Meeting of the Academic Board

2.00 - 4.00 pm on Wednesday, 16 June 2021
in MS Teams - MS Teams

Agenda

No.	Item	Pages	Presenter
1.	Welcome and apologies		PB
2.	Declarations of interest *Members are required to declare any interest in any item of business at this meeting*		PB
3.	Minutes of previous meeting	3 - 16	PB
4.	Matters arising	17 - 20	PB
5.	Provost's report	Verbal Report	PB
	Items for approval		
6.	6.1 Academic regulations 2021/22: glossary, list of awards, and assessment and examinations procedure 6.2 Student Protection Policy 2021/22: student protection plan, covid addendum, course closure process	21 - 134	SSM
7.	Admissions and Enrolment policy	135 - 216	IBe
8.	Portfolio and curriculum review presentation	To Follow	IBo
9.	Academic Development Steering Group recommendations	217 - 222	AG
	Items for discussion		
10.	Access & Participation Implementation Process – how will we close the racial awarding gap and other student inequalities?	223 - 230	AM, RH
11.	Collaborative Proposals Approval Process	231 - 244	SB
12.	OfS Proceed metric: projected completion and employment from entrant data	245 - 256	KM
13.	Update on KEF submission	257 - 262	NP
14.	Peer learning scheme	263 - 268	DJ

No.	Item	Pages	Presenter
15.	Student Union Issues (as required)	Verbal Report	HT

Supplementary items included in your pack

No.	Item	Pages	Presenter
16.	Lecture Capture policy – to be approved by Chair's Action out of committee	269 - 280	DJ
17.	Staff Governor nomination process – an invitation to express your interests	To Follow	PB
18.	Reports from sub-committees	281 - 286	PB

**Date of next meeting
2.00 pm on Wednesday, 27 October 2021**

Members: Pat Bailey (Chair), Ian Albery, Helen Aston, Asa Hilton Barber, Craig Barker, Gilberto Buzzi, Alessio Corso, Geoff Cox, Kate Ellis, Steve Faulkner, Nadia Gaoua, Steve Hunter, Rosie Holden, Paul Ivey, Deborah Johnston, Nicki Martin, Sarah Moore-Williams, Luke Murray, George Ofori, Jenny Owen, Md Fazle Rabbi, Tony Roberts, Carrie Rutherford, Harriet Tollerson, Warren Turner, Ricardo Domizio, Helen Young and Maxwell Smith

Apologies: George Ofori (sent representative), Patrick Callaghan, Gary Francis and Marc Griffith

In attendance: Dominique Phipp, John Cole, Anthony McGrath, Mahmood Datoo (for George Ofori), Sally Skillett-Moore, Max Smith, Tara Dean, Irina Bernstein (Item 7), Isobel Bowditch (item 8), Argyrios Georgopoulos (item 9), Tony Moss (item 10), Karen McLernon (item 12), Neil Pierce (item 13)

**Minutes of the meeting of the Academic Board
held at 2.00 pm on Wednesday 24 February 2021
MS Teams**

Present
Pat Bailey (Chair)
Alessio Corso
Asa Hilton Barber
Craig Barker
Deborah Johnston
Gary Francis
Geoff Cox
Gilberto Buzzi
Harriet Tollerson
Helen Aston
Ian Albery
Jane Wills
Jenny Owen
Kate Ellis
Luke Murray
Marc Griffith
Md Fazle Rabbi
Nadia Gaoua
Patrick Callaghan
Paul Ivey
Ricardo Domizio
Rosie Holden
Sarah Moore-Williams
Steve Faulkner
Tony Roberts
Warren Turner

Apologies
George Ofori
Nicki Martin (sent representative)
Helen Young (sent representative)
Carrie Rutherford
Steve Hunter

In attendance
Dominique Phipp (Secretary)
John Cole
Sally Skillett-Moore
Andrew Read (for Nicki Martin and Helen Young)
Pamela Thomas (for item 10a only)
Musharrat Ahmed-Landeryou (for item 10a only)
Jannatul Ferdous (for item 10a only)
Peter Doyle (for item 14 only)
Richard Duke (for item 16 only)

1. **Welcome and apologies**

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

2. **Declarations of interest**

   No member declared a conflict of interest in any item on the agenda.

3. **Minutes of the previous meeting**

   The Board approved the minutes of the previous meeting held on 28 October 2020.

4. **Matters arising**

   Review the mechanisms for shortening the course development – The Board agreed to mark this action as completed, as it has been subsumed into the wider curriculum and portfolio review workstream.

   Progress of Task and Finish Group to agree how the degree algorithm should be reviewed in this academic year – The Board noted that this action would be deferred until the Curriculum Framework and Qualifications Framework are in place.

   Response to concerns about the quality of English language provision for international students on some courses in 2019/20 – The Board noted that the response to this issue is ongoing and of increasing importance, as some courses are nearing the bottom limit of their international student quotas. An update would be brought to the next meeting.

   Progress to full year calendar consultation – The Board noted that this action would be deferred until completion of the curriculum and portfolio review workstream.

   Update on lecture capture policy discussions with the Unions – The PVC (Education) provided an update on the discussions with the Unions.

   The Board noted it has been agreed that the opt-out approach to the policy, which was initially suggested for practical reasons, would be replaced by an opt-in process in the first instance. The PVC (Education) explained that the success of this approach would be evaluated after implementation and, if there is low opt-in to the policy, an opt-out approach would be considered. She added that students would also be surveyed for feedback on how the introduction of lecture capturing has benefited them.

   The Chair noted that 83% of an estimated 3,000 to 4,000 students surveyed by WonkHE said that access to recorded lectures was the thing that they most valued from the changes delivered by universities in response to the

coronavirus pandemic. The PVC (Education) added that there is strong evidence that students who have difficulty attending lectures, as many of the University's students do, benefit the most from lecture capture.

The PVC (Education) explained that a draft policy and a framework for opting-in for lecture capture has been developed. The Board agreed that the policy would be circulated to the Board for feedback via email. If no significant concerns are raised, the Chair would approve the policy on behalf of the Board by Chair's Action.

The Board asked whether the policy would cover hourly-paid lecture staff and if they were included in development of the policy. The PVC (Education) explained that hourly-paid lecture staff and guest lecturers would be covered by the policy. They would be asked to opt-in and to give permission for their lectures to be recorded and shared with students studying the relevant module(s) in that particular cohort.

5. **Provost's report**

The Chair updated the Board on key activity underway across the University, including trends shown in the HESA continuation performance data for 2018/19 and 2019/20, the impact of Brexit on EU applicant numbers and EU student fees, and the continuing impact on students of the cyber-attack and the coronavirus pandemic.

HESA continuation performance indicators (CPIs) for 2018/19

The Chair summarised the key trends shown by the HESA CPIs preview data for 2018/19 full-time, UK-domiciled students. The Board noted that the final dataset would be published on 24 February and would be used widely by league table publishers and by the OfS for monitoring compliance with its ongoing registration conditions.

The PVC (Education) noted her concern that the OfS would increasingly be using HESA data to monitor universities' performance by subject level, and the University does not meet ongoing registration condition thresholds for numerous subjects. She added that the OfS are threatening to increase their thresholds, which could result in the loss of our degree awarding powers, or capping student fees at £6,000, or exclusion from student loans for some subjects. The PVC (Education) encouraged colleagues to urgently review their subject-level continuation data.

The Chair questioned whether a wider discussion of the continuation data was needed. The Board agreed to annually review HESA continuate data in February.

The Chair requested that the data is broken down by division-level for further discussion at the next meeting.

Brexit

The Board noted that, as anticipated, recruitment of EU students in 2021/22 has decreased dramatically. It noted that numerous actions are underway to support existing and prospective EU students, including development of a new scheme to support international placements with the EU and the University's global partners.

The Board noted that many other universities plan to continue offering home-fees to EU nationals. It noted that the University is considering offering discounted fees to EU students on some courses, but this may not be the case for some courses for which we can command premium fees.

IT outage

The Chair applauded the significant and sustained effort that IT colleagues have made since 21 December 2020 to restore the University's IT systems. He outlined the challenges faced by the team to ensure the security of the University's systems and to restore access to programs.

The Board discussed the continued negative impact of the IT outage on students. Examples of the continued difficulties students face included an inability to access or submit assignments via Moodle, an inability to re-enrol interrupted students or enrol new students, challenges to process graduations.

The Board noted that courses with study-abroad options would need a specialized workaround for assessment submissions, as many are not appropriately set up on Moodle.

The Chair recommended that a manual process must be developed to enrol and re-enrol students and to approve completion of awards. The Board agreed, noting that the onus is on the University to communicate to students that they have successfully completed their awards.

The PVC (Education) noted that these issues are being discussed in the Academic Delivery Group (ADG) and workarounds are being developed.

The Chair requested that a proposal is prepared for him or the PVC (Education) to authorize a manual process for approval of awards.

The Chair noted his concern that these operational issues are being brought to this Board, and acknowledged colleagues' frustration. He noted that the Board needs assurance that these issues would be resolved outside of this committee and requested an update on ADG's progress at the next meeting.

COVID-19

The Chair highlighted that following announcement of the Government's roadmap out of lockdown, the Executive has confirmed that all teaching

would continue remotely except for essential delivery requiring specialist on-campus facilities.

6. **Board and Sub-Committee Terms of Reference**

The Board received the draft terms of reference for the Quality and Standards Committee, the Research Committee, and the Academic Board.

The Board approved the documents, subject to minor amendments to the job titles of some members. The Chair requested that members send any further feedback on the documents to the Secretary by the end of the week.

The Board noted its concern about the possibility of a duplication of responsibilities for the graduate outcomes of post-graduate research students' in the remits of the University Standards Committee (USC) and the University Research Committee (URC).

The Chair of the URC agreed to discuss the division of responsibilities with the Chair of the QSC for clarification in the next iteration of their terms of reference.

7. **New requirements for peer observation of teaching**

The Acting Director for TQE summarised the rationale for establishing a workstream within the Academic Development Steering Committee (ADSC) to develop a scheme for peer observation of teaching. He noted that the workstream could draw on the experience of the ADSC members, which would include the DESEs and academic staff from across the Group.

The Board asked how the ADSC's scheme would take into account the different perspectives of the QAA, Ofsted and OfS on teacher observations. The PVC (Education) acknowledged that teaching across the Group is regulated differently and explained that the ADSC would seek to select an approach that works best for the University, rather than simply adopting an the approach most likely to receive regulatory approval. She noted that the model developed would be positive rather than punitive to ensure that staff are comfortable with the approach chosen.

The Board approved of the proposal to establish a work stream within the ADSC to develop a standardised scheme for peer observation of teaching for the University.

8. **Decolonising the curriculum**

Peter Doyle, Head of the Research Office, joined the meeting.

<u>For Research & Place strategies</u>

The Dean for the School of APS introduced the proposal. He highlighted the importance of ensuring that the language and terminology used to discuss decolonisation is carefully considered.

The Board noted that the Dean for the School of LSS has agreed to Chair the task & finish group to examine the research contribution to the University's decolonising vision. It noted the Anti-Semitism, terminology that runs alongside that, important that we get the language right.

The Board approved the recommendation to set up a task and finish group. It was noted that group would share its work in with the Board in Semester 2.

Patrick Callaghan left the meeting.

<u>For taught courses</u>

Pamela Thomas, the CRIT Learning Developer, joined the meeting.
Jannatul Ferdous, the Student Union's VP (Welfare & Equalities), joined the meeting.
Musharrat Ahmed-Landeryou, Senior Lecturer in Occupational Therapy, joined the meeting.
Rosie Holden, Director of Student Services, joined the meeting.

The Board received a presentation on the proposed vision for decolonising the University's curriculum, teaching, and ways of working.

The Board discussed the proposal.

The Board suggested changes to the language used in the proposal, including removing reference to racism "within the Higher Education sector" in the first statement in favour of "within the institution" to demonstrate greater ownership for the issue.

The Board suggested that the vision should be shared with colleagues across the Group through a roadshow. This would increase awareness of the vision's goals, support engagement within the Schools and Lambeth College, and support staff to take ownership for delivery of the vision in their areas.

The Board was supportive of the decolonising vision as outlined. It was noted that the item would be brought back for further discussion in 6 months.

The Chair requested to hear specific examples of where a change has been brought about by this workstream in the next report.

9.   **Update to Assessment and Examinations Procedure 2020/21**

The Acting Director of TQE introduced the report. He noted that the introduction of a no-detriment approach was agreed at the Quality and Standards Committee on 20 January 2021. He explained that the change is

necessary to support students with their assessments during the new national lockdown and the IT outage.

The Board noted that if students do not experience a significant negative impact on their performance as a result of these factors, there will be no change to students' marks. If a detriment does occur, then application of a no-detriment approach by the Award and Progression Examination Boards would ensure that students are not disadvantaged by these factors.

The Chair noted that it is the responsibility of this Board to give assurance to the Board of Governors that the appropriate mechanisms are in place for students to complete their studies.

The Board discussed the use of 'no detriment' terminology and agreed that the term is useful for communicating with students.

The Board was supportive of the proposed changes.

10.   **Proposal to improve personal tutoring**

The Director of Student Services introduced the report. She explained that the goal of the proposal would be to enable staff to easily communicate with students about the support available to them across their student journey.

The Board noted that the next stage of the workstream would be to collaborate with stakeholders to develop the proposed Integrated Student Development and Support Framework. The Board was supportive of the recommended approach.

11.   **Portfolio / curriculum review progress update**

The PVC (Education) introduced the report. She explained that the purpose of the portfolio and curriculum review would be to improve students' graduate outcomes and support the University to become a sector-leader for professional and technical innovation. She added that the review would be aligned with work to decrease the racial awarding gap and improve progression rates.

The Board noted that the review would include a review of the coherence of the University's courses to ensure that the right amount of choice is available to students at different levels. The PVC (Education) noted that the review would results in change for colleagues which may initially be uncomfortable, including stopping some courses and increasing resource for others. She encouraged colleagues to engage openly and positively with the review.

The Board noted that the recommendations of the review would be presented at the next meeting. It requested a diagram to identify the leaders of each component of the portfolio and curriculum review project, a summary of each component, and how each component connects. It also requested a timeline

for the project and forecasts for when recommendations would come to the Board for approval.

The Board noted that the powerpoint presented to support this item would be made available in members' papers packs.

12. **AULA update on pilots and plans**

The PVC (Education) outlined the approach for evaluation of the Aula pilot and review of the University's Virtual Learning Environment (VLE).

The Acting Director for TQE explained that one of the key benefits of the AULA pilot was the questions it raised about the future and next generations of the University's VLE. He highlighted that, given the shift to online learning during the coronavirus pandemic, the University has an opportunity to challenge what the future of its teaching delivery looks like.

The Board noted that an intermediate year (in which the existing VLE would still be in use while the new VLE would be trialled) would likely be needed in 2021/22 to allow sufficient time to develop the University's approach.

The Board was supportive of the approach outlined.

Rosie Holden and Tony Roberts left the meeting.

13. **New resources to inform pedagogic practice**

The Director of TQE introduced the report. He outlined the ADSC's approach to develop a programme for continuous professional development of academic staff.

The PVC (Education) highlighted that colleagues would be asked to identify whether they would like to complete the PGCert in October 2021 and the PGCert would be made available to them from January 2022.

14. **Update on REF submission**

The Head of the Research Office provided a presentation on the progress of the Research Excellence Framework (REF) submission. He highlighted the results and recommendations of the Mock REF, which has been used to project the University's trajectory.

The Board noted that the University is on target to complete its REF submission by mid-March. It noted that following the early resolution of some minor issues, neither COVID-19 nor the IT outage has presented any persistent challenges to the submission process.

The Board noted that the University scored less well than expected in the REF 2014 and external factors have had a significant impact on research in

the lead up to the REF 2021, therefore colleagues have had to work extremely hard for this submission.

The Chair thanked the Research Office for its excellent work to support the REF submission.

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

The SU President and VP (Education) confirmed that there are no issues to raise to the Board, as students' concerns are being effectively dealt with outside of this committee. The SU President noted that the LSBSU is collaborating well with different divisions across the University.

Jenny Owen, Gary Francis, Craig Barker, and Helen Aston left the meeting.

16. **Review of academic KPIs 2020/21**

Richard Duke, Director of Strategy and Planning, joined the meeting.

The Director of Strategy and Planning explained that the performance indicator data presented includes all of the Group's targets for 2020-25, including KPIs still going through a process of definition and KPIs that currently have missing data due to the IT outage.

The Board noted that the KPIs, their associated targets, and the University's previous performance against these indicators are linked to the Group Strategy 2020-25 which was approved by the Board of Governors in July 2020.

The Chair suggested that the targets should be reviewed again at the next meeting and discussed alongside Years 1-2 and Years 2-3 progression data.

17. **Calendar consultation – update on planning for January starting courses**

The Board received an update during matters arising.

18. **Reports from sub-committees**

The committee received the reports.

19. **AOB**

The Chair thanked the Board for its contributions to the meeting.

The Chair noted that this meeting was Jane Wills', DORE for the School of HSC, last meeting. The Board thanked her for her invaluable support as a member of the Board.

Date of next meeting
2:00pm on Wednesday, 24 February 2021

Confirmed as a true record

.... (Chair)

**Minutes of the meeting of the Academic Board
held at 2.00 pm on Wednesday 24 February 2021
MS Teams**

Present
Pat Bailey (Chair)
Alessio Corso
Asa Hilton Barber
Carrie Rutherford
Deborah Johnston
Gary Francis
Geoff Cox
George Ofori
Gilberto Buzzi
Harriet Tollerson
Helen Aston
Helen Young
Ian Albery
Jane Wills
Jenny Owen
Luke Murray
Marc Griffith
Md Fazle Rabbi
Nadia Gaoua
Nicki Martin
Paul Ivey
Ricardo Domizio
Rosie Holden
Sarah Moore-Williams
Steve Faulkner
Tony Roberts
Warren Turner

Apologies
Craig Barker
Kate Ellis
Patrick Callaghan
Steve Hunter
Warren Turner

In attendance
Dominique Phipp (Secretary)
John Cole
Kulvinder Birring
Richard Duke
Tabassam Hussain
Vanessa Beever

1. Welcome and apologies

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

2. Declarations of interest

No member declared a conflict of interest in the proposal on the agenda.

3. Curriculum Framework

The PVC (Education) summarised the purpose and importance of the Curriculum Framework, the principles of which are aligned to the Corporate Strategy 2020-25. She highlighted the urgency of this work in light of emerging OfS regulation focussed on minimum thresholds for student outcomes and progression to employment.

The Board noted that it would take an estimated 18 months to implement the framework and a further five years after that before the University sees the impact in data and league tables.

The Director of TQE summarised the academic and pedagogic principles of the proposed Curriculum Framework, the Qualifications Framework, the modified course approval processes, and the timeline for implementation of the changes.

The Head of Employability and Placements then summarised the principles of the Skills Framework and graduate outcome groups.

The Board discussed the proposed Curriculum Framework. Whilst the Board was broadly supportive of the proposal, some concerns were raised. Concerns focussed around the workload involved for colleagues at an already busy time, the narrowing of students' study choices, whether the University is becoming too vocationally-orientated, and the impact of the proposed changes on research.

The Board suggested the following amendments to the proposal:
- It would be beneficial to explain the relative weights of the different course components proposed;
- The "carbon literacy" skill should be renamed as the term used is too narrow to encompass the variety of climate change related learning across schools;
- Links between the Curriculum Framework and parallel workstreams, such as 'decolonising the curriculum' should be articulated.
- More emphasis should be included on the importance of the traditional value-added qualities of the University's existing teaching, such as transferable skills, critical enquiry and intellectual stimulation. Additionally, the proposal should clarify that synoptic modules would not be lost in the new approach.

The Chief Business Officer recommended that a forum could be created for academics to discuss pedagogy, share good practice, and support colleagues to engage with the Curriculum Framework. The PVC (Education) suggested also that

the University could offer teaching-focused sabbaticals in schools to increase its capacity for implementation of the Curriculum Framework.

Regarding concerns around the impact on research, the Chief Business Officer encouraged including more problem-based learning across all courses and noted that this approach should help to generate research, not restrict it. The PVC (Education) agreed, noting that evidence of the impact of similar approaches at other institutions has shown that the curriculum changes did not negatively impact their research.

Regarding concerns about the workload involved, the Director of Teaching, Quality and Enhancement explained that not all courses would require a full revalidation and in most cases a check at school-level that its courses align with the Curriculum Framework would be sufficient.

Regarding concerns about the over-emphasis of vocational skills, the Board noted that it would be up to schools to determine how the elements of the Curriculum Framework would be embedded, how much vocational learning would be included, and to integrate (or articulate how, where already integrated) relevant skills from the Curriculum Framework into its courses.

The Board discussed the balance between the academic and social capital of modules, and whether centralisation of skills and all-embracing increases in vocational-based learning would lead to a decline in the academic quality of courses. The DESE for the School of LSS commented that there is not a binary divide between modules offering academic or social capital, as social skills are taught throughout all modules and support students' understanding of the academic content.

The Dean for the School of BEA noted that colleagues would need support in explaining the changes proposed to professional accreditation bodies linked to their courses to ensure a smooth transition to the new curriculum structure.

The Board also questioned how the Curriculum Framework would be embedded into part-time courses, as most part-time students already gain vocational skills from their part-time work.

The PVC (Education) thanked the Board for its thorough debate of the proposal, noting the importance of considering how the University can ensure its qualifications are relevant to the intellectual and personal development of students, and its position as a place of critical enquiry and empowerment. She supported the suggestions made and agreed that, while preparation for entering the labour market is a significant part of university education, the proposal placed too much emphasis on this aspect.

The Board approved the proposed Curriculum Framework on the basis that:

- The language of the proposal would be reviewed and amended to include suggestions such as a greater emphasis on interdisciplinarity and critical enquiry, clarification around use of synoptic modules, and links to other

portfolio review workstreams. The final version of the proposal would then be circulated to the Board for further feedback via email by 21 April.

- The PVC (Education) would consider how the proposal would be communicated to staff and socialised throughout the schools.

- The Director of TQE and the Project Manager (Portfolio and Curriculum Review) would set up an academic forum to share good practice and facilitate engagement with the Curriculum Framework. The forum would not be a decision-making committee.

The Chair requested that any colleagues with serious concerns about the proposal should contact him and the PVC (Education). The response to any concerns brought to their attention would be communicated along with the final draft of the proposal.

ACADEMIC BOARD - WEDNESDAY, 17 JUNE 2020
ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
9.	Academic planning and course development update	To review the mechanisms for shortening the course development approval timeline, including the possibility of interdisciplinary strategy sessions.	June 2021	Marc Griffith	Completed

ACADEMIC BOARD - WEDNESDAY, 3 SEPTEMBER 2020
ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
4.	Review of academic KPIs for 2019/20	Director of Strategy and Planning to provide a report on measures for the other three Strategy pillars as well as on additional measures, such as those in the TEF metrics	December 2020	Richard Duke	Completed
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.	February 2021	Pat Bailey, Deborah Johnston and Marc Griffith	Deferred until completion of portfolio and curriculum review work.
		Review the academic algorithm.	Before June 2021	Task and Finish Group	As above

ACADEMIC BOARD - WEDNESDAY, 28 OCTOBER 2020
ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
4.	Matters arising	Respond to concerns about the quality of English language provision for international students on some courses in 2019/20.	June 2021	Marc Griffith	Update during matters arising
9.	AULA Presentation of Evaluation	Provide an update on the plan to pilot the AULA platform in Semester 2.	February 2021	Deborah Johnston	Completed.
10.	Calendar consultation – update on planning for January starting courses	Begin full year calendar consultation.	February 2021	Pat Bailey, Marc Griffith, and the Task & Finish Group	Deferred until completion of portfolio and curriculum review work.
11.	Lecture capture policy	Provide an update on policy discussions with the Unions.	February 2021	Deborah Johnston	Completed.
14.	Decolonising the Curriculum	Consider how decolonising is relevant for research and place strategies. Prepare a report for discussion at the next meeting. Develop a first draft of a vision.	February 2021 February 2021	Patrick Callaghan Research Committee Deborah Johnston Task and Finish Group	Completed. Completed.
17.	Partner Management Process and HAPLO	Resolve the issues raised at the October 2020 meeting around scrutiny of academic risk, partner values, and partner behaviours.	June 2021	Stuart Bannerman	On agenda

ACADEMIC BOARD – WEDNESDAY, 24 FEBRUARY 2021
ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
4.	Matters arising	Circulate the Lecture Capture policy for feedback via email and approval via Chairs' action.	Before June 2021	Deborah Johnston	On agenda
5.	Provost's report	Add an annual discussion of HESA Continuation Performance Indicators 2018/19 data to the agenda for future February meetings.	October 2021	Dominique Phipp	Completed
		Add a discussion of HESA Continuation Performance Indicators 2018/19 data at division (not subject) level to the next meeting agenda.	June 2021	Karen McLernon	Deferred to the next meeting
6.	Board and Sub-Committee Terms of Reference	Resolve any duplication regarding responsibility for Post Graduate Research student outcomes between the University Research Committee and the Quality & Standards Committee.	October 2021	Patrick Callaghan, Deborah Johnston, Dominique Phipp	In progress.
11.	Portfolio and curriculum review update	Present the recommendations of the review. The Board also requested that the following accompanies it: • A diagram showing who is leading each component of the portfolio and curriculum review project • a summary of each component, and how each component connects. • a timeline for the project and forecasts for when recommendations would come to the Board for approval.	October 2021	Deborah Johnston	Completed
16.	Review of academic KPIs 2020/21	Review the Group Strategy targets at the next meeting and discuss them alongside years 1-2 and years 2-3 progression data.	June 2021	Karen McLernon	Deferred to the next meeting

ACADEMIC BOARD – WEDNESDAY, 14 APRIL 2021
ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
3.	Curriculum Framework	Revise the Curriculum Framework proposal based on suggestions made during the meeting and circulate the final version by 21 April for further feedback via email.	21 April	Deborah Johnston, Marc Griffith, Vanessa Beever,	Completed
		Consider how the proposal would be communicated to staff and socialised throughout the schools.	21 April	Deborah Johnston	Update during matters arising.
		Set up an academic forum to share good practice and facilitate engagement with the Curriculum Framework. The forum should not be a decision-making committee.	16 June 2021	Marc Griffith, the Director of TQE and Tabby Hussain, the Project Manager (Portfolio and Curriculum Review)	Update during matters arising.

	INTERNAL
Paper title:	Updating of Academic Regulations, list of awards, glossary and Assessment and Examinations Procedure for 2021/2022
Board/Committee:	Academic Board
Date of meeting:	16 June 2021
Author(s):	Olu Adamolekun – Senior Quality and Enhancement Advisor Diana Ankrah – Quality and Enhancement Advisor
Sponsor(s):	Sally Skillett-Moore – Deputy Director Academic Quality and Enhancement
Purpose:	For approval
Recommendation:	The Board is asked to approve the changes made.

Executive Summary

The Directors of Education and Student Experience and the AQE Team were asked to feedback any issues with the Academic Regulations and associated appendices, in order to update them for 2021/2022.

The following amendments have been made/issues raised;

1) Academic Regulations – Change of job title for Pro VC, and exam procedures 8.1, not covering online exams.
2) List of awards – a number of awards have been highlighted for removal as they are not on the Framework for Higher Education Qualifications (FHEQ).
3) Glossary – minor updates
4) Assessment and Examinations procedure – minor updates and clarifications made. Rewording of sections on student support and students with disabilities by Director of Student Services.

Academic Regulations 2021/2022

Academic Regulations 2021/2022

1. These regulations are approved by the Academic Board of London South Bank University. They were last updated in June 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 Edexcel 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 1st 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 Extenuating Circumstances 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 Extenuating Circumstances 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.

4

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 Procedure.

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 apprenticeship guidance.

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 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 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, or you have been excluded or suspended, you can appeal to the LSBU Group and Pro Vice Chancellor (Academic Framework).

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 Complaint Procedure.

16.3 You can use our Academic Complaints 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.

Paper title:	Update to Student Protection Policy
Board/Committee:	Academic Board
Date of meeting:	16 June 2021
Author(s):	Sally Skillett-Moore, Deputy Director AQE
Sponsor(s):	Marc Griffith Director of TQE
Purpose:	For Approval
Recommendation:	The Board is asked to approve the updated SPP and associated procedures on course closure and Student Compensation and Refund Policy.

Executive Summary

Updates made as follows;

1) Amendments to job titles – Pro Vice Chancellor – Academic Framework and Directors of Operations (from School Executive Administrators)
2) Identify co-chairs of Student Experience Committee
3) Financial information on the Student Protection Plan
4) Numbers of Research Centres and Research Groups
5) Addition of a Covid addendum to SPP
6) To cover 20/21 and 21/22

Procedure for Closing or Suspending a Course

Introduction

This document outlines LSBU's process for closing or suspending courses. The policy also covers course closures that involve the replacement of a course in particular subjects with a new one. This process covers all provision including on campus, offsite delivery, and collaborative arrangements.

This process aligns with the obligations set by the

- Office for Students (OfS)
- QAA UK Quality Code for Higher Education;
- Competition and Markets Authority Consumer Protection Law;

It must be applied in conjunction with the provisions of LSBU contained in:

- Student Protection Plan;
- Student Complaints procedure
- Student compensation and refund Policy

The Policy has 2 stages as detailed below:

- Rationale and approval
- Stakeholders Holder notification

The policy is underpinned by the principle that in all cases the student interests and experience on the affected courses is assured and monitored. Schools will ensure that students on affected courses are provided with appropriate information, advice and guidance to support their decision making. The School that is responsible for the course takes ownership for all aspects of this closure and suspension process.

Course closures and suspensions are a normal part of the University's annual business that ensures that courses remain relevant and current, and that the student

Commented [GM11]: Should this be extended to related courses (i.e. those with modules that may be impacted.)

Commented [JD32R1]: I think we should focus on courses (and courses with major revisions)

experience can be maintained. The decision to close a course may occur for a variety of reasons including but not limited to:

- declining student numbers;
- key staff leaving the University / being on sabbatical;
- replacing an existing course with a new one;
- changing strategic priorities at School or University level;
- concerns about the quality and academic standards on the course;

The following procedure outlines what needs to considered when closing or suspending a course at the LSBU. The procedure may varied depending on the approval body making the closure decision and / or whether not the course proposed for suspension or closure have students registered and/or applicants. Schools must follow the procedure as appropriate for the closure or suspension of the course.

Definitions
Closure: A course is closed when it is no longer available for students to apply.

Suspension: A course is suspended when it is made unavailable for recruitment for a defined period of time.

The Approval Procedure

The approval process for the closure or suspension of course varies depending on the specific reason for the course closure or suspension. However, regardless of the reason the approval for course closures and suspension must include scrutiny and sign off by the Academic Planning Panel (APP), the University Executive or a designated group to approve that the plans for managing the closures or suspensions are appropriate for supporting any existing students or applicants.

Following any necessary investigation to consider the impact for the closure or suspension of a course the normal process for closure or suspension starts with the Schools making the proposal to close or suspend a course through the School's

Academic Standards Committee (SASC) completing a course closure or suspension form that is approved at SASC and signed off by Dean. The course closure or suspension proposal is then discussed, assessed and approved by the University's Academic Planning Panel (APP).

In all cases and regardless of the approval body a course closure captures the rationale and the impact that the course closure or suspension will have on existing students and applicants, as well as how the closure will be managed for all impacted students and applicants if they exist. It is important that the decision to close or suspend a course highlights the position of existing and potential students. It should be remembered that applicants may apply up to two years in advance, and that students on interruption may also be impacted.

Expectations in detail will differ depending where a course does not have any existing students or applicants. Where a school is unsure about what is required they should contact their Senior Quality and Enhancement Advisor (SQEA).

Timing

Wherever possible decisions to close or suspend a course is taken in line with the timeframes set out in the academic planning calendar.

Courses are normally not be closed or suspended if there are confirmed offer holders unless there are exceptional circumstances. In such cases, the School must consult the Admissions and Recruitment team and refer to the Student Protection Plan (SPP) before any steps are taken to close or suspend the course. It should be noted that if a decision to close or suspend a course is taken late in the admissions cycle, the availability of suitable alternatives at the University or at other institutions may be extremely limited and the applicant might be able to claim financial compensation from the University leading to potentially negative publicity.

Commented [GM13]: review

Commented [JD34R3]: I'm broadly happy

Commented [GM15]: Team name

Student Protection Plan

The Student Protection Plan (SPP) outlines what students can expect should a course be closed or suspended at LSBU. The SPP defines the University's responsibility to students to ensure that they can continue and complete their studies, or can be compensated if this is not possible. Schools are expected to be fully aware of the provisions set out in the SPP and associated University policies when deciding to close or suspend a course.

