases perennial, challenges with our academic calendar.

Importantly, the proposed changes are made with regard to both student and staff experience and workload.

### Summary of Key Changes

#### The length of semesters has been reduced

In our current academic calendar, there are typically two weeks in Semester 1, and one in Semester 2, which sit between teaching weeks and exam weeks. There is some variation across schools as to how these weeks are used, but the majority do not deliver scheduled teaching. By removing these weeks, and reducing the number of exam weeks, we are able to reduce the overall length of each semester. Semester 1 will run across 14 weeks, and Semester 2 across 13 weeks.

#### The number of exam weeks has been reduced from 2 to 1 per semester

As part of extensive discussions with ADG, we have determined that it will be possible – albeit not straight forward in all cases – to reduce our overall volume of exams to enable us to operate one exam week per semester. This change is the most significant in terms of the assumptions it makes, and as part of considering this proposal, UMB are asked to specifically consider the implications of this change. We would, in effect, need to mandate a reduction in exams across the university. This is aligned with our Curriculum Framework, wherein exams are to be used exceptionally. However, in practice, we still have large numbers of exams which exist out of preference. If Schools are unwilling to reduce exam volumes, we would need to reconsider the entire timetable approach outlined in this proposal.

#### The Academic Year starts 2 weeks later and finishes 3 weeks earlier; this creates a 5 week gap between the end of the academic year and the start of the new academic year in future

By pushing back the start of the academic year, we maximise our ability to recruit during clearing, and also align ourselves with most competitor institutions. The changes, summarised below, with regards to other parts of our academic calendar provide space for us to reduce the overall length of the academic year. The end of the academic year, defined as the point at which we have released all resit results to students over the summer, will be 5 weeks earlier under the current proposal.

For final year students without resits to complete in their final year, we would be able to confirm their degree awards 4 weeks earlier than under the previous model. This will give

these students an advantage in terms of entering the graduate job market, by aligning us (and in some cases putting us slightly ahead) of competitor institutions.

A transition week has been introduced between the end of Semester 1 and the start of Semester 2

This week has been introduced as a consequence of reducing exam weeks, and is intended to serve two purposes. For September entry students, this week will be used to offer an opportunity to reflect on progress in the last semester, and to ensure students with resits to complete have a supported plan in place to complete outstanding assessments. For new January entry students, this week will be used to provide a welcome and induction week on campus.

Week 12 of each semester is proposed to operate as an online academic support week

There is some variation across schools with regards to the schedule of learning and teaching, with the majority of schools delivering 11 weeks of teaching, and week 12 set aside for revision. In some cases, there is 12 weeks of delivery, and week 13 is used for revision. The proposal is to standardise all academic delivery over an 11 week period, with week 12 reserved for an online academic support week. For modules with exams, this might include revision sessions. For modules without exams, this can be used to support coursework and other assessment submission.

The proposal to move this week online recognises that, for Semester 1, this week will be the first week in January, when we know some international students might not be able to attend on campus activities due to returning home for Christmas.

Professor Tony Moss  
15<sup>th</sup> June 2022

	<b>CONFIDENTIAL - RESTRICTED TO MEETING PARTICIPANTS</b>
Paper title:	LSBU TEF 2022 Strategy: June 2022 update
Board/Committee:	Academic Board
Date of meeting:	20 June 2022
Author(s):	Deborah Johnston, Tara Dean, Marc Griffith, Antony Moss, Mike Simmons, Rosie Holden, Patrick Christie, Ahmad Alhusan, Asa Barber.
Sponsor(s):	Prof Deborah Johnston, PVC Academic Framework
Purpose:	For Discussion
Recommendation:	<p>Academic Board is requested to:</p> <ul style="list-style-type: none"> <li>- note the new timescales for the TEF and the uncertain environment, as set out in this report</li> <li>- discuss the general conclusions about the risks that LSBU faces and the importance to LSBU of the education/learning gain metric</li> <li>- note the structure of the working groups, and consider if there are missing groups or actions</li> <li>- consider the points for review by Academic Board</li> </ul>

### Executive summary

This paper sets out the TEF process as it is currently laid out, raises the risks faced by LSBU and sets out how the TEF steering group is seeking to mitigate them.

## LSBU TEF 2022 Strategy

### 1. Background: TEF Timeframe, Metrics and Categories

Following the [Shirley Pearce Review](#) of the Teaching Excellence Review and the Government's [interim response](#) to it (published this time last year), the Office for Students have now published a consultation on their plans for a revised TEF exercise, which will be **carried out during 2022-23** with **results announced in April and May 2023**. This was subsequently amended to allow for a later start date in early in 2023.

The consultation suggests that the new TEF will be conducted **every four years** (although indicators will be published annually alongside B3 indicators). In addition to Gold, Silver and Bronze Awards, it is proposed that **a new 'No Award' (Requires improvement) level** is being added. The naming of this award category is likely to be the subject of criticism by many responding to the consultation. However, there have conversely been indicators from the DfE that they support this naming. Of course, holding an award will be **conditional on meeting the minimum requirements of the B3 benchmarks**.

TEF panel decisions	Gold	The student experience and outcomes are typically outstanding.
	Silver	The student experience and outcomes are typically very high quality, and there may be some outstanding features.
	Bronze	The student experience and outcomes are typically high quality, and there are some very high quality features.
	Requires improvement	The provider was assessed in TEF and no rating was awarded. Improvement is required for a TEF rating.
Regulatory decisions about compliance	Breach of minimum requirements	The provider has not met minimum requirements and the OfS may have imposed requirements for improvement in specific areas and/or suspended the provider's TEF rating.

Each overall rating will be underpinned by two aspect ratings, one for **student experience** and one for **student outcomes**. Awards will be based on equally weighted on expert panel assessment and on student experience and student outcomes at provider level. The numeric indicators will constitute **four years of data based on:**

- B3 Condition Dashboards for: Continuation; Completion; and Progression
- NSS results for: Teaching; Assessment; Support; Learning resources; Student Voice

The indicators will be disaggregated by full-time, part-time and apprenticeship. And there will be numerical splits for: level of study, subject (CAH2), student characteristics, year of entry/qualification. As with B3 proposals **partnerships arrangements will be included.**

Universities will be allowed to make a **provider submission of up to 20 pages** and an **optional student submission of up to 10 pages.**

TEF aspect	Student experience		Student outcomes	
What the aspect covers	Academic experience and assessment	Resources, support and student engagement	Positive outcomes	Educational gains
Evidence sources	Provider submission Student submission OfS indicators based on NSS		Provider submission Student submission OfS outcomes indicators	

There are several factors that increase the risk and uncertainty around the TEF award process:

- **Uncertainty of awards:** despite being extended to 4 years, TEF awards could be changed retrospectively if the OfS deems a provider hasn't met minimum thresholds and B3 data will only be published in September 2022, so we will be forced to rely on our own modelled B3 data (see below) and there is no information on the basis for categorization to be used by the panel.
- **Timings:** the OFS response to the consultation will be published in 'summer 2022' and guidance published a little later, with the submission window **now intended to open early in 2023 and** outcomes announced in later in 2023. Detailed timings will only be available later in the summer. While this timing is preferable to the initial plan for a submission window of Sept to November 2022, it is important to remember that the autumn will be a busy period, during which we will receive our B3 data for the first time.
- **Increased institutional input:** longer provider submissions to write, plus the additional effort to define and measure "educational gain", and support to the SU with the new student submissions.
- **NSS data:** five areas of NSS will now be included in the TEF exercise. While this affects all institutions who have seen a drop during the pandemic, this is particularly detrimental for LSBU given the impact of the IT outage on the new aspects of NSS to be included, particularly learning resources. The results in

the recent TEF will be important in offsetting the 2021 results but we will only obtain these in **early July**.

## 2. LSBU Data and Possible Outcomes

As we have just seen, we will need to prepare the LSBU TEF submission with a degree of uncertainty due to the absence of detailed guidance, the publication of final B3 data only in September; and the July publication of the NSS data. What does the data show and what is the likely award category?

The data is shown in Appendix 1, and first and foremost it must be noted that much of the data has had to be modelled (and reminds us why the data set might look different to previous reports). While there is some uncertainty about the final data, it should be noted that on balance, this data set is likely to be conservative and somewhat underestimate performance. Appendix 1 also contains the known B3 benchmarks which are the minimum standards OfS expects subjects and courses to achieve, and our best estimate that of our institutions benchmarks (mostly our OfS 2021 benchmarks), which reflect the sector average percentage agree scores but adjusted to reflect the mix of students and subjects at the provider.

What does our data show? There are **two comparisons** to make: how we perform against the proxies of our institutional benchmarks and how we perform against the B3 (minimum) benchmarks. The spectrum is likely to be defined in the following way: achieving above B3 would imply that we are eligible to achieve a TEF award at least the bottom tier ('requires improvement'), while routinely surpassing our institutional benchmarks might suggest that we should be awarded the top ranking ('gold').

- B3 minimum standards – overall we can expect that *as an institution* we will certainly be above B3 benchmarks (the minimum standards) in general as an organisation. However, there are deficits for certain modes of study and particular subjects.
- B3 minimum standards by mode of study – at an *institutional* level there are concerns about some aspects of 'other undergraduate' and 'undergraduate with postgraduate components'. In these areas we can point to clear mitigating factors: so, with 'other undergraduate', we have closed many challenged courses and with 'undergraduate with postgraduate components', we can point to the fact that lack of continuation reflects choices by students to enter the labour market with a lower level of qualification (i.e. we are seeing the desire for flexibility).
- B3 minimum standards by subject - there are significant deficits across the metrics for *certain subjects*. For example, the subjects (CAH2 Level) with the

lowest proportion of students with a positive graduate outcome in 2019/20 are CAH06-01 'agriculture, food and related studies', CAH03-02 'sport and exercise sciences', CAH15-03 'politics' and CAH17-01 'business and management' at 40.0%, 44.4%, 45.5%, and 45.7% respectively. Of these, 'business and management' is of greatest concern, given the relatively large number of students within this subject. Other subjects with large cohorts and worrying deficits include computer science.

- Institutional benchmarks – of the 8 full-time measures, using proxy benchmarks, we are below 6. Of the part-time measures, using similar proxy benchmarks, we are below 5.
- Likely impact of NSS 2022 – the upcoming NSS results may be important in balancing out our 2021 NSS which was not only affected by covid but also by the significant impact of the cyber incident. The 2022 results will be crucial in terms of setting an overall narrative for student experience, i.e. if we return to historic levels, we are more able to evidence that the discrete effect of the cyber incident had a significant negative impact on the 2021 results.

What does this mean for a TEF ranking? It is important to remember that the proposed approach will not present an 'initial hypothesis' as in the past. The consultation suggested that the panel will be looking at:

*'a provider's performance against its benchmarks for continuation and completion (SO2) and progression (SO3). An indicator that is broadly in line with the provider's benchmark would initially be interpreted as indicating a 'very high quality' feature. An indicator that is materially above the provider's benchmark would initially be interpreted as indicating an 'outstanding quality' feature. The progression indicator shows the proportion of students progressing to managerial or professional employment, or further study. We recognise that a provider could in its submission demonstrate other types of positive outcomes for its students and have therefore expressed SO3 more broadly than the outcomes captured by the progression indicator.'* (TEF consultation document)

As such, while we may be above minimum B3 benchmarks, we can see that using proxy measures, we are likely to struggle to exceed institutional benchmarks. While we have particular successes (not only with subjects but also certain categories of student), overall, this may lead us to a best expectation of metrics-based category 3 outcome (Bronze). This will make the institutional submission crucial in terms of improving outcomes.

### 3. TEF approach and working groups



The overall structure of the approach to the TEF is i) put context to any challenging outcomes and to clearly claim successes as the result of institutional strategy; and ii) to identify additional educational gain outside of the metrics. The intention is to aim for Silver with an approach, set out below:

- The starting point is to recognise the unevenness of the metrics and the context of the educational journey taken by our students result in overall institutional metrics that might at best be bronze.
- To work through the LSBU success areas in B3 and the initiatives behind them,
- To work through the LSBU challenges specific to NSS and B3 and our responses through our initiatives, such as course review and course development plans, enhanced student voice, and our PSG and School OI/Roadmaps.
- To present a wider view of our transformation activity through the work on education/learning gain (to see more below) and on wider civic outreach.

This work is overseen by a range of colleagues, and AB are asked to consider if there are others who should be included. The present oversight consists of:

- a steering group (comprised of: PVC Academic Framework, Provost, Group Director TQE, APVC ESE, Group Director Strategy and Corporate Affairs, Director of Student Journey, Head of Corporate Affairs, Acting Head of SPP, a Dean, and the SU),
- an internal critical friend group (comprised of our PFHEAs and our NTFs),
- an external critical friend (comprised of a PVC Education at a similar institution who oversaw a gold TEF narrative)
- a series of schools meetings taking place between now and the TEF submission date
- the engagement of ADESEs, as the School TEF leads, through ADG
- the education/learning gain working group (led by Rosie Holden and Antony Moss)

#### 4. Education Gain metric

As part of our TEF submission, we will be required to evidence 'learning gain'. The OfS have not provided clear guidance on how this should be assessed and evidenced, noting that there is no single definition which could be applied across the whole of the HE sector. This presents an opportunity for us to develop an appropriate working definition of this concept, which reflects our mission and values as an institution. Accordingly, we are in the process of developing an *Educational and Learning Gain* metric, based around insights gained from our recently implemented Personal Development Plan tool which exists within MyAccount.

TM and RH are working with a colleague from our Education division (Zoe Leadley-Meade, who developed the original PDP tool), as well as an external collaborator who was involved in OfS pilot work examining learning gain, to develop a proposal for an LSBU approach. This will be based on an empirical analysis of over 2000 student responses which have already been collected via MyAccount. Importantly, our PDP tool covers a wide range of areas, including both academic and non-academic development needs. By comparing students in different levels of study, on a cross-sectional basis in the first instance, we will be able to provide evidence of development occurring over time, in different domains. In the longer term, we will build an even stronger evidence base for our educational and learning gain, by tracking student responses longitudinally.

#### 5. Stages for Academic Board Review

AB are asked to consider when they would want to see materials relating to the TEF during the submission processes. It is recommended that AB receive a report in September (to coincide with the publication of B3 data and our benchmarks), a mid-term report on progress c.November and a final report c.January.

#### 6. Overall: Key Issues and Conclusions

The combined exercise of the TEF and the OFS B3 present significant risks to LSBU. It will be important to both explain challenging metrics and claim successes, as well as present material not evident in the simple TEF metrics. As such the work on learning gain is vital.