The decision to close a course must take full account of the needs of existing students, applicants to the course and offer holders, including deferred applicants and deferred offer holders, and should as far as possible aim to support these students providing advice and guidance that highlights how they will be supported to complete their intended course, put in place appropriate alternative arrangements, and clarify how the can make a complaint if required. In addition, the arrangements should ensure that the course continues to address the requirements of any Professional, Statutory and Regulatory Body (PSRB) or other body which accredits the course.

The following limitations apply to the opportunity to close /s uspend a course:

> Where offers have been accepted, it is not possible to close or suspend a course without the approval of the University Executive or delegated body. Schools should consult with the Admissions and Recruitment team and International in such cases before the decision to close is made.

> Where applications have been received but offers not yet made, a decision to close or suspend a course must be made early enough in the cycle so as not to disadvantage applicants.

> Where offers have been made, but not yet accepted, it may not be possible (unless there are exceptional circumstances) to close or suspend a course without having first obtained the agreement of offer holders. Schools should

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consult with the Admissions and Recruitment team and International in such cases. Applicants that find themselves in this position should be offered an alternative equivalent course.

Implications for Staff

Where staff terms and conditions or service are affected or there are potential redundancies, including any impacts on professional services staff, the Group Director of People must be consulted at the earliest opportunity.

Authority to recommend closure or suspension of a Course.

The proposal to close/suspend a course can be made by any of the bodies below:

- Academic Planning Panel (APP)
- School Academic Standards Committee (SASC)
- University Executive or designated group
- Academic Board

Rationale and approval

Approval actions

This stage of the process collects the information necessary for the SASC and School to recommend to the APP for approval the closure or suspension of a course.

The Director of Education and Student Experience (DESE) and the Head of Division will usually complete this stage of the process by completing the Course Closure or Suspension form. The form must be fully completed prior to consideration at the SASC. In complete forms will be rejected.

Consultation with colleagues outside of the course may be required to ensure that all areas affected are accounted for, for example Admissions, International, LSBU Global and collaborative partners

The external examiner(s) should be notified about the intention to close or suspend a course.

The completed course closure or suspension form should then be considered and endorsed by the SASC. The SASC will review the course closure or suspension proposal and assess the impact of the closure and the appropriateness of the plans for managing the student experience. The SASC may approve the proposal, request more information or reject the proposal.

Following Approval by the SASC the course closure or suspension form should be signed off by the Dean

The closure or suspension proposal is then be sent to the APP by the SQEA for approval. The APP will review the course closure or suspension proposal and assess the impact of the closure and the appropriateness of the plans for managing the student experience. Members of the APP will specifically assess whether the impact of closure or suspension affects other Schools in the University. The APP may approve the proposal, request more information or reject the proposal.

Post approval Actions

The decision of APP will be reported to the School and the SQEA. The SQEA will notify Registry and then Registry will notify all the relevant departments.

Applicants must then be informed that the course will be closed or suspended and provided with information about other courses of study available at the University. The Admission and Recruitment Team will be able to help with this. If the applicant subsequently wishes to withdraw their application this should be permitted. If the student has applied through UCAS the Admission and Recruitment Team must also advise UCAS in order to let the applicant make a substitute choice.

The DESE must inform the School Marketing Manager that the course will be closed or suspended and provide them with information about other courses of study available at LSBU. Webpages and promotional material will then be updated.

The DESE and Head of Division will ensure that a detailed course closure management form is completed for each course approved for closure, and this will be approved at SASC.

Notification to Stakeholders

Once approved at the APP the decision to close a course must be notified to students and other relevant internal and external stakeholders.

Stakeholders should be provided with the rationale for the closure or suspension of the course, and provided with information and guidance on the likely impact of decision on them continuing and completing their studies.

The DESE will carry out or will nominate an appropriate person who will be responsible for running the meetings for notifying all stakeholders and will work with the Head of Student Administration to schedule the meetings with the affected stakeholders. It is important to consider the impact of a course closure where modules might be shared with other Schools.

Commented [JJ210]: Change to "Head of Student Administration" rather than the generic "Student Admin" to avoid any confusion

The DESE or nominee will organise and carry out the necessary consultations with internal stakeholders. All meetings will be supported and minuted by the student administration team working with the SQEAs to ensure that this procedure is fully implemented.

Students

For all course closures or suspensions, the School must inform students enrolled on the course (and other affected courses) and discuss the implications and plans with them at the earliest opportunity. Please see Appendix A for further guidance on how to undertake this consultation. Students will have different needs based on their

individual circumstances and must be provided with support and options to help them decide what is best for them. This includes ensuring that students are advised of the complaints process if they are not happy with how we handle the process.

Adjustments to the options and this process may be needed to address any students with additional needs, such as a disability / reduced mobility / caring responsibilities. These will need to be addressed on a case by case basis, and would include the exploration of any reasonable costs that might be incurred as a result of the course closure.

In light of the feedback received as part of the consultation, the DESE or nominee should update the proposed course closure management document which will be made available for students currently enrolled or enrolled prior to the last date of admission, to support them through to completion.

Students should be informed of any plans for teaching-out the course and provided with details of how the School intends to maintain the quality of the student learning experience during the teach out phase. Care should be taken not to forget the needs of students who have suspended their studies or need to refer or those who have deferred entry. Information about ongoing monitoring requirements for the course should follow the University normal course monitoring process and this expectation should be made clear to students.

The University first choice is to teach-out a course whenever this is possible and feasible, however there will be situations where this may not be the best option for students or the University, therefore to protect the student interests schools must consider other options for students, for example:

Transfer to another course at the University
Schools should consider arranging transfers where this is possible and appropriate to another University course that is similar to the course being closed. Schools should make available to students support to assist them in making an informed choice about

their options. Schools should highlight the similarities and differences for students and the extent to which the options align with the original course, and whether they continue to meet the career / study aspiration of the students. If a decision is made to transfer to another University course the School should arrange this transfer in collaboration with the appropriate professional services groups.

Transfer to different institution

Schools should consider arranging transfers or direct entry to another provider. Schools should identify possible providers across the UK that could accommodate students impacted by a closure or suspension. Schools should put in place support for students who wish to explore other Universities that offer comparable courses and provide advice and guidance on the implication of a transfer. In cases of transfer support must be provided to students that enables the transfer to and recognition of credits at the new institution.

Refund and compensation

The Student compensation and refund policy sets out the University's position on refunds and compensation when it is not possible for students to complete their courses as expected at the University. Schools will implement the provisions of this policy when proposing the refund of fees paid to the University and / or the award of compensation if this is required as a result of a course closure.

On completion of the process of notifying stake holders the DESE or nominee should update the course closure management document to reflect any changes resulting from the consultations.

The course closure management document must be reviewed and approved by SASC and noted at the Quality and Standards committee.

Professional, Statutory and Regulatory Bodies

The DESE or nominee will consult with any external accreditation / PSRBs or regulatory bodies to provide information about the closure. The results of the consultation will

be detailed on the course closure management document, and any communications recorded by student admin.

Communication with Stakeholders

University Wide Communication

The minutes of the APP which will include a list of all courses approved for suspension and closure will be forwarded to the QSC. Following the APP the School SQEA notifies Registry of all approved suspensions and closures. Registry notifies all relevant Professional Service Groups of the approved closures and suspensions.

Registry will ensure that the Student Records system is appropriately updated to remove course(s) and associated modules

Marketing will ensure that the website, UCAS and other marketing materials are updated as appropriate

International will ensure that recruitment partners are appropriate notified to stop recruitment to the courses and any international applicants appropriately consulted.

LSBU Global will be notified of the closure to assess the impact on partners.

Student Administration will be notified of the courses so that plans can be made for meetings with the affected stakeholders, and a record of the meetings and actions recorded.

Commented [SS11]: Student Union to be notified?

Internal School Communications

The Dean and / or DESE will inform relevant teams within the affected School.

The DESE and appropriate Head of Division should notify all relevant PSRBs or other external accrediting bodies (where applicable).

For collaborative provision arrangements, LSBU Global and Legal should be advised of the closure, and arrangements made for supporting the closure process with the

partner(s). LSBU Global should be consulted to coordinate and manage all activities with the partner in collaboration with the link tutor.

Students will be informed by the Dean, DESE or nominee that their course is going to be closed. This must be in writing and will be supported by the Student Administration team. The letter will include details of the way in which they will be supported to complete the course, and of the other options open to them such as transfer or refund / compensation. It will outline the advice and guidance that will be made available to ensure that they are appropriately supported in making their decisions.

Communication with Applicants

The Admissions and Recruitment Team should consult the UCAS Admissions Guide for specific information relating to UCAS applicants.

They should identify all applicants who will be affected by the decision and notify them requesting a response in a reasonable timeframe. If the applicant does not reply within the timescale requested in the initial letter the Admissions and Recruitment Team should issue a reminder letter advising the applicant that their application will be withdrawn if no response is received within a specified timescale. In all case we should ensure that the timeframes are reasonable.

Where special arrangements exist because of PSRB or other regulatory requirements the School and the Admissions and Recruitment Team should ensure that these are followed.

Ongoing Monitoring

The course must continue to be actively managed and remains subject to the University's course monitoring and all other quality and standards provisions such as module evaluations and external examining. A Course Director must oversee the course for the duration of the teach out plan as outlined in the course closure management document.

Ongoing monitoring must ensure that the equity of experience for students on the course is maintained.

Where necessary minor course changes can be approved through SASC to ensure that the course remains current and relevant for students. Where major changes are required, for example as a result of PSRB changes, the course director should consult with the DESE and the Academic Quality and Enhancement Team to determine the best way to accommodate the required changes while maintain the academic standards and quality, and the student experience expected by of the University.

Appendix A: Consultation with Students

For all course closures, students registered on the course must be provided with information and guidance on the impact of closing the course along with the plans for teaching-out the course, transferring or being refunded / compensated and managing their experience and expectations.

Students and their course representatives should also be included in the discussion about the closure process, as outlined below:

Type of Course	Students to be invited to meetings
Course closure within a School which has no co- dependencies or knock-on effects on other courses	Invite all students and course representatives along to consultative meetings with the School. Every effort should be made to include as many students as possible. Notify the VP Education, Students' Union Feedback from the meeting to be used to update the course closure management form and approved at SASC.
Course with significant knock-on effects within a School	Invite all students and course representatives from the closing course along to the consultative meeting with the School. Every effort should be made to include as many students as possible. Invite course reps from all affected courses

| | Invite any other students most affected as well as those it may also affect from other courses.

Notify the VP Education, Students' Union

Feedback from the meeting to be used to update the course closure management form and approved at SASC. |
|---|---|
| Courses that will lead to effects across several Schools due to large numbers of modules taken by students in other Schools | Invite all students and course representatives from the closing course along to the consultative meeting with the School. Every effort should be made to include as many students as possible.

Invite course reps from all affected courses

Invite the President and VP Education, Students' Union

Invite all affected students from other Schools to attend the consultative meeting (or a separate one if this is logistically challenging).

Feedback from the meeting to be used to update the course closure management form and approved at SASC. |

London South Bank University

Student Protection Plan for academic years 2020/21 and 2021/22~~18/19~~

1. **Introduction: what is a student protection plan for?**

   1.1. As a registered provider of higher education, London South Bank University ("LSBU") must publish a student protection plan, which sets out how we will protect you, our student, in the event of a risk to the continuation of your studies arising.

   1.2. This Student Protection Plan explains the kinds of risks that might arise, and what we commit to do in that situation.

2. **Scope**

This plan applies to all students studying for a qualification with London South Bank University, and takes into account the different needs, characteristics and circumstances of our student community.

3. **Responsibility**

   ~~1.3.~~ 3.1. The Pro Vice Chancellor Academic Framework (the "PVC Academic Framework") has overall responsibility for this procedure, but has delegated day-to-day responsibility for overseeing its implementation to the staff identified in this procedure. All relevant members of staff have been made aware of the student protection plan and have received appropriate guidance.

   > **Commented [BI1]:** We will need to let staff know once the document has been published.

   3.2. We review our Student Protection Plan annually, with input from specialist professional service teams, and at the Student Experience Committee, chaired by the Deputy Vice Chancellor, which includes student members.

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   > **Commented [SS2]:** QSC co-chaired by DVC and Chief Customer Officer – LSBU Group

   ~~2.~~ 4. **Our commitments**

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   ~~2.1.~~ 4.1. We commit that in the event of any significant risk to the continuity of your studies we will:

   - Be open and transparent with you about the risks, and inform you in a timely manner.

   - Take reasonable steps to protect your studies if we discontinue a course, or close a department, division, School, a location where a course is taught, or in the event the University closes.

   - Consult students and take students' views into account, in a timely manner where possible, before taking decisions to change a course in a substantial way, or to discontinue it.

   - Take the needs of all our students into account, and the impact on you of any proposed changes and protective measures.

   4.2. We will inform the Office for Students if any circumstances arise which mean we need to review this Student Protection Plan, or change any of the measures within it.

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   ~~3.~~ 5. **How will I find out about any risks, and be consulted?**

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3.1. 5.1. If the Student Protection Plan needs to be triggered, you will be contacted by your School's Executive AdministratorDirector of Operations or nominees by email via your LSBU email address. They will inform you of the risk, how you will be consulted, and where you can obtain academic advice and support within the School.

5.2. You can contact the Student Life Centre with any questions, see: http://www.lsbu.ac.uk/student-life/student-services.

5.3. The Students' Union provides academic advice and support. They can also make sure you know who your course rep is to help co-ordinate information and feedback. For more information, go to: https://www.lsbsu.org/advice/academic-advice/

6. What if I don't agree with the proposed solution or protection?

If you do not think the proposed solution works for you,:

- please see the **Student Compensation and Refund Policy**, which can be found at http://www.lsbu.ac.uk/__data/assets/pdf_file/0018/131085/student-compensation-and-refund-policy.pdf ;or

- consider submitting a student complaint via the University **Student Complaints Procedure**, which can be found at http://www.lsbu.ac.uk/__data/assets/pdf_file/0003/84423/student-complaints-procedure.pdf

7. What kinds of risk does the Student Protection Plan protect me from?

Any risk to the continuation of your studies could arise either from events which are internal to the University, or in the external environment beyond our control.

A. Could the University close?
The University considers the risk of organisational closure to be very low. Our LSBU Group income (July 202017) was £184.5m144.5m, we have cash balances and deposits of £48.852.2m, bank and other loans of only £24.334.5m, and delivered an operating surplus of £1.94m. We have business continuity arrangements and plan for a range of incidents, including running simulation exercises. We have regular and robust independent scrutiny in place through our Board of Governors, which includes independent members, and our independent external auditors.

B. Could the location where my course is taught change?
We actively manage our estate.; hHealth and safety staff monitor and promptly address any hazards, and we maintain a register of nearby facilities we can relocate university activity to in the event any facilities become unavailable for a reason such as flooding. Therefore, the risk that we decide to close the location (building or campus) where a course is taught during your studies, without being able to find suitable premises at a nearby location, is low.

C. Could the University close my course?
The risk that we decide to discontinue your course on timescales that directly affect you is low because we plan any course discontinuation to allow current students to complete their studies. Where a course is discontinued, we close the course to new recruitment, and 'teach-out' current student cohorts. We would expect this to make no material change to your experience – it should feel like 'business as usual'. Course teams have to ensure they have a

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'teach-out' plan in place before the course closure is permitted. We have experience of managing this process successfully.

We may suspend recruitment to a course that is not recruiting sufficient numbers of students to make a good student experience. If you have applied and been accepted for a course that doesn't recruit enough students to run, we will inform you as quickly as possible and suggest an alternative LSBU course to you.

The risk that the qualification you obtain is significantly different from the one you enrolled on, not by your choice, is very low. It is possible that if you have interrupted for a long period that the award may have changed in some respects, and we will need to work with you on what would be the most suitable award to return to. If you withdraw before completing your intended award, you may be awarded a lower qualification.

We plan our courses carefully, with professional and industry input, and they undergo a thorough validation process. We retain the right to make minor adjustments and improvements to courses and modules year to year, in response to student feedback and as part of quality enhancement. We endeavour to communicate planned and major changes in a timely and helpful manner.

For our apprenticeship provision, we have clauses in place to protect you against discontinuation.

D. **What if my course loses its professional accreditation?**
We make the utmost effort to maintain professional and regulatory body accreditation of courses wherever this applies. If there is a risk of losing professional accreditation, we will inform you at once and consult you on the possible options, which will include arranged transfer to a similar course in another university that holds the professional accreditation.

E. **Could the University lose its Student sponsor~~Tier 4~~ licence?**
We actively manage the risk of losing our Student sponsor~~Tier 4~~ licence. We have specialist teams in place to understand and respond to UKVI requirements. We are careful to review our processes regularly, and continually improve them, and there is clear senior accountability, ownership and reporting lines in our governance structure.

F. **What if there isn't a suitable LSBU supervisor for my dissertation or thesis?**
Our research activity is clustered in one of our 12~~4~~ major Research Centres or 33~~26~~ Research Groups. Therefore, we have a critical mass of suitably qualified supervisors, who work in a team to protect your experience. In the event that several specialists leave the University during the period that you are registered with us, we will assign another supervisor with suitable expertise. If that is not possible for any reasons, we will recommend other universities with suitable research programmes to which you can transfer your registration. We structure your supervision and progress reviews to make sure your work is readily transferable in the unlikely event you need to transfer to another provider.

4.8. **What measures has LSBU put in place to mitigate the risks assessed as most likely to occur in the next three years?**

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4.1.8.1.   Whenever possible, we will make arrangements to 'teach-out' our current students if we have voluntarily decided to close a course. This means we commit to ensuring awards can be completed by all currently enrolled students within the timeframes determined by the course and University regulations, even if the course is being discontinued and we are not registering any new students.

4.2.8.2.   Where this is not possible, we will offer an alternative course at London South Bank University, or support students in seeking another provider utilising student transfer arrangements, to enable you to continue your course elsewhere.

4.3.8.3.   Where students are studying on specialist programmes which are not readily available locally or nationally, we will investigate alternative options which may include internal or external transfer.

5.9.   What if something happens that is outside the University's control?

5.1.9.1.   The University will do all that it reasonably can to provide educational services as described on its website or in the prospectus or other documents issued by it to enrolled students. Sometimes circumstances beyond the control of the University mean that it cannot provide such educational services. Examples of Events oOutside the University's control include (but are not limited to): industrial action by University staff or third parties; over or under demand from students; staff illness or absence; the unanticipated and/or unavoidable departure or absence of key members of University staff; insolvency or deterioration of the financial position of a sponsoring employer or an apprentice employer; changes to the University's funding or to higher education policy; legislative or regulatory change; damage, interruption or lack of access to buildings, facilities or equipment; power failure; severe weather; natural disasters; fire; terrorism; civil disorder; political unrest; government restrictions; the acts or delays of any governmental or local authority; pandemics, epidemics and other threats to public health; and/or concern with regard to the transmission of serious illness.

5.2.9.2.   In such circumstances, the University will take all reasonable steps to minimise the resultant disruption to those services and to affected students, by, for example, offering affected students the chance to move to another course or institution, or by delivering a modified version of the same course, but to the full extent that is possible under the general law the University excludes liability for any loss and/or damage suffered by any student as a result of those circumstances.

10. Can I get a fee refund or compensation, if London South Bank University is unable to preserve my continuation of study?

You can see our **Student Compensation and Refund Policy** here: http://www.lsbu.ac.uk/__data/assets/pdf_file/0018/131085/student-compensation-and-refund-policy.pdf , which has embedded links to the specific information you may need.

6.11.   How do I get all the information I need about this Student Protection Plan?

6.1.11.1.   We publish our Student Protection Plan via our website to current and prospective students. It is located on lsbu.ac.uk under About Us, policies and procedures tab: https://www.lsbu.ac.uk/about-us/policies-regulations-procedures.

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6.2.11.2. We ensure staff are aware of our Student Protection Plan and its implications through briefings to executive and academic leadership, and via references in our course approval documentation.

~~We review our Student Protection Plan annually, with input from specialist professional service teams, and at the Student Experience Committee, chaired by the Deputy Vice Chancellor, which includes student members.~~

6.3.11.3. Contact point for enquiries about this Student Protection Plan: Professor ~~Shân Wareing~~Deborah Johnston, Pro Vice Chancellor~~, Education and Student Experience~~Academic Framework

Provider's name: London South Bank University
Provider's UKPRN: 10004078
Legal address: 103 Borough Road, London, SE1 0AA
URL for publication of this Student Protection Plan (once approved): https://www.lsbu.ac.uk/about-us/policies-regulations-procedures

LSBU List of Awards 2021/22

Award	Level	Period of FT study	Credit Value for Award	Normal credit value per stage	Academic level	Current description on the website	Recommended changes
University Foundation Certificate						120 credits, minimum of 20 credits at level 4	Not on the FHEQ HSC only. Course no longer running. Remove Award
Certificate in Lifelong Learning (CertLL)						At least 30 credits at Level 4 or above	Not on the FHEQ LLU+ course. No longer running. Remove Award
Certificate of Education						120 credits at Level 4 or above	Not on the FHEQ Education course. No longer running. Remove Award
Certificate of Higher Education (CertHE)	4	1 year	120	120	4	120 credits, with a maximum of 40 credits at Level S and a minimum of 80 credits at Level 4 May be awarded with Merit or Distinction	FHEQ states 120 credits with minimum of 90 credits at the level of the qualification.
Diploma in Lifelong Learning (DipLL)						120 credits at Level 4 or above	Not on the FHEQ LLU+ course.

Award	Level	Period of FT study	Credit Value for Award	Normal credit value per stage	Academic level	Current description on the website	Recommended changes
							No longer running. Remove Award
~~University Certificate~~						60 credits, with a maximum of 20 credits at Level S and a minimum of 40 credits at Level 4	Not on the FHEQ. LSBU only award. Remove Award
~~University Certificate of Competence~~						60 credits, with a minimum of 10 credits at Level 4	Not on the FHEQ HSC only. Course no longer running. Remove Award
~~Advanced Certificate in Lifelong Learning~~						At least 30 credits at Level 5	Not on the FHEQ LLU+ course. No longer running. Remove Award
Diploma of Higher Education (DipHE)	5	2 years	240	120	4-5	240 credits, with a maximum of 40 credits at Level S and a minimum of 80 credits at level 5 May be awarded with Merit or Distinction	FHEQ states 240 credits with minimum of 90 credits at the level of the qualification.
Foundation Degree (FdA, FdSc, FdEng)	5	2 years	240	120	4-5	240 credits, with a maximum of 40	FHEQ states 240 credits with

Award	Level	Period of FT study	Credit Value for Award	Normal credit value per stage	Academic level	Current description on the website	Recommended changes
						credits at Level S and minimum of 80 credits at Level 5 May be awarded with Merit or Distinction	minimum of 90 credits at the level of the qualification.
Higher National Certificate (HNC)	4	1 year	120	120	4	120 credits at Level 4 A Pearson's award conferred under licence	
Higher National Diploma (HND)	4	2 years	240	120	4-5	240 credits, 120 credits at Level 4 and 120 credits at Level 5 A Pearson's award conferred under licence	
~~University Diploma~~						60 credits, with a maximum of 20 credits at Level S and a minimum of 40 credits at Level 5	Not on the FHEQ. LSBU only award. Remove Award
Bachelors Degree with Honours(BA, BEd, BSc, BEng, LLB)	6	3 years	360	120	4-6	360 credits, with a maximum of 40 credits at Level S and a minimum of 80 credits at Level	FHEQ states 360 credits with minimum of 90 credits at the level of the qualification.

Award	Level	Period of FT study	Credit Value for Award	Normal credit value per stage	Academic level	Current description on the website	Recommended changes
						6 The University may confer Bachelors degrees with the following Honours classifications: • First Class Honours • Second Class Honours, Upper Division • Second Class Honours, Lower Division • Third Class Honours Students studying a major/minor degree must study 360 credits and as follows: a. overall a minimum of 220 credits in the major subject and a minimum of 80 credits in the minor subject;	

Award	Level	Period of FT study	Credit Value for Award	Normal credit value per stage	Academic level	Current description on the website	Recommended changes
						b. at level 6, a minimum of 60 credits in the major subject and a minimum of 20 credits in the minor subject; c. a student following a major/minor combination will normally complete a capstone project/dissertation of at least 20 credits in the major subject. For further details see the Assessment and Examinations Handbook	
Graduate Certificate	6		60			60 credits, with a maximum of 20 credits at Level S and a minimum of 40 credits at Level 6 May be awarded with Merit or Distinction	FHEQ states 40 credits with minimum of 40 credits at Level 6. Recommendation: As stated in the FHEQ.

Award	Level	Period of FT study	Credit Value for Award	Normal credit value per stage	Academic level	Current description on the website	Recommended changes
Graduate Diploma	6		120			120 credits, with a maximum of 40 credits at Level S and a minimum of 80 credits at Level 6 May be awarded with Merit or Distinction	FHEQ states 80 credits with minimum of 80 credits at Level 6. Recommendation: As stated in the FHEQ.
Professional Graduate Certificate in Education	6		120			120 credits at Level 6	FHEQ states 60 credits with minimum of 40 credits at Level 6. Recommendation: As stated in the FHEQ.
Unclassified Bachelors degree	6	3 years	300		4-6	A minimum of 300 credits, with a maximum of 40 credits at Level S and a minimum of 60 credits at level 6 May be awarded with Merit or Distinction	
~~**University Advanced Diploma**~~						60 credits, with a maximum of 20	Not on the FHEQ

Award	Level	Period of FT study	Credit Value for Award	Normal credit value per stage	Academic level	Current description on the website	Recommended changes
						credits at Level S and minimum of 40 credits at Level 6	HSC only. Course no longer running. Remove Award
Certificate in Management (CM)	7		60			60 credits, with a minimum of 40 credits at Level 7 May be awarded with Merit or Distinction	Not on the FHEQ.
Diploma in Management Studies (DMS)	7		120			120 credits, with a maximum of 40 credits at Level 6 and minimum of 80 credits at Level 7 May be awarded with Merit or Distinction	Not on the FHEQ
Integrated Masters for example MEng (Hons)	7	4 years	480	120	4-7	480 credits, with a maximum of 40 credits at Level S and a minimum of 120 credits at Level 7 The University may confer the following Honours classifications:	

Award	Level	Period of FT study	Credit Value for Award	Normal credit value per stage	Academic level	Current description on the website	Recommended changes
						• First Class Honours • Second Class Honours, Upper Division • Second Class Honours, Lower Division • Third Class Honours	
Masters (MA, MEd, MEM, MEng (not integrated), MSc, MRes, LLM, MBA, MPA, MVA, MTech)	7	1 year	180	180	7	180 credits, with a maximum of 40 credits at Level 6 and a minimum of 140 credits at Level 7 May be awarded with Merit or Distinction	FHEQ states 180 credits with minimum of 150 credits at Level 7.
Master of Architecture (MArch)	7	2 years	240	120	7	240 credits at Level 7 May be awarded with Merit or Distinction	Not on the FHEQ. However, 240 credits is required for the March.
Postgraduate Certificate (PgCert)	7	1 year	60	60	7	60 credits, with a maximum of 20 credits at Level 6 and a minimum of	

Award	Level	Period of FT study	Credit Value for Award	Normal credit value per stage	Academic level	Current description on the website	Recommended changes
						40 credits at Level 7 May be awarded with Merit or Distinction	
Postgraduate Certificate in Education	7	1 year	120	120	7	120 credits, with a minimum of 60 credits at Level 7	
~~**Postgraduate Certificate in Lifelong Learning**~~						At least 30 credits at Level 7	Not on the FHEQ LLU+ course. No longer running. Remove Award
Postgraduate Diploma (PgDip)	7	1 year	120	120	7	120 credits, with a maximum of 40 credits at Level 6 and minimum of 80 credits at Level 7 May be awarded with Merit or Distinction	FHEQ states 120 credits with minimum of 90 credits at Level 7.
Master of Philosophy (MPhil)						Non recruiting See specific regulations for research degrees	

Award	Level	Period of FT study	Credit Value for Award	Normal credit value per stage	Academic level	Current description on the website	Recommended changes
Master by Research (MA(Res), MSc(Res)						180 credits, with a maximum of 40 credits at Level 6 and a minimum of 140 credits at Level 7 May be awarded with Merit or Distinction See specific regulations for research degrees	
Professional Doctorate (EdD, DBA, D.Nursing, D.Health and Social Care, D.Occupational Therapy, D.Optometry, D.Physiotherapy, D.Radiography)						540 credits, with a minimum of 360 credits at Level 8 See specific regulations for research degrees	
Doctor of Philosophy (PhD)						See specific regulations for research degrees	
Doctor of Philosophy by Published Work						See specific regulations for research degrees	
Doctor of Philosophy by Prior Publication						See specific regulations for research degrees	

Award	Level	Period of FT study	Credit Value for Award	Normal credit value per stage	Academic level	Current description on the website	Recommended changes
Higher Doctorates may be awarded with the following titles: • **Doctor of Engineering (DEng)** • **Doctor of Laws (LLD)** • **Doctor of Letters (DLitt)** • **Doctor of Science (DSc)** **Doctor of Technology(DTech)**						See specific regulations for research degrees	

London
South Bank
University

EST 1892

Glossary
2021-2022

Last updated June 2021

Academic misconduct:

Academic misconduct refers to an attempt to cheat in an assessment. This can take a number of different forms, including plagiarism, infringement of rules for examination candidates, contract cheating which occurs when a student arranges for another individual to do their academic work, or attempting to assist another student to gain improper advantage (for example uploading essays to 'essay banks'). This list is not exhaustive. Academic misconduct will result in a reduction of marks for the work concerned or a more severe penalty. The procedures for dealing with allegations of academic misconduct are set out in the Assessment and Examination Procedure.

Aegrotat:

An award made if a student has been unable to complete a course, or the assessment of a course, because of illness or similar circumstances (from the Latin "s/he is ill"). To make the award, the award and progression board must be satisfied that the student would have met the standard required were it not for the illness or other valid reason. Aegrotat degrees are not classified. The conditions to be offered aegrotat award are set out in the Assessment and Examination Procedure.

APEL:

The Assessment of Prior Experiential Learning relates to the processes of assessing learning which has taken place elsewhere and has not already been assessed.

Appeal:

Appeals operate to inform an examination board of factors which have affected a student's progression or achievement. These factors would have been unknown to the board at the time of their meeting and therefore could not have influenced their decision. Successful appeals can lead to the removal of penalties (for example for late submission or academic misconduct) and the opportunity to repeat assessments (sometimes without penalty). Appeals panels do not have the authority to adjust individual marks or re-assess the classification of an award.

A student may appeal against:

(a) a decision of an award and progression examination board on progression within a course or on the final award at the end of the course;

(b) a penalty imposed for academic misconduct;

(c) the decision about Extenuating Circumstances.

A student who is dissatisfied with other aspects of assessment (for example, with supervision) would not meet the criteria for appeal but could follow the Student Complaints Procedure. The criteria for making an appeal and for making a complaint are set out in the relevant procedures.

Approval:

Approval is a process by which it is agreed that a new course, framework, pathway, field, scheme, module or collaborative partnership may begin or may continue after a review or modification. The university processes can be found on our Academic Quality and Enhancement website.

Award:

An award is the qualification conferred on a student on successful completion of a course approved to meet the standard of the award for example BA (Hons). Awards are usually described by award titles (for example Business Studies). Refer to the List of Awards.

Classification:

Honours degrees are conferred with a classification.

Compensated pass:

A compensated pass may be awarded to a student who has not met all the requirements to pass a module but whose overall performance, and performance in the failed module, meet the criteria set out in a protocol approved by the Quality and Standards Committee. The Assessment and Examinations Procedure details the level of overall performance required for eligibility for a compensated pass. It also includes details of the circumstances in which an award and progression examination board may award a compensated pass. A student who is awarded a compensated pass

in a module has not passed that module but may progress within the course or receive an award as if the module had been passed.

Condonement:

Condonement can be given by an award and progression examination board on the basis of extenuating circumstances accepted by the Extenuating Circumstances Panel. If a failed module is condoned, the mark remains the same, but the student is credited with a pass. There is no limit to the number of modules which may be condoned but there must be sufficient evidence of performance at the relevant level to satisfy the board that the student is prepared to progress, or that an award may be conferred.

Course:

A full or part-time structure of modules with defined learning outcomes that lead to an award. All single honours courses offered by LSBU must meet the requirements of the Framework for Higher Education Qualifications. Not all courses will lead to awards of the university; they may, for example, be Edexcel or professional- body courses. Each course will normally have a unique course specification, except where awards are 'identified as exit awards' (in the case of, for example, CertHE and DipHE). The term 'course' normally also includes 'pathways', a structure of modules within a framework which leads to a specific named award.