Academic Board is requested to:

- note the new timescales for the TEF and the uncertain environment, as set out in this report
- discuss the general conclusions about the risks that LSBU faces and the importance to LSBU of the education/learning gain metric
- note the structure of the working groups, and consider if there are missing groups or actions
- consider the points for review by Academic Board

END

**Appendix 1:****1. Modelled TEF data with benchmarks**

<b>Indicators</b>	Aggregated indicator (all 4 years combined, 3 Years for GO)	Latest TEF or NSS Benchmark	OfS Threshold
Full-time			
The teaching on my course	79.7%	84.730%	-
Assessment and feedback	70.5%	73.280%	-
Academic support	76.0%	80.040%	-
Learning resources (New)	76.5%	79.6% (2 Years AVG NSS BM All Modes)	-
Student Voice (New)	72.3%	70.6% (2 Years AVG 20/21 NSS BM All Modes)	-
Continuation	82.9%	88.50%	-
Completion (New)	77.7%	-	75% (First Degree TH)
Progression (New)	69.9%	75.3% (TEF BM based on Highly Skilled Employment _DLHE)	-
Part-time	-	-	-
The teaching on my course	76.0%	82.9%	-
Assessment and feedback	71.9%	76.6%	-
Academic support	73.4%	78.0%	-
Learning resources (New)	74.0%	79.6% (2 Years AVG NSS BM All Modes)	-
Student Voice (New)	67.8%	70.6% (2 Years AVG 20/21 NSS BM All Modes)	-
Continuation	87.4%	69%	-
Completion (New)	85.7%	-	55% (First Degree TH)
Progression (New)	86.3%	83% (TEF BM based on Highly Skilled Employment _DLHE)	-
Apprenticeship	-		-
Continuation (New)	90.6%	-	70.0%
Completion (New)	86.4%	-	55.0%
Progression (New)	89.0%	-	75.0%

**Notes**

For NSS question areas, the indicators are the average/aggregated 4 years NSS results per question area.

For Continuation, Completion and Progression metrics, these are internally modelled according to OfS B3 technical specifications. The methodology is very complex and still in the consultation state, and therefore, please expect a margin of error.

For NSS benchmarking, we used the latest available Year 4 TEF benchmarks for the first three question areas. As Learning resources and Student voice question areas were not included in previous TEFs, therefore, we have used the 2 years average OfS NSS benchmarks.

We have used the Highly Skilled Employment or Further Study benchmark (used in previous TEFs for DLHE) as a proxy benchmark for OfS Progression outcome.

Where benchmarks are not available in either OfS or NSS, we have used the OfS B3 Thresholds instead, please ensure that these should not be treated as targets, as the benchmarks are likely to be higher than OfS thresholds.

### 1.1. Modelled B3 data

Indicators		Aggregated indicator (all 4 years combined)	OfS Threshold	Indicators			
				Year1	Year2	Year3	Year4
<b>Full-time</b>							
Continuation	Other undergraduate	71.8%	75.0%	66.2%	68.3%	87.7%	80.4%
	First degree	83.3%	80.0%	82.0%	83.0%	81.0%	86.3%
	Undergraduate with postgraduate components	86.9%	85.0%	70.4%	100.0%	92.6%	90.7%
Completion	Other undergraduate	92.9%	65.0%	91.2%	94.6%	93.1%	93.7%
	First degree	76.4%	75.0%	70.1%	68.2%	78.7%	85.9%
	Undergraduate with postgraduate components	64.9%	80.0%	77.8%	58.9%	34.7%	61.6%
Progression	Other undergraduate	51.0%	45.0%		38.1%	68.0%	54.3%
	First degree	70.5%	60.0%		72.4%	69.4%	69.5%
	Undergraduate with postgraduate components	73.1%	80.0%		90.0%	44.4%	85.7%
<b>Part-time</b>							
Continuation	Other undergraduate	91.6%	55.0%	93.4%	90.2%	90.9%	93.5%
	First degree	87.9%	60.0%	90.7%	93.8%	81.6%	82.6%
	Undergraduate with postgraduate components	70.3%	60.0%	72.3%	65.7%	81.0%	63.1%
Completion	Other undergraduate	94.7%	55.0%	94.0%	95.3%	95.2%	95.7%
	First degree	76.5%	55.0%	69.7%	72.8%	79.5%	89.5%
	Undergraduate with postgraduate components	83.1%	60.0%	83.4%	85.1%	68.0%	100.0%
Progression	Other undergraduate	90.7%	65.0%		90.9%	90.2%	91.6%
	First degree	83.1%	75.0%		85.6%	79.4%	84.0%
	Undergraduate with postgraduate components	98.3%	80.0%		100.0%	100.0%	97.1%
<b>Apprenticeship</b>							
Continuation	Total undergraduate (Apprenticeship)	90.6%	70.0%	86.8%	93.6%	88.5%	92.4%
Completion	Total undergraduate (Apprenticeship)	86.4%	55.0%	91.2%	74.8%	87.8%	88.2%
Progression	Total undergraduate (Apprenticeship)	80.3%	75.0%		100.0%	69.6%	86.3%

## 1.2. 4 Years NSS data

Indicator	Year				
	Total	2018	2019	2020	2021
<b>Full-time</b>					
The teaching on my course	79.7%	81.3%	82.8%	81.1%	74.0%
Assessment and feedback	70.5%	69.1%	74.1%	71.2%	67.8%
Academic support	76.0%	75.3%	80.0%	78.8%	70.5%
Learning resources	76.5%	84.6%	84.1%	82.9%	56.3%
Student Voice	72.3%	72.3%	76.0%	75.0%	66.5%
<b>Part-time</b>					
The teaching on my course	76.0%	78.8%	83.0%	75.9%	68.0%
Assessment and feedback	71.9%	72.6%	76.5%	72.5%	66.8%
Academic support	73.4%	74.7%	79.7%	73.5%	66.9%
Learning resources	74.0%	77.5%	83.5%	79.6%	58.0%
Student Voice	67.8%	69.8%	75.7%	68.6%	58.9%

	INTERNAL
Paper title:	REF 2021: an overview of and the findings of, the Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis of LSBU's performance
Board/Committee:	Academic Board
Date of meeting:	20 June 2022
Author(s):	Karl M. Smith Joe Arnold Sally Drayton Peter Doyle, Head of the Research Office
Sponsor(s):	Patrick Callaghan, APVC (Research) and Chair of the University Research Committee
Purpose:	For Information
Recommendation:	The Academic Board is requested to review the findings presented.

### Executive summary

LSBU submitted to eight REF2021 Units of Assessment (UoAs) on 30 March 2020. The REF2021 results were published on 12 May 2022. In this paper we summarise:

- the **highlights** of LSBU's REF2021 performance;
- present the results of the Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis

Overall, LSBU performed significantly better than in REF2014, improving in all areas of the submission and hitting most of its Grade Point Average (GPA) targets. Key highlights include:

- The overall GPA rose from 2.52 (2014) to 2.78 (2021):
  - the 0.26 increase is above the average increase of 0.24 seen across the 129 Higher Education Institutions (HEIs) listed in the [THE REF 2021 league table](#).
- There was a more than **two and a half fold increase** - from 6% to 16% - in the proportion of LSBU's submission rated as **World-leading (4\*)**:
  - this ascent is significant due to the fact that at present, **4\*** elements have a QR value/weighting that is **four times greater** than the **3\*** component; additionally
  - the % 4\* proportion for **Outputs** more than doubled from 6.7% to 13.9%;
  - the % 4\* proportion for **Impact** rose more than tripled from 9.9% to 30.0%;

- There was a **near doubling** of the **3\*** proportion of the **Environment** element from 29.0% (2014) to 56.9% (2021)
- LSBU has entered the **top two-thirds** of UK HEIs, both in terms of:
  - all HEIs submitting to REF2021 - LSBU's ranking improved from 111/154 (2014) to 102/156 (2021); and
  - the principal [THE league table](#) (this solely lists the 129  $\geq 2$  UoA HEIs), where LSBU rose from 89<sup>th</sup> (2014) to 86<sup>th</sup> (2021) position - only 51 HEIs (40%) achieved a  $\geq 0.26$  GPA increase.
- LSBU submitted **85% more FTE** than in REF 2014, rising from 102 to 187 FTE – the increase across the sector was *ca. 46%*.
- The “**market share**”, as reported in the [THE league table](#), that LSBU commands of the mainstream **QR funding pot** has increased by up to **56%**, from 0.09% to **0.14%** - thus:
  - if the REF fraction of LSBU's current QR income of ca. £2million is hypothetically (and as a conservative estimate), 60% of the total QR figure, then QR REF income would rise from £1.2 to £1.82 million - i.e. an increase of **£620k**;
  - **Caveat:** the potential disquiet caused by the more equitable allocation of QR across the HEI sector due to the disproportionately high FTE rises in the submissions of post-92 institutions could alter the REF2021 QR funding formula.

### Key opportunities

- Reform LBU's workload model to provide more protected research time
- Focus on recruiting more research-active academics
- Develop non-SRR, REF eligible staff to help them gain SRR status
- Realise the full potential of QR income and invest in Impact and more PGR students and research facilities
- Prioritise enhancing low-scoring elements of LSBU's 8 UoA submissions
- Study best practice at other institutions, especially those that made the biggest GPA gains.

## Introduction to REF2021

The Research Excellence Framework (REF) is the UK's system for assessing the quality of research in UK Higher Education (HEI) Systems. The REF is conducted every 6-7 years and it is implemented as a process of expert review, carried out by expert panels for each of the 34 subject-based units of assessment (UOAs). Expert panels are made up of senior academics, international members, and research users.

For each submission, three distinct elements are assessed: the quality of **Outputs** (e.g. publications, performances, and exhibitions), their **Impact** beyond academia, and the **Environment** that supports research. These contribute to an 'overall' rating for each submission. There is a **Grade Point Average (GPA)** for the overall assessment and for each element (a score between 0 and 4), with each element given a percentage rating of 4 star (World Leading), 3 star (Internationally Excellent), 2 star (Internationally Recognised), 1 star (Nationally Recognised) and 0 (Unclassified).

The REF results comprise one of the key sets of league table metrics and are used to direct the annual distribution of over £1.5 billion of Quality-related Research (QR) funding across the participating institutions. The value of the 2021-22 [QR funding pot](#) is £1.75 billion. LSBU's QR income on the basis of its REF2014 submission was ca. £2million in 2020-21.

Success in the REF is of vital importance to advancing LSBU's research, both in terms of income, but also with respect to its reputation and international standing. LSBU's performance in REF2021 was a significant improvement over REF2014. Table 1 summarises the key figures from REF2021. Key highlights of LSBU's REF submission are as follows:

- Our overall GPA increased from 2.52 to 2.78, an increase of 0.26
- Our overall quality profile improved with a 167% increase in 4\* quality
- Our outputs quality profile improved with a 107% increase in 4\* quality
- Our impact quality profile improved with a 203% increase in 4\* quality
- Our environment quality profile improved with a 96% increase in 3\* quality
- We submitted 85% more FTE than in REF 2014, going from 102 to 187
- Our research power and market share both improved over REF2014.

Table 1: Summary of LSBU's REF 2021 performance

	REF2014	REF2021	Change
<b>Overall GPA</b>	2.52	2.78	+ 0.26
Outputs GPA	2.49	2.74	+ 0.25
Impact GPA	2.83	3.03	+ 0.20
Environment GPA	2.23	2.56	+ 0.33
<b>Overall 4*</b>	6%	16%	+ 167%
<b>Overall 3*</b>	48%	52%	+ 8%
<b>Overall 4* + 3*</b>	54%	68%	+ 26%
Outputs 4*	6.7%	13.9%	+ 107%
Outputs 3*	47.3%	51%	+ 8%
Outputs 4* + 3*	54%	64.9%	+ 20%
Impact 4*	9.9%	30%	+ 203%
Impact 3*	62.9%	50.7%	- 19%
Impact 4* + 3*	72.8%	80.7%	+ 11%



Environment 3*	29.0%	56.9%	+ 96%
<b>FTE submitted</b>	102	187	+ 85%
<b>Research power*</b>	36	44	+ 22%
<b>Market share (from THE 2021 table)</b>	0.09%	0.14%	+56%

### LSBU's position improved in the THE rankings

Times Higher Education produces a league table based on REF submission data. It excludes HEIs who submit to only one UoA. These HEIs tend to be either specialist cultural/arts institutions such as the Courtauld Institute, or otherwise very small institutions.

In 2014, LSBU ranked =89<sup>th</sup> of 128 HEIs in the THE league table, with a GPA of 2.52. In 2021, LSBU ranked =86<sup>th</sup> of 129 HEIs, with a GPA of 2.78. While the rise of three places might look modest, in fact only 56 HEIs increased their ranking over the 2014 league table. Seven HEIs stayed in the same place and 63 went down in the THE league table.

LSBU's GPA increase of 0.26 was more than the average GPA increase of 0.24 in the 2021 THE league table. Only 51 (40%) achieved a  $\geq 0.26$  GPA increase.

### Financial implications of our improved performance

In REF 2014, 6% of the submission was rated as 4\*. This figure has risen to 16% for REF 2021, a rise of 167%. The sector average for the rise in the proportion of research rated as 4\* was ca. 37% (from 30% to 41%).

This rise has significant funding implications. For REF 2014, the "quality-related" (QR - i.e. REF) [funding formula](#) accorded 4\* research four times the weighting of 3\* research. Although the REF 2021 funding formula is yet to be finalised, if a similar approach is taken then our large rise in 4\* content is important.

According to the 2021 [THE league table](#), the market share of LSBU's QR (REF) income has increased from 0.09% to 0.14%. Each institution's market share is the proportion of all UK quality-related volume accounted for by that institution (see appendix for full details of how this is calculated). The financial implications of this change are as follows:

The 2021-22 [QR funding pot](#) is £1.75 billion. Taking the 2014 market share analysis, **0.09%** of this figure yields a QR income amount of **£1.575 million**. LSBU's REF QR income is typically in the order of £2 million (the figure from Research England for 2021-22 is ca. £1.9million), but the variance is linked to the complexity of the QR calculation: QR income partly comprised of [income](#) linked to performance measures such as external funding won and doctoral degree completions.

Fundamentally, if we use **0.14%** instead of 0.09%, we could expect an income of **£2.45 million**. If the REF fraction of LSBU's current QR income of ca. £2million is hypothetically (and as a conservative estimate), 60% of the total QR figure (the other 40% being linked to the performance measures mentioned above), then QR REF income would rise from £1.2million to £1.82million - i.e. an increase of £620k.