Credit:

Credit is a measure of learning at a particular level and hence a means of calibrating the volume and level of challenge of learning outcomes. Credit is awarded to learners who have demonstrated that they have attained the specified learning outcomes of an approved module and whose attainment has been verified by assessment. Credit is a means of quantifying learning achieved at a given level. The volume of study required for each award is defined in the [List of Awards](#).

Deferral:

A deferral is the term used when a student has had extenuating circumstances accepted and given a future date to complete their assessment. This resit opportunity will be regarded as a 'deferral' and the marks will not be capped.

Distinction:

An award conferred with distinction means that a student has achieved a high standard throughout a course. The awards which may be conferred with distinction are detailed in the List of Awards.

Enrolment:

Enrolment is the administrative process whereby an applicant is admitted to the university as a student. At enrolment the identity, the university confirms the academic qualifications and fee status of applicants are. For more details please see the Admissions and Enrolment Procedure.

Exclusion:

An exclusion is initiated by the university for non-academic reasons. Exclusion means a student permanently leaves his/her course before it has been successfully completed. Please see the Interruption, Suspension and Withdrawal Procedure.

Extended degree course:

An extended degree course is one which has an additional foundation year.

Extenuating circumstances:

Extenuating circumstances are unforeseen circumstances which have an adverse effect on a student's performance in assessed work. A student may claim that such circumstances have negatively affected his/her work. If the claim is accepted, the circumstances will be taken into account by the award and progression examination board which determines the student's assessment outcomes. Please see the Extenuating Circumstances Procedure

Fail:

A student who has not satisfied the requirements to pass a module is deemed to have failed the module. Failure may be the result of work in one or more of the components of assessment which falls below the threshold mark required. A student may also fail a module because work has not been submitted, or has been submitted after the deadlines specified.

A student who has failed modules is not eligible to progress to the next stage of the course. Unless the failed modules are subsequently passed, the student will have failed the course so their study will be terminated and they will not receive an award. The student may be given a transcript of credit showing the modules they have passed.

Intermediate awards:

If a student does not complete the whole course they will not be able to achieve the award they enrolled for. However, they may be able to use the credits they have achieved towards a lower level or 'intermediate' award. If this happens, the student will be deemed to have "used up" their credits and will not be able to use them later towards any other award. A student who accepts an intermediate award has no automatic right of readmission to the next stage. A student who does progress to the next stage does not receive a certificate for the intermediate award.

Interruption:

Interruption means that a student stops attending his or her course and usually resumes attendance later, normally in the next academic year at the beginning of the semester in which the interruption began. For further details please see the Interruption, Suspension and Withdrawal Procedure.

Level:

The level of a module is an indicator of its relative complexity and how demanding it is and of the autonomy expected of a student to complete it successfully.

Modification:

Processes for modifying courses and modules can be found on the Academic Quality and Enhancement website.

Module:

The standard 'building block' of all courses; a module is identified in terms of how challenging it is by level and in size by credits. The most common module size is 20 credits although other credit volumes can be validated. A

module may be core, meaning that it is a compulsory element of the course, or it may be optional. Modules may also be pre-requisites; if a module has a pre- requisite module then a student must pass the pre-requisite module in order to register for the second module. A module cannot be a pre-requisite to another module in the same stage and pre-requisite modules are only identified rarely, as generally the rules for passing the stage ensure that students are sufficiently prepared to study at the next stage. For further details please see the [Assessment and Examination Procedure](#).

Monitoring:

Monitoring is a process of ongoing scrutiny of the operation and performance of a validated university course or of individual approved modules. The processes used for monitoring can be found in the Academic Quality and Enhancement Manual.

Pass:

In a module, a pass is awarded when a student has successfully completed all components of the module's assessment. A pass is not awarded, and credit not given, for attaining a mark for just one component of an assessment within a module which has more than one assessment component. A student may also be credited with a pass in a module as a consequence of condonement.

Pathway:

A structure of modules within a framework which leads to a specific named award. Pathways will have defined learning outcomes and be securely located within the Framework for Higher Education Qualifications. Pathways will be validated, en bloc, alongside their related frameworks, and new pathways may be approved at school level, without a further validation event. Individual pathways will have a minimum of 60 credits at level 6 or 7 (including the dissertation or project, where that exists) which differentiates that pathway from others within a framework.

Pearson:

The University has a licence from Pearson to award higher national qualifications, higher national certificates and diplomas.

Plagiarism:

Plagiarism is representing another person's work as the student's own, without acknowledgement of the source. Examples of plagiarism include:

a)   including in a student's own work more than a single phrase from the work of another person without use of quotation marks and acknowledgement of the source;

b)   summarising another person's work by changing a few words or altering the format or order of presentation, without acknowledgement;

c)   using the ideas of another person, or data gathered by another person, in assessed work presented as the student's own, without acknowledgement of source;

d)   copying the work of another person (for example a book or article, or the work of another current or past student at London South Bank University or elsewhere);

e)   using and presenting as the student's own, material prepared by another person and stored on a computer disk or downloaded from the internet.

Plagiarism is a breach of academic integrity and allegations of plagiarism will be investigated in accordance with the procedures for Academic Misconduct.

Progression:

Progression means that a student may continue on a course they are already enrolled on, studying at a level higher than that previously undertaken. For students studying part-time which involves studying modules at two levels in the same academic year, a decision that they may progress means that the student may complete the remaining modules at the same level as those already passed, and begin those at the next level. Decisions relating to progression are made by an award and progression examination board.

Qualifications framework:

The *Framework for Higher Education Qualifications for England, Wales and Northern Ireland*, published by the Quality Assurance Agency for Higher Education, specifies four qualification levels for taught courses (4, 5, 6, 7). It

provides descriptors of the levels, and of specific qualifications at each level. Lists of qualifications are structured by FHEQ levels. The full text of the framework can be found on the QAA website (www.qaa.ac.uk).

Referral:

If a student has submitted coursework that does not fulfil assessment requirements or reach the required standard to pass, and if extenuating circumstances have not been accepted, the examination board can decide to allow the student a re-sit opportunity at completing the assessment. This is called a 'referral'. Assessment completed as a result of a referral is capped at the pass mark.

Registration:

A student who has enrolled confirms the specific modules they will study within a stage by registration. A student who has registered on a module will attend scheduled activities and sessions and undertake the assessment, including possibly re-sit assessment.

Repeat assessment:

Repeat assessment is an opportunity to repeat a failed module in the next academic year. Students need to register for the module again and are expected to attend the scheduled activities and sessions. Students are not normally allowed to repeat a module more than once.

Re-sit assessment:

Re-sit assessment is an opportunity to re-sit a failed assessment in the same academic year of failure or non-submission in that module. The student will not need to register for the module again. A student may be offered additional revision sessions but is not required to attend them. The student's marks will normally be capped when they re-sit, but may be uncapped by an award and progression examination board. For further details, please see the Assessment and Examinations procedure.

Sandwich degree:

Includes a period of supervised work experience undertaken in addition to the period of study required for the award (in full-time mode). It may be conferred for any bachelor's degree.

Stage:

A stage is a part of a course on which the award and progression board will make a decision regarding a student's progression or eligibility for an award. For a full-time undergraduate course a stage will normally consist of 120 credits. In any stage students will normally study modules at one level only. Exceptions to this may occur when an approved course structure allows for the study of modules at contiguous levels or where an award and progression board has permitted a student to progress to the next stage during which they will be required to repeat modules from the previous stage.

For part-time students a stage may consist of any number of credits between 60 and 120. These credits may be at more than one level. The volume of study required at level 7 is determined by the credit requirements for each stage of this level.

Subject area

A subject area is a curriculum grouping normally but not invariably within a single division or school. Modules will have been assigned which are cognate in subject matter but may vary in level. The Assessment and Examinations Procedure defines the remit of subject area examination boards.

Suspension:

Suspension means that a student stops attending his or her course and resumes attendance later, normally in the next academic year at the beginning of the semester in which the suspension began. Suspension is initiated by the university. For further details please see the Interruption, Suspension and Withdrawal Procedure

Termination:

Termination is initiated by the university for academic reasons. Termination means that a student permanently leaves his or her course. This is usually because an award and progression board has determined that the student has exhausted all possible attempts at assessment. More rarely, the Pro Vice- Chancellor Education and Student Experience may make this decision as a result of an academic misconduct investigation. Students who have had their studies terminated cannot return to their course of study later, and will not normally be admitted to another course of study at the same stage in a related subject area.

Threshold mark:

To pass a module, a student must achieve the pass mark for the module as a whole and achieve at least the defined threshold mark for each component of assessment for the module which has contributed to the module mark.

Transcript of credit:

A transcript of credit is a summary of the level and tariff of credit accumulated by a student.

Transfer credit:

Transfer credit is credit awarded by one higher education institution and accepted by another as part of the credit requirement for one of its awards.

Validation:

Validation is a process by which the university ensures the quality and standards of a new course. Processes for validation can be found on the Academic Quality and Enhancement website.

Withdrawal:

Withdrawal is when the student permanently leaves the course before they have completed it. This leads to a termination of studies. Students who have withdrawn cannot return to their course of study later. The university may

conclude that the student has withdrawn even if a withdrawal form has not been completed (for instance, if s/he stops attending the course).

Assessment and Examinations Procedure 2021-22

Contents

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 S, 4, 5, 6 or 7. No student will be required or permitted to retake a module for which they have already received credit, unless

 a) the maximum period of enrolment (see below) has expired; *or*
 b) an Academic Integrity Coordinator or Academic Integrity Panel has required that modules be reassessed as part of the penalty for cheating or plagiarism (see Academic Misconduct below); or
 c) a student has a supported claim for extenuating circumstances but has nonetheless passed the module. In such a case the award and progression examination board may offer the student a deferral in that module, if requested by student. In this case, if the student achieves a higher mark in the deferral that mark will be recorded.

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 S 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 S, 4, 5 and 6 or 40% at Level 7, but may be set higher. No minimum mark may be specified for any sub-component of assessment.

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

   a)   achieve an overall weighted average mark for the module of at least 40% at Levels S, 4, 5 or 6 and 50% at Level 7; and
   b)   achieve the minimum threshold mark in each component of assessment for which a threshold is specified; and
   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.

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 two weeks late. This includes undergraduate and master's level dissertations. Coursework not submitted by the published deadline but is submitted within two weeks (ten working days) of the published submission date will be marked by an appropriate member of staff and will have their marks capped at the pass mark (40% for undergraduate, 50% for postgraduate).

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 two weeks after the published deadline date will receive a mark of 0% (zero).

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 the student portal at https://my.lsbu.ac.uk.

2.49 Students registered with Disability and Dyslexia Support (DDS) may be entitled to submit up to two weeks (ten working days) after the deadline, subject to the agreement of their individual support plan, and the mark will not be capped. Students will need to confirm that they are registered with DDS when they notify the university that their coursework will be late.

DDS registered students who do not submit within two weeks (ten working days) will be awarded 0% (zero).

2.50 For resits of coursework assessments within the same academic year, all students, including those registered with the university's DDS service, may not submit coursework after the published submission date.

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 .

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.

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 devises 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 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. 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.

Exam board protocols

4.26 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.

4.27 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

4.28 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.

 4.29 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.

4.30 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.

4.31 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).

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

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

Compensation and condonement

4.34 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.

4.35 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 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.

4.36 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

4.37 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.

4.38 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.

4.39 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.

4.40 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.

4.41 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

4.42 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.

4.43 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.

4.44 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.

4.45 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.

4.46 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.

4.47 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, or where

the module carries external recognition in its own right. Students who repeat the assessment of modules already passed will not have the new mark counted or considered towards their overall result or shown on their transcript in any way, except where a student has an accepted claim for extenuating circumstances and the examination board has offered the student a deferral in that module. If the student achieves a higher mark in the deferral, that mark will be recorded. Students will be required to notify their course administrator of their intent to undertake reassessment within two weeks (ten working days) of results being published.

University Exceptional Awards and Progression Board

4.48 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.

4.49 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

4.50 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.

4.51 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

4.52 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

4.53 Awards which may be conferred with merit or distinction are listed in the *List of Awards*, on the website.

4.54 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.

4.55 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.

4.56 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%

4.57 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.

4.58 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.

4.59 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.

4.60 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%

4.61 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

4.62 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).

4.63 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.

4.64 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).

4.65 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.

4.66 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.

4.67 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

4.68 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.

4.69 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

4.70 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.

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

Requirements to end a student's study

4.72 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.

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

4.73 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

4.74 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.

Aegrotat awards

4.75 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.

4.76 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.

4.77 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.

4.78 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

1   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.
2   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.
3   Where the deceased student had not completed their course, the University Progression and Award Board will also consider whether an Aegrotat award, based on what the student was likely to achieve, is appropriate. The University Progression and Award Board

will follow the process set out in paragraphs 184 to 188, and will seek the agreement of the student's next of kin 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 S: 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.

Paper title:	Update to Student Protection Policy
Board/Committee:	Academic Board
Date of meeting:	16 June 2021
Author(s):	Sally Skillett-Moore, Deputy Director AQE
Sponsor(s):	Marc Griffith Director of TQE
Purpose:	For Approval
Recommendation:	The Board is asked to approve the updated SPP and associated procedures on course closure and Student Compensation and Refund Policy.

Executive Summary

Updates made as follows;

1) Amendments to job titles – Pro Vice Chancellor – Academic Framework and Directors of Operations (from School Executive Administrators)
2) Identify co-chairs of Student Experience Committee
3) Financial information on the Student Protection Plan
4) Numbers of Research Centres and Research Groups
5) Addition of a Covid addendum to SPP
6) To cover 20/21 and 21/22

Procedure for Closing or Suspending a Course

Introduction

This document outlines LSBU's process for closing or suspending courses. The policy also covers course closures that involve the replacement of a course in particular subjects with a new one. This process covers all provision including on campus, offsite delivery, and collaborative arrangements.

This process aligns with the obligations set by the

- Office for Students (OfS)
- QAA UK Quality Code for Higher Education;
- Competition and Markets Authority Consumer Protection Law;

It must be applied in conjunction with the provisions of LSBU contained in:

- Student Protection Plan;
- Student Complaints procedure
- Student compensation and refund Policy

The Policy has 2 stages as detailed below:

- Rationale and approval
- Stakeholders Holder notification

The policy is underpinned by the principle that in all cases the student interests and experience on the affected courses is assured and monitored. Schools will ensure that students on affected courses are provided with appropriate information, advice and guidance to support their decision making. The School that is responsible for the course takes ownership for all aspects of this closure and suspension process.

Course closures and suspensions are a normal part of the University's annual business that ensures that courses remain relevant and current, and that the student

Commented [GM11]: Should this be extended to related courses (i.e. those with modules that may be impacted.)

Commented [JD32R1]: I think we should focus on courses (and courses with major revisions)

experience can be maintained. The decision to close a course may occur for a variety of reasons including but not limited to:

- declining student numbers;
- key staff leaving the University / being on sabbatical;
- replacing an existing course with a new one;
- changing strategic priorities at School or University level;
- concerns about the quality and academic standards on the course;

The following procedure outlines what needs to considered when closing or suspending a course at the LSBU. The procedure may varied depending on the approval body making the closure decision and / or whether not the course proposed for suspension or closure have students registered and/or applicants. Schools must follow the procedure as appropriate for the closure or suspension of the course.

Definitions
Closure: A course is closed when it is no longer available for students to apply.

Suspension: A course is suspended when it is made unavailable for recruitment for a defined period of time.

The Approval Procedure

The approval process for the closure or suspension of course varies depending on the specific reason for the course closure or suspension. However, regardless of the reason the approval for course closures and suspension must include scrutiny and sign off by the Academic Planning Panel (APP), the University Executive or a designated group to approve that the plans for managing the closures or suspensions are appropriate for supporting any existing students or applicants.

Following any necessary investigation to consider the impact for the closure or suspension of a course the normal process for closure or suspension starts with the Schools making the proposal to close or suspend a course through the School's

Academic Standards Committee (SASC) completing a course closure or suspension form that is approved at SASC and signed off by Dean. The course closure or suspension proposal is then discussed, assessed and approved by the University's Academic Planning Panel (APP).

In all cases and regardless of the approval body a course closure captures the rationale and the impact that the course closure or suspension will have on existing students and applicants, as well as how the closure will be managed for all impacted students and applicants if they exist. It is important that the decision to close or suspend a course highlights the position of existing and potential students. It should be remembered that applicants may apply up to two years in advance, and that students on interruption may also be impacted.

Expectations in detail will differ depending where a course does not have any existing students or applicants. Where a school is unsure about what is required they should contact their Senior Quality and Enhancement Advisor (SQEA).

Timing

Wherever possible decisions to close or suspend a course is taken in line with the timeframes set out in the academic planning calendar.

Courses are normally not be closed or suspended if there are confirmed offer holders unless there are exceptional circumstances. In such cases, the School must consult the Admissions and Recruitment team and refer to the Student Protection Plan (SPP) before any steps are taken to close or suspend the course. It should be noted that if a decision to close or suspend a course is taken late in the admissions cycle, the availability of suitable alternatives at the University or at other institutions may be extremely limited and the applicant might be able to claim financial compensation from the University leading to potentially negative publicity.

Commented [GM13]: review

Commented [JD34R3]: I'm broadly happy

Commented [GM15]: Team name

Student Protection Plan

The Student Protection Plan (SPP) outlines what students can expect should a course be closed or suspended at LSBU. The SPP defines the University's responsibility to students to ensure that they can continue and complete their studies, or can be compensated if this is not possible. Schools are expected to be fully aware of the provisions set out in the SPP and associated University policies when deciding to close or suspend a course.

The decision to close a course must take full account of the needs of existing students, applicants to the course and offer holders, including deferred applicants and deferred offer holders, and should as far as possible aim to support these students providing advice and guidance that highlights how they will be supported to complete their intended course, put in place appropriate alternative arrangements, and clarify how the can make a complaint if required. In addition, the arrangements should ensure that the course continues to address the requirements of any Professional, Statutory and Regulatory Body (PSRB) or other body which accredits the course.

The following limitations apply to the opportunity to close /s uspend a course:

> Where offers have been accepted, it is not possible to close or suspend a course without the approval of the University Executive or delegated body. Schools should consult with the Admissions and Recruitment team and International in such cases before the decision to close is made.

> Where applications have been received but offers not yet made, a decision to close or suspend a course must be made early enough in the cycle so as not to disadvantage applicants.

> Where offers have been made, but not yet accepted, it may not be possible (unless there are exceptional circumstances) to close or suspend a course without having first obtained the agreement of offer holders. Schools should

Commented [GM16]: may be problematc

Commented [JD37R6]: Or delegated body

consult with the Admissions and Recruitment team and International in such cases. Applicants that find themselves in this position should be offered an alternative equivalent course.

Implications for Staff

Where staff terms and conditions or service are affected or there are potential redundancies, including any impacts on professional services staff, the Group Director of People must be consulted at the earliest opportunity.

Authority to recommend closure or suspension of a Course.

The proposal to close/suspend a course can be made by any of the bodies below:

- Academic Planning Panel (APP)
- School Academic Standards Committee (SASC)
- University Executive or designated group
- Academic Board

Rationale and approval

Approval actions

This stage of the process collects the information necessary for the SASC and School to recommend to the APP for approval the closure or suspension of a course.

The Director of Education and Student Experience (DESE) and the Head of Division will usually complete this stage of the process by completing the Course Closure or Suspension form. The form must be fully completed prior to consideration at the SASC. In complete forms will be rejected.

Consultation with colleagues outside of the course may be required to ensure that all areas affected are accounted for, for example Admissions, International, LSBU Global and collaborative partners

The external examiner(s) should be notified about the intention to close or suspend a course.

The completed course closure or suspension form should then be considered and endorsed by the SASC. The SASC will review the course closure or suspension proposal and assess the impact of the closure and the appropriateness of the plans for managing the student experience. The SASC may approve the proposal, request more information or reject the proposal.

Following Approval by the SASC the course closure or suspension form should be signed off by the Dean

The closure or suspension proposal is then be sent to the APP by the SQEA for approval. The APP will review the course closure or suspension proposal and assess the impact of the closure and the appropriateness of the plans for managing the student experience. Members of the APP will specifically assess whether the impact of closure or suspension affects other Schools in the University. The APP may approve the proposal, request more information or reject the proposal.

Post approval Actions

The decision of APP will be reported to the School and the SQEA. The SQEA will notify Registry and then Registry will notify all the relevant departments.

Applicants must then be informed that the course will be closed or suspended and provided with information about other courses of study available at the University. The Admission and Recruitment Team will be able to help with this. If the applicant subsequently wishes to withdraw their application this should be permitted. If the student has applied through UCAS the Admission and Recruitment Team must also advise UCAS in order to let the applicant make a substitute choice.

The DESE must inform the School Marketing Manager that the course will be closed or suspended and provide them with information about other courses of study available at LSBU. Webpages and promotional material will then be updated.

The DESE and Head of Division will ensure that a detailed course closure management form is completed for each course approved for closure, and this will be approved at SASC.

Notification to Stakeholders

Once approved at the APP the decision to close a course must be notified to students and other relevant internal and external stakeholders.

Stakeholders should be provided with the rationale for the closure or suspension of the course, and provided with information and guidance on the likely impact of decision on them continuing and completing their studies.

The DESE will carry out or will nominate an appropriate person who will be responsible for running the meetings for notifying all stakeholders and will work with the Head of Student Administration to schedule the meetings with the affected stakeholders. It is important to consider the impact of a course closure where modules might be shared with other Schools.

Commented [JJ210]: Change to "Head of Student Administration" rather than the generic "Student Admin" to avoid any confusion

The DESE or nominee will organise and carry out the necessary consultations with internal stakeholders. All meetings will be supported and minuted by the student administration team working with the SQEAs to ensure that this procedure is fully implemented.

Students

For all course closures or suspensions, the School must inform students enrolled on the course (and other affected courses) and discuss the implications and plans with them at the earliest opportunity. Please see Appendix A for further guidance on how to undertake this consultation. Students will have different needs based on their

individual circumstances and must be provided with support and options to help them decide what is best for them. This includes ensuring that students are advised of the complaints process if they are not happy with how we handle the process.

Adjustments to the options and this process may be needed to address any students with additional needs, such as a disability / reduced mobility / caring responsibilities. These will need to be addressed on a case by case basis, and would include the exploration of any reasonable costs that might be incurred as a result of the course closure.

In light of the feedback received as part of the consultation, the DESE or nominee should update the proposed course closure management document which will be made available for students currently enrolled or enrolled prior to the last date of admission, to support them through to completion.

Students should be informed of any plans for teaching-out the course and provided with details of how the School intends to maintain the quality of the student learning experience during the teach out phase. Care should be taken not to forget the needs of students who have suspended their studies or need to refer or those who have deferred entry. Information about ongoing monitoring requirements for the course should follow the University normal course monitoring process and this expectation should be made clear to students.

The University first choice is to teach-out a course whenever this is possible and feasible, however there will be situations where this may not be the best option for students or the University, therefore to protect the student interests schools must consider other options for students, for example:

Transfer to another course at the University
Schools should consider arranging transfers where this is possible and appropriate to another University course that is similar to the course being closed. Schools should make available to students support to assist them in making an informed choice about

their options. Schools should highlight the similarities and differences for students and the extent to which the options align with the original course, and whether they continue to meet the career / study aspiration of the students. If a decision is made to transfer to another University course the School should arrange this transfer in collaboration with the appropriate professional services groups.

Transfer to different institution

Schools should consider arranging transfers or direct entry to another provider. Schools should identify possible providers across the UK that could accommodate students impacted by a closure or suspension. Schools should put in place support for students who wish to explore other Universities that offer comparable courses and provide advice and guidance on the implication of a transfer. In cases of transfer support must be provided to students that enables the transfer to and recognition of credits at the new institution.

Refund and compensation

The Student compensation and refund policy sets out the University's position on refunds and compensation when it is not possible for students to complete their courses as expected at the University. Schools will implement the provisions of this policy when proposing the refund of fees paid to the University and / or the award of compensation if this is required as a result of a course closure.

On completion of the process of notifying stake holders the DESE or nominee should update the course closure management document to reflect any changes resulting from the consultations.

The course closure management document must be reviewed and approved by SASC and noted at the Quality and Standards committee.

Professional, Statutory and Regulatory Bodies

The DESE or nominee will consult with any external accreditation / PSRBs or regulatory bodies to provide information about the closure. The results of the consultation will

be detailed on the course closure management document, and any communications recorded by student admin.

Communication with Stakeholders

University Wide Communication

The minutes of the APP which will include a list of all courses approved for suspension and closure will be forwarded to the QSC. Following the APP the School SQEA notifies Registry of all approved suspensions and closures. Registry notifies all relevant Professional Service Groups of the approved closures and suspensions.

Registry will ensure that the Student Records system is appropriately updated to remove course(s) and associated modules

Marketing will ensure that the website, UCAS and other marketing materials are updated as appropriate

International will ensure that recruitment partners are appropriate notified to stop recruitment to the courses and any international applicants appropriately consulted.

LSBU Global will be notified of the closure to assess the impact on partners.

Student Administration will be notified of the courses so that plans can be made for meetings with the affected stakeholders, and a record of the meetings and actions recorded.

> **Commented [SS11]:** Student Union to be notified?

Internal School Communications

The Dean and / or DESE will inform relevant teams within the affected School.

The DESE and appropriate Head of Division should notify all relevant PSRBs or other external accrediting bodies (where applicable).

For collaborative provision arrangements, LSBU Global and Legal should be advised of the closure, and arrangements made for supporting the closure process with the

partner(s). LSBU Global should be consulted to coordinate and manage all activities with the partner in collaboration with the link tutor.

Students will be informed by the Dean, DESE or nominee that their course is going to be closed. This must be in writing and will be supported by the Student Administration team. The letter will include details of the way in which they will be supported to complete the course, and of the other options open to them such as transfer or refund / compensation. It will outline the advice and guidance that will be made available to ensure that they are appropriately supported in making their decisions.

Communication with Applicants

The Admissions and Recruitment Team should consult the UCAS Admissions Guide for specific information relating to UCAS applicants.

They should identify all applicants who will be affected by the decision and notify them requesting a response in a reasonable timeframe. If the applicant does not reply within the timescale requested in the initial letter the Admissions and Recruitment Team should issue a reminder letter advising the applicant that their application will be withdrawn if no response is received within a specified timescale. In all case we should ensure that the timeframes are reasonable.

Where special arrangements exist because of PSRB or other regulatory requirements the School and the Admissions and Recruitment Team should ensure that these are followed.

Ongoing Monitoring

The course must continue to be actively managed and remains subject to the University's course monitoring and all other quality and standards provisions such as module evaluations and external examining. A Course Director must oversee the course for the duration of the teach out plan as outlined in the course closure management document.

Ongoing monitoring must ensure that the equity of experience for students on the course is maintained.

Where necessary minor course changes can be approved through SASC to ensure that the course remains current and relevant for students. Where major changes are required, for example as a result of PSRB changes, the course director should consult with the DESE and the Academic Quality and Enhancement Team to determine the best way to accommodate the required changes while maintain the academic standards and quality, and the student experience expected by of the University.

Appendix A: Consultation with Students

For all course closures, students registered on the course must be provided with information and guidance on the impact of closing the course along with the plans for teaching-out the course, transferring or being refunded / compensated and managing their experience and expectations.

Students and their course representatives should also be included in the discussion about the closure process, as outlined below:

Type of Course	Students to be invited to meetings
Course closure within a School which has no co- dependencies or knock-on effects on other courses	Invite all students and course representatives along to consultative meetings with the School. Every effort should be made to include as many students as possible. Notify the VP Education, Students' Union Feedback from the meeting to be used to update the course closure management form and approved at SASC.
Course with significant knock-on effects within a School	Invite all students and course representatives from the closing course along to the consultative meeting with the School. Every effort should be made to include as many students as possible. Invite course reps from all affected courses

| | Invite any other students most affected as well as those it may also affect from other courses.

Notify the VP Education, Students' Union

Feedback from the meeting to be used to update the course closure management form and approved at SASC. |
|---|---|
| Courses that will lead to effects across several Schools due to large numbers of modules taken by students in other Schools | Invite all students and course representatives from the closing course along to the consultative meeting with the School. Every effort should be made to include as many students as possible.

Invite course reps from all affected courses

Invite the President and VP Education, Students' Union

Invite all affected students from other Schools to attend the consultative meeting (or a separate one if this is logistically challenging).

Feedback from the meeting to be used to update the course closure management form and approved at SASC. |

London South Bank University

Student Protection Plan for academic years 20~~18/19~~20/21 and 2021/22

1. Introduction: what is a student protection plan for?

1.1. As a registered provider of higher education, London South Bank University ("LSBU") must publish a student protection plan, which sets out how we will protect you, our student, in the event of a risk to the continuation of your studies arising.

1.2. This Student Protection Plan explains the kinds of risks that might arise, and what we commit to do in that situation.

2. Scope

This plan applies to all students studying for a qualification with London South Bank University, and takes into account the different needs, characteristics and circumstances of our student community.

3. Responsibility

~~1.3.~~3.1. The Pro Vice Chancellor Academic Framework (the "PVC Academic Framework") has overall responsibility for this procedure, but has delegated day-to-day responsibility for overseeing its implementation to the staff identified in this procedure. All relevant members of staff have been made aware of the student protection plan and have received appropriate guidance.

> **Commented [BI1]:** We will need to let staff know once the document has been published.

3.2. We review our Student Protection Plan annually, with input from specialist professional service teams, and at the Student Experience Committee, chaired by the Deputy Vice Chancellor, which includes student members.

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> **Commented [SS2]:** QSC co-chaired by DVC and Chief Customer Officer – LSBU Group

~~2.~~4. **Our commitments**

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~~2.1.~~4.1. We commit that in the event of any significant risk to the continuity of your studies we will:

- Be open and transparent with you about the risks, and inform you in a timely manner.

- Take reasonable steps to protect your studies if we discontinue a course, or close a department, division, School, a location where a course is taught, or in the event the University closes.

- Consult students and take students' views into account, in a timely manner where possible, before taking decisions to change a course in a substantial way, or to discontinue it.

- Take the needs of all our students into account, and the impact on you of any proposed changes and protective measures.

4.2. We will inform the Office for Students if any circumstances arise which mean we need to review this Student Protection Plan, or change any of the measures within it.

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~~3.~~5. **How will I find out about any risks, and be consulted?**

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3.1.5.1.   If the Student Protection Plan needs to be triggered, you will be contacted by your School's Executive AdministratorDirector of Operations or nominees by email via your LSBU email address. They will inform you of the risk, how you will be consulted, and where you can obtain academic advice and support within the School.

5.2. You can contact the Student Life Centre with any questions, see: http://www.lsbu.ac.uk/student-life/student-services.

5.3. The Students' Union provides academic advice and support. They can also make sure you know who your course rep is to help co-ordinate information and feedback. For more information, go to: https://www.lsbsu.org/advice/academic-advice/

6.   What if I don't agree with the proposed solution or protection?

If you do not think the proposed solution works for you,:

- please see the **Student Compensation and Refund Policy**, which can be found at http://www.lsbu.ac.uk/__data/assets/pdf_file/0018/131085/student-compensation-and-refund-policy.pdf ;or

- consider submitting a student complaint via the University **Student Complaints Procedure**, which can be found at http://www.lsbu.ac.uk/__data/assets/pdf_file/0003/84423/student-complaints-procedure.pdf

7.   What kinds of risk does the Student Protection Plan protect me from?

Any risk to the continuation of your studies could arise either from events which are internal to the University, or in the external environment beyond our control.

A. Could the University close?
The University considers the risk of organisational closure to be very low. Our LSBU Group income (July 20**20**17) was £184.5m144.5m, we have cash balances and deposits of £48.852.2m, bank and other loans of only £24.334.5m, and delivered an operating surplus of £1.94m. We have business continuity arrangements and plan for a range of incidents, including running simulation exercises. We have regular and robust independent scrutiny in place through our Board of Governors, which includes independent members, and our independent external auditors.

B. Could the location where my course is taught change?
We actively manage our estate., hHealth and safety staff monitor and promptly address any hazards, and we maintain a register of nearby facilities we can relocate university activity to in the event any facilities become unavailable for a reason such as flooding. Therefore, the risk that we decide to close the location (building or campus) where a course is taught during your studies, without being able to find suitable premises at a nearby location, is low.

C. Could the University close my course?
The risk that we decide to discontinue your course on timescales that directly affect you is low because we plan any course discontinuation to allow current students to complete their studies. Where a course is discontinued, we close the course to new recruitment, and 'teach-out' current student cohorts. We would expect this to make no material change to your experience – it should feel like 'business as usual'. Course teams have to ensure they have a

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'teach-out' plan in place before the course closure is permitted. We have experience of managing this process successfully.

We may suspend recruitment to a course that is not recruiting sufficient numbers of students to make a good student experience. If you have applied and been accepted for a course that doesn't recruit enough students to run, we will inform you as quickly as possible and suggest an alternative LSBU course to you.

The risk that the qualification you obtain is significantly different from the one you enrolled on, not by your choice, is very low. It is possible that if you have interrupted for a long period that the award may have changed in some respects, and we will need to work with you on what would be the most suitable award to return to. If you withdraw before completing your intended award, you may be awarded a lower qualification.

We plan our courses carefully, with professional and industry input, and they undergo a thorough validation process. We retain the right to make minor adjustments and improvements to courses and modules year to year, in response to student feedback and as part of quality enhancement. We endeavour to communicate planned and major changes in a timely and helpful manner.

For our apprenticeship provision, we have clauses in place to protect you against discontinuation.

D. **What if my course loses its professional accreditation?**
We make the utmost effort to maintain professional and regulatory body accreditation of courses wherever this applies. If there is a risk of losing professional accreditation, we will inform you at once and consult you on the possible options, which will include arranged transfer to a similar course in another university that holds the professional accreditation.

E. **Could the University lose its Student sponsor~~Tier 4~~ licence?**
We actively manage the risk of losing our Student sponsor~~Tier 4~~ licence. We have specialist teams in place to understand and respond to UKVI requirements. We are careful to review our processes regularly, and continually improve them, and there is clear senior accountability, ownership and reporting lines in our governance structure.

F. **What if there isn't a suitable LSBU supervisor for my dissertation or thesis?**
Our research activity is clustered in one of our 1~~2~~4 major Research Centres or ~~33~~26 Research Groups. Therefore, we have a critical mass of suitably qualified supervisors, who work in a team to protect your experience. In the event that several specialists leave the University during the period that you are registered with us, we will assign another supervisor with suitable expertise. If that is not possible for any reasons, we will recommend other universities with suitable research programmes to which you can transfer your registration. We structure your supervision and progress reviews to make sure your work is readily transferable in the unlikely event you need to transfer to another provider.

~~4.~~8. **What measures has LSBU put in place to mitigate the risks assessed as most likely to occur in the next three years?**

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4.1.8.1. Whenever possible, we will make arrangements to 'teach-out' our current students if we have voluntarily decided to close a course. This means we commit to ensuring awards can be completed by all currently enrolled students within the timeframes determined by the course and University regulations, even if the course is being discontinued and we are not registering any new students.

4.2.8.2. Where this is not possible, we will offer an alternative course at London South Bank University, or support students in seeking another provider utilising student transfer arrangements, to enable you to continue your course elsewhere.

4.3.8.3. Where students are studying on specialist programmes which are not readily available locally or nationally, we will investigate alternative options which may include internal or external transfer.

5.9. What if something happens that is outside the University's control?

5.1.9.1. The University will do all that it reasonably can to provide educational services as described on its website or in the prospectus or other documents issued by it to enrolled students. Sometimes circumstances beyond the control of the University mean that it cannot provide such educational services. Examples of Events oOutside the University's control include (but are not limited to): industrial action by University staff or third parties; over or under demand from students; staff illness or absence; the unanticipated and/or unavoidable departure or absence of key members of University staff; insolvency or deterioration of the financial position of a sponsoring employer or an apprentice employer; changes to the University's funding or to higher education policy; legislative or regulatory change; damage, interruption or lack of access to buildings, facilities or equipment; power failure; severe weather; natural disasters; fire; terrorism; civil disorder; political unrest; government restrictions; the acts or delays of any governmental or local authority; pandemics, epidemics and other threats to public health; and/or concern with regard to the transmission of serious illness.

Commented [BI3]: Updated examples to match Enrolments terms 2021/22.

5.2.9.2. In such circumstances, the University will take all reasonable steps to minimise the resultant disruption to those services and to affected students, by, for example, offering affected students the chance to move to another course or institution, or by delivering a modified version of the same course, but to the full extent that is possible under the general law the University excludes liability for any loss and/or damage suffered by any student as a result of those circumstances.

10. Can I get a fee refund or compensation, if London South Bank University is unable to preserve my continuation of study?

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You can see our **Student Compensation and Refund Policy** here: http://www.lsbu.ac.uk/__data/assets/pdf_file/0018/131085/student-compensation-and-refund-policy.pdf , which has embedded links to the specific information you may need.

6.11. How do I get all the information I need about this Student Protection Plan?

6.1.11.1. We publish our Student Protection Plan via our website to current and prospective students. It is located on lsbu.ac.uk under About Us, policies and procedures tab: https://www.lsbu.ac.uk/about-us/policies-regulations-procedures.

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6.2.11.2.   We ensure staff are aware of our Student Protection Plan and its implications through briefings to executive and academic leadership, and via references in our course approval documentation.

We review our Student Protection Plan annually, with input from specialist professional service teams, and at the Student Experience Committee, chaired by the Deputy Vice Chancellor, which includes student members.

6.3.11.3.   Contact point for enquiries about this Student Protection Plan: Professor Shân WareingDeborah Johnston, Pro Vice Chancellor, Education and Student ExperienceAcademic Framework

Provider's name: London South Bank University
Provider's UKPRN: 10004078
Legal address: 103 Borough Road, London, SE1 0AA
URL for publication of this Student Protection Plan (once approved): https://www.lsbu.ac.uk/about-us/policies-regulations-procedures

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	INTERNAL
Paper title:	Admissions and Enrolment policy
Board/Committee:	Academic Board
Date of meeting:	01 June 2021
Author(s):	Irina Bernstein, University Solicitor/Head of Legal Services
Sponsor(s):	Irina Bernstein, University Solicitor/Head of Legal Services
Purpose:	For Approval
Recommendation:	The Academic Board is asked to approve the policy subject to the final comments being provided

Executive summary

The Admissions and Enrolment policy has been revised to:

1) take into account the changes to the Immigration Rules;
2) incorporate the Right to Study checks; and
3) incorporate the under-18s policy.

LSBU
EST 1892

Admissions and Enrolment Procedure

Policy last reviewed	June 2021
Approved by	The Academic Board
Published on:	LSBU website at http://www.lsbu.ac.uk/__data/assets/pdf_file/0008/84356/admissions-enrolment-procedure.pdf and MyLSBU

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

Contents

Admissions and Enrolment Procedure

1. Introduction

1.1.   London Southbank University is committed to providing a professional admissions service that supports fair and transparent admission policies and processes. These regulations underpin the delivery of academic excellence by setting clear standards for entry that are applied fairly and consistently.

1.2.   We aim to admit all applicants who we judge to have a reasonable expectation of completing the course and achieving the standards required for that academic award, including any end-point assessments, skills and behaviours. Applicants to London Southbank University are considered on their own merit and potential, regardless of background. We welcome applications from motivated students with appropriate qualifications, whether traditional or non-traditional, academic or vocational.

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

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

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

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

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

2. Scope – who is covered by this procedure?

This document sets out the procedure for student admissions and enrolment at LSBU.   It applies to all LSBU applicants (i.e. for apprenticeships, and undergraduate and post–graduate courses, whether full-time of part-time) and students who are registered and/or enrolled at LSBU applying for any new courses at LSBU. The procedure deals with academic offers and offers of a place at LSBU.

3. Who is responsible for this procedure?

3.1.   The University Academic Board delegates the authority to admit applicants to an LSBU course to the Director of Marketing and Recruitment. The Head of Registry is responsible for student enrolment. LSBU staff (including Deans of Schools, Head of Admissions, Admissions Officers and Managers) have the authority to make decisions about student admissions and enrolment in accordance with selection and eligibility criteria. Admissions tutors within the individual Schools of the University advise Admissions staff in particular cases.

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

4. University admissions

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

- Home undergraduate full time applications:
  https://www.ucas.com/undergraduate/applying-to-university

- Home undergraduate part time, apprenticeship and postgraduate applications:
  http://www.lsbu.ac.uk/application-system

- International (including EU) applicants: http://www.lsbu.ac.uk/international/how-to-apply

- Health CPPD and Health Apprenticeships: https://www.applycpd.com/lsbu

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

4.3.   We will normally continue to consider any 'personal statements' referred to us by UCAS with a reported similarity to other applications of between 10-49%. However, we will normally ask you to resubmit any statements with a reported similarity of 50% or more. Please see UCAS guidance on similarity detection for further information https://www.ucas.com/file/238621/download?token=pAFYo8T-.

4.4.   Your status for fees and funding purposes and your right to study in the UK (for immigration purposes) are assessed at the point of enrolment by suitably trained staff. If you are an apprentice or an applicant sponsored by an employer, your employment

status will be assessed as well. The Chief Financial Officer (or nominee) may make an 'interim status assessment' during the application process in order to ensure the smooth progression of your application.

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

4.6. To evaluate whether you are likely to complete the course and achieve the standard required for the award, we use admissions criteria specific to the award for which you are applying. To make this evaluation, we consider your previous attainment and evidence of your potential, primarily based on the qualifications you already hold but where applicable we will also use a range of contextualised information in our decision making. Where you are currently studying for qualifications, our offer is normally conditional on your results. Interviews, assessments, references and other tests may also be used to supplement information about your qualifications to help us to assess your eligibility for an offer of a place.

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

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

- the applicant is indebted to the University in any capacity;
- the applicant is associated with a company which is indebted to the University;
- the applicant has, in the University's opinion (acting reasonably), previously been vexatious, malicious and/or unnecessarily litigious with the University;
- the applicant has previously been withdrawn from the University or any other academic institution on academic grounds;
- the applicant requires a visa and the University (acting reasonably) makes a decision not to sponsor the applicant;
- an apprentice does not meet the ESFA Funding Rules requirements for the full duration of their apprenticeship;
- the applicant has previously been dishonest, involved in fraud, a fraudulent claim or provided fraudulent or misleading information or documentation to the University; and/or
- the grounds stated in paragraph 8 of this procedure dealing with "Reapplication to other University courses" apply to the applicant.

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

5. Entry requirements - Academic and Skills

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

5.2.   We may also ask for specific:

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

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

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

5.5.   If you are an applicant from a partner institution with which e.g. we have a 'progression' or 'articulation' agreement, arrangement for admission to LSBU will be determined by specific arrangements as agreed between LSBU and the respective institution. The information will usually be described in the course book.

5.6.   Separate arrangements will apply for students studying at LSBU's international branch campus. Oversees Local legal requirements will apply.

5.7.   Apprentices must meet the current ESFA entry requirements.

6. Normal minimum qualifications required for entry to undergraduate courses

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

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

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

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

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

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

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

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

6.4.   Some undergraduate courses have entry points at level 5 or level 6. Specific criteria are set for these courses and may be found in the course specification. Applicants who meet or exceed the entry criteria for level 4 may be able to apply to have their prior learning recognised through Accreditation of Prior Experiential Learning (APEL) or transfer of credit for entry to level 5 or 6 of a course.

6.5.   In addition to points in paragraphs 6 and 7, all apprenticeship programmes require English and Maths GCSEs at Grade C/4 or above.

7. Normal minimum qualifications required for entry to postgraduate courses

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

   a) normally a 2:2 in an honours degree and in a relevant subject if required by the course; or

   b) a Higher National Diploma in a relevant subject and a minimum of three years post-qualification experience in a relevant field; or

   c) a professional qualification recognised as equivalent to an honours degree; or

   d) a postgraduate diploma, or appropriate equivalent skills and experience.

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

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

8. Reapplication to other University courses

8.1.   If you are withdrawn by the University because of a 'Fail-Terminated' judgement from an examination board or you have been excluded (for example, for fitness to practise

reasons), you may not return to your course. You can apply to a different course at the University, but you cannot be admitted to another course leading to an award at the same level in a related subject area of the course from which you have been withdrawn or to a similar course at a different level. The University retains the right not to make you an offer even if you would otherwise meet the criteria for an offer to be made.

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

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

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

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

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

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

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

9.4.   EU applicants applying from inside the UK who hold 'settled' or 'pre settled' status – as defined in Government guidance – and have not completed UK qualifications at level 3 or higher must have an adequate proficiency in English in order to be admitted to a course. For such applicants we normally accept the English Language qualifications as

set out in the table below. However, some of our courses may require higher standards of English.

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

Comment markers:

Commented [HE1]: Is this the full name?

Commented [HE2]: Is this the full name?

Commented [OK53R2]: Here is a link to a more up-to-date list of English Language requirements. Nuria, should we substitute this list for the published list in the link? https://www.lsbu.ac.uk/__data/assets/pdf_file/0017/30077/eu-english-language-requirements.pdf

	Undergraduate	Postgraduate
Proficiency		
Cambridge BEC Higher	C	C
City and Guilds ESOL Diploma	Upper Intermediate Pass	Advanced Pass
PTE (Pearsons Test of English)	52 points	60 points
Michigan English Language Assessment Battery (MELAB)	Score of 78-81	Score of 82-83

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Michigan Test: Examination for the Certificate of Proficiency in English (ECPE)	Pass	Honours
International Baccalaureate (Standard Level)	5	5
International Baccalaureate (Higher Level)	4	4

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

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

Commented [HE4]: See above re approved English language tests. You may wish to update this so that it is in line with the various tests that are now accepted you may also add GCSE and A level in English language or English literature

Commented [HE5]: Need to specify for these that this is required in each of the 4 components.

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

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

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

9.9.   International applicants requiring entry clearance to enter/remain in the UK in order to study at LSBU will be required to pay deposit as a condition of the release of their Certificate of Acceptance for Study in accordance with the pre-CAS process set out in an offer letter. The deposit will be offset against the balance of tuition fees payable on enrolment. The deposit will be refunded in limited circumstances specified in your offer letter, for example, if the applicant cancels the tuition contract within the statutory time limit for consumers (currently 14 days).

9.10. Applicants should note that international sponsored students will need to comply with LSBU's Immigration Regulations that can be found on LSBU's website under About Us, Policies and Procedures tab: https://www.lsbu.ac.uk/about-us/policies-regulations-procedures

10. Applicants with disabilities

10.1. We are committed to providing an inclusive and accessible environment, and to making reasonable adjustments to accommodate individual disabilities. We encourage early disclosure of any disability you may have so we can make any adjustments as reasonably justified to support the application and enrolment process. You are encouraged to register with the LSBU Disability and Dyslexia Support team as early as possible if you have any support needs related to a disability. You can also let us know at any time during your studies. You can inform us about a disability through your application to the University, and you can call the Disability and Dyslexia Support team directly on 0207 815 6454, email disability@lsbu.ac.uk, or come and find a member of the team at the Student Life Centre helpdesk in the Student Centre. All offers of places are conditional on us being able to implement the specific adjustments reasonably needed for you to complete your course.

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

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

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

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

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

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11. Applicants with criminal convictions

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

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

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

11.3.   International students and those students who intend to apply for a course leading to a professional qualification (as set out in paragraph 11.4) are required to make the disclosure when making an application to the University. All other students are required to do so when accepting an offer of a place on a University course.   All applicants are encouraged to make disclosures and provide any supporting documentation (such as that outlined at paragraph 11.6) at an earlier stage, on a voluntary basis, to enable the University to conduct a risk assessment in good time and, in appropriate cases, to help to put any arrangements in place to mitigate risk. Offers of places will be made conditional upon disclosure of all convictions as set out in paragraphs 11.4 and 11.5 as relevant, subject to approving the applicant as suitable to study on the course at the University and any additional conditions that may be imposed following the process set out in paragraph 11.8. The duty to disclose convictions under 11.4 and 11.5 will continue to apply in relation to any new convictions (including cautions) obtained after the time for disclosure as part of the admissions process as set out in this policy and will continue until the student has completed a course at the University or leaves the University prior to completion. The University reserves the right to move the applicant to a future intake should the criminal convictions information be provided later than two weeks before the teaching commences to allow for proper checks and assessments to be made.

11.4.   For courses leading to a professional qualification (for example allied health professions, nursing and teaching) or courses which otherwise involve working with children or vulnerable adults, applicants are required to disclose all spent and unspent convictions (including cautions), unless the convictions are "filtered" (i.e. convictions/cautions that are minor and are historic and would not appear on a Disclosure and Barring Service

(DBS) check[1]). Applications for these courses are exempt from the prohibition under the Rehabilitation of Offenders Act 1974 on asking questions regarding spent convictions by virtue of the Rehabilitation of Offenders (Exceptions) Order 1975. We therefore also require successful applicants to undergo a DBS check. Students with criminal convictions may not be able to undertake work or placements, depending on the convictions in question and hence may not be able to complete their course or where completed, may not be able to register and practise. It is for that reason that applicants to those courses are asked to make the disclosures and to undergo DBS checks. Admissions decisions relating to courses leading to a professional qualification will be made by the relevant school.

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

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

11.6. We may, in appropriate cases, seek additional information from you e.g. a probation officer's report, pre-sentencing report, employer reference. Applicants are also encouraged to consider self-referral to services that provide assessments and reports, such as the Portman clinic[3]. Third parties will be approached for such information only with the applicant's consent. A failure to provide the information or to consent to obtain it from third parties may mean that there is insufficient information to provide appropriate assurance that any relevant risk identified is capable of mitigation and as a result, we may be unable to make an offer of a place or withdraw the offer if had been made.

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[1] For information on filtering, see https://www.gov.uk/government/organisations/disclosure-and-barring-service
[2] For information on spent convictions as defined by the Rehabilitation of Offenders Act 1974, see https://www.gov.uk/government/organisations/disclosure-and-barring-service
[3] https://tavistockandportman.nhs.uk/care-and-treatment/our-clinical-services/portman-clinic/

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

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

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

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

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

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

11.12. Information relating to criminal convictions will be stored separately from the applicant's other application-related information and will only be made available to those who need to consider it as part of our risk assessment and admissions process. The information will be anonymised where reasonably possible and appropriate. Information will usually be retained in a form that identifies the applicant for no longer than is necessary http://www.lsbu.ac.uk/__data/assets/pdf_file/0003/11928/student-records-retention-schedule.pdf.

11.13. If an applicant with criminal convictions believes that their application has not been dealt with in accordance with this policy, they can submit a request for a review of the decision in accordance with the University's Applicant Complaints and Appeals of Admission Decision process, which can be found at:

http://www.lsbu.ac.uk/__data/assets/pdf_file/0007/96253/applicant-complaints-appeals-admission-decision-procedure.pdf

12. Fitness to study and fitness to practise

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

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

13. Deferring admission

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

13.2. Candidates who have been made an unconditional offer of a place and have firmly accepted that offer but not yet enrolled may apply to have their admission deferred for up to one academic year. The deadline for deferral application is 31st October for Semester 1 start. Applicants need to check with the Admissions team the deadlines for deferral for start at other entry points. We will normally permit such deferral except where:

- the offer in question is for full-time undergraduate study and has been made in clearing;

- the offer is for an apprenticeship programme;
- the University has no plan to offer the course for that entry point in future; and/or
- other regulatory reasons (such as immigration rules or professional body requirements) apply.

13.3.   If you have already enrolled, you cannot defer the place and will need to interrupt under Student Interruption and Withdrawal procedure https://www.lsbu.ac.uk/about-us/policies-regulations-procedures.

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

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

14. Use of data

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

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

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

14.2.   The data used by the University for the purposes set out in paragraphs 14.1 i) and ii) will be anonymised. Your personal data and sensitive personal data ("Personal Data") as defined by the Data Protection Act 2018 (the "DPA") (and obtained in the course of the admissions process may be disclosed to the University's members of staff and regulators for the purpose of dealing with your admission and/or enrolment, a complaint arising out of it and/or implementing any recommendations. Personal Data will not be shared with any other third parties unless the University has your express consent, has a statutory obligation to do so (e.g. sharing the details where necessary with the Home Office), or is otherwise permitted to do so under the DPA. The University's privacy notice for applicants can be found at: https://www.lsbu.ac.uk/__data/assets/pdf_file/0007/127915/applicants-students-privacy-notice.pdf

15. University enrolment

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

a)   meet any conditions which may have been placed on the offer of a place to study, for example occupational health or criminal record checks, as well as academic conditions;

b)   be invited to enrol by the University;

c) provide proof of the right to study in the United Kingdom (if being taught in the United Kingdom) (for further details, please see part 17, Right to Study checks);

d) provide original proofs of identity which must be a passport or national ID card;

e) provide proof of your qualifications;

f) provide all the personal and other data reasonably required by us to manage the course and comply with statutory obligations;

g) agree to be bound by all the University's policies, regulations and procedures, through signing the Enrolment Terms;

h) pay tuition fees or provide evidence of funding in accordance with the Tuition Fee Regulations http://www.lsbu.ac.uk/__data/assets/pdf_file/0011/12143/tuition-fee-regulations.pdf.

15.2. The documentation and level of proof needed to enrol may vary depending on variety of circumstances, e.g. more extensive documentation will be required where a financial benefit directly accrues to the student as a result of enrolment.

15.3. Applicants will not usually be enrolled until all the requirements set out in 15.1 above have been met. However, if only some of the criteria have been met, you may be given temporary conditional access to take part in University activities (including attendance at classes associated with the course you applied for) pending completion of the outstanding requirements (for instance, while waiting for authorised copies of documents). Attendance will be at your own risk (for example, fees may be payable), as you will not be enrolled unless and until all the requirements are met. You must agree to be bound by all University terms and conditions during this period. If you are not enrolled in the University because you failed to meet all of the requirements above, you will not usually be awarded academic credit or any kind of academic award including for any temporary access to courses and resources that you have been given.

15.4. Applicants are enrolled onto a specific course with the aim of achieving a specific qualification (usually a named award). You may not transfer to another course or pursue a different qualification after enrolment without the consent of the University. If you wish to apply to transfer course you must keep to the conditions set out in the Changing Courses Procedure https://www.lsbu.ac.uk/__data/assets/pdf_file/0009/96255/changing-courses-procedure.pdf.

15.5. Enrolment takes place prior to the commencement of the course in the first year of study. We set dates for the beginning and end of the enrolment process each year. Applicants who are not enrolled by the relevant deadlines will not usually be enrolled on the course even if they can subsequently meet the conditions for enrolment. If this happens, the University may either move your application to the future intake or ask you to reapply.

15.6. Your enrolment will be for a specified period of time during which you will study a specified course. You will need to confirm certain information to us at the beginning of each academic year and may be asked to re-enrol. You will receive an email close to the relevant time explaining how the confirmation can be made.

15.7. Once you have enrolled, you can apply to interrupt from your studies at any time or withdraw from your course but you may still be liable to pay some or all of the tuition fees. For more information, please see the Interruption and Withdrawal Procedure (see https://www.lsbu.ac.uk/__data/assets/pdf_file/0015/123423/student-interruption-withdrawal-procedure.pdf and the Tuition Fee Regulations (see https://www.lsbu.ac.uk/__data/assets/pdf_file/0011/12143/tuition-fee-regulations.pdf).

16. Right to Study Checks

Prospective Students / Applicants / Offer Holders

16.1. Please ensure that you refer to Appendix 2 and 3 below which give examples of visas and immigration status.

16.2. It is important that you understand if you have the right to study prior to commencing enrolment as a student at LSBU. This is because the 'right to study' check is conducted when you enrol as a student at LSBU. We may not be permitted to commence the enrolment process with you and you may be unable to start your course if you are unable to show evidence of this right to study when you attend enrolment as a student. If your immigration status is due to expire shortly after your course commences, or if you have a pending application which may mean we cannot determine if you have the right to study, you may wish to consider deferring your studies until your immigration status has been extended or granted. If this applies to you, please contact the Enrolment team and the Immigration and Compliance team

> **Commented [BI6]:** Please insert the relevant email addresses

16.3. If your immigration status is due to expire before the expected end date of your course, you will be required to sign a declaration prior to enrolment, confirming that you understand that you will be required to obtain new, valid immigration permission with the right to study in order to complete your studies. LSBU reserves the right not to assign a CAS to enrolled students in these circumstances if they do not meet the requirements set out in the Student Sponsorship and Issuing of Confirmation of Acceptance for Studies (CAS) Policy.

16.4. Apprentices need to supply evidence that their visa covers the full duration of their apprenticeship, which includes their end point assessment.

16.5. Please note: you will also be required to separately have a student status assessment to determine whether you are Home/Overseas for fees purposes, and you may be required to provide other documentation to verify that assessment.

Current Students

16.6. It is important that you maintain your immigration status throughout your studies at LSBU. You must take action to maintain your immigration status where your permission to stay is due to expire, or where your circumstances change which affects your immigration status. LSBU must ensure that every student who is enrolled at LSBU has the right to study so we will take action to suspend or exclude students if it transpires

that you no longer have the right to study. It is your responsibility to make sure that you take the appropriate action to maintain your immigration status prior to the expiry of your stay. If you require a CAS, please get in touch with us at least a month in advance or provide evidence of in-time submission of your extension application (where relevant) to the International Student Advice Team: international.advice@lsbu.ac.uk

17. Policy on applicants who are under 18

17.1.   The 'right to study' means that you have permission to remain in the UK and this permission does not restrict you from studying at LSBU. The 'right to study' means that you have permission to remain in the UK and this permission does not restrict you from studying at LSBU.

17.3.   'Permission' could be a visa or endorsement, or you may be entitled to remain in the UK because you are the family member of someone who has permission to remain in the UK.

17.4.   LSBU is required by the UK Government to take steps to ensure that every student studying at the institution has permission to study in the UK throughout the whole period of their study.

17.5.   Please ensure that you refer to Appendix 2 and 3 below which give examples of visas and immigration status.

17.6.   It is important that you understand if you have the right to study prior to commencing enrolment as a student at LSBU. This is because the 'right to study' check is conducted when you enrol as a student at LSBU. We may not be permitted to commence the enrolment process with you and you may be unable to start your course if you are unable to show evidence of this right to study when you attend enrolment as a student. If your immigration status is due to expire shortly after your course commences, or if you have a pending application which may mean we cannot determine if you have the right to study, you may wish to consider deferring your studies until your immigration status has been extended or granted. If this applies to you, please contact the International Student Advice Team in the first instance: international.advice@lsbu.ac.uk

17.7.   If your immigration status is due to expire before the expected end date of your course, you will be required to sign a declaration prior to enrolment, confirming that you understand that you will be required to obtain new, valid immigration permission with the right to study in order to complete your studies. LSBU reserves the right not to assign a CAS to enrolled students in these circumstances if they do not meet the requirements set out in the Student Sponsorship and issuing of Confirmation of Acceptance for Studies (CAS) Policy available under Immigration Regulations on https://www.lsbu.ac.uk/about-us/policies-regulations-procedures.

17.8.   Please note: you will also be required to separately have a student status assessment to determine whether you are Home/EU/Overseas for fees purposes, and you may be required to provide other documentation to verify that assessment.

17.9. It is important that you maintain your immigration status throughout your studies at LSBU. You must take action to maintain your immigration status where your permission to stay is due to expire, or where your circumstances change which affects your immigration status. LSBU must ensure that every student who is enrolled at LSBU has the right to study so we will take action to suspend or exclude students if it transpires that you no longer have the right to study. It is your responsibility to make sure that you take the appropriate action to maintain your immigration status prior to the expiry of your stay and that you provide evidence of in-time submission of your extension application where relevant to the International Student Advice Team: international.advice@lsbu.ac.uk

17.10. For applicants who are under 18, additional information is required as, set out in paragraph 17 of this policy

18. Additional procedure for applicants under the age of 18 on admission

Introduction

18.1. LSBU is primarily an adult environment, though a very small proportion of the students admitted to its courses are under 18 years of age at the time of entry. Such students are children in the eyes of the law, which imposes some restrictions on the activities in which they can engage.

18.2. This procedure is part of the overall admissions policy and has been written in order to:

- set out LSBU's additional policy provisions in respect of admissions and welfare responsibilities for students who are under 18;
- outline those key legal and pastoral responsibilities that LSBU has in respect of those whom the law defines as children;
- define the procedures that have been put into place to ensure that LSBU meets those responsibilities.

18.3. LSBU's policy is to treat students who are under 18 years of age as much as possible in the same way that it treats all other students. The provisions applicable to admissions and enrolment generally as set out in this policy therefore also apply to applicants who are under 18. Such students will also be subject to the LSBU's normal rules and regulations and will be able to access the majority of the campus facilities and opportunities offered in the same way as all other students. There are however restrictions imposed by law on those who are under 18, for example in respect of the sale and supply of alcohol and age-restricted video recordings (set out further below). LSBU will vary its normal procedures, or restrict access to some of its facilities and opportunities, whenever LSBU deems it to be in the best interests of those who are under the age of 18, or when it is required to do so by the law. The University will also ensure that students under the age of 18 are provided with appropriate welfare arrangements, particularly when they are resident in University accommodation.

18.4. The students and their parents, guardians and/or advisors must be aware that LSBU cannot be considered to be acting **in loco parentis** for any student under the age of 18.

In addition, it is the University's usual policy to deal with applicants and students (with whom it has its contractual relationship) rather than parents/guardians and that policy will also apply to applicants and students who are under 18, except as expressly provided for in this policy.

18.5. **LSBU does not normally admit students who are under 16 years and applications from such a cohort will be considered on a case-by-case basis by the Head of Admissions in consultation with the others referred to below.** While the general principles of this policy will be adhered to in all cases of students under the age of 18, it may be necessary to make additional welfare and other arrangements for students who will be under 17 at the time of admission, particularly for those under 16, and offers of places may be made conditional on such arrangements being implemented and/or on the student complying with additional conditions.

18.6. The University undertakes to ensure that those University staff members who have pastoral/adviser responsibilities for students under 18 are checked for their suitability to undertake such roles. It will also ensure that appropriate reporting arrangements are in place for University staff to contact the Designated Officer if there are concerns about a risk of harm in accordance with LSBU's Safeguarding Policy.

Data protection

18.7. Students under the age of 18 (but over 13 depending on the maturity and understanding of the individual)) have the same rights under UK data protection legislation as those over 18.

18.8. This means that LSBU will not disclose any information to parents/guardians about such students or to any other third party without the students' consent, where there is no other lawful basis for making the disclosure in question.

Contracts

18.9. Students who are under 18 have the capacity to enter into contracts for necessaries e.g. education and accommodation, but until their 18th birthday will not be legally competent to enter into all legal contracts. In circumstances where a person must be aged 18 or over to be legally competent to enter into a contract, LSBU requires a student's parent/guardian to honour all obligations under any such contracts with LSBU that the student enters into prior to their 18th birthday.

Staff-student relationships – breach of trust

18.10. Section 16-19 of the Sexual Offences Act 2003 make it an offence for a person who is 18 or over to engage in sexual activity with a person who is under 18, where the older person is in a position of trust, notwithstanding that the age of consent is 16. A person is in a position of trust if they care for, train, supervise or are in sole charge of a student who is under 18.

Sale of alcohol and other restricted goods and services

18.11. It is an offence for a person under 18 to purchase alcohol and for anyone to sell alcohol to such a person. It is also an offence to purchase alcohol on behalf of someone under 18, whether this is for consumption in licensed premises or publicly elsewhere. There are also age restrictions for a number of other goods including:

- Solvents
- Gas lighter refills
- Fireworks
- Knives, blades and axes
- Some videos and DVDs
- Video and computer games
- Services, including entrance to venues in which films with an 18 certificate are being shown

An up-to-date list can be found on the PASS website (http://www.pass-scheme.org.uk/agecharts/).

Student visa

18.12. In additional to the requirements regarding Student visas for applicants generally, the following also apply to applicants who are under 18.

18.13. Under the current guidance produced by the Home Office applicants can apply for a Student visa to study in the UK if they are 16 years old or older instead of a Child Student visa. This would mean that if an international applicant is 15 or younger when studying, we would be unable to support their application to study.

18.14. If you are under 18 when you make your visa Student application, you must include a letter from your parent(s) or legal guardian(s) to show that they support your application. Their letter must confirm all of the following:

- their relationship to you
- that they consent to your application as a sponsored Student
- that they consent to your living arrangements in the UK[4]
- that they consent to your independent travel to the UK

18.15. If one parent or legal guardian has legal custody or sole responsibility of you, the letter must confirm this and be signed by that parent or legal guardian. If not, then both parents or legal guardians must give their consent and the letter must be signed by both

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[4] If the students are living independently then it is recommend that the letter confirms their child will be living independently in the UK in accommodation which their child has independently arranged or is arranged by parents/guardians.

of them. A copy of this letter must also be brought with you to your Registration event at the university.

18.16. The university requires that the parent or legal guardian has nominated a suitable contact in the UK (preferably in the South East region) whom the university will liaise with as required.

LSBU procedures and responsibilities

18.17. LSBU's Designated Safeguarding Lead (DSL) has oversight of child protection issues within LSBU, i.e. responding to suspicions or concerns of abuse neglect or serious harm The DSL will have responsibility for monitoring the effectiveness of this under 18 section of the Admissions policy including ensuring that relevant equality impact assessments are undertaken.