It must be emphasised that these are indicative calculations only, as we have no details yet of how the REF2021 QR funding will be allocated.

## LSBU's performance in terms of quartiles by UoA

### Key to quartiles

The higher the percentile, the lower the position in the rankings for each element, based on GPA, i.e.:

- Q1: Top 25%
- Q2: 26% - 50%
- Q3: 51% - 75%
- Q4: 76% - 100%

### Overall: LSBU improved its position in terms of quartiles in most UoAs

- Table 2 below presents both the quartile position and rank by GPA for each of the REF2014 and REF2021 UoAs that LSBU submitted to (the REF2021 numbers are used for both REF periods)
- **Five UoAs** improved their overall percentile position in 2021 compared with 2014, with two performing less well.
- **Four UoAs** moved up from the **4<sup>th</sup> quartile** to the **3<sup>rd</sup>** in terms of overall GPA, while one moved down from the **2<sup>nd</sup>** to the **3<sup>rd</sup>** quartile.

Table 2: Ranking and quartile position (by GPA) of LSBU within the UoAs that it submitted to for REF2014 and REF2021

UoA	2014 No. HEIs	2014 Position	2014 Quartile	2014 Percentile Position	2021 No. HEIs	2021 Position	2021 Quartile	2021 Percentile Position
3	94	71	4 <sup>th</sup>	76%	91	61	3 <sup>rd</sup>	67%
4	82	72	4 <sup>th</sup>	88%	93	68	3 <sup>rd</sup>	73%
12	62	42	3 <sup>rd</sup>	68%	89	60	3 <sup>rd</sup>	67%
13	45	N/A	N/A	N/A	38	27	3 <sup>rd</sup>	71%
17	101	96	4 <sup>th</sup>	95%	108	80	3 <sup>rd</sup>	74%
20	62	39	3 <sup>rd</sup>	63%	75	52	3 <sup>rd</sup>	69%
24	51	17	2 <sup>nd</sup>	33%	61	34	3 <sup>rd</sup>	56%
34	67	53	4 <sup>th</sup>	79%	58	43	3 <sup>rd</sup>	74%

### Outputs: LSBU's position in terms of quartiles remains broadly similar to REF2014

- Table 3 below presents, for Outputs, both the quartile position and rank by GPA for each of the REF2014 and REF2021 UoAs that LSBU submitted to (the REF2021 numbers are used for both REF periods),
- **Three UoAs** improved their percentile position in 2021 compared with 2014, with four performing less well.
- One UoA moved up from the **4<sup>th</sup>** quartile to the **3<sup>rd</sup>** in terms of output GPA, while one moved down from the **3<sup>rd</sup>** to the **4<sup>th</sup>** quartile.

Table 3: Ranking and quartile position (by GPA) for Outputs of LSBU within the UoAs that it submitted to for REF2014 and REF2021

Uo A	2014 No. HEIs	2014 Position	2014 Quartile	2014 Percentile Position	2021 No. HEIs	2021 Position	2021 Quartile	2021 Percentile Position
3	94	70	3 <sup>rd</sup>	74%	91	85	4 <sup>th</sup>	93%
4	82	70	4 <sup>th</sup>	85%	93	70	3 <sup>rd</sup>	75%
12	62	46	3 <sup>rd</sup>	74%	89	58	3 <sup>rd</sup>	65%
13	45	-	-	-	38	32	4 <sup>th</sup>	84%
17	101	96	4 <sup>th</sup>	95%	108	92	4 <sup>th</sup>	85%
20	62	34	3 <sup>rd</sup>	55%	75	49	3 <sup>rd</sup>	65%
24	51	18	2 <sup>nd</sup>	35%	61	26	2 <sup>nd</sup>	43%
34	67	59	4 <sup>th</sup>	88%	58	56	4 <sup>th</sup>	97%

### Impact: LSBU has strengthened its position in impact in terms of quartiles

- Table 4 below presents, for Impact, both the quartile position and rank by GPA for each of the REF2014 and REF2021 UoAs that LSBU submitted to (the REF2021 numbers are used for both REF periods).
- Four UoAs improved their impact percentile position in 2021 compared with 2014, with three performing less well.
- Four UoAs improved to higher quartiles in terms of impact GPA, including one moving into the 1<sup>st</sup> quartile and two into the 2<sup>nd</sup>. Two UoAs moved down from the 2<sup>nd</sup> to the 3<sup>rd</sup> quartile.

Table 4: Ranking and quartile position (by GPA) for Impact of LSBU within the UoAs that it submitted to for REF2014 and REF2021

UoA	2014 No. HEIs	2014 Position	2014 Quartile	2014 Percentile Position	2021 No. HEIs	2021 Position	2021 Quartile	2021 Percentile Position
3	94	60	3 <sup>rd</sup>	64%	91	8	1 <sup>st</sup>	9%
4	82	66	4 <sup>th</sup>	80%	93	76	4 <sup>th</sup>	82%
12	62	28	2 <sup>nd</sup>	45%	89	66	3 <sup>rd</sup>	74%
13	45	-	-	-	38	12	2 <sup>nd</sup>	32%
17	101	74	3 <sup>rd</sup>	73%	108	42	2 <sup>nd</sup>	39%
20	62	47	4 <sup>th</sup>	76%	75	41	3 <sup>rd</sup>	55%
24	51	18	2 <sup>nd</sup>	35%	61	40	3 <sup>rd</sup>	66%
34	67	40	3 <sup>rd</sup>	60%	58	17	2 <sup>nd</sup>	29%

### Environment: LSBU improved its position in Environment quartiles, including a 2<sup>nd</sup> quartile for the first time

- Table 5 below presents, for Environment, both the quartile position and rank by GPA for each of the REF2014 and REF2021 UoAs that LSBU submitted to (the REF2021 numbers are used for both REF periods).

- Four UoAs improved their Environment percentile position in 2021 compared with 2014, with three UoAs performing less well.
- Three UoAs improved to higher quartiles in terms of Environment GPA, including one moving into the 2<sup>nd</sup> quartile and two into the 3<sup>rd</sup>. Two UoA's moved down from the 2<sup>nd</sup> to the 3<sup>rd</sup> and 4<sup>th</sup> quartiles respectively.

Table 5: Ranking and quartile position (by GPA) for Environment of LSBU within the UoAs that it submitted to for REF2014 and REF2021

UoA	2014 No. HEIs	2014 Position	2014 Quartile	2014 Percentile Position	2021 No. HEIs	2021 Position	2021 Quartile	2021 Percentile Position
3	94	87	4 <sup>th</sup>	93%	91	67	3 <sup>rd</sup>	74%
4	82	72	4 <sup>th</sup>	88%	93	42	2 <sup>nd</sup>	45%
12	62	45	3 <sup>rd</sup>	73%	89	46	3 <sup>rd</sup>	52%
13	45				38	31	4 <sup>th</sup>	82%
17	101	79	4 <sup>th</sup>	78%	108	77	3 <sup>rd</sup>	71%
20	62	28	2 <sup>nd</sup>	45%	75	57	4 <sup>th</sup>	76%
24	51	21	2 <sup>nd</sup>	41%	61	37	3 <sup>rd</sup>	61%
34	67	42	3 <sup>rd</sup>	63%	58	41	3 <sup>rd</sup>	71%

### SWOT Analysis of LSBU'S REF2021 submission

#### Strengths

- **68%** of the submission by LSBU was rated as 'World leading' (4 star) or 'Internationally excellent' (3 star), a 14 percentage point rise from the previous REF (2014).
- **95%** of the research submitted by LSBU rated as at least '**Internationally recognised**' - a 3 percentage point rise from the previous REF (2014).
- There was a **85% increase** in the size of LSBU's **staff cohort** submitted from 102 FTE (REF 2014) to 187 FTE (REF 2021): nationally, the FTE increase was 46%, rising from 52,061 FTE ([REF 2014](#)) to 76,132 FTE ([REF 2021](#)).
- *LSBU is ranked, by GPA, within the top 102 (top 65%) of all 157 HEIs that submitted to REF 2021 (the THE league table excludes single Unit of Assessment Institutions) – this is a significant increase from LSBU's REF 2014 ranking of 111/154 (72%).*

#### Outputs

- Increase in GPA for 6 of 7 UoAs

#### Impact

*LSBU significantly raised the **Real World Impact** of its Research:*

- **> three-fold increase** in the Impact rated as being 'Outstanding': **30.0%** of LSBU's Research Impact has been rated as 'Outstanding' (4\*), with **80.7%** as being at least 'Very considerable'
- the Impact component of the UoA 3 submission places it within the **top 10% of all institutions** that submitted to UoA 3 - **75%** of this element was rated as 'Outstanding' (4\*) and the remaining 25%, 'Very considerable' (3\*); *yielding an Impact GPA of 3.75;*

- 50% of the Impact component of LSBU's UoA 34 and UoA 13 submissions were rated as 'Outstanding' (4\*) and the remaining 50%, 'Very considerable' (3\*) - the **3.5 GPA** that the Impact component of these UoA submissions achieved places them within the **top tier** of submissions to these UoAs;
- the Impact component of UoA 17 achieved a GPA of 3.25 and placed it within the **top quartile** of all submissions to this UoA in terms of its 50% 'Outstanding' (4\*) Impact rating.
- HSC (UoA 3) contributed two ICSs to other UoAs (17 and 20)
- ENG (UoA 12) shared an ICS (Demand Logic) with UoA 13 (BEA)

**Environment**

- LSBU attained a **96% increase** in the proportion of its **Research Environment** rated as Internationally Excellent (3\*), rising from 29.0% in REF 2014 to 56.9% in REF 2021.
- LSBU increased the number of Unit of Assessment (UOA) submissions from seven to **eight** – the School of the Built Environment and Architecture produced LSBU's first ever submission to **UOA 13**, which encompasses the built environment and architecture themes. Some notable achievements for this new submission are:
  - it achieved LSBU's **joint highest GPA of 2.93 (with UoA 24)**;
  - **77%** of LSBU's UoA 13 submission was classed as being at **least Internationally excellent (3\*)** - this is the **highest proportion** of all eight of LSBU's REF 2021 UoA submissions;
  - at 32.2 FTE, it was LSBU's **second largest submission** (after UoA 12 (Engineering) who submitted 48.8 FTE).
- % of eligible staff: three units of assessment submitted ≥95% of eligible staff

**Weaknesses**

**Outputs**

- Four UoA's in the 4<sup>th</sup> quartile for output GPA
- Two UoA's in the bottom 10% in GPA for outputs

**Impact**

- Drop in GPA for three UoA's

**Environment**

- No "world-leading" (4\*) scores for Environment
- One UoA had a large drop in its Environment GPA

**Staff**

- % of eligible staff: three units of assessment submitted <50% of eligible staff

**Opportunities**

**Internal**

- Capitalise on the new, annual Mock REF report to monitor progress
- **Interdisciplinarity:** Harness LSBU's relatively small size but high topic diversity to foster a transdisciplinary environment
- Continue to build support for Impact Activity

- Reform of work-load model – improve how we safeguard protected research time for high performing academic staff and those with strong research potential
- The low scoring elements of the submission (especially in relation to Environment) represent low-hanging fruit for elevation to 3\*/4\* quality
- Reform LSBU recruitment practices to hire more research-active academics and hence, raise the percentage of REF-eligible (and ergo, SRR) staff
- Developing 37% staff without SRR
- QR – this remains an underused/exploited asset. (please see the QR annex provided in the 2021-22 Centres review paper for some preliminary recommendations) but key opportunities include use to:
  - more explicitly reward success;
  - support growth in PGR numbers;
  - incentivise inter-disciplinary research and Impact;
  - improve research infrastructure – e.g. invest in new research facilities/labs.

#### External

- Identify best practice at other institutions through studying Institutional and UoA statements of institutions that made the biggest gains (these can be identified using the [THE online league table](#)) – e.g:
  - highest overall rise was University of West London, followed by St Mary's: <https://www.stmarys.ac.uk/news/2022/05/ref-the-2021>;
  - in Philosophy, the University of York went from 2.74 to 3.49 and Kent went from 2.72 to 3.43 <https://www.timeshighereducation.com/news/ref-2021-philosophy>
- Northumbria records the UK's biggest rise in research power in the [#REFResults](#) 2021, moving up 27 places to 23rd – the second time in a row it has achieved this outstanding result - this could be a further exemplar

#### Threats

- The QR funding formula is altered to take into account the real-terms funding loss the majority of the Russell Group have experienced due to the disproportionately large FTE increase in the REF submissions of post-92 institutions.
- Change in weighting of different components due to the changes engendered by the introduction of the REF successor: the Future Research Assessment Programme.
- Loss of research stars due to recruitment by more competitive/attractive institutions and failure to reward and celebrate success at LSBU.

### Appendix: definition of research power and market share ratings from Times Higher Education

**Research power** scores are calculated by multiplying the institution's GPA by the total number of full-time equivalent staff submitted, and then scaling that figure such that the highest score in the ranking is 1,000. This is an attempt to produce an easily comparable score that takes into account volume as well as GPA, reflecting the view that excellence is, to some extent, a function of scale as well as quality. Research power also gives a closer indication of the relative size of the research block grant that each institution is likely to receive on the basis of the REF results.

However, block grants are actually calculated according to funding formulas that **currently take no account of any research rated 2\* or below**. The formula is slightly different in Scotland, but in England, [Wales](#) and [Northern Ireland](#), the “quality-related” (QR) funding formula also accords 4\* research four times the weighting of 3\* research. Hence, we also offer a **market share** metric. This is calculated by using these quality weightings, along with submitted FTEs, to produce a “[quality-related volume](#)” score; each institution’s market share is the proportion of all UK quality-related volume accounted for by that institution.