Admission

18.18. The Admissions Service are responsible for seeking consent from a parent/guardian based in the UK and will ensure that no identified student minor under the age of 16 is able to register for their course until the consent has been received. The process will follow as below:

a) The applicant will be contacted first, to provide contact details of their parent/guardian. They will be asked to complete a form.

b) Once this information has been gathered, the parent/guardian will then be contacted and asked to complete a consent form to be stored on the University student management system in accordance to the Data Protection Act 2018.

c) The University is not able to assist parents/guardians in finding a suitable guardian. A list of accredited agencies is available from The Association of Educational Guardians for International Students (AEGIS)

d) The Admissions Service will commence the process of contacting applicants in early May and will continue to do so until the start of the academic year or until we have received contact details of all those applicants who fall under the policy.

e) The Admissions Service will provide details of applicants expected to register with the University, which will be made accessible to the members of staff requiring this information for other purposes.

f) These include:
- The Student Support Service
- The Head of School and School Director of Education and Student Experience (DESE)
- The LSBU Accommodation Office (if applicants apply for University Accommodation)

- The Head of the International Team (in respect of International/EU students)

g) Details provided by the Admissions Service, of the applicants expected to register with the University, include; name, course applied for, fee status, date of birth and age on entry. The Admissions Service will begin providing information of applicants under the age of 18 who are expected to register for the new academic cycle, in July of that year.]

Emergency contact

18.19. Students who are under 18 usually have the capacity to consent to medical treatment. They are not however regarded as having capacity to refuse medical treatment, which can be overridden by parents/guardians and hence, emergency contact details must be provided by students **prior to the student's arrival at LSBU**.

Appendix 1: Criminal Convictions Panel risk assessment form

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

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

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

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Is there evidence of a risk of reoffending?		High	Medium	Low
- Does the pre-sentencing report or any other official documentation provided indicate a risk of reoffending? - Is there any other evidence of behaviour which suggests likelihood of reoffending e.g. applicant's attitude to the offence)? - To what extent is time since the offence a factor in the risk of reoffending? - What has changed since the offence occurred? (e.g. treatment or other form of remediation etc)		Significant evidence, consistently held across reports	Some evidence, may be inconsistent or not sustained across all reports	Little or no evidence
Overall risk evaluation		**HIGH**	**MEDIUM**	**LOW**

Criminal Convictions Panel – Declaration and Decision

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

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

Signed: Date:

Date applicant informed:

Copy of letter appended? Y/N

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

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

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Appendix 2: Right to study categories

Below are some examples of common visas and immigration status and whether LSBU will be able to commence your enrolment on the basis of this visa or immigration status. It also indicates the documents you will need to submit in order for us to enrol you. Please note, this is not an exhaustive list – you are strongly advised to contact the Immigration Advice team before you try to enrol if you think that you do not fit into any of the categories given: international.advice@lsbu.ac.uk

Nationality	Study restrictions	Documentation required
British citizen	There is no restriction on study	British Passport
		Birth certificate and additional documentation as per: https://www.gov.uk/government/publications/right-to-work-checklist (only for British citizens who do not hold a passport)
		Certificate of naturalisation or registration as a British citizen
EU/EEA national eligible under EU Settlement Scheme (Presence in the UK by 11pm on 31 December 2020)	There is no restriction on study	EU/EEA Passport / national identity card acceptable until 30 June 2021.
Non-EU/EEA national	This will depend on the type of immigration status you hold.	See below for immigration categories applicable to you
Long resident and Windrush generation		If you are a long resident of the UK (pre-1988) and believe you are part of the Windrush generation. Please contact XXX who can advise you further.
Immigration category	**Study restrictions**	**Documentation required**

Commented [BI10]: Please confirm.

Student – sponsored by LSBU (1F2MGYXUX)	There is no restriction on study as long as it is for study at LSBU for the course for which the CAS was issued. Supplementary study may also be permitted.	Valid Biometric Residence Permit (BRP) with Sponsor Licence Number 1F2MGYXUX, issued for the duration of the course you are currently studying or enrolling onto, **or**
		EU/EEA students sponsored from 1 January 2021 – Will not be issued with a vignette or a physical Biometric Residence Permit, such students will need to prove their status by accessing the following link https://www.gov.uk/view-prove-immigration-status And provide a share code which can be used to prove their immigration status. They also need to provide confirmation of the date they entered the UK.
		Letter from UKVI which confirms your application for a UK visa has been successful and that your BRP will be available for collection - we will enrol you on the understanding that you will be expected to bring in your BRP to us once it has been collected, **or**
		Valid Biometric Residence Permit (BRP) with Sponsor Licence Number 1F2MGYXUX, issued for your previous course. We will enrol you on your new course but you must make a new visa application using a CAS issued for your new course within 6 weeks of enrolment, **or**

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		Proof of a new application submitted using a CAS issued by LSBU – you will need to show evidence that the application was made before your previous visa expired. This should be: - A copy of the Document Checklist, and - Confirmation of biometric appointment (if available as part of the application process)
Student – sponsored by a teaching partner (1F2MGYXUX, KYNQ4XR55, VF0319KH8 or V65RP4Y62)	This should relate to your study at LSBU as per the partnership agreement. Supplementary study may also be permitted.	Valid Biometric Residence Permit (BRP) with Sponsor Licence Number KYNQ4XR55 or V65RP4Y62, issued for the course you are currently studying or enrolling onto
Short-term study visa - only up 30 November 2020)	There is no restriction on study for courses of 6 months or less	Valid vignette, **or**
		Valid stamp which states 'short-term student', or Evidence of entry e.g. used ticket if entered the UK through e-gates
Visitor visa from 1 December 2020	There is no restriction on study for non-recreational courses of 6 months or less	Valid vignette, or
		Valid stamp which states 'Visitor' issued from 1 December 2020, or Evidence of entry e.g. used ticket if entered the UK through e-gates.

Commented [BI11]: LSBU International team to confirm if all these are still approved partners.
Also, third column mentions only two, not three.

		There is no restriction on study but you are expected to study only part-time. We will be unable to keep you enrolled at LSBU if you	Valid Biometric Residence Permit (BRP), **or**
Global Talent			Valid vignette, **or**
Tier 1 (Entrepreneur)*			Pending applications: we will need to see evidence of your previous
Start-up			

Tier 2 (General)* Tier 2 (Intra Company Transfer)* Tier 5 (Temporary Workers)*	cannot show your right to study in the UK.	immigration application, evidence that you submitted your application before your previous leave expired, and recent evidence that it is still pending.

	There is no restriction on study but you will be responsible for ensuring you can extend your leave to remain if it expires before your course ends. We will be unable to keep you enrolled at LSBU if you cannot show your right to study in the UK.	Valid Biometric Residence Permit (BRP), **or**
Tier 1 (Investor)* Tier 5 (Youth Mobility Scheme)* Ancestry visa*		Valid vignette, **or**
		Pending applications: we will need to see evidence of your previous immigration application, evidence that you submitted your application before your previous leave expired, and recent evidence that it is still pending.

Points Based System Dependants (Tiers 1 and 2)*	There is no restriction on study. We will be unable to keep you enrolled at LSBU if you cannot show your right to study in the UK.	Valid Biometric Residence Permit (BRP), **or**
Points Based System Dependants (Tier 4)*		Valid vignette, **or**
		Pending applications: we will need to see evidence of your previous immigration application, evidence that you submitted your application before your previous leave expired, and recent evidence that it is still pending.

*It is necessary to obtain an ATAS certificate to study certain disciplines listed at Appendix ATAS of the Rules before a person can study in these categories unless exempt.

Non-EEA Spouse/Civil Partners/Unmarried Partner of EEA/EU National	No restrictions on study	Valid Family permit / Residence card / Biometric Residence Permit, **or**
		Pending applications: Certificate of Application issued within last 6 months can be accepted in certain circumstances. We will need to contact you regularly to find out the progress of this application

Spouse/Civil Partner/Unmarried Partner of a British citizen or a settled person	No restrictions on study	Biometric Residence Permit, **or**
		Pending applications: we will need to see evidence of your previous immigration application, evidence that you submitted your application before your previous leave expired, and recent evidence that it is still pending.

Indefinite Leave to Remain or Permanent Residence	No restrictions on study. Status may be lost where you have been out of the UK for a continuous period of two years or more since the ILR was granted	Valid Biometrics Residence Permit (BRP), **or**
		Vignette, **or**
		Stamp in valid passport,

Asylum*/Refugees/ Discretionary leave/Humanitarian protection	There are no restrictions on study for this category.	Valid Biometrics Residence Permit (BRP), **or**
		Valid vignette, **or**
		Valid Immigration Status Document, **or**

Not to be confused with Asylum seekers (below)		Letter confirming you have been granted leave to remain
		Please note, a travel document alone is insufficient evidence to demonstrate your right to study. It must be accompanied by one of the above.

Asylum seekers	Study is usually not permitted unless you hold an Application registration Card which permits study or you have been given permission to work and study on your Immigration Bail Notice.	Application Registration Card (ARC)

Pending applications
If you have an application pending for any of the above immigration categories, we reserve the right to contact the Home Office for confirmation of your right to study before allowing you to commence enrolment. We will ask you to sign a form which grants us permission for the Home Office to share information about yourself and your immigration history/status. Please note, such requests can take up to five working days for the Home Office to process.

Pending appeals
If you have an outstanding appeal against a Home Office decision to refuse an application for any of the above immigration categories, LSBU will contact the Home Office for confirmation of your right to study before allowing you to commence enrolment. We will ask you to sign a form which grants us permission for the Home Office to share information about yourself and your immigration history/status. Please note, such requests can take up to five working days for the Home Office to process.

Change in circumstances

If there is a change in your circumstances so that you no longer meet the conditions under which you were granted your visa or you no longer satisfy the provisions of the EEA Regulations, you may lose the right to study even though you have a valid residence card or other proof of immigration status, e.g. your permission to stay is on the basis of your relationship with a British citizen and your relationship breaks down permanently.

Appendix 3: Examples of visas and immigrations documents

Here are some examples of the types of documentation which you will be required to produce:

1) **Biometric residence permit (BRP)**

2) **Vignette (usually a sticker in passport)**

3) **Letter from Home Office**

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Home Office

Immigration and Nationality Directorate

Lunar House
40 Wellesley Road
Croydon
CR9 2BY
Telephone 0870 606 7766 Fax

FORENAMES SURNAME	Our Ref	Our Ref
Date of Birth: DATE	Your Ref	Your Ref
Nationality: NATIONALITY	Case ID	CID Case ID
	Date	Date

Dear Salutation

GRANT OF HUMANITARIAN PROTECTION

You have/Your claim has been reviewed and you have been granted limited leave to enter/remain in the United Kingdom for a reason not covered by the Immigration Rules.

THIS LETTER IN ITSELF CONFERS NO LEAVE TO ENTER OR REMAIN IN THE UNITED KINGDOM AND DOES NOT CONSTITUTE PROOF OF YOUR STATUS.

Please find enclosed your Immigration Status Document/Passport. This has been endorsed with your leave to enter/remain in the United Kingdom. The date this leave to enter or remain expires is shown on the endorsement. It is this endorsement that constitutes proof of your immigration status in the United Kingdom.

You have been granted this leave in accordance with the published Home Office Asylum Policy Instruction on Humanitarian Protection.

4)   Stamps

5)   Immigration Status Document

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6) Residence cards

7) Certificate of Application

8) Tier 4 'Document Checklist'

Admissions and Enrolment Procedure

Policy last reviewed	August 2019 June 2021
Approved by	The Academic Board
Published on:	LSBU website at http://www.lsbu.ac.uk/__data/assets/pdf_file/0008/84356/admissions-enrolment-procedure.pdf and MyLSBU

Commented [BI1]: Is this correct or should this be the Quality and Standards Committee?

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

Admissions and Enrolment Procedure

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Contents

Admissions and Enrolment Procedure

1. Introduction

1.1. London Southbank University is committed to providing a professional admissions service that supports fair and transparent admission policies and processes. These regulations underpin the delivery of academic excellence by setting clear standards for entry that are applied fairly and consistently.

1.1.1.2. We aim to admit all applicants who we judge to have a reasonable expectation of completing the course and achieving the standards required for that academic award, including any end-point assessments, skills and behaviours. Applicants to London Southbank University are considered on their own merit and potential, regardless of background. We welcome applications from motivated students with appropriate qualifications, whether traditional or non-traditional, academic or vocational.

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

1.3.1.4. The criteria normally required for entry to our courses are set out below. Where entry to a specific course is competitive, the criteria may exceed the normal criteria and specific criteria will be proposed in advance of the admissions cycle by the Director of Marketing and Recruitment (for Home applicants) and to the Director of International for EU and international (non-EU) applicants requiring Tier 4 student visa)..

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

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

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

2. Scope – who is covered by this procedure?

This document sets out the procedure for student admissions and enrolment at LSBU. It applies to all LSBU applicants (including apprenticesi.e. for apprenticeships, and undergraduate and post–graduate courses, whether full-time of part-time) and students who are registered

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and/or enrolled at LSBU applying for any new courses at LSBU. The procedure deals with academic offers and offers of a place at LSBU.

3. Who is responsible for this procedure?

3.1. The University Academic Board delegates the authority to admit applicants to an LSBU course to the Director of Marketing and Recruitment (for Home applicants) and to the Director of International (for EU and international (non-EU) applicants). The Head of Registry is responsible for student enrolment. LSBU staff (including Deans of Schools, Head of Admissions, Admissions Officers and Managers) have the authority to make decisions about student admissions and enrolment in accordance with selection and eligibility criteria. Admissions tutors within the individual Schools of the University advise Admissions staff in particular cases.

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

4. University admissions

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

- Home/EU undergraduate full time applications:
  https://www.ucas.com/undergraduate/applying-to-university

- Home/EU undergraduate part time, apprenticeship and postgraduate applications:
  http://www.lsbu.ac.uk/application-system

- International (including EU) applicants: http://www.lsbu.ac.uk/international/how-to-apply

- Health CPPD and Health Apprenticeships: https://www.applycpd.com/lsbu

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

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

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Please see UCAS guidance on similarity detection for further information. https://www.ucas.com/file/238621/download?token=pAFYo8T-.

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

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

4.6. To evaluate whether you are likely to complete the course and achieve the standard required for the award, we use admissions criteria specific to the award for which you are applying. To make this evaluation, we consider your previous attainment and evidence of your potential, primarily based on the qualifications you already hold. but where applicable we will also use a range of contextualised information in our decision making. Where you are currently studying for qualifications, our offer is normally conditional on your results. Interviews, assessments, references and other tests may also be used to supplement information about your qualifications to help us to assess your eligibility for an offer of a place.

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

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

- the applicant is indebted to the University in any capacity;
- the applicant is associated with a company which is indebted to the University;
- the applicant has, in the University's opinion (acting reasonably), previously been vexatious, malicious and/or unnecessarily litigious with the University;
- the applicant has previously been withdrawn from the University or any other academic institution on academic grounds;
- the applicant requires a visa and the University (acting reasonably) makes a decision not to sponsor the applicant;
- an apprentice does not meet the ESFA Funding Rules requirements for the full duration of their apprenticeship;
- the applicant has previously been dishonest, involved in fraud, a fraudulent claim or provided fraudulent or misleading information or documentation to the University; and/or
- the grounds stated in paragraph 8 of this procedure dealing with "Reapplication to other University courses" apply to the applicant.

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

5. Entry requirements - Academic and Skills

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

5.2.   We may also ask for specific:

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

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

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

5.5.   If you are an applicant from a partner institution with which e.g. we have a 'progression' or 'articulation' agreement, arrangement for admission to LSBU will be ~~dictated~~determined by ~~agreements~~specific arrangements as agreed between LSBU and the respective institution. The information will usually be described in the course book.

5.6.   Separate arrangements will apply for students studying at LSBU's international branch campus. Oversees Local legal requirements will apply.

5.7.   Apprentices must meet the current ESFA entry requirements.

6. Normal minimum qualifications required for entry to undergraduate courses

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

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

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

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

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

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

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

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

6.4.   Some undergraduate courses have entry points at level 5 or level 6. Specific criteria are set for these courses and may be found in the course specification. Applicants who meet or exceed the entry criteria for level 4 may be able to apply to have their prior learning recognised through Accreditation of Prior Experiential Learning (APEL) or transfer of credit for entry to level 5 or 6 of a course.

6.5.   In addition to points in paragraphs 6 and 7, all apprenticeship programmes require English and Maths GCSEs at Grade C/4 or above.

7. Normal minimum qualifications required for entry to postgraduate courses

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

a) normally a 2:2 in an honours degree and in a relevant subject if required by the course; or

b) a Higher National Diploma in a relevant subject and a minimum of three years post-qualification experience in a relevant field; or

c) a professional qualification recognised as equivalent to an honours degree; or

d) a postgraduate diploma, or appropriate equivalent skills and experience.

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

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

8. Reapplication to other University courses

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

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

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

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

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

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

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

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collate information about your qualification, or ask you to provide a certificate from the appropriate authority to confirm your qualification under a recognised equivalency scheme.

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

9.4. EU applicants applying from ~~outside the UK~~inside the UK who hold 'settled' or 'pre settled' status – as defined in Government guidance – and have not completed UK qualifications at level 3 or higher must have an adequate proficiency in English in order to be admitted to a course ~~and for~~. For such applicants we normally accept the English Language qualifications as set out in the table below. However, some of our courses may require higher standards of English.

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

> **Commented [HE2]:** Is this the full name?
>
> **Commented [HE3]:** Is this the full name?
>
> **Commented [OK54R3]:** Here is a link to a more up-to-date list of English Language requirements. Nuria, should we substitute this list for the published list in the link? https://www.lsbu.ac.uk/__data/assets/pdf_file/0017/30077/eu-english-language-requirements.pdf

	Undergraduate	Postgraduate
Proficiency		
Cambridge BEC Higher	C	C

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

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

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

> **Commented [HE5]:** See above re approved English language tests. You may wish to update this so that it is in line with the various tests that are now accepted you may also add GCSE and A level in English language or English literature

> **Commented [HE6]:** Need to specify for these that this is required in each of the 4 components.

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

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

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

9.9.   International applicants requiring entry clearance to enter/remain in the UK in order to study at LSBU will be required to pay ~~a £3,500~~ deposit as a condition of the release of their Certificate of Acceptance for Study in accordance with the pre-CAS process set out in an offer letter. The deposit will be offset against the balance of tuition fees payable on enrolment. The deposit will be refunded in limited circumstances specified in your offer letter~~.~~, for example, if the applicant cancels the tuition contract within the statutory time limit for consumers (currently 14 days).

9.10.   Applicants should note that international sponsored students will need to comply with LSBU's Immigration Regulations that can be found on LSBU's website under About Us, Policies and Procedures tab: https://www.lsbu.ac.uk/about-us/policies-regulations-procedures

10.   Applicants with disabilities

10.1.   We are committed to providing an inclusive and accessible environment, and to making reasonable adjustments to accommodate individual disabilities. We encourage early disclosure of any disability you may have~~.~~ so we can make any adjustments as reasonably justified to support the application and enrolment process. You are ~~also~~ encouraged to register with the LSBU Disability and Dyslexia Support team as early as possible if you have any support needs related to a disability. You can also let us know at any time during your studies. You can inform us about a disability through your application to the University, and you can call the Disability and Dyslexia Support team directly on 0207 815 6454, email disability@lsbu.ac.uk, or come and find a member of the team at the Student Life Centre helpdesk in the Student Centre. All offers of places are conditional on us being able to implement the specific adjustments reasonably needed for you to complete your course.

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

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

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

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adjustment, the University may suggest an alternative course/pathway , where any reasonable adjustments that are required can be made.

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

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

11. Applicants with criminal convictions

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

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

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

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

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(including cautions) obtained after the time for disclosure as part of the admissions process as set out in this policy and will continue until the student has completed a course at the University or leaves the University prior to completion. The University reserves the right to move the applicant to a future intake should the criminal convictions information be provided later than two weeks before the teaching commences to allow for proper checks and assessments to be made.

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

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

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

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

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

11.6. We may, in appropriate cases, seek additional information from you e.g. a probation officer's report, pre-sentencing report, employer reference. Applicants are also encouraged to consider self-referral to services that provide assessments and reports, such as the Portman clinic[3]. Third parties will be approached for such information only with the applicant's consent. A failure to provide the information or to consent to obtain it from third parties may mean that there is insufficient information to provide appropriate assurance that any relevant risk identified is capable of mitigation and as a result, we may be unable to make an offer of a place or withdraw the offer if had been made.

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

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

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

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

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

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

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

11.12. Information relating to criminal convictions will be stored separately from the applicant's other application-related information and will only be made available to those who need to consider it as part of our risk assessment and admissions process. The information will be anonymised where reasonably possible and appropriate. Information will usually be retained in a form that identifies the applicant for no longer than is necessary http://www.lsbu.ac.uk/__data/assets/pdf_file/0003/11928/student-records-retention-schedule.pdf.

11.13. If an applicant with criminal convictions believes that their application has not been dealt with in accordance with this policy, they can submit a request for a review of the decision in accordance with the University's Applicant Complaints and Appeals of Admission Decision process, which can be found at:

http://www.lsbu.ac.uk/__data/assets/pdf_file/0007/96253/applicant-complaints-appeals-admission-decision-procedure.pdf

12. Fitness to study and fitness to practise

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

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

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13. Deferring ~~an offer~~ admission

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

13.2. Candidates who have been made an unconditional offer of a place and have firmly accepted that offer but not yet enrolled may apply to have their ~~offer~~admission deferred for up to one academic year. The deadline for deferral application is 31st October for Semester 1 start. Applicants need to check with the Admissions team the deadlines for deferral for start at other entry points. We will normally permit ~~this~~such deferral except where:

- the offer in question is for full-time undergraduate study and has been made in clearing;
- the offer is for an apprenticeship programme;
- the University has no plan to offer the course for that entry point in future; and/or
- other regulatory reasons (such as immigration rules or professional body requirements) apply.

13.3. If you have already enrolled, you cannot defer the place and will need to interrupt under Student Interruption and ~~Enrolment~~Withdrawal procedure https://www.lsbu.ac.uk/about-us/policies-regulations-procedures.

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

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

1. ~~Making changes to our courses and course closures~~

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

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

- ~~restructure of course to improve student experience and efficiency of the University.~~

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

14. Use of data

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

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

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

14.2. The data used by the University for the purposes set out in paragraphs ~~15~~14.1 i) and ii) will be anonymised. Your personal data and sensitive personal data ~~('(~~"Personal ~~Data')~~Data") as defined by the Data Protection Act 2018 (the "DPA") (and obtained in the course of the admissions process) may be disclosed to the University's members of staff and regulators for the purpose of dealing with your admission and/or enrolment, a complaint arising out of it and/or implementing any recommendations. Personal Data will not be shared with any other third parties unless the University has your express consent, has a statutory obligation to do so~~, or is otherwise permitted to do so under the DPA.~~ (e.g. sharing the details where necessary with the Home Office), or is otherwise permitted to do so under the DPA. The University's privacy notice for applicants can be found at: https://www.lsbu.ac.uk/__data/assets/pdf_file/0007/127915/applicants-students-privacy-notice.pdf

15. University enrolment

~~16.1.~~ You must enrol before the start of your course. In order to enrol you must:
15.1.

    a) meet any conditions which may have been placed on the offer of a place to study, for example occupational health or criminal record checks, as well as academic conditions;

    b) be invited to enrol by the University;

    c) provide proof of the right to study in the United Kingdom (if being taught in the United Kingdom~~);~~) (for further details, please see part 17, Right to Study checks);

    d) provide original proofs of identity which must be a passport or national ID card;

    ~~c)~~e) provide proof of your qualifications;

    ~~d)~~f) provide all the personal and other data reasonably required by us to manage the course and comply with statutory obligations. ~~You consent to the University making~~

use of this ~~data as needed http://www.lsbu.ac.uk/__data/assets/pdf_file/0008/95642/data-protection-notice.pdf at your enrolment;~~;

    ~~e)~~ agree to be bound by all the University's policies, regulations and procedures, through signing the Enrolment Terms ~~http://www.lsbu.ac.uk/__data/assets/pdf_file/0005/116573/enrolment-terms.pdf;~~

    ~~f)a) ;provide original proofs of identity which must be a passport or national ID card;~~

    g) provide ~~original~~ proof of your qualifications;

    h) pay tuition fees or provide evidence of funding in accordance with the Tuition Fee Regulations http://www.lsbu.ac.uk/__data/assets/pdf_file/0011/12143/tuition-fee-regulations.pdf.

15.2. The ~~University sets the standards~~documentation and level of proof ~~which have~~needed to ~~be met for each of these tests in the context of our statutory and other obligations. We~~enrol may ~~apply different burdens of proof to different applicants. For instance, a higher burden of proof~~vary depending on variety of circumstances, e.g. more extensive documentation will be required ~~from any student receiving direct~~ where a financial benefit ~~from being enrolled~~directly accrues to the student as a ~~student~~result of ~~the University~~enrolment.

15.3. Applicants will not usually be enrolled until all the ~~criteria~~requirements set out in 15.1 above have been met. However, if only some of the criteria have been ~~successfully~~ met, you may be given temporary conditional access to take part in University activities (including attendance at classes associated with the course you applied for) ~~while completing~~pending completion of the outstanding ~~criteria~~requirements (for instance, while waiting for authorised copies of documents). Attendance will be at your own risk~~,~~ (for example, fees may be payable), as you will not be enrolled unless and until all ~~criteria~~the requirements are met. You must agree to be bound by all University terms and conditions during this period. If you are not ~~fully~~ enrolled in the University because you ~~have not met~~failed to meet all of the ~~criteria~~requirements above, you ~~cannot~~will not usually be awarded academic credit or any kind of academic award~~, even if you were given~~ including for any temporary access to courses and resources that you have been given.

15.4. Applicants are enrolled onto a specific course with the aim of achieving a specific qualification (usually a named award). ~~Neither the~~You may not transfer to another course ~~nor~~or pursue a different qualification ~~may change~~after enrolment without the consent of the University. If you wish to apply to transfer course you must keep to the conditions set out in the Changing Courses Procedure https://www.lsbu.ac.uk/__data/assets/pdf_file/0009/96255/changing-courses-procedure.pdf.

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15.5. Enrolment takes place prior to the commencement of the course in the first year of study. We set dates for the beginning and end of the enrolment process each year. Applicants who are not enrolled by the relevant deadlines will not usually be enrolled for that year of study,on the course even if they can subsequently meet the conditions for enrolment. If this happens, the University may either move your application to the future intake or ask you to reapply.

15.6. Your enrolment will be for a specified period of time during which you will study a specified course. You will need to confirm your attendancecertain information to us at the beginning of each academic year and may be asked to re-enrol. You will receive an email close to the relevant time explaining how the confirmation can be made.

15.7. Once you have enrolled, you can apply to interrupt from your studies at any time or withdraw from your course but you may still be liable to pay some or all of the tuition fees. For more information, please see the Interruption and Withdrawal Procedure (see https://www.lsbu.ac.uk/__data/assets/pdf_file/0015/123423/student-interruption-withdrawal-procedure.pdf and the Tuition Fee Regulations. (see https://www.lsbu.ac.uk/__data/assets/pdf_file/0011/12143/tuition-fee-regulations.pdf).

16. Right to Study Checks

Prospective Students / Applicants / Offer Holders

16.1.   Please ensure that you refer to Appendix 2 and 3 below which give examples of visas and immigration status.

16.2.   It is important that you understand if you have the right to study prior to commencing enrolment as a student at LSBU. This is because the 'right to study' check is conducted when you enrol as a student at LSBU. We may not be permitted to commence the enrolment process with you and you may be unable to start your course if you are unable to show evidence of this right to study when you attend enrolment as a student. If your immigration status is due to expire shortly after your course commences, or if you have a pending application which may mean we cannot determine if you have the right to study, you may wish to consider deferring your studies until your immigration status has been extended or granted. If this applies to you, please contact the Enrolment team and the Immigration and Compliance team

> **Commented [BI7]:** Please insert the relevant email addresses

16.3.   If your immigration status is due to expire before the expected end date of your course, you will be required to sign a declaration prior to enrolment, confirming that you understand that you will be required to obtain new, valid immigration permission with the right to study in order to complete your studies. LSBU reserves the right not to assign a CAS to enrolled students in these circumstances if they do not meet the requirements set out in the Student Sponsorship and Issuing of Confirmation of Acceptance for Studies (CAS) Policy.

16.4.   Apprentices need to supply evidence that their visa covers the full duration of their apprenticeship, which includes their end point assessment.

16.5.   Please note: you will also be required to separately have a student status assessment to determine whether you are Home/Overseas for fees purposes, and you may be required to provide other documentation to verify that assessment.

Current Students

16.6.   It is important that you maintain your immigration status throughout your studies at LSBU. You must take action to maintain your immigration status where your permission to stay is due to expire, or where your circumstances change which affects your immigration status. LSBU must ensure that every student who is enrolled at LSBU has the right to study so we will take action to suspend or exclude students if it transpires that you no longer have the right to study. It is your responsibility to make sure that you take the appropriate action to maintain your immigration status prior to the expiry of your stay. If you require a CAS, please get in touch with us at least a month in advance or provide evidence of in-time submission of your extension application (where relevant) to the International Student Advice Team: international.advice@lsbu.ac.uk

> **Commented [BI8]:** Is this still correct?
>
> **Commented [PN9R8]:** At the moment for current students yes, but in the next few months this will probably change to the Student Life Centre.
>
> **Commented [BI10R8]:** Please confirm how things stand now.

17. Policy on applicants who are under 18

17.1. The 'right to study' means that you have permission to remain in the UK and this permission does not restrict you from studying at LSBU. The 'right to study' means that you have permission to remain in the UK and this permission does not restrict you from studying at LSBU.

17.3. 'Permission' could be a visa or endorsement, or you may be entitled to remain in the UK because you are the family member of someone who has permission to remain in the UK.

17.4. LSBU is required by the UK Government to take steps to ensure that every student studying at the institution has permission to study in the UK throughout the whole period of their study.

17.5. Please ensure that you refer to Appendix 2 and 3 below which give examples of visas and immigration status.

17.6. It is important that you understand if you have the right to study prior to commencing enrolment as a student at LSBU. This is because the 'right to study' check is conducted when you enrol as a student at LSBU. We may not be permitted to commence the enrolment process with you and you may be unable to start your course if you are unable to show evidence of this right to study when you attend enrolment as a student. If your immigration status is due to expire shortly after your course commences, or if you have a pending application which may mean we cannot determine if you have the right to study, you may wish to consider deferring your studies until your immigration status has been extended or granted. If this applies to you, please contact the International Student Advice Team in the first instance: international.advice@lsbu.ac.uk

17.7. If your immigration status is due to expire before the expected end date of your course, you will be required to sign a declaration prior to enrolment, confirming that you understand that you will be required to obtain new, valid immigration permission with the right to study in order to complete your studies. LSBU reserves the right not to assign a CAS to enrolled students in these circumstances if they do not meet the requirements set out in the Student Sponsorship and issuing of Confirmation of Acceptance for Studies (CAS) Policy available under Immigration Regulations on https://www.lsbu.ac.uk/about-us/policies-regulations-procedures.

17.8. Please note: you will also be required to separately have a student status assessment to determine whether you are Home/EU/Overseas for fees purposes, and you may be required to provide other documentation to verify that assessment.

17.9. It is important that you maintain your immigration status throughout your studies at LSBU. You must take action to maintain your immigration status where your permission to stay is due to expire, or where your circumstances change which affects your immigration status. LSBU must ensure that every student who is enrolled at LSBU has the right to study so we will take action to suspend or exclude students if it transpires that you no longer have the right to study. It is your responsibility to make sure that you take the appropriate action to maintain your immigration status prior to the expiry of your stay and that you provide evidence of in-time submission of your extension

application where relevant to the International Student Advice Team:
international.advice@lsbu.ac.uk

17.10. For applicants who are under 18, additional information is required as, set out in paragraph 17 of this policy

18. Additional procedure for applicants under the age of 18 on admission

Introduction

18.1. LSBU is primarily an adult environment, though a very small proportion of the students admitted to its courses are under 18 years of age at the time of entry. Such students are children in the eyes of the law, which imposes some restrictions on the activities in which they can engage.

18.2. This procedure is part of the overall admissions policy and has been written in order to:

- set out LSBU's additional policy provisions in respect of admissions and welfare responsibilities for students who are under 18;
- outline those key legal and pastoral responsibilities that LSBU has in respect of those whom the law defines as children;
- define the procedures that have been put into place to ensure that LSBU meets those responsibilities.