For full details see <https://www.timeshighereducation.com/news/ref-2021-times-higher-educations-table-methodology>

# LSBU's REF 2021 Submission: Strengths, Weaknesses, Opportunities and Threats

**University Research Committee**

**18 May 2021**



# REF 2021: How did LSBU do?

	<b>GPA 2014</b>	<b>GPA 2021 Target</b>	<b>GPA 2021</b>	<b>GPA increase (2021 –2014)</b>
<b>Overall</b>	2.52	2.8	<b>2.78</b>	<b>+0.26</b>
<b>Outputs - 60%</b>	2.49	2.7	<b>2.74</b>	<b>+0.25</b>
<b>Impact – 25%</b>	2.83	3.1	<b>3.03</b>	<b>+0.20</b>
<b>Environment - 15%</b>	2.23	2.8	<b>2.56</b>	<b>+0.33</b>

# Institutional Performance: THE ranking jumps

	Overall		Outputs		Impact		Environment	
	2021	2014	2021	2014	2021	2014	2021	2014
<b>LSBU</b>	<b>=86</b>	<b>=89</b>	<b>95</b>	<b>=94</b>	<b>78</b>	<b>=77</b>	<b>87</b>	<b>=93</b>

LSBU entered **top two-thirds** of UK HEIs, both in terms of:

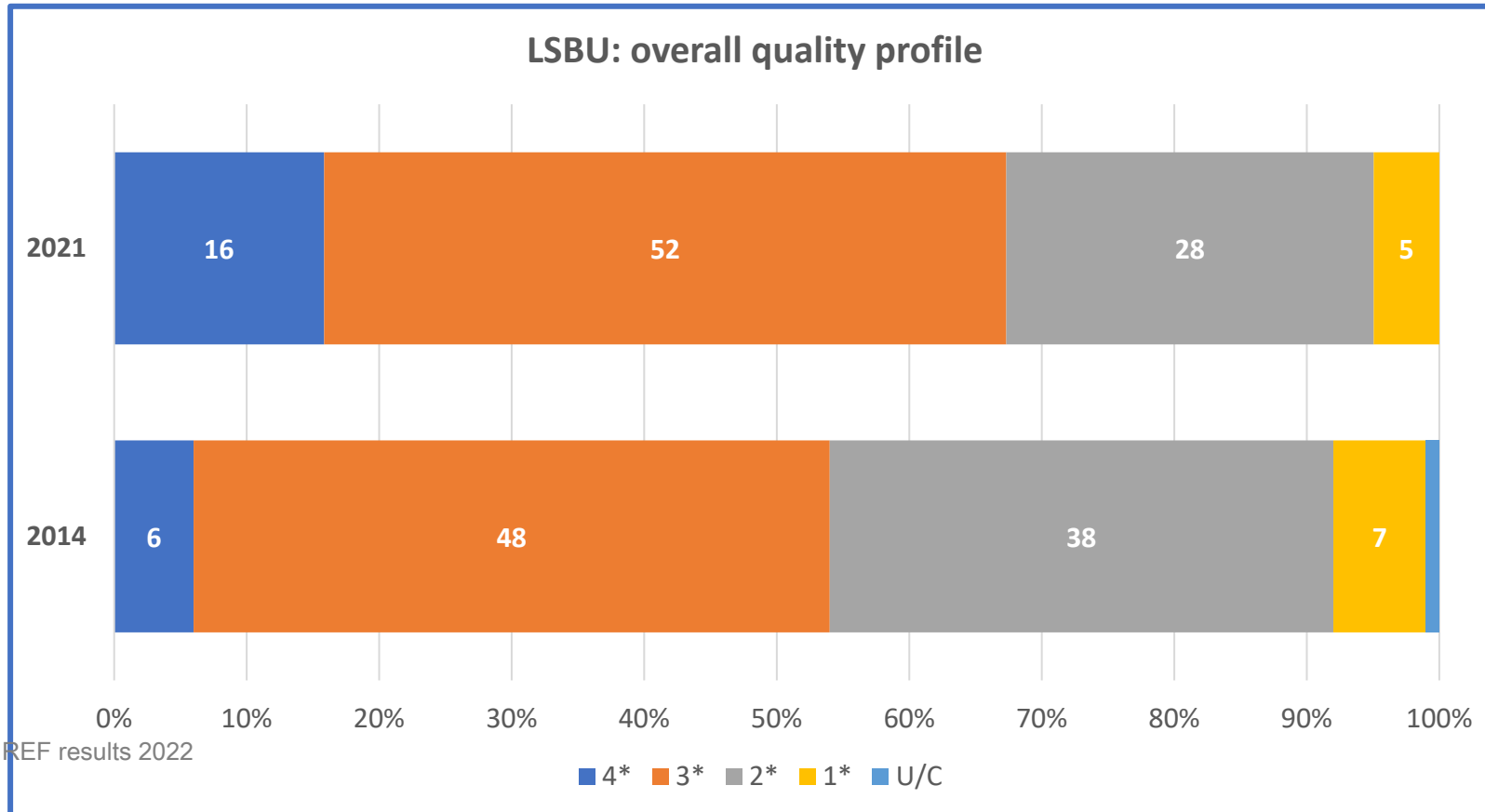
- all HEIs submitting to REF2021 - from 111/154 (2014) to 102/156;  
AND
- the principal [THE league table](#) - from 89/128 (2014) to 86/129 - only 51 HEIs (**40%**) in THE table achieved a **≥0.26 GPA** increase.

# Improved GPA for every 2014 UoA submission

Unit of Assessment	Overall GPA 2014	Overall GPA 2021	GPA Increase
<b>Overall</b>	<b>2.52</b>	<b>2.78</b>	<b>+0.26</b>
03: Allied Health Professions, Dentistry, Nursing and Pharmacy	2.67	2.90	+0.23
04: Psychology, Psychiatry and Neuroscience	2.25	2.49	+0.24
12: Engineering	2.59	2.80	+0.21
13: Architecture, Built Environment and Planning	<i>n/a</i>	2.93	<i>n/a</i>
17: Business and Management Studies	1.83	2.60	+0.77
20: Social Work and Social Policy	2.67	2.77	+0.10
24: Sport and Exercise Sciences Leisure and Tourism	2.87	2.93	+0.06
34: Communication, Cultural and Media Studies, Library and Information Management	2.42	2.82	+0.40

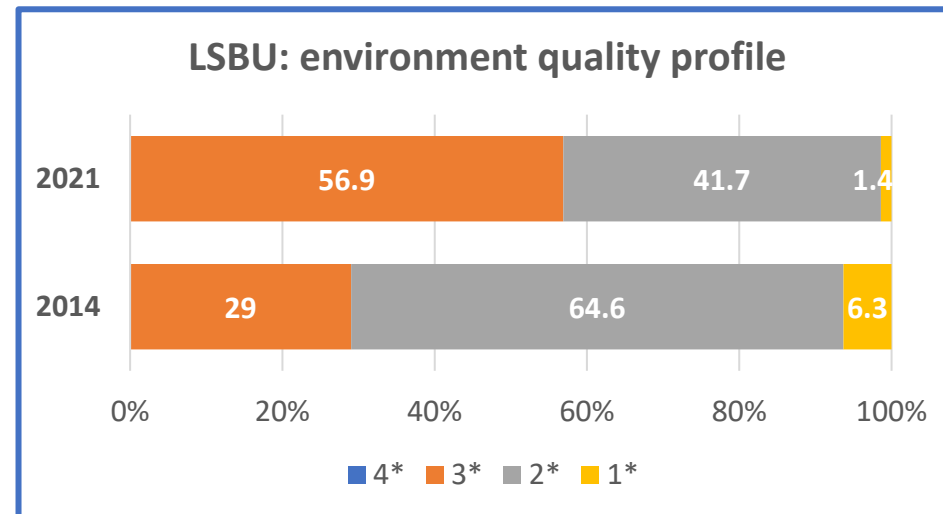
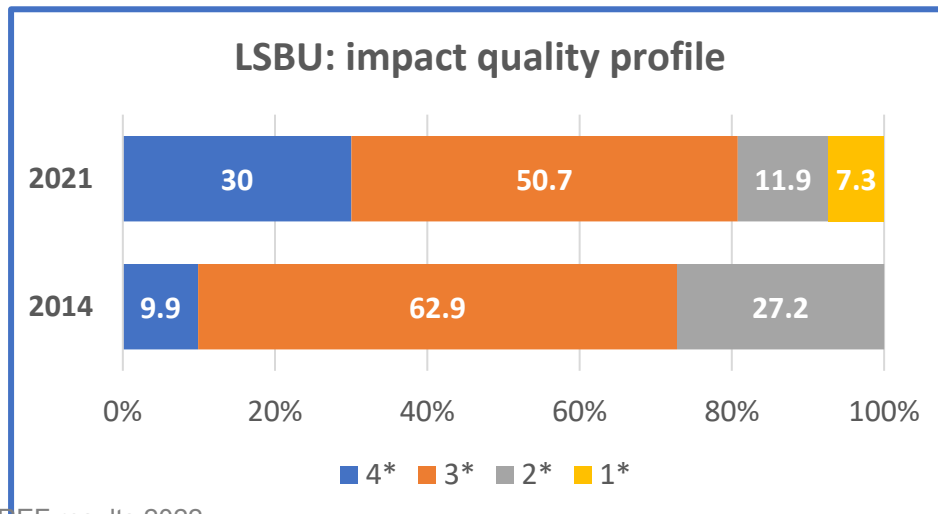
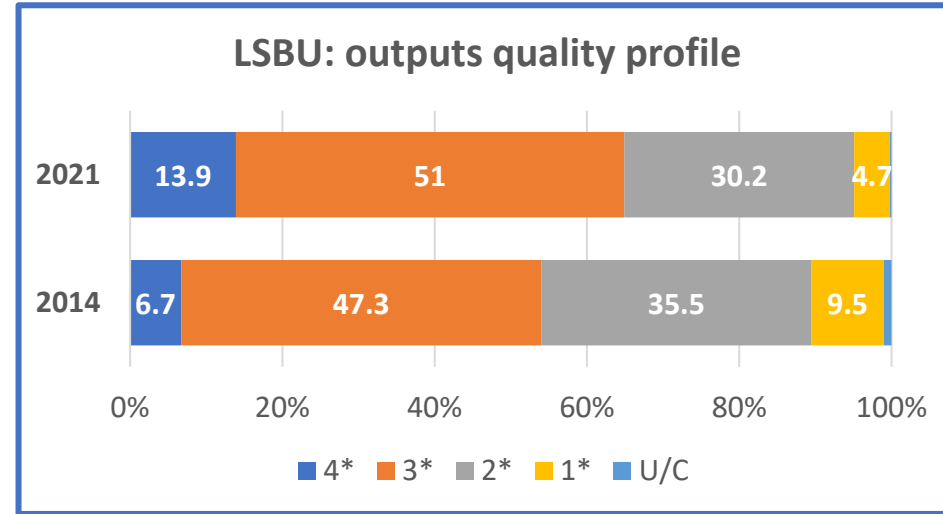
# Distribution of quality bands: REF2021 vs REF2014

- 4\* fraction increased from 6% to 16%
- 3\* fraction increase from 48% to 52%
- 4\*+3\* - increased from 54% to 68%
- FTE increase from 102 FTE to 187 FTE – 85% rise, vs 46% for sector



# LSBU: REF2021 vs REF2014

- **4\* Outputs** increased from 6.7% to 13.9%
- Largest 4\* increase: **Impact: 9.9% to 30.0%**
- Largest 3\* increase in: **Environment: 29.0% to 56.9%**



# REF 2021 quality profiles

UK	4*	3*	2*	1*	U/C
Overall	41	43	14	2	0
Output	35.9	46.8	15.4	1.6	0.3
Impact	49.7	37.5	10.8	1.7	0.3
Environment	49.6	36.9	11.6	1.9	0.0

LSBU	4*	3*	2*	1*	U/C
Overall	16	52	28	5	0
Outputs	13.9	51.0	30.2	4.7	0.2
Impact	30.0	50.7	11.9	7.3	0
Environment	0	56.9	41.7	1.4	0

# Most of LSBU's GPA increases were above average for the sector and the Times Higher Education (THE) cohort

Profile element		2014	2021	Increase
<b>Overall</b>	LSBU	2.52	<b>2.78</b>	<b>10.3%</b>
	All HEIs	2.71	2.93	8.1%
	THE cohort	2.72	2.96	8.8%
<b>Outputs</b>	LSBU	2.49	<b>2.74</b>	<b>10.0%</b>
	All HEIs	2.64	<b>2.92</b>	10.6%
	THE cohort	2.67	<b>2.95</b>	10.5%
<b>Impact</b>	LSBU	2.83	<b>3.03</b>	<b>7.1%</b>
	All HEIs	2.87	<b>3.01</b>	4.9%
	THE cohort	2.86	<b>3.04</b>	6.3%
<b>Environment</b>	LSBU	2.23	<b>2.56</b>	<b>14.8%</b>
	All HEIs	2.71	<b>2.83</b>	4.4%
	THE cohort	2.72	<b>2.83</b>	4.0%

- **Above average overall GPA increase**
- Output GPA increased in line with average
- **Above average Impact GPA increase**
- **Significantly above average environment GPA increase**

# LSBU 2021 UoA's Overall Position (GPA)

Unit of Assessment	LSBU 2021 Position	LSBU 2021 Quartile	LSBU 2014 Quartile
03: Allied Health Professions, Dentistry, Nursing and Pharmacy	61/91	3 <sup>rd</sup>	4 <sup>th</sup>
04: Psychology, Psychiatry and Neuroscience	68/93	3 <sup>rd</sup>	4 <sup>th</sup>
12: Engineering	60/89	3 <sup>rd</sup>	3 <sup>rd</sup>
13: Architecture, Built Environment and Planning	27/38	3 <sup>rd</sup>	-
17: Business and Management Studies	80/108	3 <sup>rd</sup>	4 <sup>th</sup>
20: Social Work and Social Policy	52/76	3 <sup>rd</sup>	3 <sup>rd</sup>
24: Sport and Exercise Sciences Leisure and Tourism	34/61	3 <sup>rd</sup>	2 <sup>nd</sup>
34: Communication, Cultural and Media Studies, Library and Information Management	43/58	3 <sup>rd</sup>	4 <sup>th</sup>



# QR implications

**Market share** of QR, as reported in [THE league table](#), increased from **0.09%** to **0.14%** - up **56%**

- if REF fraction of LSBU's current QR income of ca. £2million is 60% of total QR figure, then QR income would rise from:
  - £1.2million to
  - £1.82million
  - - i.e. increase of ca. **£620k**;
- **Caveat:** REF2021 funding formula yet to be finalised.