18.3. LSBU's policy is to treat students who are under 18 years of age as much as possible in the same way that it treats all other students. The provisions applicable to admissions and enrolment generally as set out in this policy therefore also apply to applicants who are under 18. Such students will also be subject to the LSBU's normal rules and regulations and will be able to access the majority of the campus facilities and opportunities offered in the same way as all other students. There are however restrictions imposed by law on those who are under 18, for example in respect of the sale and supply of alcohol and age-restricted video recordings (set out further below). LSBU will vary its normal procedures, or restrict access to some of its facilities and opportunities, whenever LSBU deems it to be in the best interests of those who are under the age of 18, or when it is required to do so by the law. The University will also ensure that students under the age of 18 are provided with appropriate welfare arrangements, particularly when they are resident in University accommodation.

18.4. The students and their parents, guardians and/or advisors must be aware that LSBU cannot be considered to be acting **in loco parentis** for any student under the age of 18. In addition, it is the University's usual policy to deal with applicants and students (with whom it has its contractual relationship) rather than parents/guardians and that policy will also apply to applicants and students who are under 18, except as expressly provided for in this policy.

18.5. **LSBU does not normally admit students who are under 16 years and applications from such a cohort will be considered on a case-by-case basis by the Head of Admissions in**

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consultation with the others referred to below. While the general principles of this policy will be adhered to in all cases of students under the age of 18, it may be necessary to make additional welfare and other arrangements for students who will be under 17 at the time of admission, particularly for those under 16, and offers of places may be made conditional on such arrangements being implemented and/or on the student complying with additional conditions.

18.6. The University undertakes to ensure that those University staff members who have pastoral/adviser responsibilities for students under 18 are checked for their suitability to undertake such roles. It will also ensure that appropriate reporting arrangements are in place for University staff to contact the Designated Officer if there are concerns about a risk of harm in accordance with LSBU's Safeguarding Policy.

Data protection

18.7. Students under the age of 18 (but over 13 depending on the maturity and understanding of the individual)) have the same rights under UK data protection legislation as those over 18.

18.8. This means that LSBU will not disclose any information to parents/guardians about such students or to any other third party without the students' consent, where there is no other lawful basis for making the disclosure in question.

Contracts

18.9. Students who are under 18 have the capacity to enter into contracts for necessaries e.g. education and accommodation, but until their 18th birthday will not be legally competent to enter into all legal contracts. In circumstances where a person must be aged 18 or over to be legally competent to enter into a contract, LSBU requires a student's parent/guardian to honour all obligations under any such contracts with LSBU that the student enters into prior to their 18th birthday.

Staff-student relationships – breach of trust

18.10. Section 16-19 of the Sexual Offences Act 2003 make it an offence for a person who is 18 or over to engage in sexual activity with a person who is under 18, where the older person is in a position of trust, notwithstanding that the age of consent is 16. A person is in a position of trust if they care for, train, supervise or are in sole charge of a student who is under 18.

Sale of alcohol and other restricted goods and services

18.11. It is an offence for a person under 18 to purchase alcohol and for anyone to sell alcohol to such a person. It is also an offence to purchase alcohol on behalf of someone under 18, whether this is for consumption in licensed premises or publicly elsewhere. There are also age restrictions for a number of other goods including:

- Solvents
- Gas lighter refills
- Fireworks
- Knives, blades and axes

- Some videos and DVDs
- Video and computer games
- Services, including entrance to venues in which films with an 18 certificate are being shown

An up-to-date list can be found on the PASS website (http://www.pass-scheme.org.uk/agecharts/).

Student visa

18.12. In additional to the requirements regarding Student visas for applicants generally, the following also apply to applicants who are under 18.

18.13. Under the current guidance produced by the Home Office applicants can apply for a Student visa to study in the UK if they are 16 years old or older instead of a Child Student visa. This would mean that if an international applicant is 15 or younger when studying, we would be unable to support their application to study.

18.14. If you are under 18 when you make your visa Student application, you must include a letter from your parent(s) or legal guardian(s) to show that they support your application. Their letter must confirm all of the following:

- their relationship to you
- that they consent to your application as a sponsored Student
- that they consent to your living arrangements in the UK[4]
- that they consent to your independent travel to the UK

18.15. If one parent or legal guardian has legal custody or sole responsibility of you, the letter must confirm this and be signed by that parent or legal guardian. If not, then both parents or legal guardians must give their consent and the letter must be signed by both of them. A copy of this letter must also be brought with you to your Registration event at the university.

18.16. The university requires that the parent or legal guardian has nominated a suitable contact in the UK (preferably in the South East region) whom the university will liaise with as required.

LSBU procedures and responsibilities

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[4] If the students are living independently then it is recommend that the letter confirms their child will be living independently in the UK in accommodation which their child has independently arranged or is arranged by parents/guardians.

18.17. LSBU's Designated Safeguarding Lead (DSL) has oversight of child protection issues within LSBU, i.e. responding to suspicions or concerns of abuse neglect or serious harm The DSL will have responsibility for monitoring the effectiveness of this under 18 section of the Admissions policy including ensuring that relevant equality impact assessments are undertaken.

Admission

18.18. The Admissions Service are responsible for seeking consent from a parent/guardian based in the UK and will ensure that no identified student minor under the age of 16 is able to register for their course until the consent has been received. The process will follow as below:

a) The applicant will be contacted first, to provide contact details of their parent/guardian. They will be asked to complete a form.

b) Once this information has been gathered, the parent/guardian will then be contacted and asked to complete a consent form to be stored on the University student management system in accordance to the Data Protection Act 2018.

c) The University is not able to assist parents/guardians in finding a suitable guardian. A list of accredited agencies is available from The Association of Educational Guardians for International Students (AEGIS)

d) The Admissions Service will commence the process of contacting applicants in early May and will continue to do so until the start of the academic year or until we have received contact details of all those applicants who fall under the policy.

e) The Admissions Service will provide details of applicants expected to register with the University, which will be made accessible to the members of staff requiring this information for other purposes.

f) These include:
- The Student Support Service
- The Head of School and School Director of Education and Student Experience (DESE)
- The LSBU Accommodation Office (if applicants apply for University Accommodation)
- The Head of the International Team (in respect of International/EU students)

g) Details provided by the Admissions Service, of the applicants expected to register with the University, include; name, course applied for, fee status, date of birth and age on entry. The Admissions Service will begin providing information of applicants under the age of 18 who are expected to register for the new academic cycle, in July of that year.]

Emergency contact

18.19. Students who are under 18 usually have the capacity to consent to medical treatment. They are not however regarded as having capacity to refuse medical treatment, which can be overridden by parents/guardians and hence, emergency contact details must be provided by students **prior to the student's arrival at LSBU**.

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Appendix 1—: Criminal Convictions Panel risk assessment form

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

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

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

Is there evidence of a risk of reoffending?	**High**	**Medium**	**Low**
• Does the pre-sentencing report or any other official documentation provided indicate a risk of reoffending? • Is there any other evidence of behaviour which suggests likelihood of reoffending e.g. applicant's attitude to the offence)? • To what extent is time since the offence a factor in the risk of reoffending? • What has changed since the offence occurred? (e.g. treatment or other form of remediation etc)	Significant evidence, consistently held across reports	Some evidence, may be inconsistent or not sustained across all reports	Little or no evidence
Overall risk evaluation	**HIGH**	**MEDIUM**	**LOW**

Criminal Convictions Panel – Declaration and Decision

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

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

 Signed: Date:

Date applicant informed:

Copy of letter appended? Y/N

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

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

Appendix 2: Right to study categories

Below are some examples of common visas and immigration status and whether LSBU will be able to commence your enrolment on the basis of this visa or immigration status. It also indicates the documents you will need to submit in order for us to enrol you. Please note, this is not an exhaustive list – you are strongly advised to contact the Immigration Advice team before you try to enrol if you think that you do not fit into any of the categories given: international.advice@lsbu.ac.uk

Nationality	Study restrictions	Documentation required
British citizen	There is no restriction on study	British Passport
		Birth certificate and additional documentation as per: https://www.gov.uk/government/publications/right-to-work-checklist (only for British citizens who do not hold a passport)
		Certificate of naturalisation or registration as a British citizen
EU/EEA national eligible under EU Settlement Scheme (Presence in the UK by 11pm on 31 December 2020)	There is no restriction on study	EU/EEA Passport / national identity card acceptable until 30 June 2021.
Non-EU/EEA national	This will depend on the type of immigration status you hold.	See below for immigration categories applicable to you
Long resident and Windrush generation		If you are a long resident of the UK (pre-1988) and believe you are part of the Windrush generation. Please contact XXX who can advise you further.
Immigration category	**Study restrictions**	**Documentation required**

Commented [BI11]: Please confirm.

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Student – sponsored by LSBU (1F2MGYXUX)	There is no restriction on study as long as it is for study at LSBU for the course for which the CAS was issued. Supplementary study may also be permitted.	Valid Biometric Residence Permit (BRP) with Sponsor Licence Number 1F2MGYXUX, issued for the duration of the course you are currently studying or enrolling onto, **or**
		EU/EEA students sponsored from 1 January 2021 – Will not be issued with a vignette or a physical Biometric Residence Permit, such students will need to prove their status by accessing the following link https://www.gov.uk/view-prove-immigration-status And provide a share code which can be used to prove their immigration status. They also need to provide confirmation of the date they entered the UK.
		Letter from UKVI which confirms your application for a UK visa has been successful and that your BRP will be available for collection - we will enrol you on the understanding that you will be expected to bring in your BRP to us once it has been collected, **or**
		Valid Biometric Residence Permit (BRP) with Sponsor Licence Number 1F2MGYXUX, issued for your previous course. We will enrol you on your new course but you must make a new visa application using a CAS issued for your new course within 6 weeks of enrolment, **or**

Proof of a new application submitted using a CAS issued by LSBU – you will need to show evidence that the application was made before your previous visa expired. This should be:
- A copy of the Document Checklist, and
- Confirmation of biometric appointment (if available as part of the application process)

Student – sponsored by a teaching partner (1F2MGYXUX, KYNQ4XR55, VF0319KH8 or V65RP4Y62)	This should relate to your study at LSBU as per the partnership agreement. Supplementary study may also be permitted.	Valid Biometric Residence Permit (BRP) with Sponsor Licence Number KYNQ4XR55 or V65RP4Y62, issued for the course you are currently studying or enrolling onto
Short-term study visa - only up 30 November 2020)	There is no restriction on study for courses of 6 months or less	Valid vignette, **or** Valid stamp which states 'short-term student', or Evidence of entry e.g. used ticket if entered the UK through e-gates
Visitor visa from 1 December 2020	There is no restriction on study for non-recreational courses of 6 months or less	Valid vignette, or Valid stamp which states 'Visitor' issued from 1 December 2020, or Evidence of entry e.g. used ticket if entered the UK through e-gates.

Global Talent Tier 1 (Entrepreneur)* Start-up	There is no restriction on study but you are expected to study only part-time. We will be unable to keep you enrolled at LSBU if you	Valid Biometric Residence Permit (BRP), **or** Valid vignette, **or** Pending applications: we will need to see evidence of your previous

Commented [BI12]: LSBU International team to confirm if all these are still approved partners.
Also, third column mentions only two, not three.

Tier 2 (General)* Tier 2 (Intra Company Transfer)* Tier 5 (Temporary Workers)*	cannot show your right to study in the UK.	immigration application, evidence that you submitted your application before your previous leave expired, and recent evidence that it is still pending.

  Tier 1 (Investor)* Tier 5 (Youth Mobility Scheme)* Ancestry visa*	There is no restriction on study but you will be responsible for ensuring you can extend your leave to remain if it expires before your course ends. We will be unable to keep you enrolled at LSBU if you cannot show your right to study in the UK.	Valid Biometric Residence Permit (BRP), **or** Valid vignette, **or** Pending applications: we will need to see evidence of your previous immigration application, evidence that you submitted your application before your previous leave expired, and recent evidence that it is still pending.

Points Based System Dependants (Tiers 1 and 2)* Points Based System Dependants (Tier 4)*	There is no restriction on study. We will be unable to keep you enrolled at LSBU if you cannot show your right to study in the UK.	Valid Biometric Residence Permit (BRP), **or** Valid vignette, **or** Pending applications: we will need to see evidence of your previous immigration application, evidence that you submitted your application before your previous leave expired, and recent evidence that it is still pending.

*It is necessary to obtain an ATAS certificate to study certain disciplines listed at Appendix ATAS of the Rules before a person can study in these categories unless exempt.

Non-EEA Spouse/Civil Partners/Unmarried Partner of EEA/EU National	No restrictions on study	Valid Family permit / Residence card / Biometric Residence Permit, **or**
		Pending applications: Certificate of Application issued within last 6 months can be accepted in certain circumstances. We will need to contact you regularly to find out the progress of this application

> **Commented [HE13]:** from 1 July 2021 this need to say granted under EU Settlement Scheme

Spouse/Civil Partner/Unmarried Partner of a British citizen or a settled person	No restrictions on study	Biometric Residence Permit, **or**
		Pending applications: we will need to see evidence of your previous immigration application, evidence that you submitted your application before your previous leave expired, and recent evidence that it is still pending.

Indefinite Leave to Remain or Permanent Residence	No restrictions on study. Status may be lost where you have been out of the UK for a continuous period of two years or more since the ILR was granted	Valid Biometrics Residence Permit (BRP), **or**
		Vignette, **or**
		Stamp in valid passport,

> **Commented [HE14]:** Need to add box for those granted pre-settled or settled status under EU Settlement Scheme this is from 1 July 2021

Asylum*/Refugees/ Discretionary leave/Humanitarian protection	There are no restrictions on study for this category.	Valid Biometrics Residence Permit (BRP), **or**
		Valid vignette, **or**

Not to be confused with Asylum seekers (below)		Valid Immigration Status Document, **or** Letter confirming you have been granted leave to remain
		Please note, a travel document alone is insufficient evidence to demonstrate your right to study. It must be accompanied by one of the above.

Asylum seekers	Study is usually not permitted unless you hold an Application registration Card which permits study or you have been given permission to work and study on your Immigration Bail Notice.	Application Registration Card (ARC)

Pending applications
If you have an application pending for any of the above immigration categories, we reserve the right to contact the Home Office for confirmation of your right to study before allowing you to commence enrolment. We will ask you to sign a form which grants us permission for the Home Office to share information about yourself and your immigration history/status. Please note, such requests can take up to five working days for the Home Office to process.

Pending appeals
If you have an outstanding appeal against a Home Office decision to refuse an application for any of the above immigration categories, LSBU will contact the Home Office for confirmation of your right to study before allowing you to commence enrolment. We will ask you to sign a

form which grants us permission for the Home Office to share information about yourself and your immigration history/status. Please note, such requests can take up to five working days for the Home Office to process.

Change in circumstances
If there is a change in your circumstances so that you no longer meet the conditions under which you were granted your visa or you no longer satisfy the provisions of the EEA Regulations, you may lose the right to study even though you have a valid residence card or other proof of immigration status, e.g. your permission to stay is on the basis of your relationship with a British citizen and your relationship breaks down permanently.

Appendix 3: Examples of visas and immigrations documents

Here are some examples of the types of documentation which you will be required to produce:

1)   Biometric residence permit (BRP)

2)   Vignette (usually a sticker in passport)

3) Letter from Home Office

Home Office

Immigration and Nationality Directorate

Lunar House
40 Wellesley Road
Croydon
CR9 2BY
Telephone 0870 606 7766 Fax

FORENAMES SURNAME	Our Ref	Our Ref
Date of Birth: DATE	Your Ref	Your Ref
Nationality: NATIONALITY	Case ID	CID Case ID
	Date	Date

Dear Salutation

GRANT OF HUMANITARIAN PROTECTION

You have/Your claim has been reviewed and you have been granted limited leave to enter/remain in the United Kingdom for a reason not covered by the Immigration Rules.

THIS LETTER IN ITSELF CONFERS NO LEAVE TO ENTER OR REMAIN IN THE UNITED KINGDOM AND DOES NOT CONSTITUTE PROOF OF YOUR STATUS.

Please find enclosed your Immigration Status Document/Passport. This has been endorsed with your leave to enter/remain in the United Kingdom. The date this leave to enter or remain expires is shown on the endorsement. It is this endorsement that constitutes proof of your immigration status in the United Kingdom.

You have been granted this leave in accordance with the published Home Office Asylum Policy Instruction on Humanitarian Protection.

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4)   Stamps

5)   Immigration Status Document

6)   Residence cards

7) Certificate of Application

Home Office

UK Visas and Immigration
Permanent Migration
PO Box 306
Liverpool
L2 0QN
Tel   0870 606 7766
Fax   0151 213 2909
Email
Web   www.gov.uk/ukvisas-immigration

Address

Our Ref

Case ID

Your Ref   Your Ref

Date   04 June 2014

Dear Sir/Madam,

Re:

CERTIFICATE OF APPLICATION

Thank you for your application for a Residence Card/Permanent Residence Card/Derivative Residence Card. We will make a decision on the application as soon as we can and, in any event, within the next 6 months.

Please do not telephone or make enquiries about the progress of the application before you hear from us unless a passport or other document is needed urgently, as this diverts resources from making decisions.

We advise you not to make any non-urgent travel plans until we have decided your application and returned your passport(s) or travel document(s).

You are permitted to accept offers of employment in the United Kingdom, or to continue in employment in the United Kingdom, whilst your application is under consideration and until either you are issued with residence documentation or, if your application is refused, until your appeal rights are exhausted.

An employer may ask to see this document as evidence of eligibility to work, so you should keep it in a safe place until the application has been decided as it may not be replaced.

Note for employers

This document may form part of a statutory defence against liability to pay a civil penalty under section 15 of the Immigration, Asylum and Nationality Act 2006 for employing an illegal migrant worker. However, it should only be accepted for this purpose if presented within 6 months of the date of issue and provided you can demonstrate that the document has been verified by the Home Office Employer Checking Service.

The holder must present the original document. You should request verification of the document by downloading the Employer Checking Service form from the Home Office website and e-mailing it to Employerchecking@ukba.gsi.gov.uk and retain a copy of it in your records. Further information about the Employer Checking Service and the responsibilities of employers can be found at https://www.gov.uk/government/organisations/home-office.

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8)   Tier 4 'Document Checklist'

UK Visas & Immigration

Document Checklist

Payment notification number: 2PAA001143352
Payment amount: £439.00
Immigration health surcharge reference number : IHS003439948
Email: ████████@gmail.com
Submitted date: 10 February 2016 21:16 +00:00 (+00:00)

Applicant

Product name/service: Tier 4 (General) student
Applicant's full name: Miss ████████████
Date of birth: 9 December 1987
Nationality: Albania

Documents

All documents must be originals.

You have agreed to include the following documents in your application. Please tick the box beside each document to confirm that you are enclosing it:

Mandatory documents

	INTERNAL
Paper title:	Recommendations from the Academic Development Steering Committee
Board/Committee:	Academic Board
Date of meeting:	16 June 2021
Authors:	Argyrios Georgopoulos, Head of Learning and Development
Sponsor:	Deborah Johnston, PVC Education
Committee members:	Abu Victor, Barber Asa, Barker David, Birring Kulvinder, Bowditch Isobel, Brown Lucy, Cundy Dan (SBA), Dalrymple Angela, Dignum Clare (SBC), Georgopoulos Argyrios (*Facilitator*), Gould Lesley, Foster Gill, Marc Griffith, Nicola Hallas, Herman Craig, Johnson Jancie, Johnston Deborah (*Sponsor/Chair*), Lishman Benjamin, Moss Antony, Myles-Brown Matt (SU), Newton Elizabeth, Owen Jenny, Pyle Amy, Read Andrew, Rehal-Wilde Emma, Roberts Tony, Sibley Amy, Tworek-Uptas Dorota, Voutsadakis Eliana
Purpose:	For the Academic Board to approve the recommendations of the Academic Development Steering Committee
Recommendation:	Assessment of the criteria, expectations and guidance/support for career pathways, teaching & learning (mapped to the UKPSF), research, enterprise and academic leadership.

Background

Academic Board has approved the establishment of the *Academic Development Steering Committee* (ADSC) in 2020 to assume responsibility for overseeing the development and implementation of a programme that promotes the continuous professional development of academic staff in line with the deliverables set out in the corporate strategy [SD11]. ADSC draws its diverse and inclusive membership from the range of stakeholders across the LSBU Group (cross-cutting institutions, PSGs/Schools, discipline, seniority and profile) to provide a coherent academic staff development approach for all parts of the Group. ADSC first met in December 2020 when it identified five key work streams*:

1. Career Pathways
2. Teaching and Learning (focus on Digital and Inclusive Curricula)
3. Research
4. Enterprise
5. CPD / Academic Leadership

Sustainability was part of the scope initially, but Thomas Empson undertook this work separately with Group-wide workshops to define recommendations, so we discontinued the work stream to avoid duplication of efforts.

All ADSC members were assigned a work stream, based on their preference and work stream leads facilitated the development of action plans, which were presented back to ADSC on May 13th. A discussion followed each work stream presentation and a vote for the top priorities that would make it as the recommendations in this paper.

Recommendations

1. 1a. Create definitions and clarify our expectations from colleagues on the Academic Framework criteria for:
   - **Teaching and Learning** and map them against the UK-PSF (with special focus on the inclusive curricula design and blended delivery). This will include engagement and consultation with the student representatives.
   - **Research**
   - **Enterprise**
   - **Academic Leadership**

   1b. Draw in the recommendations on **Sustainability** from the *"Sustainability and You"* workshops (facilitated by Thomas Empson).
   1c. Collaborate with colleagues across the Group to identify how these expectations can apply in SBC/ SBA.

2. Assess if there are changes needed in the content of the Academic Framework or when it is implemented in:

   - Recruitment
   - Induction – HIGHEST PRIORITY
   - Probation – HIGHEST PRIORITY
   - Workload allocation
   - Appraisal
   - Reward
   - Academic Development – HIGHEST PRIORITY
   - Promotion
   - Succession Planning

3. Post-assessment, distinguish between short-term and long-term action plans: i.e. a full review of the Academic Framework content could take a whole year, but it should not stop us from mapping it to UK-PSF and improving the way the framework is embedded straight away. Actions plans will be complete with clear timelines, dependencies (e.g. HR), and resources/budgets, for clear expectations for delivery.

4. Closely collaborate with HR to review the processes in (2) for a consistent and embedded approach in light of any changes in the criteria in (1).

5. Identify how we can collect data / evidence against the criteria in (1) to enhance academic practice. (This can also be shared across the Group).

6. 5a. Develop central, flexible training, guidance and local support (e.g. leads in schools) mapped to the criteria in (1) and embedded in the processes in (2).

   5b. Share training, guidance and support with colleagues in the Group, where relevant.

7. Communicate the expectations (1) and changes to the processes (3) to colleagues and managers, fostering a culture of accountability and ownership.

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ADSC WORKING GROUP	GROUP MEMBERS	MILESTONE	ACTIVITY	RESPONSIBLE	TIMEFRAME	DEPENDENCIES	RISKS	PROGRESS/COMMENTS
TEACHING AND LEARNING	Marc Griffith Craig Herman Jancie Johnson Kulvinder Birring Eliana Voutsadakis Helen Aston **Upeksha Madanayake Victor Abu**	Inclusive curriculum as corner stone of learning experience	Clear guidance on inclusive curriculum	Provost / Deans / Heads of Divisions	2021-22	Provision within role requirement of leads	wider consultation required	
		Embed inclusive curriculum in all courses or modules / pedagogy	Awareness and upskilling on inclusive curriculum in schools	pedagogy of career embedded and built on through Levels 4 to 7	Implementing, monitoring and reviewing	Provost / Deans / Heads of Divisions	2021-22	Recognition and reward for responsibility of lead	Wider consultation required	
		Inclusive curriculum leads in all schools / divisions	Identify, appoint, recognise, and reward / promote curriculum leads	Provost / Deans	2021-22	Provost / Deans and academic staff response to ideas of inclusive curriculum	Response of Provost / Deans	
		Academic Employability Champions for all schools - recognised and rewarded	Develop role requirement for a single point of contact for employability	Provost / Deans	2021-22	Role requirement	wider consultation required	
		Work / Problem Based Learning embedded within the curriculum aligned to learning & recognition of prior experiences	Review curriculum framework for space to embed activities. Align activities to learning gain tool/s	Provost / Deans	2021-22	Curriculum framework	wider consultation required	
CAREER PATHWAYS	Deborah Johnston David Barker Gill Foster Matt Myles-Brown Tony Moss Liz Newton Emma Rehal-Wide **Argyrios Georgopoulos Asa Barber**	Review the Academic Framework	Update/revise the criteria of the academic framework	PVC Education / Provost?	2021/22	New provost buy-in	Wider consultation required	
		Diversify: - academic roles within the school structures - career progression opportunities - how we reward excellence	Workforce planning / Workforce Transformation within the Schools	Provost / Deans	2021/22	LSBU 2025: Workforce Transformation Programme	Budget/resources. Deans' buy-in.	
		Clearer and fairer academic promotions	Review the promotions process and membership of the promotion boards	Provost	2021/22	LSBU 2025: Workforce Transformation Programme	The current promotions process creates a bottle-neck of senior lecturers waiting to be promoted (risk of becoming a top-heavy organisation)	
		Programmatic approach to improve the implementation of the Academic Framework	Academics and academic leaders need to be upskilled in how to use the framework	P&OD / PVC Education / Provost	2021/22	OD Resource	OD Resource	
			Embed in all the processes in could support: recruitment, probation, appraisal, performance management	P&OD / PVD Education / Provost	2021/22	P&OD strategy and priorities	Cross institutional policies will be to be areviewed and aligned: massive task for HR.	
			Review the CPD / training offer for academics	TQE/OD	ASAP	TQE / OD Resource	TQE / OD Resource	
		Managers incorporate suitable workload for pathways	Embed better guidance during appraisal and planning that incorporates the variations in workload (and expectations) for pathways, as well as the pathway stage e.g. new starters given sufficient time to attend academic induction. Support guidance with more procedural monitoring e.g. include a tick box of 'Attended academic induction' in probation sign off.	P&OD	ASAP	School resourcing		
		Graduate teaching assistant progression	Provide multiple grades (up to senior TA or possibly teaching fellow-type titles) and clear promotion routes and evaluations	P&OD	ASAP			
		Deliver an improved academic induction event	Use a staff conference format to slot in the various needs required for new staff induction. Organisation via P&OD but requires buy in from across the organization to provide the breadth of activities including: 1. Broad overview talks from senior leaders on LSBU, the group and corporate strategy 2. Non-academic function support including staff benefits and pension 3. Academic related activities including DESE talks on 'how teaching is organised', specialist talks on how to use systems employed in academic delivery (moodle/AULA, HAPLO, Turnitin, Panopto, staff intranet, TEAMS) 4. Appropriate induction around pastoral care for students Support should also be given to allow remote delivery of the event. Such an approach would also allow the extension of the event so that access to, for example, the systems used in academic delivery.	P&OD	2021/22	Many parts of the organization (as they will set the content delivered at the induction event)	Not enough engagement and people coming forward to deliver a 'staff conference-like' induction event	
		Refine the meaning of Enterprise at LSBU (Income and Education) and raise its profile to all staff across the Group	Communicate a consistent message linked to KPIs (50m Enterprise income target) and relevance to the student experience and outcomes. Link to the Groups mission and strategy. An opportunity to create a specific staff training offer that advances L&T and staffs development and progression. As a very minimum R&E projects and provision to be shared at induction and guidance on ways to get involved. Build further provision and support into 6-month probation period and enterprise is formally discussed in the probation meeting. Pilot a series of "enterprise awareness" e.g lunchtime sessions Involve staff that are currently engaged in this area to share examples and case studies and the impact of their work. Improved and clearer Group wide messaging about the value Enterprise Education brings to students and staff. A consistent agenda item on all School forum meetings (if not already). What are the benefits and how do we measure success?	OD, in conjunction with colleagues working in Enterprise Buy in from senior leaders PVC/Education OD Schools and Deans PVD Education / Provost	ASAP- remainder of 2021	ADSC - Academic Development WG R&E training pilot??	Enterprise is a broad term, this can be a barrier to staffs understanding of it and how they can engage with it. Clear messaging from "the top", otherwise credence will be lost Staff need to be given time to "understand it all", see its relevance to their L&T and progression pathway etc.	

Category	Lead / Names	Objective	Action / Description	Owner	Timeframe	Support / Resources	Risk	Notes
ENTERPRISE	Dan Cundy **Amy Pyle** Chatterton — Daisy	Review the Academic Framework- *specifically* in the context of an Enterprise pathway (development and progression) for staff	Create an "Enterprise pathway" that staff can engage with in terms of their progression. E.g start as a lecturer and wants to progress to professor, but isn't undertaking research, but is undertaking a lot of enterprise work (either income or enterprise education). This will help create parity. Could enterprise be a strand?- 1. L&T 2. Research, Knowledge Transfer and professional impact 3. Enterprise Education and Commercial Enterprise 4. Administration. Consult with academic staff to better understand what would work in reality. Consult with professional services staff e.g REI colleagues who manage enterprise income and education projects/ provision	PVC Education	2021/22	Senior leadership support and Provost buy-in. ADSC Career Pathways working group	A great deal of wider consultation and agreement required. - this will take time. If not designed and implemented there is a risk of staff becoming demotivated and leave because they can't progress. If a clear Enterprise pathway is not designed and implemented there's a genuine risk that £50m enterprise income target will not be met as not enough staff will be engaged in this work.	
		Link staffs engagement and successes with enterprise activity to appraisals	Empower and encourage staff to engage and link to reward. Scope out how staffs engagement in enterprise activity (income or education related) is currently recorded. Learn from the current good practice that is happening in some Schools e.g ACI have created new systems and processes in the school to recognise and record staffs engagement in enterprise, they have created "enterprise buy outs" running parallel to "research buy outs" and their "Research Committee" has become "Research and Enterprise Committee" Enterprise section in all School appraisals There is the "Early Career Researchers Scheme" could LSBU create a "Early Career Enterprise Scheme"?...	OD; Schools and Deans; PVD Education / Provost	2021/22	ADSC - Academic Development WG; Schools, Deans, Directors of R&E	If not done risk £50m enterprise income target will not be met.	
		Include Enterprise in all course module guides	Include Enterprise in point 7 (introduction to studying the module) in every module guide. Employability is directly referred to (7.4) does Enterprise also need to be? How does this translate across the Group?... Training and purpose to staff producing module guides, and narrative to students as to why we feel this is important – how it will develop them for the future.	?	2021/22	?	Without this the opportunity to embed enterprise into courses and evidence it is lost. Enterprise is not evidenced in L&T of modules and courses. It becomes a paper exercise (written on a MG) but not embedded into L&T.	
RESEARCH DEVELOPMENT	Ben Lishman **Peter Doyle** Lucy Brown	improvement in EDI data relating to research (to be defined with assistance from EDI)	Improving the diversity of our reseach cohort, making research available to all	working closely with colleagues in EDI	as above		lack of confidence in procedures and processes	
		access to research for all	Delivering a Research pathway for colleagues	working closely with colleagues in the research office	in line with the strategic plan		Try to avoid risk of two cultures where people feel excluded in line with academic framework	
		standardised work load model for research	Workload allocation, recognising research as an important component of work	Buy in from Deans and schools and considered at appraisal	as above		pulling time from other places / how to balance	
		visible mentoring culture / yearly scheme with training	Recognising mentoring as means of developing research culture	Working closely with colleagues in OD	as above		getting mentors and matching mentees / time / different styles	
		closely linked to appraisal as development area to encourage teaching staff to re-think pedagogic ressearch	Broadening the concept of research, including pedagogy and involvement of students in research practice	DEL and Crit	as above		barriers to the definition of research	
		Measure and identify impact agenda and culture in support of other KPIs	Widening of the impact of our research, in the classroom, industry and local community	in line with university strategic plan. REI colleagues	as above		communicating the message / find the spaces and time and how to engage with business and local community	
ACADEMIC DEVELOPMENT	Isobel Bowditch **Jenny Owen** Angela Dalrymple Amy Sibley Dorota Tworek-Uptas **Clare Dignum** Lesley Gould		Academic leadership mini programme - developing leadership	Lead: Angela plus Jenny, Amy, Isobel	April - August 2021	Resources	lack of inclusivity, time	
			Academic leadership mini programme - new to leadership	Lead: Jenny plus Angela, Amy, Isobel	April - August 2021	Resources	lack of inclusivity, time	
		Development pathways- Internal research	Scoping exercise to determine what training/CPD is currently available across the Group	OD		Resources, time	Overwhelmed with requests. If not done:	
		Development pathways-Training Needs Analysis	Training pathways (new to HE, CD, HOD, finance in HE,etc)	LSBU+LC+SBA		Cooperation between core teams	If not done: Wrong development offer, not fit for purpose	
		Development pathways-Academics' engagement						
		CPD platform - Completion of development fof Powerhouse Hub – full capability	Demo full capability individual reflection/non-judgmental	REI+OD	Next academic year 20_21	REI CPD	Increase in budget/development costs	
		CPD platform - R&E training pilot	R&E training pilot roll out		Pilot roll out 3-6 months	R&E training pilot	Complete training delivery package (make all courses available to targeted users)	
			Collaboration with SBA					
		Mentoring - Identify potential mentors and mentees	Check availability of mentors and mentees who want to have a mentor. To find the right communication channels	Head of division	An academic year	A program coordinator role	Lack of mentors or mentees	
		Mentoring -Identify proper training for mentors.	Space to share good practice (sessions made by experienced mentors)	Head of division	An academic year	A program coordinator role	Difficulties finding time allocation	
		Mentoring - Include the scheme in the induction and then in the appraisal.	Talk about this during the appraisals	Head of division	An academic year	Appraisal system	A mechanism for head of division to pressure employees	
		Mentoring -Cross-institutional collaboration	Cross-divisional mentoring system implementation	Head of division	An academic year	Communications platform	Change in roles could produce a change of mentor or mentees.	
		Mentoring -Full implementation of the scheme	Mentor-Mentee Meetings	Head of division	An academic year	Include the role in the contract and job description.	Mandatory or not?	
		Peer learning exchange - Training: what a peer learning exchange means and looks like	review/ create training that is appropriate to all parts of the family	Core team from all parts of the LSBU group	Next academic year 20_21		Preconceptions about review/observation: fear of being judged	
		Peer learning exchange - Scope agreed & identified (Voluntary - but to be included as part of new staff induction) Voluntary character clear	Informal planning/drop in session - with a focus on what the observer can learn from the session/pre-meetings/sharing of planning	Core team from all parts of the LSBU group	Next academic year 20_21		Getting mentors and matching mentees / time / different styles	This idea started with the wording 'peer review/observation' but we have changed the language to represent the culture of mutual exchange, learning and collaboration we would want to underpin the project

	Peer learning exchange - Onboarding	Deliver training, communicaton of project & culture underpinning it	Core team from all parts of the LSBU group	Next academic year 20_21		Will there be enough volunteers?
	Peer learning exchange - Implementation leading to communities of practice	Online where appropriate On site when Covid safe Template required Champions across sites	Core team from all parts of the LSBU group	Next academic year 20_21		Cross-group logistical barriers
	Peer learning exchange - reflection, impact & evaluation	On-going communities of practice	Core team from all parts of the LSBU group	Next academic year 20_21		

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Paper title:	Access & Participation Implementation Process – how will we work together to close the racial awarding gap and other student inequalities?
Board/Committee:	Academic Board
Date of meeting:	16 June 2021
Author(s):	Deborah Johnston, Pro-Vice Chancellor (Education) Marc Griffith, Director Teaching Quality and Enhancement Rachel Picton, Dean of Allied and Community Health Tony Moss, University Director of Education and Student Experience Chloe de Boer, Projects and Delivery Manager, Student Journey Rosie Holden, Director of Student Services
Sponsor(s):	Deborah Johnston, Pro Vice Chancellor (Education)
Purpose:	For Approval
Recommendation:	Review the proposed process for implementing our approach to reducing and ultimately eliminating gaps in student outcomes, answer key questions, provide feedback and approve.