# SWOT analysis: summary

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>68% submission rated 4* or 3* star (<b>14 percentage point</b> increase over REF2014).</li> <li>2.5 fold increase in 4* = 6% to 16% - <b>QR +£600k boost?</b></li> <li><b>Overall GPA increased</b> more than sector average</li> <li><b>Impact:</b> Three-fold increase in 4* component - 30% rating. GPA now at national average. <b>UoA ICS transfers</b> successful</li> <li>First time submission to <b>UoA 13</b> – BEA - attained LSBU's joint highest GPA of 2.93 (with UoA 24)</li> </ul>	<ul style="list-style-type: none"> <li>Four UoAs in <b>4th quartile</b> for <b>Output GPA</b></li> <li><b>Two UoAs</b> in <b>bottom 10%</b> in GPA for <b>Outputs</b></li> <li>Drop in Impact GPA for three UoAs</li> <li><b>No 4* scores</b> for <b>Environment</b></li> <li>One UoA had large drop in Environment GPA</li> <li>Three UoAs submitted <b>&lt;50% of eligible staff</b></li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>Reform <b>LBU's workload model</b> to protect research time</li> <li>Focus on recruiting <b>more research-active academics</b></li> <li><b>Develop non-SRR staff</b> to help them gain SRR status</li> <li>Realise <b>full potential of QR income</b> - invest in Impact, <b>PGR students</b> and research facilities</li> <li>Prioritise enhancing <b>low-scoring elements</b> of UoAs</li> <li>Study best practice at other institutions, especially those that made biggest GPA gains - <b>Nottingham Trent, Greenwich</b></li> <li><b>New UoAs?</b></li> <li>Obtain <b>EDI Charter marks</b> at UoA level – Athena Swan etc.</li> <li>Build on ICS transfers to develop <b>more inter-School activity</b></li> </ul>	<ul style="list-style-type: none"> <li><b>QR funding formula</b> may be altered to take into account real-terms loss of Russell Group</li> <li><b>Change in weighting</b> of different components due to Future Research Assessment Programme</li> <li><b>Loss of research stars</b> due to recruitment by more competitive/attractive institutions and failure to reward and celebrate success at LSBU.</li> </ul>

# The biggest climbers in each UoA

Academic Board Meeting

UoA	HEI	Rank 2014	Rank 2021	Change
3	Brunel	=74	37	37
3	LSBU	=71	61	10
4	Liverpool Hope University	75	=47	28
4	LSBU	72	68	4
12	Liverpool John Moores	63	35	28
12	LSBU	56	60	-4
13	University of Kent	27	6	21
17	University of Surrey	53	=19	34
17	LSBU	96	=80	16
20	Lincoln	51	=13	38
20	LSBU	39	52	-13
24	Northumbria	39	12	27
24	LSBU	17	34	-17
34	University of West London	60	26	34
34	LSBU	53	=43	10

9. REF results 2022

# Our REF2021 Highlights

Academic Board meeting

1

## Across the board increases

- Overall GPA – increase from **2.52** to **2.78**;
- Outputs – 2.49 to 2.74; Impact – 2.83 to 3.03; Env. – 2.23 to 2.56
- **≥0.26 GPA** increase – only **40%** HEIs in THE table achieved this increase

2

## We improved our Research Profile

- 85% increase in staff (FTE) vs 65% for our 8 sector UoAs; entered **top two thirds** of HEIs

3

## Impact rated internationally excellent – GPA 3.03

- Top 10% in UoA 3; Top third in UoA 13
- UoA 3, 13 and 34 all 1<sup>st</sup> for % 4\* + 3\* in Impact

4

## We increased our proportion of research rated world-leading (4\*)

- 6 of our 7 2014 UoA submissions increased their overall 4\* rating
- New BEA UoA (13) entry rated overall 21% 4\*
- Significant overall 4\* increases for UoAs 3 and 34. Overall, moved from 6% to **16% 4\***
- **QR increase** could be **+£600k** but formula may change

5

## Overall increase in REF standing

- From **111/154** in 2014 to **102/157** in 2021 (all HEIs)
- From **=89/128** in 2014 to **=86/129** in 2021 (THE league table)

# Thank you!

- **The 199 researchers who underpinned our submission**
- DOREs
- UoA Leads
- Deans
- LSBU Exec – especially Pat Bailey and Paul Ivey
- Impact case study leads
- Research Centre Heads
- Research Office, Pre and Post Awards Team AND REI/SBI
- Research Outputs, Impact and Environment statement reviewers
- Strategy, Planning and Performance
- LLR
- University Research Committee
- Code of Practice Group
- Research Assessment Group
- Staff Circumstances Group
- REF Appeals Panel
- EDI Team and HR
- School BSMs administrators
- Finance
- Corporate Affairs
- Comms
- Web team
- Technical Services/Estates
- ICT

	INTERNAL
Paper title:	Graduate Outcomes Survey results – 2019/20 cohort
Board/Committee:	Academic Board
Date of meeting:	20th June 2022
Author(s):	Laurence Evans, BI Analyst, Strategy, Planning and Performance
Sponsor(s):	Prof. Deborah Johnson, Pro Vice Chancellor (Academic Framework)
Purpose: (Please tick one box only)	<input type="checkbox"/> For approval <input type="checkbox"/> For discussion <input checked="" type="checkbox"/> For information <input type="checkbox"/> For review
Recommendation:	The Board is asked to note the report.

### Executive summary

This paper provides an overview of graduate outcomes for full-time, first-degree, UK-domiciled students (EPI cohort) across all three years of the Graduate Outcomes (GO) Survey. The key findings for this group are as follows:

- Overall, 69.9% of 2019/20 graduates surveyed were classified as having a positive graduate outcome. This represents a small year-on-year (YoY) decrease of 0.8 percentage points.
- The subjects (CAH2 Level) with the highest positive outcomes were CAH02-04 '*nursing and midwifery*', CAH02-05 '*medical sciences*' and CAH02-06 '*allied health*', at 92.8%, 96.7% and 87.2% in the 2019/20 cohort respectively. Consistent with this, the LSBU Schools with the highest positive outcomes are the Schools of Nursing & Midwifery and Allied & Community Health at 92.8% and 85.9% in 2019/20 respectively.
- The subjects (CAH2 Level) with the lowest proportion of students with a positive outcome in 2019/20 are CAH06-01 '*agriculture, food and related studies*', CAH03-02 '*sport and exercise sciences*', CAH15-03 '*politics*' and CAH17-01 '*business and management*' at 40.0%, 44.4%, 45.5%, and 45.7% respectively. Of these, '*business and management*' is of greatest concern, given the relatively large number of students within this subject.

## Introduction

The 2019/20 Graduate Outcomes (GO) Survey final provider dataset was delivered by HESA at the end of March 2022. This surveyed the activities of the 2019/20 graduate cohort between December 2020 and November 2021, c.15 months after the completion of their studies. This is the third year of the Graduate Outcomes Survey. Publication of sector results for 2019/20 GO is expected in July 2022.

This report provides an overview of the performance of LSBU across all three years of the Graduate Outcomes (GO) Survey, focussing on full-time, first degree, UK-domiciled students (i.e. the EPI cohort). Due to its forthcoming use for B3, TEF and APP assessments, the following analyses use the OfS definition of positive graduate outcomes, as will be used in the Progression measures of these assessments (Defined in the recent [OfS consultation](#) on student outcome and experience indicators). The principal difference to previous measures of positive graduate outcomes is that the OfS will now count any type of further study (regardless of the level), or travel, caring or retirement as a positive outcome.

## LSBU overall

Overall, the percentage of first-degree, full-time, UK students realising a positive graduate outcome has remained relatively static, declining by 0.8 percentage points from 70.7% to 69.9% for 2018/19 and 2019/20 graduates respectively.

**Table 1:** *Percentage positive graduate outcomes for full-time, first-degree, UK-domiciled students (EPI cohort) across all three Graduate Outcomes (GO) Surveys to date. The OfS definition of positive outcomes that will be used in the Progression measures of the B3, TEF and APP assessments has been used.*

	2017-18	2018-19	2019-20
Positive graduate outcome (%)	73.6%	70.7%	69.9%
Population	1057	1043	941

Table 2 shows the numbers of UK, full-time, first-degree graduates falling into each activity category of the OfS Progression measure. Although the number of students in the positive outcome categories has declined by 79 students, this decline has largely been counteracted by an overall decrease in students with negative outcomes, particularly those classified as 'Unemployed or due to start work'.

**Table 2:** The OfS outcome classification of full-time, first-degree, UK-domiciled (EPI cohort) across all three Graduate Outcomes (GO) Surveys to date. This is the classification of outcomes that will be used in the OfS Progression measures.

OfS Progression activity type		Population		
		2017-18	2018-19	2019-20
Positive outcomes	Professional employment	625	567	501
	Primarily studying	96	113	111
	Other activity considered positively	57	57	46
Negative outcomes	Non-professional employment	187	166	175
	Other activity considered negatively	26	21	30
	Unemployed or due to start work	66	119	78
<b>Total</b>		<b>1057</b>	<b>1043</b>	<b>941</b>

### Breakdown by Subject (CAH2)

Table 3 provides a breakdown of positive graduate outcomes by subject (CAH Level 2). Subjects with large student numbers and consistently high positive graduate outcomes are CAH02-04 '*nursing and midwifery*', CAH02-05 '*medical sciences*' and CAH02-06 '*allied health*', which reached positive outcomes of 92.8%, 96.7% and 87.2% in the 2019/20 cohort respectively.

The subjects with the lowest positive outcomes in the 2019/20 cohort are CAH06-01 '*agriculture, food and related studies*', CAH03-02 '*sport and exercise sciences*', CAH15-03 '*politics*' and CAH17-01 '*business and management*' at 40.0%, 44.4%, 45.5%, and 45.7% respectively. Of these, CAH17-01 '*business and management*' is of greatest concern as it is the CAH2 subject with the second highest GO population (148.5 FPE of counted respondents in GO 2019-20).



**Table 3:** Percentage positive graduate outcomes for full-time, first-degree, UK-domiciled students (EPI cohort), broken down by subject (CAH2).

CAH2 Subject		Positive graduate outcome (%)			Population		
		2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
CAH02-04	nursing and midwifery	94.1%	97.6%	92.8%	305	254	167
CAH02-05	medical sciences	95.0%	89.5%	96.7%	40	38	30
CAH02-06	allied health	80.5%	70.5%	87.2%	41	44	39
CAH03-01	biosciences	42.3%	45.8%	71.4%	26	24	14
CAH03-02	sport and exercise sciences	50.0%	60.0%	44.4%	6	10	9
CAH04-01	psychology	59.5%	50.6%	58.1%	55.5	40.5	37
CAH06-01	agriculture, food and related studies	66.7%	40.0%	40.0%	3	5	5
CAH07-04	general, applied and forensic sci.	54.5%	52.9%	64.7%	11	17	17
CAH09-01	mathematical sciences	-	100.0%	-	-	0.4	-
CAH10-01	engineering	62.0%	60.9%	71.3%	108	110	108
CAH11-01	computing	57.1%	59.6%	84.0%	14	27.2	25
CAH13-01	architecture, building and planning	89.5%	73.2%	64.1%	38	41	39
CAH15-01	sociology, social policy and anthrop.	65.1%	65.7%	56.8%	41.5	35	18.5
CAH15-02	economics	62.5%	40.0%	79.4%	8	7	13.6
CAH15-03	politics	85.7%	75.0%	45.5%	7	4	5.5
CAH15-04	health and social care	100.0%	85.7%	67.9%	15	14	28
CAH16-01	law	67.6%	65.1%	62.0%	37	40.7	43.4
CAH17-01	business and management	52.5%	54.3%	45.7%	139	128.2	148.5
CAH19-01	English studies	60.0%	71.4%	90.0%	10	7	10
CAH20-01	history and archaeology	-	-	100.0%	-	-	1
CAH22-01	education and teaching	66.7%	65.0%	66.0%	45	60	50
CAH24-01	media, journalism and comms.	76.5%	52.9%	61.5%	17	17	19.5
CAH25-01	creative arts and design	67.7%	66.7%	72.0%	65	81	82
CAH25-02	performing arts	48.0%	47.4%	53.3%	25	38	30
CAH26-01	geography, earth and env. studies	-	-	100.0%	-	-	1
<b>Total</b>		<b>73.6%</b>	<b>70.7%</b>	<b>69.9%</b>	<b>1057</b>	<b>1043</b>	<b>941</b>

### Breakdown by School

Consistent with the breakdowns by subject (CAH2), the Schools with the highest percentage positive graduate outcome in 2019-20 are the Schools of Nursing & Midwifery and Allied & Community Health at 92.8% and 85.9% respectively. Both have however sustained modest drops in positive graduate outcomes from 2018-19 to 2019-20. The third highest is the School of Engineering at 78.6%, which has sustained a remarkable YoY increase of 16.6 percentage points.

Also consistent with the breakdowns by subject, the School with the lowest positive graduate outcomes for 2019/20 is the Business School at 47.8%, a YoY decrease of 4.1 percentage points. The second lowest positive outcomes percentage for 2019/20 is for the School of Applied Sciences at 58.8%, although this should be seen in the context of a YoY increase of 11.4 percentage points.

**Table 3:** Percentage positive graduate outcomes for full-time, first-degree, UK-domiciled students (EPI cohort), broken down by LSBU school. (\*The 'Other' category contains few students that were classified as sitting within 'IHSC Other')

School	Positive outcome (%)			Population		
	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
Allied & Community Health	90.6%	87.5%	85.9%	85	88	92
Applied Sciences	57.4%	47.4%	58.8%	108	97	85
Arts & Creative Industries	61.9%	58.5%	65.9%	105	135	129
Built Environment & Archit.	78.9%	70.9%	67.2%	57	55	67
Business	50.0%	51.9%	47.8%	126	129	161
Engineering	63.0%	62.0%	78.6%	127	129	112
Law & Social Sciences	68.5%	65.6%	61.7%	143	154	128
Nursing & Midwifery	94.0%	97.6%	92.8%	301	254	167
Other*	100.0%	0.0%	-	5	2	-
<b>LSBU Overall</b>	<b>73.6%</b>	<b>70.7%</b>	<b>69.9%</b>	<b>1057</b>	<b>1043</b>	<b>941</b>

### Comparison between current and previous GO analysis

The figures presented in this report are the result of a detailed replication of the OfS Progression methodology, mirroring the complex [calculation algorithms](#) defined in the recent OfS consultation documents. It is important to note that these figures for positive graduate outcomes in the EPI cohort (FT, first degree, UK-domiciled students) differ markedly to those referenced in LSBU's KPIs and those presented as part of the B3 modelling performed earlier this year. Overall, as shown in Table 4, the percentage positive outcomes in the EPI cohort are in fact notably higher.

From initial assessments conducted, the key reason for this disparity seems to be an incorrect implementation of several GO data fields used for classifying positive and negative outcomes. Further investigations and cross-checking of the modelling process are currently being conducted.

**Table 4:** The percentage positive graduate outcomes for the EPI cohort referenced in LSBU's compared to the figures based on the OfS Progression methods (presented in this report).

Source	Positive graduate outcome (%)		
	2017-18	2018-19	2019-20
Figures in KPIs / MIKE	69.5%	64.9%	-
OfS Progression method	73.6%	70.7%	69.9%

### Next Steps

- Undertake demographic analysis of the graduate outcomes data, e.g. by ethnicity, disability, IMD and POLAR categorisations.
- Comparison of LSBU's performance against the sector and comparator groups when the full dataset is published in July 2022. Putting LSBU's performance in context is particularly important due to recent economic volatility, especially due to the COVID-19 pandemic.

### Recommendations

The Committee is asked to note the paper.

	INTERNAL
Paper title:	Access & Participation Plan: 2020/21 progress against targets
Board/Committee:	Academic Board
Date of meeting:	20 June 2022
Author(s):	Lisa Hardie, Head of Strategy, Planning and Performance
Sponsor(s):	Deborah Johnston, Pro Vice Chancellor (Education)
Purpose: (Please tick one box only)	<input type="checkbox"/> For approval <input type="checkbox"/> For discussion <input checked="" type="checkbox"/> For information <input type="checkbox"/> For review
Recommendation:	The Board is asked to note the report

### Executive summary

The Office for Students (OfS) released the annual update of Access & Participation data resources in March 2022. This paper reports LSBU's progress against Access & Participation Plan (APP) targets.

The latest data shows:

- Improved year-on-year performance in six out of nine measures for full-time students
- LSBU exceeding OfS targets in five out of nine measures for full-time students
- Improved year-on-year performance in four of ten measures for part-time students
- LSBU meeting or exceeding internal targets in five out of ten measures for part-time students.

### Full-time student performance

- **Continuation:** The continuation gaps across all target groups have narrowed. However, the gap between IMD Q5 and IMD Q1 is 3 percentage points above the 2020/21 target.
- **Attainment:** The attainment gap between White and Black students remained unchanged from the previous year, and is now 1 percentage point above target. The attainment gap between IMD Q5 and IMD Q1 students narrowed by 6 percentage points, and is 2 percentage points narrower than the 2020/21 target. Whilst the attainment gap widened between Non-disabled and Disabled students, it is still slightly better than the target.
- **Progression:** The progression gap between IMD Q5 and IMD Q1 has widened by 7 percentage points and is now 13 percentage points away from the 2021/21

target. The progression gap between White and Asian has narrowed by 7 percentage points but is still 4 percentage points away from the 2020/21 target.

- **Access:** In addition to the OfS targets, the latest UCAS data on access shows the gap in the offer rate between White and Black UG FT applications (excluding subjects allied to medicine) has widened by 1 percentage point. However, the gap is 2 percentage points narrower than the University's 2020/21 target.

Please refer to Appendix 1 for full details.

### **Part-time student performance**

STEX agreed the internal targets for part-time students at the October 2020 meeting. Compared to the previous year, the latest year indicative performance for PT shows gaps narrowing in four out of ten measures, widening in three measures, and stayed the same in three. Only three measures outperformed their 2020/21 target.

- **Continuation:** The continuation gaps have narrowed slightly for both IMD Q5 vs IMD Q1 and Young vs Mature students. The continuation gap between White and Black students remains unchanged. Both the IMD gap and the gap between White and Black students failed to meet their 2020/21 target.
- **Attainment:** In addition to the attainment gap widening between White and Black students and between Non-Disabled and Disabled students, none of the four target groups met their 2020/21 target.
- **Progression:** All three target groups exceeded their 2020/21 target; however the only gap to have narrowed year-on-year was between IMD Q5 and IMD Q1 students.

Please refer to Appendix 2 for full details.

### **Recommendation**

The Board is asked to note the report.

**Appendix 1: APP progress against OfS targets – full-time mode**

Y5 in the table is the most recent year of data available

Aim	Reference number	Target group	Description	LSBU Performance %					Trend	OfS targets					Variances		
				Y1	Y2	Y3	Y4	Y5		2020-21	2021-22	2022-23	2023-24	2024-25	Y5 vs Y4	Y5 gap vs 2020-21 target	Y5 gap vs 2024-25 target
Access	PTA_1	Ethnicity	Percentage difference in offer-to-application rates between White and Black applicants through UCAS for all subjects excluding subjects allied to medicine (all UG, FT)		11.9	8.5	7.9	9.1		11	10	9	7.5	6	1	-1.9	3
Success - Non-continuation	PTS_1	Socio-economic	Percentage difference in non-continuation rates between IMD quintile 5 and quintile 1 students (all UG)	6.0	3.0	6.0	8.0	6.0		3.0	2.7	2.3	1.9	1.5	-2	3.0	5
Success - Attainment	PTS_2	Socio-economic	Percentage difference in attainment rates between IMD quintile 5 and quintile 1 students (all UG)	17.0	16.0	12.0	19.0	13.0		14.6	13.4	12.3	11.1	10.0	-6	-1.6	3
Success - Non-continuation	PTS_3	Ethnicity	Percentage difference in non-continuation rates between White and Black students (all UG)	5.0	5.4	6.0	5.4	0.6		4.9	4.3	3.7	3.1	2.5	-5	-4.3	-2
Success - Attainment	PTS_4	Ethnicity	Percentage difference in attainment rates between White and Black students (all UG)	21.0	16.0	21.0	17.0	17.0		16.0	15.5	15.0	14.5	14	0	1.0	3
Success - Attainment	PTS_5	Ethnicity	Percentage difference in attainment rates between White and Asian students (all UG)	16.0	5.0	11.0	11.0	7.0		12.5	12	11	10	8	-4	-5.5	-1
Success - Non-continuation	PTS_6	Disabled	Percentage difference in non-continuation rates between Non-Disabled and Mental Health students (all UG)	8.0	14.0	0.0	1.0	0.0		13.6	12.2	10.8	9.4	8	-1	-13.6	-8
Success - Attainment	PTS_7	Disabled	Percentage difference in attainment rates between Non-Disabled and Disabled students (all UG)	1.0	7.0	2.0	2.0	4.0		4.7	3.7	2.7	1.7	1	2	-0.7	3
Progression	PTP_1	Socio-economic	Percentage difference in progression rates between IMD quintile 5 and quintile 1 students (all UG)			4.2	8.4	15.8		2.7	2.3	1.9	1.5	1	7	13.1	15
Progression	PTP_2	Ethnicity	Percentage difference in progression rates between White and Asian students (all UG)			23.9	19.9	12.9		8.8	7.6	6.4	5.2	4	-7	4.1	9

**Key**

	Baseline year
	Latest data is better than comparison
	Latest data is worse than comparison

**Appendix 2: APP progress against internal targets – part-time mode**

Y5 in the table is the most recent year of data available

Aim	Reference number	Target group	Description	LSBU Performance					Trend	Internal targets					Variances		
				Y1	Y2	Y3	Y4	Y5		2020-21	2021-22	2022-23	2023-24	2024-25	Y5 vs Y4	Y5 gap vs 2020-21 target	Y5 gap vs 2024-25 target
Success - Non-continuation	PTS_1_PT	Socio-economic	Percentage difference in non-continuation rates between IMD quintile 5 and quintile 1 students (all UG) [IMD 2015]	7.0	3.0	5.0	16.0	15.0		4.5	4.0	3.5	3.0	2.5	-1.0	10.5	12.5
Success - Attainment	PTS_2_PT	Socio-economic	Percentage difference in attainment rates between IMD quintile 5 and quintile 1 students (all UG)	25.0	41.0	24.0	40.0	40.0		25.6	24.2	22.8	21.4	20	0.0	14.4	20.0
Success - Non-continuation	PTS_3_PT	Ethnicity	Percentage difference in non-continuation rates between White and Black students (all UG)	7.0	12.0	11.0	19.0	19.0		9.9	8.8	7.7	6.6	5.5	0.0	9.1	13.5
Success - Attainment	PTS_4_PT	Ethnicity	Percentage difference in attainment rates between White and Black students (all UG)	35.0	42.0	41.0	44.0	47.0		39	37	35	33	31	3.0	8.0	15.8
Success - Attainment	PTS_5_PT	Ethnicity	Percentage difference in attainment rates between White and Asian students (all UG)	34.0	35.0	15.0	35.0	30.0		30	26	22	18	15	-5.0	0.0	15.0
Success - Non-continuation	PTS_6_PT	Age	Percentage difference in non-continuation rates between Young (<21) and Mature students (all UG)	7.0	-2.0	11.0	7.0	5.0		5	4	3	2	1	-2.0	0.0	4.0
Success - Attainment	PTS_7_PT	Disabled	Percentage difference in attainment rates between Non-Disabled and Disabled students (all UG)	9.0	10.0	16.0	6.0	16.0		10	8.8	7.5	6.3	5	10.0	6.0	11.0
Progression	PTP_1_PT	Socio-economic	Percentage difference in progression rates between IMD quintile 5 and quintile 1 students (all UG)			24.0	17.0	7.0		18	16	14	11	8	-10.0	-11.0	-1.0
Progression	PTP_2_PT	Ethnicity	Percentage difference in progression rates between White and Asian students (all UG)			18.6	16.5	16.7		18	16	14	11	8	0.2	-1.3	8.7
Progression	PTP_3_PT	Ethnicity	Percentage difference in progression rates between White and Black students (all UG)			19.2	14.6	14.6		19	17	15	13	10	0.0	-4.4	4.6

**Key**  
 Latest data is better than comparison  
 Latest data is worse than comparison

	INTERNAL
Paper title:	Review of the LSBU Degree Algorithm
Board/Committee:	Academic Board
Date of meeting:	20 June 2022
Author(s):	Marc Griffith
Sponsor(s):	Deborah Johnston
Purpose:	For Information
Recommendation:	The committee provided an update on the proposed changes to the Degree algorithm.

### Executive Summary

The paper updates on some of the proposed changes to the LSBU Degree Algorithm. These proposed changes will be discussed and tested by the degree algorithm group to assess the impact that the changes will have on degree classifications. This review is particularly timely given the increasing focus by the OfS on “unexplained grade inflation” The changes seeks to:

- establish and publish a clear rationale for the design of the degree algorithm.
- change the weightings to align with one of the most typical weightings or reconsider overall weighting approach in line with the rationale.
- review our approach to discounting to determine whether it is still fit for purpose, to better align with sector approaches and with our rationale.
- rounding of marks should occur only for the degree classification calculation however a review of the impact of the rounding up of marks for modules and classification need to be fully understood.



## Degree Algorithm

Following a review of the alignment of the LSBU degree algorithm to the principles established by the sector for degree algorithm design QSC agreed to progress a review of the existing LSBU degree algorithm.

The degree algorithm is the method used for the calculation of the final degree classification that is awarded to a student when they graduate. It provides an overview about how well a student performed. For undergraduate honours courses the degree algorithm calculates whether a student is awarded a first, upper-second, lower-second, third, or a pass.

Because each institution has designed its own method for calculating the final degree classification variations exist across the sector which has led to concerns about how the value of qualifications are safe guarded. To provide assurance, in conjunction with the UK Standing Committee for Quality Assessment, the set of principles<sup>1</sup> for effective degree algorithm design was established.

These principles are used to underpin the proposed to the LSBU degree algorithm. We have started with the UG algorithm but will complete a review of all of the algorithms.

### The LSBU Degree Algorithm

The degree classification is calculated as below:

The average mark for the highest 80 Level 6 credits will contribute 80% (the major part) to the final weighted average mark on which the classification will be based. The highest marks for 120 credits from Level

---

<sup>1</sup> [Principles for effective degree algorithm design](#)

5 and the remaining Level 6 credits will form a weighted average mark which will be rounded to a whole number. This weighted average mark will contribute 20% (the minor part) to the final weighted average mark on which the classification will be based.

A review of the design of the main LSBU degree classification algorithm for all undergraduate students identifies the following for further discussion and clarification.

1. What is the rationale for the design of the algorithm? – Institutions should be able to explain why a particular approach is used or a change is being made, and how this applies to academic standards and protects the value of qualifications. **Recommendation – establish and publish a clear rationale for the design of the degree algorithm. L4 is considered a transition period with many students adapting to university level study, university expectations and university life. Our Algorithm therefore omits L4 from our calculations since we believe that our algorithm should acknowledge and not penalise this period of transition. Further, in line with our curriculum framework, our curriculum is designed to be progressively developmental with later levels reflecting a greater challenge for learners. So appropriately, these weightings reflect the additional challenge reflected in the later levels.**
2. The weighting approach most closely aligns to “emphasis on exit velocity” which gives greater importance to the highest level of study. This aligns well with our course design approach which builds on complexity from L4 – L6. However, the 80% placed on L6 credits is out of steps with the suggested weightings for algorithms of this design (0 / 33/

/ 67 or 0 /25/ 75). **Recommendation – continue to use exit velocity exploring the impact of using 0 / 25 / 75 and 0 / 33 / 67.**

3. The rationale for the discounting of the 40 L6 credits should be clearly articulated for all. The principles identify four common approaches for discounting. **Recommendation – continue to use the best 80 L6 credits and the next best 120 credits at L5 or L6. The full 240 credits earned at L5 and L6 are not included in the calculations for the final award. This aligns to our regulations that allows a minimum of 80 credits at level 6 for a UG degree course, and therefore ensures that there is equity across courses. It also enable learners to not be penalised for poor performance in up to two L5 and / or L6 modules which aligns to our compensation and condonement rules which allows for 40 credits to be condoned / compensated at L5/L6.**
4. The rounding up of marks is seen as well understood, fair and appropriate across the sector. However, the effect of the rounding of marks multiple times (e.g. module and classification) may result in a classification that does not accurately reflect the student achievement. Our current approach rounds marks multiple time. **Recommendation – Rounding of marks should occur only for the degree classification calculation however a review of the impact of the rounding up of marks for modules and classification need to be fully understood.**

Based on the recommended changes above the UG algorithm would be as follows:

The major part to the final weighted average mark for the classification. of the algorithm utilises the best 80 level 6 credits which contributes 75% (the major part). The minor part consisting of the next best 120

credits at L5 or L6 will contribute 25% to the final weighted average. The average mark of a Part should be calculated to one decimal place, with the second decimal place being rounded up if it is 5 or greater and rounded down if it is less than 5. Where it has been agreed that a course includes a module(s) assessable on a PASS/FAIL basis, the calculation of the average shall exclude such modules. Classification averages are calculated to two decimal places.