Contents

Background

An awarding gap is a measure that compares the percentage of 'good' honours degrees awarded to an identified group of students to the percentage awarded to the rest, where 'good' means a first class or 2:1.

At LSBU, when known factors (e.g. entry qualifications) are controlled for, a statistically significant awarding gap exists for the following groups:

- **Black students** (6 year average awarding gap at LSBU 21%)
- **Asian students**
- **Mature students**
- **Disabled students** (6 year average awarding gap at LSBU 4%)
- **Students from lower socio-economic backgrounds**

The inequality of opportunity for these groups is an historical problem for LSBU and while efforts to reduce it are to be applauded, there is a long way to go and much to learn.

Based on priorities identified through data provided by the Office for Students, we will start by prioritising the following areas:

Racial Awarding Gap / B.A.M.E Students	Disabled Students	Socio-Economically Disadvantaged Students
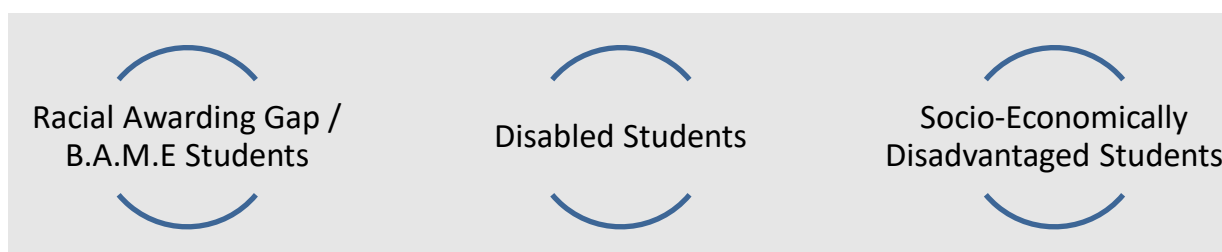
By focussing on our ways of working (rather than focussing on a 'deficit model') and how this contributes to inequality of outcome, we can move forward and work together to close the gaps.

Although the Racial Awarding Gap is a very significant inequality gap at LSBU, this doesn't happen in isolation. We have a duty to work towards closing the gaps across the student journey for all our underrepresented student groups.

With this in mind, we have built an Act for Change / APP Programme to actively work towards closing inequality gaps across key points in our student journey:

Access → Progression → Award → Graduate Outcome

This ties into the LSBU Access & Participation Plan submitted to the Office for Students.

Our plans for the next 2-3 months:

June – Student Co-Production Re-Set
- Student workshops with students from underrepresented groups
- Developing new interventions recommended by students
- Capturing which interventions students feel LSBU should prioritise based on the draft proposals already built

July / August – Detailed Design
- Staff, student, SU and alumni co-creation workshops
- Detailed design of interventions that students have identified will have the most impact and should be prioritised
- Theory of Change mapped to each prioritised intervention
- Resource requirements outlined for implementation of each intervention

How will we work together to close the racial awarding gap and other student inequalities?

Step 1 – Understanding *where* and how *big* the gaps are. Student Equality of Outcome Gap Deep Dives

August / September

Supported School-Specific Deep Dives

Overall School analysis highlighting areas of good practice and areas where focussed support and intervention is required. Looking at gaps in outcomes across the full student journey:

Access ⟩ Progression ⟩ Award ⟩ Graduate Outcome
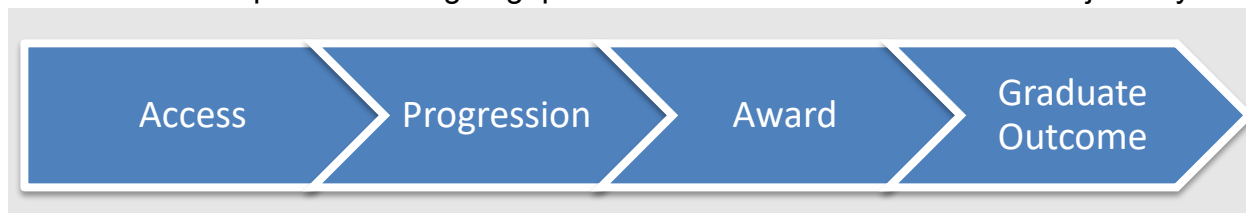
Specifically looking at gaps in equality of outcome for our initial priority student groups:

B.A.M.E Students   Disabled Students   Socio-Economically Disadvantaged Students

In addition, we'll be highlighting any intersectional areas of concern.

Objectives for the School-Specific Deep Dive Session:
- Raise awareness, concern and gain buy-in from School leadership (at all relevant levels)
- Gain School specific insight into why they think these gaps are occurring
- Set embedded and devolved targets for each School (and at all relevant levels)
- Identify how LSBU and the Act for Change / APP Programme can support Schools, Division and Course teams to reduce and ultimately eliminate the gaps using institutional and sector best practice and evidence

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If requested by Deanery, depending on need, further Deep Dives can be offered to each School at the following levels:
- Division team
- Course team
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School-Specific Deep Dives	• Exec sponsor • Dean & DESE & Director of Ops • University Director of Education and Student Experience • APP rep • Quality rep • Data rep
Division / Course Team Deep Dives	• Dean & DESE • APP rep • Quality rep • Data rep • Division / course team

Step 2 – How can we work together to reduce and ultimately eliminate these gaps? Co-Creating Implementation Plans

September / October

The Act for Change Programme is developing a suite of interventions that our students have told us to prioritise in order to break down barriers and reduce gaps in student outcome. All interventions will be designed to be incorporated into business as usual – structural and sustainable change rather than temporary 'add-ons'.

See Appendix A for a suite of proposed interventions in each focus area for context – note, these have not yet been added to or prioritised by students (scheduled in June) and so the final suite of interventions will be a smaller set and will be designed in detail by mixed groups of alumni, students, SU and LSBU colleagues.

Co-Creating Implementation Plan Sessions
LSBU's expectation is that PSGs / Schools / Divisions / Courses will implement the full suite of interventions by 2025 and so become a sector leader as an anti-classist, anti-racist and fully accessible teaching and learning higher education provider.

For those areas with an immediate / urgent need for support (largest gaps affecting the largest groups of students), priority supported implementation will commence in 21/22 (mandatory). Thresholds for identifying areas for urgent support will need to be agreed at an institutional level.

Example: Course A has a large progression gap Y1-Y2 for black students compared with white students. This course will be supported by the relevant Dean, the Act for Change Programme and Teaching Quality Enhancement to implement the suite of interventions targeted at improving outcomes for B.A.M.E students as priority in 21/22.

Objectives for the Co-Creating Implementation Sessions:

- To co-create a data led implementation roadmaps from 21-25 across all relevant PSGs, all divisions and courses, including how to contextualise interventions to particular disciplines where needed
- To create achievable implementation plans that fit into portfolio and curriculum review plans and other large pieces of work already on the agenda between now and 2025
- To hone in, prioritise and provide immediate support for those areas where we can make the biggest impact on student equality of outcome in 21/22

Mandatory Attendees at Co-Creating Implementation Sessions

School Level Co-Creation Implementation Sessions	• Dean & DESE • University Director of Education and Student Experience • APP rep • Quality rep
Dean/DESE to lead on refining and ratifying implementation plan with divisions and where relevant course teams, with support from:	• Dean & DESE • APP rep • Quality rep • Division / Course team

Step 3 – How can Schools be supported to achieve devolved and embedded targets? Quality support processes

January - Ongoing

Senior quality advisors in TQE will become the owners of the institutionally defined thresholds. They will undertake ongoing monitoring to alert Schools and the Act for Change Programme if there are any dips below the institutionally agreed thresholds.

If a threshold is met, the following actions are triggered:

- Drill down to uncover whether it is a School wide issue or course specific issue
- Notify School Deanery and Act for Change Programme Manager
- Deanery / Act for Change / TQE Advisor to review why the dip may have happened in context and review the implementation of the suite of interventions and adjust priorities as needed

The Act for Change / APP Programme have an evaluation strategy to monitor the effectiveness of the final suite of proposed interventions on closing gaps in student equality (the NERUPI framework). With support from Schools and PSGs, we will monitor and track performance of these interventions and where needed adapt approaches and bring in new interventions. The Act for Change / APP Programme will support Schools and PSGs with any changes needed through to 2025.

As we see the gaps in equality steadily reducing for our first set of priority student groups, we will begin to focus on new areas of inequality of outcome (e.g. gender, LGBTQ+, etc). When a new group of underrepresented students is focussed on, we will start the process again from the top.

Questions for Academic Board:

What thresholds should we set to:

- Set initial urgent 21/22 priority and mandatory intervention with each School?
- Trigger additional support from Quality January 2022 to 2025?

What should happen if a School does not implement the targeted interventions within the agreed timeframe if they fall below the agreed threshold?

What should happen if a School does not implement the full suite of interventions between now and 2025?

Appendix A – Current list of proposed interventions across the focus areas

Please note, the following proposed interventions are strictly draft. They are yet to be ratified and added to by student co-production sessions scheduled in June. The students will then prioritise which LSBU should focus on first.

Access

Proposed Activity	Description
LSBU support eligibility calculator	Input information on x, y, z and get directed towards x bursaries, y support, z other information depending on specific situation
Marketing	Develop an inclusive language and image guide for use across the university. Include LSBU stories throughout the process
Accessibility	Review and update all printed, video and social media to ensure everything is accessible
Student ambassadors	Develop a programme for SA's to design and deliver outreach activities and for there to be more of a presence of outreach activities
Transitions programmes	School/college to applicant. Offer-holder to LSBU student
Student finance for all material	Create printed guides, recordings, LSBU website, current students explaining how they went through the process
Full review of application process from EDI perspective	Culture shift in LSBU towards inclusive design as default creating increase in applications from certain under-represented groups who could not access us easily or at all beforehand
Internal staff education	Increase staff knowledge of particular groups, barriers they face and what LSBU has to support them. Increase in applicants who tick care experienced/disabled/estranged etc. boxes on UCAS
Website	In the 'applying to university' section, adding LSBU definitions of estranged etc., and reasons on why applicants should tick these on UCAS
Accessibility audit	Supporting students facing digital presence with fix it plans. To include what a disabled applicant would need to review
Feedback	Proactive feedback mechanism in place to find out if we are meeting the needs of disabled applicants
Sector benchmarking	Required in specialised resource support for disabled applications. To include assessment of what are our response times
Disclosure	Marketing benefits of disclosing at an early point in applications
Providing a creche	Include this at each campus to support students who are parents of young children
Community engagement	Widening reach into the community to support more under-represented learners.
Extra support	Personalised application support such as 1-2-1 calls, assigned case handler and student ambassador for target groups
Alter support systems for target groups	Review email communications. Simplify/signpost support for target groups. Provide support in a simple and straightforward way
Specific members of staff for target groups	Having a dedicated member of staff to support groups from initial contact to graduation
Transition event	Application/transition event for target groups focussing on concerns and worries prior to transition. Present all services offered by LSBU at event.
CPD activities for school/FE staff	Focusing on reference writing, awareness of contextualised offers, university progression.

Racial Awarding Gap

Proposed Activity	Description
Transition programme into university for all students	Accessible for students from all backgrounds, academic development and navigating university life
Affinity groups	Work with community groups to build meaningful culturally relevant support structures
Personal tutoring	Standardised approach rolled out University wide including an audit of the needs of students followed by developing a personalised plan
Decolonise the curriculum & universal design for learning	Providing expertise, a toolkit and support for staff. Decolonising content, and making assessments and the way we teach accessible for all

Student Co-Production	Raising awareness and being transparent, supported student leadership, inviting students to co-produce the change through this programme
Having conversations about race, racism and lived experience	Bias training for staff, white allyship training Open safe spaces for staff and students to talk about their experiences Support to open difficult conversations between staff and students
Leadership	Top down commitment with clear communication. Commitment to resources to support this step change across LSBU
Staff recruitment and induction training	Re-worked with new course quality standards (decolonised / universal design) and our core value of equity and eliminating the awarding gap and never going back
Peer mentoring	Standardised approach rolled out University wide, role modelling and training to be culturally inclusive
Data literacy upskilling for all staff Staff time, resource, recognition and reward	Interpreting the data and making gaps transparent Clear and coherent resourcing, competing priorities in incentive scheme clarified Bring in external experts to prepare the front end work for the step change
COVID 19 & digital poverty	Fund / loan scheme for digital supplies Changing timings of delivery (beyond 9-5)

Socio-Economic Disadvantage

Proposed Activity	Description
Poverty of information	Clarity of support / information in transition period (event / programme) Provide more information at open days with an alternative freshers Language we use when offering support Schools hosting sessions promoting support services more frequently
Messaging and visibility of sense of belonging	Offer visible supportive and impactful message to introduce bolder campaigns e.g. BLM and race equality matters through screensavers on network computers
Student voice	Create a policy that assists with student engagement by recruiting and developing students to co-produce solutions with staff, designing specific services/interventions etc
Personal tutors	Use examples of best practice, raise staff awareness and enable them to offer advice. Create a best minimum and standardise
Staff training	Through facilitated conversations. Emphasise on culture of belonging and awareness. Build leadership modelling behaviours
Outreach	Offer focus on particular area as opposed to general approach. Use student experience / role modelling by ambassadors telling their stories
Bursaries and targeted support	Bursary offer developed for those students who are the most disadvantaged socio-economically
First generation students	Arranging workshops on student journeys. Offering focus groups. Providing platform for student voice.

Disabled Students

Proposed Activity	Description
Transition and admissions processes	Examining the student experience and delivering events to bridge the gap
Digital accessibility	Commence an audit to provide different ways students can access information
Universal Design for learning	Evaluating admissions, teaching & learning, and professional services thereby validating flexible ways of learning, flexible study resources and flexible ways of testing learning
Professional development & training	Adopt the social model with students and core values through induction a programme and mandatory appraisal objectives
IT & CRM's to be fit for purpose	Disseminate student adjustments and interactions for a single place to be able to monitor interactions and progression of students
Funding for project workers	Fixed term funded roles to lead, join the dots and maintain achievements against measurable milestones
Disabled students' feedback	To be at the heart of the interventions and shaping UDL for LSBU
Review and change models of services	Embrace holistic thinking and intersectionality of students. PSG's and academic schools to develop a support and learning package throughout the student journey

	CONFIDENTIAL
Paper title:	LSBU Global Direction & Partner Approval Refinement
Board/Committee:	Academic Board
Date of meeting:	16/06/21
Author(s):	Stuart Bannerman - Associate PVC International, Mandy Maidment – Academic Dean LSBU Global
Sponsor(s):	Professor Paul Ivey – Deputy Vice Chancellor and Chief Business Officer
Purpose:	To illustrate refinements in management of Academic Risk around Partnerships and inform AB of recent changes to LSBU Global approved by LSBU Executive.
Recommendation:	1) To Appraise the Board of the direction of travel of LSBU Global as TNE vehicle for LSBU Group. 2) To record the formal Partner and Programme Approval Process, in particular, connection proposed between the TNE Board and Academic Board.

Executive Summary

LSBU Global is the vehicle for transnational education for the LSBU group. It is an *academic operation* which is financially sustainable and provides a consistent approach to TNE across the group. As an academic entity it can generate its own content, draw content from schools and from partners. Focused on access to opportunity, student outcomes and student success, it is supported by a comprehensive teaching and learning agenda, and transparent quality assurance mechanisms.

TNE itself has been transformed over recent years and recent world events have only served to accelerate the changes already happening. The competition is intensifying, and the costs of higher education are increasing at a time when the perceived value is going down. LSBU Global will respond to this by offering genuine flexibility of operation and adapt to future demands. The cost recovery mechanisms will reward all those participating in the delivery of LSBU Global and the reach of LSBU will extend to parts of the globe previously inaccessible.

1

Using appropriate technology LSBU global will remove geography in bringing its partners and students closer together to create opportunities for international educational experience in line with the strategic plan.

Following the portfolio review it is highly likely that there will be areas of the current schools offer that will not continue. This could be a potential issue as partners could be left with orphaned programmes. The solution to this is that once validated, programmes are ring fenced within LSBU Global. LSBU Global will ensure that there is sufficient academic expertise within its operation to continue to support the programmes with the partners. This alignment of LSBU Global as an academic unit acknowledges that it will not have the full spectrum of academic activity as is found in a school.

2

The governance of LSBU Global, and particularly how it fits within existing structures has been subject of much discussion. As the shared understanding of LSBU Global as a vertical within the group structure has grown, it is important we have a shared understanding of how it operates in practice. The dual approach of the strategic management going through the group executive to the Board of Governors on the one hand and the Academic endorsement going through to Academic Board on the other, are both germane to its successful operation.

The first order of consideration is the university regulations which are not generally known. The regs. set out the reserved matters for Board and Executive. The relevant section for TNE is:

1.4	** Extension of LSBU's undertaking into strategically significant or new material activities including opening new campuses or joint ventures		**no delegation**
1.5	** Any decision to cease to operate all or any material part of LSBU's undertaking.		**no delegation**
1.6	Approval of international collaborations (not covered by 1.4).		Executive

Excerpt from: Standing Orders of London South Bank University

It is clear that the Board will not delegate the strategically significant decisions to open or close operations and that the Executive is the body empowered to approve international collaborations on behalf of the Board where the strategic risk is less. It is for this reason that the Executive requires an early indication of intention followed by a detailed business plan. For 1.4 proposals will go to MPIC and then the Board. The academic risk strand has been much discussed and a fresh approach to this is set out here.

It is possible to distil the concern expressed in some quarters to the connection between new partnership proposals and the Academic Board. Post validation reporting to Academic Board

3

is clearly too far downstream and this can be resolved by creating an intervention at Stage II of the Partnership Approval Process.

GOVERNANCE, MANAGEMENT AND OPERATIONS
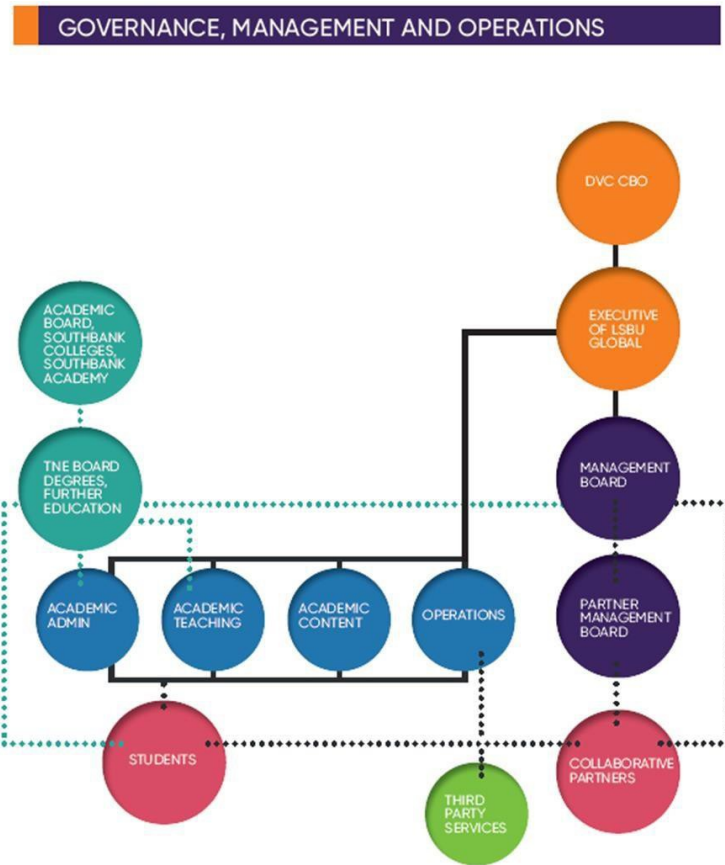
The TNE Board currently has a broad membership including Deans, PSGs, DESEs and School International leads. The student voice is not present so extending the membership to create student representatives is perfectly feasible. The TNE Board has the time to deep dive into proposals and to scrutinise them before recommending further academic development. It may be that further information is required or a reshaping of the proposal is needed before final recommendation to the Academic Board. This fits into the four-stage process Partnership Approval Process with a little adjustment and, provided the membership is approved, can be implemented immediately.

4

There have been some questions raised from the Schools about the involvement of the SASCs. It is proposed Deans ensure that the SASC has been included in the shaping of proposals before signing off. SASCs could also be part of the preparation within schools for validation. There is an argument however that Global should have its own ASC as BUE currently does to manage the consistency of the offer. This could connect with the TNE Board.

There is a comprehensive communication strategy being implemented by LSBU Global which will enhance the communication and transparency of activity. Through the refinements suggested above recent hotspots can be avoided.

I have attached a simple overview chart showing the discrete roles of the Group at the various stages which should help illustrate the way forward. There is always room for further development, but the changes suggested will not affect the rollout of the HAPLO software as they can be incorporated into existing step-outs from the application.

Overview of Partnerships Process

It is worth explaining that the initial note to the Executive is notification of intention to operate in a particular place and with an indication of the partner. This is the Executive acting as strategic filter. There is little therefore to determine what University issues there might be because the proposal itself has not yet been fully worked up. What may be more useful is a paper coming to the UMC, perhaps three times a year, which sets out the direction of travel of LSBU Global and includes targeted institutions at stage I. Within stage I the proposals are being developed, usually within a School and its SASC and UMC would have an opportunity to engage with the proposal as it was being constructed which would obviate the need for remediation further down the line. If it was clear that a sensible proposal could not be put together, as was the case with Bloomsbury, it would not go any further.

At stage II Executive is seeing the strategic business case which will have been informed by appropriate external due diligence and at the same time the Deans, as members of the TNE board, in addition to the PSGs of Legal, Finance, Quality HR and Governance are all involved in the rigorous scrutiny of the proposal and, if satisfied, will act on behalf of the Academic Board in passing it on for further Academic Development. If it is a new institution, or there has been some substantial change within an existing partner, institutional approval (in a process agreed with TQE) can be carried out as a condition which needs to be met before

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any course validation or the institutional approval is presented as part of the paperwork to the TNE board. If the new institution is in a low-risk category however, it may be deemed appropriate to hold institutional approval at the same time as validation. Stage II can therefore be extended as required to ensure that the academic development of stage III is on a sound basis.

Stage	Exec	LSBU Global	Academic Board (assuming TNE Board membership widened (e.g SU) and endorsed as formal sub committe of Academic Board)	Other Schools or Group	TQE & PSGS	Mobility	REI
Stage 1 - Proposal Assembled	Note to Exec to confirm within strategic scope	Shapes proposal connects with Academic Provider & Sponsor		Schools, SBCs, SBA, working with LSBU Global to shape proposal.	Consult as required	Proposal Assembled	BDMs, schools and client working together to agree proposal, costs, funding body where appropriate and details for contracting plus due diligence
				Socialise with schools i.e. SASC. Dean Acknowledges. Quarterly report to UMC of targeted instituions in Stage 1			
Stage 2 - Approval for Future Development	Business Plan for proposal to Exec and o MPIC and Board if required.	APVC -Oversees entry to stage 2. Seeks endorsement of higher authority if necessary. Passes to TNE Board	Proposal to TNE Board for academic development.	TNE Board reps	TNE Board reps	Approval for Future Development	
			Summary to QSC and APP				
Stage 3 - Proposal finalised and goes through formal process (e.g. validation)	Contract signed with conditions or contract after validation by DVC	Full due diligence. Set up project plan. Create working groups	Academic Board receives endorsement from TNE Board. (Acknowledged by	School lead & International lead work with Global Team and prepare docs	TQE Prepares validation, legal, financial, HR etc as necessary	Proposal finalised and goes through formal process for	HAPLO approvals process, signed off by School's finance BSM, Dean, Head of Enterprise. Contarct approved by Govlegal
		Workstreams as necessary			TQE holds validation		
					Approval of validation and conditions met. Sign off by PSGs		
Stage 4 - Contract Signed	Contract Completion by DVC	New programme added to LSBU Global portfolio. Fully validated	Academic Board records approval of programme			Contract signed by DVC	Contract signed by DVC

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The changes above should therefore improve communication across the University and enhance the TNE Board in acting as gatekeeper for academic risk. Also, as a feature of the group it is likely that LSBU Global is taking proposals to the Colleges and Academies and is not limited to the University. The TNE Board will therefore have representatives from other parts of the Group as necessary.

It is also worth noting that consultation has been underway across the University to support the refinement of the partnership approval process and a paper went to the Quality and Standards Committee (Appendix1) and then to be noted at Academic Board paper to connect the TNE Board to the formal reporting processes. There should now be a robust process that we can all have confidence in and one that will facilitate the expansion of TNE.

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Appendix 3

Paper title:	Transnational Education Board (TNE Board)
Board/Committee	Quality Standards Committee
Date of meeting:	17th March 2021
Author:	Mandy Maidment, LSBU Global, Academic Dean
Executive/Operations sponsor:	Stuart Bannerman, Associate PVC International
Purpose:	For information
Which aspect of the Strategy/Corporate Delivery Plan will this help to deliver?	Teaching & Learning Real World Impact
Recommendation:	To support the division of responsibility between QSC and the TNE Board

Executive Summary

LSBU Global is now fully established within the LSBU Group and the governance and reporting structures have been agreed.

This paper sets out the division of responsibility between QSC and the TNE Board, the reporting mechanism of the TNE Board and notes the confirmed terms of reference of the TNE Board.

The TNE Board Terms of Reference can be found as a supplement at the end of your papers pack for information.

TNE Board

The terms of reference of the TNE Board were agreed by Chairs action by Shân Wareing (31/10/2019) and were recently updated and noted at the TNE board (23/02/2021) to reflect recent changes of titles and the LSBU Group structure.

The purpose of the TNE board is to provide academic oversight for TNE activities.

Its functions are:-

- The ongoing reporting on all TNE partnerships with regards to quality.

- The annual monitoring of partnerships.

- To receive SASC reports, relevant to TNE.

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- To receive information on new TNE partnership approvals from the LSBU Group.

Reporting to QSC

The TNE board meets three times a year, with extraordinary arrangements as required and the membership is detailed below:-

- Academic Dean, LSBU Global

- Associate PVC, International

- Head of Global Partnerships

- Deans of Schools / School International Leads

- Director of Quality

- Director of Enterprise

- Partner Representatives (as invited)

- The TNE Board will call upon co-opted members or as (active) observers as appropriate depending on the content of the business of the meeting.

To be quorum, a simple majority of the membership must be present and requires at least three Deans of School or their delegates.

As part of the boards' business, TNE approvals will be presented for discussion and endorsement for further academic development, a note of these will be forwarded to the Academic Planning Panel (APP) and an executive summary of the TNE Board will be forwarded to both QSC and Academic Board.

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Paper title:	LSBU Global
Board/Committee:	Executive
Date of meeting:	19 May 2021
Author(s):	Professor Paul Ivey – Deputy Vice Chancellor (Innovation) and Chief Business Officer Professor Deborah Johnson- Pro Vice Chancellor (Education)
Sponsor(s):	Professor Paul Ivey – Deputy Vice Chancellor (Innovation) and Chief Business Officer Professor Deborah Johnson- Pro Vice Chancellor (Education)
Purpose:	For Approval
Recommendation:	Executive members are asked to approve the oversight structure and operational identity proposed for LSBU Global.

Executive Summary

In 2020 the vision for LSBU Global was presented to Executive and Governors at a strategy day. From this arose a need for a risk-based approach to educational partnerships. An approach was developed, agreed at Executive, and is tabled for MPIC approval on June 24th. Significant cross teamwork has been completed to understand and modify the 4-stage approval process for partnerships, balancing proportionality the oversight responsibilities of the Executive and Academic Board, and the management need of the UMC. This process is digitally recorded and TNE is subject to OfS oversight. What remains to be agreed, and set out in this short paper, are final elements of governance, and an operational 'identity' for LSBU Global.

Introduction

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Governance structure

A '**TNE board**' has been established, initial terms of reference defined, and membership agreed. The primary function is to provide a forum for the generation of new educational partnerships. The **Quality and Standards committee** reports directly to the academic board, and Schools report annually to QSC on course and all other quality matters. The **UMC** provides a collegiate forum for Deans and the Provost to direct University management and relevant communications.

Operational identity

The overwhelming TNE model is validation of partner courses for a LSBU award in cognate areas having current LSBU students. However, as the LSBU portfolio review develops, successive reviews may determine not to continue in Schools courses relevant to TNE, and increasingly the international market is moving to delivering courses on behalf of other providers or running courses not on the UK suite.

Staffing for delivery and oversight of activity may be different to LSBU for example developing an international profile for SBC and engaging SBI in global knowledge exchange, so services could be bought from schools as currently arranged for link tutors for example. In this way LSBU Global operates as, and is, the group international academic unit for TNE, and as an academic unit will drive significant market advantage, clarity of internal and external operation, and accountability.

Oversight

To strengthen oversight, the TNE board with modified ToR will report directly to Academic Board and chaired by Paul Ivey. This reporting to Academic board will be on the general principles in global academic delivery. The modified ToR for this board will be to:

- Initial approval based on strategic fit.
- Managing initial approval to partner (with course approval then through QSC)

To establish LSBU Global on the same basis as an Academic School, we will mirror other oversight so that it follows the School model.

- Monitor and manage business delivery (not quality)
- Prepare documentation for validation and other quality assessment events.

In summary, LSBU global will report to QSC on issues of quality, to TNE Board on issues of operational delivery, and contribute in UMC to the operational academic management of the University. Stuart Bannerman as Associate PVC leading LSBU Global will join the UMC, Mandy Maidment as academic Dean for LSBU Global will continue to serve on the QSC; both will continue as members of the TNE board.