These proposed changes will be tested by the group and then extended to integrated masters courses as required.

	INTERNAL
Paper title:	Academic Promotions Exercise 2021/22: ED&I Assessment
Board/Committee:	Academic Board
Date of meeting:	20 June 2022
Author(s):	Marie Morgan, HR Business Partner
Sponsor(s):	Tara Dean, Provost
Purpose: (Please tick one box only)	<input type="checkbox"/> For approval <input type="checkbox"/> For discussion <input checked="" type="checkbox"/> For information <input type="checkbox"/> For review
Recommendation:	The Board is asked to consider the equality impact of the recently completed academic promotions exercise 2021/22.

### Executive summary

The Board is asked to consider the equality impact of the recently completed academic promotions exercise 2021/22. The purpose of this paper is to look at the detail of the applications made and the results of the equality impact assessment (EIA) specifically any disparities allowing for consideration of targeted interventions required.

The EIA shows a mixed picture where some groups have performed very well with the process, namely, disabled, LGBT and younger staff.

However, the EIA highlights that women and staff aged over 45 were not as successful as other colleagues.

A small working group will meet on 20<sup>th</sup> June 2022 to consider the equality impact assessment, the future of academic promotions and how to align them with our People strategy. Specifically, how to align the career paths of academics according to specialism.

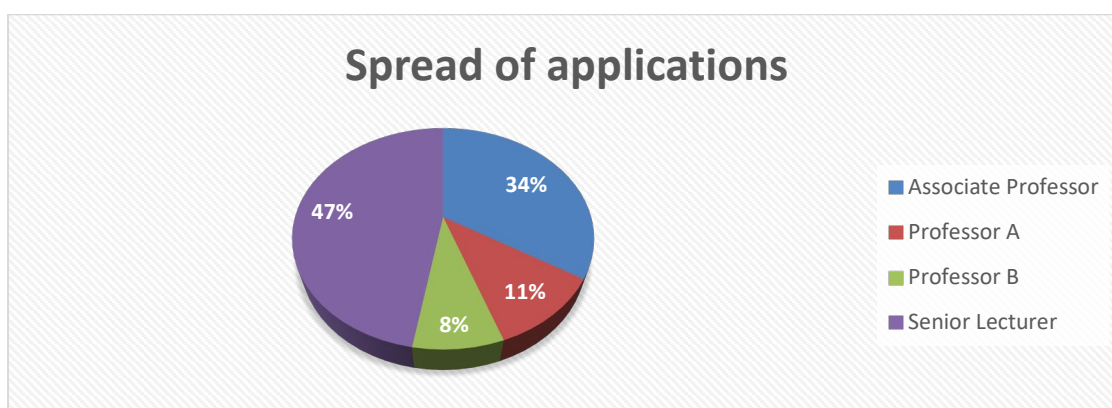
Subject to the review of the promotions exercise, it is recommended that the existing workshop offer is expanded to include a half day for women and older staff where there can be more time for an explanation of the academic promotion round, time for practice and familiarisation with the application form and peer review.

The Board is asked to consider the equality impact of the recently completed academic promotions exercise 2021/22.

**Background:**

Each year the university runs an academic promotions exercise. This exercise allows staff to submit applications to be considered for promotion to the next level; Senior Lecturer, Associate Professor or Professor. The 2021/22 academic promotions exercise is complete and set to be reviewed. This year saw the introduction of a special circumstances panel, where individuals could request for their personal circumstances to be considered. The panel reviewed the submissions in terms of time dispensations.

This year there were 74 applications in total. Most of the applications were for Senior Lecturer promotions accounting for 47% of all applications made; 34% were Associate Professor, 11% were Professor A, and 8% for Professor B. There is a clear correlation between the level of the promotion, and the number of applications made.



At the completion of the exercise 41 colleagues were promoted; meaning that 55% of all applications were successful. 21 colleagues were promoted to Senior Lecturer, 10 to Associate Professor, 7 to Professor A, and 3 to Professor B.

Of the applications made the percentage of successful applications per group is as follows:

- 60% of Senior Lecturer applications were successful
- 40% of Associate Professor applications were successful
- 87.5% of Professor A applications were successful (*7 out of 8 raw data*)
- 50% of Professor B applications were successful.

	Applied	Successful	%
<b>Senior Lecturer</b>	35	21	60%
<b>Associate Professor</b>	25	10	40%
<b>Professor A</b>	8	7	87.5%
<b>Professor B</b>	6	3	50%

**Equality Impact Assessment**

The EIA shows a mixed picture where some groups have performed very well with the process, namely, disabled, LGBT and younger staff.

However, the EIA highlights that women and staff aged over 45 were not as successful as other colleagues.

Across the application process 51% of applications were female, 49% were male. However, only 44% of the female applications were successful compared to 66% of all male applications. With the exception of the Professor B level, men had a higher success rate than women in obtaining a promotion.

For age the number of applicants in each banding as a whole, shows a good spread. however, the success rate declines as the age band increases.

Age band	Total	% of total applications	% of successful applications
25-34	12	16	58%
35-44	26	35	65%
45-54	16	22	50%
55-64	15	20	46%
65+	5	7	40%

When looked at by level of application, the data shows that the higher the level of promotion the higher the age range of the applicant. There were no applications made by staff aged 25 – 34 for Professor, and only 1 application for this age group was made for Associate professor. As noted above, there is a link between age and obtaining a promotion.

### **Special circumstance panel.**

This year saw the introduction of a special circumstances panel early on in the process. For this exercise there were 9 applications submitted to the panel for consideration. The reasons given for submission included disability (temporary and lifelong), caring responsibilities, maternity leave and studies. Seven applications were supported, and time dispensations were recommended. Three applicants sited disability (two lifelong, one from major surgery), however, only one applicant had declared themselves as disabled on their HR record.

### **Recommendations**

Subject to and in conjunction with the review of the promotions exercise, it is recommended that the existing workshop offer is expanded to include a half day for women and older staff where there can be more time for an explanation of the academic promotion round, time for practice and familiarisation with the application form and peer review.

<b>Name</b> Sanchia Alasia	<b>Email</b> <a href="mailto:Sanchia.alasia@lsbu.ac.uk">Sanchia.alasia@lsbu.ac.uk</a>
<b>EIA Type</b> Process	<b>EIA Title</b> Academic Promotion round 21/22
<b>Area of Group</b> LSBU	<b>Area</b> All academic areas
<b>Impacted Group(s)</b>	Age, disability, gender, gender reassignment, pregnancy and maternity, race, and ethnicity

**Description and aims**

Following the conclusion of the annual academic promotion round an analysis of the promotion life cycle looking at the 74 staff who applied for a promotion, were shortlisted and got offered a new role has now been completed. This assessment is seeking to identify any disparities during the process, where targeted interventions can be developed to support particular groups.

**Impact Age**

**Senior Lecturer**

Age	Applied	Rejected	Promoted
25-34	11 (31%)	4 (29%)	7 (33%)
35-44	14 (40%)	6 (43%)	8 (38%)
45-54	7 (20%)	2 (14%)	5 (24%)
55-64	3 (9%)	2 (14%)	1 (5%)
65+	0	0	0
<b>Totals</b>	<b>35</b>	<b>14</b>	<b>21</b>

35 people applied for the role of **senior lecturer** and the age profile of staff was mixed. Comparing the outcome of those who were successfully appointed to those who were not, there are no areas of concern analysing the age range of staff who applied.

**Associate Professor**

Age	Applied	Rejected at stage one	Rejected at stage two	Promoted
25-34	1 (4%)	0	1 (33%)	0
35-44	9 (36%)	1 (8%)	2 (67%)	6 (60%)
45-54	7 (28%)	5 (42%)	0	2 (20%)
55-64	5 (20%)	4 (33%)	0	1 (10%)
65+	3 (12%)	2 (17%)	0	1 (10%)
<b>Totals</b>	<b>25</b>	<b>12</b>	<b>3</b>	<b>10</b>



	<p>25 people applied to be an <b>associate professor</b>. There was a broad age range of staff who applied, with the majority 16 (64%) being between the ages of 35-54.</p> <p>15 (60%) of staff were unsuccessful in gaining an associate professor role, the majority failed at the first stage 12 (48%) and three (12%) at the second stage. When analysing the age range of those who were unsuccessful compared to those who were successful we see that younger staff between the ages of 35-44 were more likely to gain a promotion as an associate professor compared to staff who were between the ages of 45-54.</p> <p><b>Professor</b></p> <table border="1" data-bbox="295 625 1490 919"> <thead> <tr> <th>Age</th> <th>Applied</th> <th>Rejected at stage one</th> <th>Rejected at stage two</th> <th>Promoted</th> </tr> </thead> <tbody> <tr> <td>25-34</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>35-44</td> <td>3 (21%)</td> <td>0</td> <td>0</td> <td>3 (30%)</td> </tr> <tr> <td>45-54</td> <td>4 (29%)</td> <td>0</td> <td>2 (50%)</td> <td>2 (20%)</td> </tr> <tr> <td>55-64</td> <td>5 (36%)</td> <td>0</td> <td>1 (25%)</td> <td>4 (40%)</td> </tr> <tr> <td>65+</td> <td>2 (14%)</td> <td>0</td> <td>1 (25%)</td> <td>1 (10%)</td> </tr> <tr> <td><b>Totals</b></td> <td><b>14</b></td> <td><b>14</b></td> <td><b>4</b></td> <td><b>10</b></td> </tr> </tbody> </table> <p>14 people applied to be a <b>Professor</b> both on the A and B scale. Ten (71%) were successfully appointed and of those who were successful, seven (70%) were appointed as Professor A and three (30%) as Professor B. The four who were unsuccessful all passed stage one and were unsuccessful at stage two.</p> <p>In terms of age there is a broad age range for staff who were successfully promoted to a professor, but those aged between 35-44 had a higher success rate. There were no staff under the age of 35 promoted at this level but given the seniority of the role this is not a cause for concern.</p>	Age	Applied	Rejected at stage one	Rejected at stage two	Promoted	25-34	0	0	0	0	35-44	3 (21%)	0	0	3 (30%)	45-54	4 (29%)	0	2 (50%)	2 (20%)	55-64	5 (36%)	0	1 (25%)	4 (40%)	65+	2 (14%)	0	1 (25%)	1 (10%)	<b>Totals</b>	<b>14</b>	<b>14</b>	<b>4</b>	<b>10</b>
Age	Applied	Rejected at stage one	Rejected at stage two	Promoted																																
25-34	0	0	0	0																																
35-44	3 (21%)	0	0	3 (30%)																																
45-54	4 (29%)	0	2 (50%)	2 (20%)																																
55-64	5 (36%)	0	1 (25%)	4 (40%)																																
65+	2 (14%)	0	1 (25%)	1 (10%)																																
<b>Totals</b>	<b>14</b>	<b>14</b>	<b>4</b>	<b>10</b>																																
<p><b>Impact Disability</b></p>	<p>Of the 35 staff who applied to be a <b>senior lecturer</b>, only two identified as disabled and both of those were successfully appointed.</p> <p>Of the 25 people that applied for an <b>associate professor</b> role, four (16%) identified as disabled and of three (30%) of those were successfully appointed.</p> <p>There was no-one with a declared disability that applied to be a <b>Professor</b>.</p>																																			
<p><b>Impact Gender</b></p>	<p><b>Senior lecturer</b></p> <table border="1" data-bbox="295 1633 1250 1785"> <thead> <tr> <th>Gender</th> <th>Applied</th> <th>Rejected</th> <th>Promoted</th> </tr> </thead> <tbody> <tr> <td>Female</td> <td>19 (54%)</td> <td>11 (79%)</td> <td>8 (38%)</td> </tr> <tr> <td>Male</td> <td>16 (46%)</td> <td>3 (21%)</td> <td>13 (62%)</td> </tr> <tr> <td><b>Totals</b></td> <td><b>35</b></td> <td><b>14</b></td> <td><b>21</b></td> </tr> </tbody> </table> <p>Of the 35 staff that applied for a <b>senior lecturer</b> role, 19 (54%) were women. Of the 21 that were successfully appointed, eight (38%) were women so this represents a significant difference in outcome compared to those that applied.</p>	Gender	Applied	Rejected	Promoted	Female	19 (54%)	11 (79%)	8 (38%)	Male	16 (46%)	3 (21%)	13 (62%)	<b>Totals</b>	<b>35</b>	<b>14</b>	<b>21</b>																			
Gender	Applied	Rejected	Promoted																																	
Female	19 (54%)	11 (79%)	8 (38%)																																	
Male	16 (46%)	3 (21%)	13 (62%)																																	
<b>Totals</b>	<b>35</b>	<b>14</b>	<b>21</b>																																	

	<p><b>Associate Professor</b></p> <table border="1" data-bbox="297 237 1490 422"> <thead> <tr> <th>Gender</th> <th>Applied</th> <th>Rejected at stage one</th> <th>Rejected at stage two</th> <th>Promoted</th> </tr> </thead> <tbody> <tr> <td>Female</td> <td>11 (44%)</td> <td>6 (50%)</td> <td>2 (67%)</td> <td>3 (30%)</td> </tr> <tr> <td>Male</td> <td>14 (56%)</td> <td>6 (50%)</td> <td>1 (33%)</td> <td>7 (70%)</td> </tr> <tr> <td><b>Totals</b></td> <td><b>25</b></td> <td><b>12</b></td> <td><b>3</b></td> <td><b>10</b></td> </tr> </tbody> </table> <p>Of the 25 staff that applied to be an <b>associate professor</b>, 11 (44%) were women. Six (24%) were unsuccessful at stage one and two (8%) were unsuccessful at stage two. Only three women (30%) were successfully appointed as associate professors out of the ten that were successfully appointed altogether.</p> <p><b>Professor</b></p> <table border="1" data-bbox="297 743 1490 928"> <thead> <tr> <th>Gender</th> <th>Applied</th> <th>Rejected at stage one</th> <th>Rejected at stage two</th> <th>Promoted</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>6 (43%)</td> <td>0</td> <td>2 (50%)</td> <td>4 (40%)</td> </tr> <tr> <td>Female</td> <td>8 (57%)</td> <td>0</td> <td>2 (50%)</td> <td>6 (60%)</td> </tr> <tr> <td><b>Totals</b></td> <td><b>14</b></td> <td><b>14</b></td> <td><b>4</b></td> <td><b>10</b></td> </tr> </tbody> </table> <p>Of the 14 people applied to be a <b>Professor</b> both on the A and B scale, eight (57%) were women. Of the eight that applied, six (60%) were successfully appointed as a professor, four at grade A and two at grade B.</p>	Gender	Applied	Rejected at stage one	Rejected at stage two	Promoted	Female	11 (44%)	6 (50%)	2 (67%)	3 (30%)	Male	14 (56%)	6 (50%)	1 (33%)	7 (70%)	<b>Totals</b>	<b>25</b>	<b>12</b>	<b>3</b>	<b>10</b>	Gender	Applied	Rejected at stage one	Rejected at stage two	Promoted	Male	6 (43%)	0	2 (50%)	4 (40%)	Female	8 (57%)	0	2 (50%)	6 (60%)	<b>Totals</b>	<b>14</b>	<b>14</b>	<b>4</b>	<b>10</b>
Gender	Applied	Rejected at stage one	Rejected at stage two	Promoted																																					
Female	11 (44%)	6 (50%)	2 (67%)	3 (30%)																																					
Male	14 (56%)	6 (50%)	1 (33%)	7 (70%)																																					
<b>Totals</b>	<b>25</b>	<b>12</b>	<b>3</b>	<b>10</b>																																					
Gender	Applied	Rejected at stage one	Rejected at stage two	Promoted																																					
Male	6 (43%)	0	2 (50%)	4 (40%)																																					
Female	8 (57%)	0	2 (50%)	6 (60%)																																					
<b>Totals</b>	<b>14</b>	<b>14</b>	<b>4</b>	<b>10</b>																																					
<p><b>Impact Gender Reassignment</b></p>	<p>N/A</p>																																								
<p><b>Impact Marriage / Civil Partnership</b></p>	<p>N/A</p>																																								
<p><b>Impact Pregnancy / Maternity</b></p>	<p>N/A</p>																																								
<p><b>Impact Race / Ethnicity</b></p>	<p><b>Senior lecturer</b></p> <table border="1" data-bbox="297 1717 1252 1902"> <thead> <tr> <th>Ethnicity</th> <th>Applied</th> <th>Rejected</th> <th>Promoted</th> </tr> </thead> <tbody> <tr> <td>BAME</td> <td>14 (40%)</td> <td>6 (43%)</td> <td>8 (38%)</td> </tr> <tr> <td>White</td> <td>19 (54%)</td> <td>7 (50%)</td> <td>12 (57%)</td> </tr> <tr> <td>Not known</td> <td>2 (6%)</td> <td>1 (7%)</td> <td>1 (5%)</td> </tr> <tr> <td><b>Totals</b></td> <td><b>35</b></td> <td><b>14</b></td> <td><b>21</b></td> </tr> </tbody> </table>	Ethnicity	Applied	Rejected	Promoted	BAME	14 (40%)	6 (43%)	8 (38%)	White	19 (54%)	7 (50%)	12 (57%)	Not known	2 (6%)	1 (7%)	1 (5%)	<b>Totals</b>	<b>35</b>	<b>14</b>	<b>21</b>																				
Ethnicity	Applied	Rejected	Promoted																																						
BAME	14 (40%)	6 (43%)	8 (38%)																																						
White	19 (54%)	7 (50%)	12 (57%)																																						
Not known	2 (6%)	1 (7%)	1 (5%)																																						
<b>Totals</b>	<b>35</b>	<b>14</b>	<b>21</b>																																						

	<p>14 out of the 35 (40%) staff who applied for a <b>senior lecturer</b> role identify as BAME. Of the 21 staff who were successfully appointed to be a senior lecturer, eight (38%) were BAME so this broadly matches the percentage of those who applied.</p> <p><b>Associate Professor</b></p> <table border="1" data-bbox="297 380 1490 564"> <thead> <tr> <th>Ethnicity</th> <th>Applied</th> <th>Rejected at stage one</th> <th>Rejected at stage two</th> <th>Promoted</th> </tr> </thead> <tbody> <tr> <td>BAME</td> <td>11 (44%)</td> <td>5 (42%)</td> <td>1 (33%)</td> <td>5 (50%)</td> </tr> <tr> <td>White</td> <td>14 (56%)</td> <td>7 (59%)</td> <td>2 (67%)</td> <td>5 (50%)</td> </tr> <tr> <td><b>Totals</b></td> <td><b>25</b></td> <td><b>12</b></td> <td><b>3</b></td> <td><b>10</b></td> </tr> </tbody> </table> <p>Of the 25 people that applied as an <b>associate professor</b>, 11 (44%) identified as BAME. Six (24%) of those were unsuccessful all at stage one. No BAME staff who were unsuccessful at stage one made it through to stage two. Ten staff were successfully appointed as an associate professor and of those, five (50%) were BAME.</p> <p><b>Professor</b></p> <table border="1" data-bbox="297 884 1490 1068"> <thead> <tr> <th>Ethnicity</th> <th>Applied</th> <th>Rejected at stage one</th> <th>Rejected at stage two</th> <th>Promoted</th> </tr> </thead> <tbody> <tr> <td>BAME</td> <td>4 (29%)</td> <td>0</td> <td>1 (33%)</td> <td>3 (30%)</td> </tr> <tr> <td>White</td> <td>10 (71%)</td> <td>0</td> <td>3 (67%)</td> <td>7 (70%)</td> </tr> <tr> <td><b>Totals</b></td> <td><b>14</b></td> <td><b>14</b></td> <td><b>4</b></td> <td><b>10</b></td> </tr> </tbody> </table> <p>Of the 14 people applied to be a <b>Professor</b> both on the A and B scale, four (29%) identified as BAME and of those four, three were successful, two at grade A and one at grade B.</p>	Ethnicity	Applied	Rejected at stage one	Rejected at stage two	Promoted	BAME	11 (44%)	5 (42%)	1 (33%)	5 (50%)	White	14 (56%)	7 (59%)	2 (67%)	5 (50%)	<b>Totals</b>	<b>25</b>	<b>12</b>	<b>3</b>	<b>10</b>	Ethnicity	Applied	Rejected at stage one	Rejected at stage two	Promoted	BAME	4 (29%)	0	1 (33%)	3 (30%)	White	10 (71%)	0	3 (67%)	7 (70%)	<b>Totals</b>	<b>14</b>	<b>14</b>	<b>4</b>	<b>10</b>
Ethnicity	Applied	Rejected at stage one	Rejected at stage two	Promoted																																					
BAME	11 (44%)	5 (42%)	1 (33%)	5 (50%)																																					
White	14 (56%)	7 (59%)	2 (67%)	5 (50%)																																					
<b>Totals</b>	<b>25</b>	<b>12</b>	<b>3</b>	<b>10</b>																																					
Ethnicity	Applied	Rejected at stage one	Rejected at stage two	Promoted																																					
BAME	4 (29%)	0	1 (33%)	3 (30%)																																					
White	10 (71%)	0	3 (67%)	7 (70%)																																					
<b>Totals</b>	<b>14</b>	<b>14</b>	<b>4</b>	<b>10</b>																																					
<p><b>Impact Religion / Belief</b></p>	<p>N/A</p>																																								
<p><b>Impact Sexual Orientation</b></p>	<p>Of the 35 staff that applied to be a <b>senior lecturer</b>, one identified as LGBT and that person was unsuccessful.</p> <p>Of the 25 people that applied for an <b>associate professor</b> role, three (12%) identified as LGBT and two (66%) of those were successfully appointed.</p> <p>There was only one person who identified as LGBT who applied to be a <b>Professor</b> and that person was successful.</p>																																								
<p><b>Impact Other Groups</b></p>	<p>N/A</p>																																								
<p><b>Any other commentary</b></p>																																									

There is a mixed picture with the results of the academic promotion round. We have some groups that do very well with the process, disabled, LGBT and younger staff.

There will need to be a focus on women applying to be a senior lecturer and associate professor and staff aged between 45+ applying to be an associate professor and a Professor who may potentially be relying on length of service and not articulating the impact of their work.

**Final decision**

LSBU already hold promotion workshops for women and BAME staff. It is recommended that these continue but the course extended for women and older staff to half a day where there can be more time for an explanation of the academic promotion round, time for practice and familiarisation with the application form and peer review.

**Stakeholder Engagement**

**Stakeholder(s) Engaged**

	INTERNAL
Paper title:	Sub-committee reports
Board/Committee:	Academic Board
Date of meeting:	20 June 2022
Author(s):	Dominique Phipp, Secretary to the Academic Board and Sub-Committees
Sponsor(s):	Tara Dean, Provost
Purpose:	For Information
Recommendation:	The Academic Board is requested to note the reports.

Please find summaries of sub-committee meetings held since the last Academic Board meeting. Full minutes are available on request by any internal colleagues.

### **Quality and Standards Committee, 8 June 2022**

The Committee approved:

- Changes to the Academic Regulations and Assessment and Examinations Procedure for 2022/23. These changes are subject to AcBd approval.
- A proposal to increase the approved and trained pool of Chairpersons for quality events.

The Committee discussed:

- Quality and standards issues that had arisen since the last meeting including issues with using Moodle to give External Examiners access to required materials, the central administration teams' operational issues with the ECs process in Salesforce, and issues with entering assessment deadlines into QL for the ECs process.
- An overview of the learning points and analysis of Local Protocols (exceptional pre-approved changed to the University Regulations applying to specific courses of groups of courses) ahead of the exam boards in 2021/22.

The Committee noted:

- A confidential update from the Chair [see full meeting minutes].
- An update on preparations for TEF, which were on track.
- Key findings of the graduate outcomes review, which were calculated using B3 OfS methodology.

- An annual update on progress of the Access & Participation plan targets.
- A verbal update on development of the academic calendar for 2023/24.
- A confidential update on the outcome of the Education program Ofsted review.

Supplementary items included for information, but not discussed:

- An update on progress of the Apprenticeship Quality Improvement Plan
- An update on Transnational Education activities
- An update on academic planning and validations, which included Academic Planning Panel minutes
- The Lambeth College Ofsted Final Inspection report
- SASC meeting minute summaries

### **Quality and Standards Committee, 25 May 2022**

The Committee discussed:

- The OfS A and B conditions, areas of risk and challenge, and LSBU's governance arrangements for quality and standards.

The Committee noted:

- A recommendation was in development to postpone all academic activities in 2022/23 by one week. The reason for this change to the academic calendar is recommended given LSBU's current recruitment figures and the likelihood of recruitment continuing into late Clearing (up to 18 October 2022).

Supplementary items included for information, but not discussed:

- The Committee's terms of reference
- The Committee's draft annual work plan for 2022/23

### **University Research Committee, 18 May 2022**

The Committee approved:

- The REF staff circumstances process and action plan.

The Committee discussed:

- The findings of a SWOT analysis (strengths, weaknesses, opportunities and threats) of the University's performance in REF 2021. The Committee noted that the University's performance was very positive overall. The key areas for improvement could include increasing the University's Output GPA, in particular 4-star scores for Environment research outputs.

- The outcome of the 2021/22 Research Centre reviews and preliminary recommendations for the new Centre roadmaps.
- A governance effectiveness review of the Committee and recommendations for improved governance.

The Committee noted:

- A verbal update on progress of the PGR review. It noted that data collection would formally begin w/c 23<sup>rd</sup> May and be completed by mid-June.
- An update on the activities of the Researcher Development Group, including an update on the progress of its review of the University's submission to the HR Excellence in Research Award.
- The annual research governance statement, inclusive of the annual reporting statement on Research Integrity. The Committee note that research integrity is being redefined to include reference to the San Francisco Directive on Research Assessment (DORA) principles and mandated training on research integrity would be offered to all colleagues via an online course.
- An update on PGR progression, completion, and enrolment data. The Committee discussed concerns that PGR and PhD numbers might decline in response to the approaching cost of living crisis and noted that increased scholarship numbers and noted actions underway to reduce this risk.
- An update on the research funding landscape, which focused on the status of UK association to Horizon Europe and the UKRI's five-year strategy.
- An update on research grants and awards, which focused on research grant income data, submitted funding applications, and new awards won YTD.

### **Student Experience Committee, 11 May 2022**

The Committee approved:

- The updated halls of residence disciplinary policy 2022/23, including a new clause relating to misconduct that will lead to immediate referral to the student disciplinary procedure.

The Committee discussed:

- NSS 2020/21 action plan update – noted the final response rate of 81.4%, which was above the LSBU target of 80%. All courses met the OfS reporting threshold of 50%.
- In year withdrawals and interruptions – noted that 2021/22 rates were higher than the previous year, with 6.9% of the student population withdrawing from or interrupting their studies (1.9 percentage points higher than 20/21). Discussed contact and support strategies for students who interrupt.
- 2019/20 progress against APP targets – improved year-on-year performance in six out of nine measures for full-time students. Noted that the area of most

concern was the awarding gap between white and black students, with no improvement on the previous year.

- Update on trends in student utilisation of campus LLR resources – visits to the Perry Library had decreased significantly compared with the same period pre-pandemic, but the gap has begun to close.

The Committee noted:

- Student voice report plans – noted that a full-year report would be produced during June, and would go to UMB and then onto the July Student Experience Committee.
- Student services and operations update – noted that a disproportionate number of enquiries come from the School of Business. Further triangulation on the reasons for this will be brought to the next meeting.
- Student complaints report

### **Quality and Standards Committee, 16 March 2022**

The Committee approved:

- A proposal to introduce a Moodle site dedicated to academic integrity awareness which could be shared with students.

The Committee discussed:

- Quality and standards issues that had arisen since the last meeting including whether exam boards would be able to operate effectively if there is widespread withdrawal of external examination due to strike action. It was noted that no significant disruption was expected for any schools.
- The regulation of student outcomes via the OfS's B3 conditions of registration, including how outcomes would be calculated and modelling for LSBU by degree and subject level. The Committee agreed to hold an additional meeting to explore the other B conditions and consider the University's governance set up for quality and standards.
- The Decolonising and Racial Awarding Gap action plan, in particular actions for the Committee. It was agreed that an update on this workstream would be added as a standing item to the Committee's agenda in 2022/23.

The Committee noted:

- An update from the Chair on emergency external and institutional issues and upcoming work, which focused on LSBU's response to consultations published by the OfS.
- Issues with the use of Moodle by External Examiners.
- An update on apprenticeship quality assurance, attendance monitoring, and apprenticeship student engagement.

Supplementary items included for information, but not discussed:



- An update on Transnational Education and LSBU Global activities
- An update on academic planning and validations, which included Academic Planning Panel minutes
- SASC meeting minute summaries