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	INTERNAL
Paper title:	OfS Projected Completion and Employment from Entrant Data (Proceed) metric
Board/Committee:	Academic Board
Date of meeting:	16 June 2021
Author(s):	Strategy, Planning & Performance (SPP) team
Sponsor(s):	Deborah Johnston, Pro Vice Chancellor (Education)
Purpose:	For Discussion
Recommendation:	Academic Board to discuss this new metric, LSBU's scores and relative position and to consider recommendations to monitor and improve student outcomes

Executive summary

The OfS published a new experimental measure, "**Pro**jected **c**ompletion and **e**mployment from **e**ntrant **d**ata" (**Proceed**), on 19 May 2021. This measure combines projected completion rates and graduate outcomes of UK domiciled, full-time, first degree students into a compound percentage score which is intended to provide prospective students with an understanding of student outcomes across the whole student lifecycle. The Proceed measure was published by provider overall and at CAH2 subject level.

- LSBU's overall Proceed score of **52.9%** is -8% below sector average and equates to rank 96 out of 131 providers (73rd percentile).
- LSBU's overall score is **-5.4%** below the OfS benchmark, with 9 out of 13 subject scores also below benchmark and all 13 subjects below sector average.
- Among London Moderns LSBU is mid-ranked 5th out of 11 but has the second highest adverse variance to benchmark after London Met and the third highest proportion of subjects below benchmark.
- Based on our internal analysis of 2019/20 entrants' continuation rates and GO Year 2 data, we do not expect LSBU's Proceed score to improve in the next iteration of the metric.

While the OfS has stated there are no immediate plans to use Proceed for regulatory purposes, the publication must be viewed in context of the DfE and OfS aim to eliminate low quality provision. It also has reputational implications given the extensive media coverage which focussed on low performing institutions, in particular those with scores below 50% (The Times: "At 25 universities, fewer than half of students who begin a degree can expect to finish and find professional employment or further study within 15 months of graduation").

Initiatives to improve student outcomes, including continuation and graduate outcomes, are a high priority in LSBU's 2020-2025 Strategy. LSBU's Proceed results re-emphasise the need for urgent action.

Projected completion and employment from entrant data (Proceed) – Performance Report

1. Context

The OfS has released an experimental measure to bring together projected data for full-time first degree students who complete their studies (projected completion rates) and the progression of recent graduates to employment, further study and other activities (graduate outcomes) by HE provider. The resulting metric aims to give incoming undergraduates an estimate of the likelihood that they will gain an award and progress to graduate level employment, with scores expressed as a percentage and available by provider and subject area across providers. Combining the two measures is thought to show the cumulative effect and avoid masking the overall chance of success if looked at in isolation.

This experimental metric has been rebranded as "**Pro**jected **c**ompletion and **e**mployment from **e**ntrant **d**ata" (**Proceed**). This follows the publication of the anonymised first iteration of this measure in December 2020, under the name "Progression from Entry to Professional Employment" (EPE), and prior to that called "Start to Success" (S2S). The May 2021 release includes the most recently available datasets and refines the approach to statistical uncertainty to improve understanding of the statistical reliability of the data. The OfS made a number of refinements to the methodology in response to HE provider and data user feedback which have benefited LSBU's score (now 52.9%, +7.9% compared to the EPE version).

The OfS has stated that it has no immediate plan to use this data for regulatory purposes - for example, to identify and address "low quality" courses and note the data is experimental and should be considered alongside the OfS research report 'Projected completion and employment from entrant data (Proceed)'[1]. However, there is a likelihood that the data, although experimental, could be used by league table compilers, as the experimental Graduate Outcomes data has been. There has also been coverage of the metric in the press, for example the Times have reported on the Institutions with a Proceed score of less than 50%:

"At 25 universities, fewer than half of students who begin a degree can expect to finish and find professional employment or further study within 15 months of graduation."[2]

This gives an indication of how the dataset may be interpreted. This report includes an overview of performance and comparison of the Proceed metric to existing datasets.

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[1] https://www.officeforstudents.org.uk/publications/proceed-updated-methodology-and-results/
[2] https://www.thetimes.co.uk/article/graduates-face-tougher-job-hunt-after-psychology-and-business-degrees-data-suggests-cpbr0bpmb

2. LSBU Performance

a) Summary
- LSBU's Proceed score of **52.9%** is -8% below the sector average of 61% and equates to rank 96 out of 131 providers (73rd percentile). This position is similar to LSBU's 2021 Guardian league table rank of 93 out of 121.
- LSBU's overall score is -5.4% below the OfS benchmark, with 9 out of 13 subjects also scoring below benchmark.
- 12 subject scores are suppressed due to low populations.
- Among London Moderns LSBU is mid-ranked 5th out of 11 but has the second highest adverse variance to benchmark after London Met and the third highest proportion of subjects below benchmark.
- These scores are based on 2018/19 entrants' Projected Completion multiplied by Graduate Outcomes of the 2017/18 graduating cohort (GO Year 1) for UK domiciled, full-time, first degree students. Full methodology details are in the Appendix.
- Based on our internal analysis of 2019/20 entrants' continuation rates and GO Year 2 data (sector results due to be published in July), we do not expect LSBU's overall Proceed score to improve in the next iteration of the metric.

b) Performance against the Sector and Competitors (Table 1)
LSBU has a Proceed score of **52.9%** and is ranked 96/131 (73rd percentile) overall. This is based on a projected completion score of 72.0% of 2018/19 entrants and a graduate outcome score of 73.5% of 2017/18 graduates (Year 1 of the GO survey). LSBU's Proceed score is -5.4% below the OfS benchmark, with projected completion -4% adverse and graduate outcomes -3.2% adverse.

The average sector score is 61%, spanning a wide range of results from 4.5% (Norland College) to 91.7% (Imperial College).

47, or 26.4%, of providers had their results suppressed due to low populations. Of the 131 providers with reported scores, the Million Plus mission group has the lowest results.

The following London Moderns are ranked above LSBU (see table 1):
- University of Greenwich – **60.4%** (51st percentile)
- St Mary's University, Twickenham – **60.3%** (52nd percentile)
- Kingston University – **59.0%** (55th percentile)
- University of the Arts, London – **54.1%** (68th percentile)

Only the top three London Moderns exceeded their OfS benchmark scores. LSBU's underperformance of -5.4% is the second largest of the group after London Met (-5.6%). The remaining competitors' variances are less than -3%.

c) Subject Performance (Tables 2-4)
LSBU has results for 13 subjects at CAH level 2, but results should be treated with caution for 3 of the 13 subjects due to the low response rates for the graduate outcomes measure (see tables 2 and 3, highlighted in grey).

All 13 subjects score below sector average, by up to -27%, see table 3.

The Proceed score is above the OfS benchmark in the following 4 subjects:
- Education and teaching – **61.1%** (+5.5%)
- Architecture, building and planning – **58.8%** (+2.7%)
- Medical sciences – **72.4%** (+0.9%)
- Sociology, social policy and anthropology – **47.0%** (+0.5%)

The other 9 subjects perform below benchmark, with the largest adverse variances in:
- Performing arts – **35.6%** (-17.4%)
- Engineering – **41.4%** (-9.6%)
- Creative arts and design – **48.5%** (-9.7%)

The results of 12 subjects taught at LSBU are suppressed due to either low populations or missing data. This includes some large subjects such as Computing, Sport and exercise science and Media, journalism and communications (see table 3).

Overall, 1260 (50.2%) out of a total of 2508 provider/subject combinations have been suppressed in the OfS dataset. This, in combination with the 47 suppressed institution scores mentioned above, indicates that the Proceed metric does not provide a comprehensive and representative picture of the sector as a whole and is therefore not ideally suited as an information source for prospective students.

Sector wide, 55% of subject/provider combinations with a reported score are above OfS benchmark and 45% are below benchmark. For London Moderns, these proportions are reversed, see table 4. As reported above, LSBU's subject scores are 31% above and 69% below benchmark (4 vs 9 subjects). Only UAL and Roehampton have a higher proportion of subjects that score below benchmark.

d) Performance compared to HESA PIs and internal datasets (Tables 5 and 6)
- LSBU's score for projected completion at 72% under the Proceed methodology **is 5.2% higher** than the HESA PI for projected completion for the same year (2018/19).
- LSBU's Graduate Outcome score at 73.5% is **4% higher** under Proceed than the OfS B3 definition internally reported for the same year (2017/18 graduates).

e) Projected Performance
- Based on the 2018/19 Graduate Outcome results, following the Proceed methodology would result in a score of approximately **67.2%** which is a 6.3% year-on-year decline in score compared to the published Proceed score for Graduate Outcomes.
- It is not possible to replicate HESA transition matrix in order to calculate projected completion at this time, however, the 2019/20 new entrant semester 1 continuation is available internally (excluding transfers to other institutions). For the UK domiciled full-time first degree cohort the internally calculated continuation figure is **88.6%** (based on 3566 new entrants) which is a 5.8 percentage point improvement compared to the final measure in 2018/19.
- Despite this improvement in Continuation, we would not expect the LSBU provider level Proceed score to improve in the next iteration given the large drop in the GO result.

3. Methodology changes from the December 2020 publication (Table 7)
Provider feedback on the EPE publication centered on the lack of benchmarks and the narrow definition of a positive graduate outcome. LSBU was represented in a round-table discussion with the OfS organised by HESPA on this topic in January 2021.

In the Proceed publication, the OfS made the following significant changes compared to the Dec 2020 anonymised report:
- Benchmarks and standard deviations have been provided. Provider-specific benchmarks were calculated consistent with the TEF methodology. See Appendix for details.
- Within the GO data, travelling, caring for someone or retirement now count as positive rather than negative graduate outcomes.

- Projected completion data has been updated to the latest dataset, using transitions between 2018-19 and 2019-20. Transferring students no longer count as negative for their original provider.

4. Recommendations

Academic Board previously agreed to the introduction of the Curriculum Framework which will be implemented from September 2022 and begin to affect Graduate Outcome results from late 2026.

In the meantime, the following actions are recommended:
- Regular reporting of these issues and metrics to Academic Board, including progress against targeted priority metrics at School level;
- QSC to assure Academic Board that it has implemented regular monitoring of student outcomes at course level;
- Academic Board requests DESEs to reflect and report on the drivers of these student outcomes metrics in each School;
- Academic Board asks for regular progress reports on institutional initiatives such as the Graduate Outcomes improvement project and teaching sabbaticals.

Tables and Appendix

Table 1:   London Moderns overall performance and rank

Table 2:   LSBU subject performance and rank

Table 3:   LSBU overall and subject performance against benchmarks and Sector

Table 4:   London Moderns subject performance – variances to OfS benchmarks

Proceed vs existing datasets:

Table 5:   Projected Completion for 2018/19 – Proceed vs HESA T5

Table 6:   Graduate Outcomes 2017/18- Proceed vs internal measure for EPI

Table 7:   Methodology update, Proceed vs EPE

Appendix: Methodology and data suppression

Table 1: London Moderns overall performance and rank (out of 131)

Provider name	Completion		Graduate Outcomes				Composite measure	
	Number of starters	Projected to obtain a degree (%)	Number of qualifiers	Response rate (%)	Progression rate (%)	Response rate below 50%?	Proceed (%)	Rank
University of Greenwich	3,790	80.3	2,870	58.1	75.1	No	60.4	67
St Mary's University, Twickenham	1,035	82.8	985	55.4	72.8	No	60.3	68
Kingston University	3,630	80.6	2,930	52.6	73.2	No	59.0	72
University of the Arts, London	2,535	84.4	2,125	49.9	64.2	Yes	54.1	89
London South Bank University	3,215	72.0	1,915	55.2	73.5	No	52.9	96
The University of West London	2,385	73.8	1,595	56.0	69.4	No	51.2	103
The University of Westminster	3,510	77.2	2,375	56.4	66.1	No	51.0	105
Roehampton University	3,325	75.3	1,465	50.9	64.7	No	48.7	110
Middlesex University	3,875	72.3	1,765	53.9	65.7	No	47.5	114
London Metropolitan University	2,420	61.9	1,415	49.7	64.3	Yes	39.8	125

Grey = metric is based on a Graduate Outcome (Progression) score with a response rate below 50%

Table 2: LSBU subject performance and rank

Subject name	Completion		Graduate Outcomes				Composite measure (Proceed)			
	Number of starters	Projected to obtain a degree (%)	Number of qualifiers	Response rate (%)	Progression rate (%)	Response rate below 50%?	Proceed (%)	Rank	Total Ranked	Percentile Rank
Sociology, social policy and anthropology	100	71.8	70	58.5	65.5	No	47.0	35	63	56%
Medical sciences	120	76.3	65	60.6	95.0	No	72.4	9	15	60%
Education and teaching	110	89.5	95	45.8	68.2	Yes	61.1	31	46	67%
Creative arts and design	225	71.3	115	50	68.0	No	48.5	47	58	81%
Allied health	160	75.6	70	60.3	78.7	No	59.5	43	49	88%
Law	170	68.8	75	52.1	72.0	No	49.6	59	67	88%
Psychology	140	71.8	90	58.5	55.6	No	39.9	68	77	88%
Business and management	550	72.0	245	51.4	52.6	No	37.9	78	88	89%
Architecture, building and planning	125	65.6	70	57.4	89.7	No	58.8	23	25	92%
Nursing and midwifery	635	75.1	505	60.3	92.6	No	69.5	45	48	94%
Engineering	330	65.4	190	61.4	63.4	No	41.4	51	53	96%
Performing arts	80	80.9	65	44.6	44	Yes	35.6	63	65	97%
Biosciences	75	61.9	65	43.9	58.6	Yes	36.3	55	55	100%

Table 3: LSBU overall and subject performance against benchmarks and Sector

(Subjects in descending order of LSBU Proceed score)

CAH2 subject code	Subject name	Number of starters	Projected to obtain a degree (%)	Benchmark projected to obtain a degree (%)	Variance to Bench-mark	Sector: Projected to obtain a degree (%)	Variance to Sector	Number of qualifiers	Progression rate (%)	Benchmark Graduate Outcomes progression rate (%)	Variance to Bench-mark	Sector: Progression rate (%)	Variance to Sector	Proceed (%)	Benchmark Proceed (%)	Variance to Bench-mark	Sector: Proceed (%)	Variance to Sector
CAH02-05	Medical sciences	120	76.3	79.3	-3.0	88.4	-12.1	65	95.0	90.2	4.8	84.9	10.1	72.4	71.5	0.9	75.1	-2.7
CAH02-04	Nursing and midwifery	635	75.1	82.8	-7.7	82.8	-7.7	505	92.6	93.9	-1.3	95.0	-2.4	69.5	77.7	-8.2	78.6	-9.1
CAH22-01	Education and teaching	110	89.5	82.6	6.9	85.9	3.6	95	68.2	67.3	0.9	73.9	-5.7	61.1	55.6	5.5	63.5	-2.4
CAH02-06	Allied health	160	75.6	76.0	-0.4	84.5	-8.9	70	78.7	79.9	-1.2	85.2	-6.5	59.5	60.7	-1.2	72.0	-12.5
CAH13-01	Architecture, building and planning	125	65.6	70.1	-4.5	81.0	-15.4	70	89.7	80.0	9.7	85.6	4.1	58.8	56.1	2.7	69.3	-10.5
CAH16-01	Law	170	68.8	75.3	-6.5	84.7	-15.9	75	72.0	68.5	3.5	73.9	-1.9	49.6	51.6	-2.0	62.6	-13.0
CAH25-01	Creative arts and design	225	71.3	79.5	-8.2	82.5	-11.2	115	68.0	73.2	-5.2	68.1	-0.1	48.5	58.2	-9.7	56.1	-7.6
CAH15-01	Sociology, social policy and anthropology	100	71.8	78.0	-6.2	79.1	-7.3	70	65.5	59.6	5.9	60.8	4.7	47.0	46.5	0.5	48.1	-1.1
CAH10-01	Engineering	330	65.4	70.5	-5.1	81.4	-16.0	190	63.4	72.3	-8.9	83.5	-20.1	41.4	51.0	-9.6	67.9	-26.5
CAH04-01	Psychology	140	71.8	77.0	-5.2	84.9	-13.1	90	55.6	60.8	-5.2	63.6	-8.0	39.9	46.8	-6.9	54.0	-14.1
CAH17-01	Business and management	550	72.0	73.1	-1.1	76.6	-4.6	245	52.6	61.5	-8.9	70.3	-17.7	37.9	45.0	-7.1	53.9	-16.0
CAH03-01	Biosciences	75	61.9	68.2	-6.3	85.6	-23.7	65	58.6	64.7	-6.1	74.0	-15.4	36.3	44.2	-7.9	63.4	-27.1
CAH25-02	Performing arts	80	80.9	80.1	0.8	81.0	-0.1	65	44.0	66.2	-22.2	68.5	-24.5	35.6	53.0	-17.4	55.5	-19.9
	Overall	3215	72.0	76.0	-4.0			1915	73.5	76.7	-3.2			52.9	58.3	-5.4	61.0	-8.1

Key:

Green= metric is above the benchmark or sector score

Red = metric is below the benchmark or sector score

Grey = metric is based on a Graduate Outcome (Progression) score with a response rate below 50%

Table 4: London Moderns subject performance – variances to OfS benchmarks

Provider	No. of subjects with Proceed scores	thereof: above benchmark	below benchmark
Kingston University	13	69%	31%
St Mary's University, Twickenham	5	60%	40%
University of Greenwich	16	56%	44%
The University of West London	8	50%	50%
Middlesex University	10	40%	60%
London Metropolitan University	8	38%	63%
The University of Westminster	11	36%	64%
London South Bank University	**13**	**31%**	**69%**
Roehampton University	7	29%	71%
University of the Arts, London	4	0%	100%
London Modern average		*44%*	*56%*
Sector average		*54%*	*46%*

Proceed metric vs existing datasets:

The LSBU score for projected completion at 72% for the Proceed methodology is **5.2% higher** than the HESA PI for the same year (2018/19), the variance from benchmark is also reduced by 2.4%. The population of starters is higher in the Proceed measure due to the adjustments made to the HESA PI definition to account for intercalation years, students qualifying in previous years and non-standard academic years.

Table 5: Projected Completion for 2018/19 – Proceed vs HESA T5[3]

Measure	Number of starters	Benchmark projected to obtain a degree (%)	**Projected to obtain a degree (%)**	Variance to Benchmark
Proceed Completion	3,215	76.0	**72.0**	-4.0
HESA T5 Completion	3,150	73.2	**66.8**	-6.4

The LSBU Graduate Outcome score at 73.5% is **4% higher** for the Proceed methodology than the OfS B3 definition internally reported for the same year (2017/18 graduates). This is mainly due to the differences in the populations – the Proceed measure does not exclude any data based on incomplete information and includes 'Other, retired, caring for someone, and travelling' in the population and as a positive outcome. The definition of a positive outcome also differs as described in the methodology section above. The main difference is that all further study is counted, those in the 'Other' category are included and counted positively with the exception of those 'doing something else', and those in employment but insufficient information to SOC code are also counted positively. Furthermore, the cohort is different in that the Proceed measure counts apprenticeships as full-time rather than part-time.

Table 6: Graduate Outcomes 2017/18- Proceed vs internal measure for EPI

Measure	Number who responded to the survey	Benchmark Graduate Outcomes progression rate (%)	**Progression rate (%)**	Variance to Benchmark
Proceed Graduate Outcome (EPI+UK,FD Apprentices)	1,055	76.7	**73.5**	-3.2
OfS Graduate Outcomes Definition (EPI cohort)	938	NA	**69.5**	NA

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[3] Note, HESA have announced that the next set of UKPIs, as used in Proceed, will be the last. Some of the data will migrate into standard HESA datasets, but not the benchmarks which will be discontinued in their current form. An indicator linked to Graduate Outcomes will not be developed.

Table 7: Methodology update, Proceed vs EPE

Category	Measure	Original 'Progression from Entry to Professional Employment' (EPE) definition - Dec 2020	'Proceed' definition update - May 2021
Completion	**Projected to obtain a degree (%)**	**LSBU score: 69.0%** -2017/18 starters completion rates projected. -Completion likelihood of a first degree is projected through an algorithm that uses progression patterns at a provider over a 15 year time horizon. -Includes student transfers as negative outcomes with respect to a student's original provider.	**LSBU score: 72.0%** -2018/19 starters completion rates projected. -Completion likelihood of a first degree is projected through an algorithm that uses progression patterns at a provider over a 15 year time horizon. -Any recent amendments to records (as of January 2021) have been incorporated. -Minor adaptations to account for intercalation years, students qualifying in previous years and non-standard academic years. -Excludes transferring students from the original institutions population of starters -Includes benchmarks to be viewed alongside the main data.
Graduate Outcomes	**Progression rate (%)**	**Score: 65.0%** -2017/18 graduate outcomes (Year 1 of GO) reported. -Highly-skilled employment are roles in SOC groups 1-3. -Any respondents with Employment as their main activity but a missing SOC code are apportioned between highly-skilled and medium-/low-skilled categories based on the known SOC codes. -All further study counts as a positive outcome. -Interim study is excluded. -Population includes graduates in other activities such as travelling, caring for someone and doing something else, these are counted as a negative outcome.	**Score: 73.5%** -2017/18 graduate outcomes (Year 1 of GO) reported. -Highly-skilled employment are roles in SOC groups 1-3. -Including those travelling, caring or retired as positive graduate outcomes. -All further study counts as a positive outcome. -Includes interim study as a contextual measure and benchmarks to be viewed alongside the main data.

APPENDIX

Methodology:

This data concerns **full-time, first degree level, UK-domiciled** students registered at English higher education providers.

The projected completion and employment from entrant data (Proceed) rates are based on the projected percentage of 2018-19 full-time first degree starters in the subject at the provider who will obtain a degree **multiplied** by the percentage of the provider's 2017-18 full-time first degree graduates from the subject who had progressed into a positive activity after graduation (Graduate Outcomes survey).

Additional contextual information has been provided to aid interpretation of the data, including additional data on interim study undertaken by graduate outcomes respondents and sector-adjusted benchmarks for the component and composite measures.

Projected Completion:

Projected completion outcomes for UK-domiciled full-time first degree starters in 2018-19. These outcomes have been calculated using the Higher Education Statistics Agency's (HESA's) UK Performance Indicators Table T5 methodology (transition matrix*), with **minor adaptations** to account for intercalation years, students qualifying in previous years and non-standard academic years. Technical information on the Table T5 methodology can be found at: https://www.hesa.ac.uk/data-and-analysis/performance-indicators/outcomes/technical

*The transition matrix summarises the pattern of progression among students at the provider following HESA's Table T5 methodology. The number of students contributing to the transition matrix is the total number of students used to calculate the projected completion outcomes. The "enders" are the students entering an end-state in the transition matrix (qualified, transferred or absent).

The methodology looks as far back as 2014-15 to find the earliest record. This will not be early enough for all students but should be for a large majority of those contributing to the transition matrix.

Projected Completion Benchmarking:

As for the Table T5 outputs, entry qualifications, subject and age on entry are the factors used within the sector-adjusted average calculation. Additionally, ethnicity and POLAR4, an area-based measure of young participation in higher education, have also been used. This combination of factors has been chosen to be as consistent as possible with those used for the full-time continuation metric in the Teaching Excellence and Student Outcomes Framework (TEF).

Graduate Outcomes:

This the destinations of UK-domiciled full-time[4] first degree qualifiers reported in the Graduate Outcomes survey responses 15 months after leaving higher education in 2017-18. Graduate activities considered positive for this measure are: professional employment, in employment but missing a SOC code, all further study, retired, caring for someone, and

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[4] This includes full-time apprenticeship students but not apprenticeship students returned as part-time.

travelling. Results considered negative are: non-professional employment, doing something else, and unemployed.

The OfS has stated: Graduate outcomes and Proceed data are shaded grey where the survey response rate was less than 50%. <u>This data should be treated with extra caution as it is at an increased risk of response bias.</u>

Graduate Outcomes Benchmarking:

Benchmark values for the professional employment or further study rates have been calculated according to the benchmarking methodology used by the UKPIs and TEF. The factors used within the sector-adjusted average calculation match the factors that were used to benchmark the TEF full-time professional employment or further study metric, which was calculated from data from the DLHE survey. These factors are the same as those listed for projected completion above, but with the addition of sex and disability status.

Drawbacks of the methodology:

- Some students may progress into professional employment or further study without qualifying with a first degree at their original provider (for example after qualifying with a lower-level award), but these paths are not counted positively by the compound measure.
- The projected completion rates are reported for students starting their first degree in 2018-19, and the employment rates are reported for a cohort of students who achieved their qualification in 2017-18. The cohorts of students considered by the two measures are therefore non-overlapping and could differ in a way that could create misleading results if cohorts have changed over time.

Rounding and Suppression of Data:

- Suppressed data is shown as '-' throughout.
- Completion - The projected outcomes rates have been suppressed where there are fewer than 70 starters, 70 enders* or more than 5% of the starters not projected to transfer to a new provider are projected an unknown outcome. All projected completion data has been suppressed for De Montfort University due to issues with the 2018-19 and 2019-20 HESA Student records for that provider.
- Graduate outcomes - If the number of graduates who responded to the survey is less than 25 then the remaining columns in the table have been suppressed. Additionally, outcomes with fewer than 3 responses have also been suppressed.
- Proceed - The completion and graduate outcomes data has been suppressed according to the rules outlined above. The Proceed rates have been suppressed where either the percentage projected to obtain a degree or the graduate progression rate have been suppressed.

	INTERNAL
Paper title:	KEF Update
Board/Committee:	Academic Board
Date of meeting:	16 June 2021
Author(s):	Patrick Callaghan Dean of Applied Sciences and Chair of URC; Neil Pearce, Head of Knowledge Exchange.
Sponsor(s):	Peter Doyle, Director of Research Framework
Purpose:	For Information
Recommendation:	The Board is requested to note the results from our KEF submission.

Executive summary

The Knoweldge Exchange Framework (KEF) is an annual assessment of Univeristies knowledge exchange activities. The first KEF exercise occurred in 2020, and the results were published earlier this year. The attached slides report the results of LSBU's KEF submission. The results show: **LSBU overall decile score is highest in Cluster J and higher than most in Cluster E. We had exactly the same score as UCL in Cluster V (normalised on income!). In 4 out of 7 assessments LSBU was in the top 30% of all UK HEIs. On Intellectual Property/ commercialisation, research and public / third sector work, LSBU could be better.**

Overall we are a relatively small, well 'balanced' KEF focussed University. Going forward, LSBU needs to grow research & enterprise income. (currently 10% of total – 2025 20% of total), have more effective Business-to-Business (B2B) engagement and strategic partners (NCUB evidence), capitalise current enterprise portfolio – risk capital and investment partners, and, to build on this baseline, re-position resources and transform our profile.

Work currently in progress is the development of Centres for Enterprise (incl. research for commercialisation) with a STEM & Health focus, strategic Partnerships – identification and offer, and enhancing our work showcasing and better marketing of successes.

Knowledge Exchange Framework

Neil Pearce

LSBU University Research Committee 19th May 2021

KEF Assessment

Why
- To provide universities with a useful source of information and data on their knowledge exchange (KE) activities, for the purposes of understanding, benchmarking and improving their own performance.
- To provide businesses and other users (and potential users) of university knowledge with another source of information, which may increase visibility of potential university partners and their strengths, and contribute to their internal decision making processes.

How
- Quantitative data via the annual HE-BCI (Higher Education Business and Community Interaction) survey. (HE-BCI & HESA drives HEIF income) Narrative support statements

University Clusters

"Focus on similar structural characteristics rather than performance, value judgement - one cluster is not better than any other"

Cluster M - Small Universities, portfolio mainly in non-STEM and a limited level of research. (Winchester)

Cluster J – Medium Universities, portfolio in STEM and non-STEM and a limited level of research. (LSBU)

Cluster E – Large Universities, portfolio in STEM and non-STEM and a limited level of research. (Aston)

Cluster X - Large Universities, portfolio in STEM and non-STEM and a high level of research. (Brunel)

Cluster V - Very large Universities, portfolio in Medical, STEM and non-STEM and a very high level of research. (Oxford / Cambridge)

EST 1892 **LSBU**
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LSBU 2021 Baseline Assessment

Public and community engagement top 30%

Research partnerships top 50%

IP and commercialisation bottom 50%

Working with business top 20%

Local growth and regeneration top 20%

Working with the public and third sector bottom 40%

Skills, enterprise and entrepreneurship top 20%

EST 1892 **LSBU**
Page 24
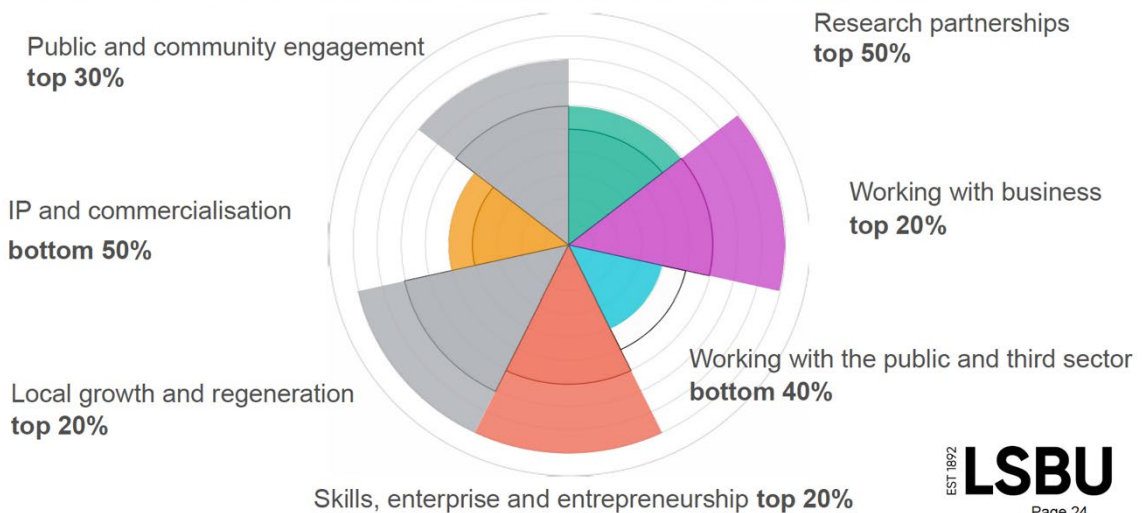
HEI Structural (Cluster) Impact

Average of 3 Year Decile					
Cluster	E (6)	J (6)	M (4)	V (8)	X (6)
IP and commercialisation	6	4	5	9	7
Local growth and regeneration	6	7	6	5	6
Research partnerships	6	5	3	9	7
Skills, enterprise and entrepreneurship	6	6	5	4	5
Working with business	6	6	4	9	6
Working with the public and third sector	5	5	3	9	8
Public and community engagement	6	6	4	9	5

LSBU Cluster J Perspective Performance

Perspective	London South Bank University	Teesside University	University of Chester	Leeds Beckett University	The University of Wolverhampton	Birmingham City University	University of Derby	Staffordshire University	The University of Northampton	Canterbury Christ Church University	The University of Sunderland	University of Gloucestershire	London Metropolitan University	The University of East London	University of Worcester	Roehampton University
IP and commercialisation	5	5	3	4	8	7	3	4	7	3	4	3	3	3	3	3
Local growth and regeneration	9	9	8	4	10	8	10	6	8	4	10	9	3	3	5	7
Research partnerships	6	6	7	10	4	5	4	5	3	10	8	4	3	5	4	3
Skills, enterprise and entrepreneurship	9	10	7	4	2	9	7	7	4	5	5	3	9	5	3	1
Working with business	9	9	8	7	7	8	10	7	5	3	6	5	5	5	2	2
Working with the public and third sector	4	8	3	9	7	3	3	8	7	8	5	5	3	3	5	6
Public and community engagement	8	3	8	5	10	5	5	3	7	8	3	9	6	10	5	7
Average Decile Score	7.1	7.1	6.3	6.1	6.9	6.4	6.0	5.7	5.9	5.9	5.9	5.4	5.1	4.9	3.9	4.1
Rank in Cluster J	1	1	5	6	3	4	7	11	8	8	8	12	13	14	16	15

LSBU Perspective & Metric Performance

Perspective	Metric	London South Bank University	Teesside University	University of Chester	Leeds Beckett University	The University of Wolverhampton	Birmingham City University	University of Derby	Staffordshire University	The University of Northampton	Canterbury Christ Church University	The University of Sunderland	University of Gloucestershire	London Metropolitan University	The University of East London	University of Worcester	Roehampton University
IP and commercialisation	Average external investment per formal spinout	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
	Estimated current turnover of all active firms per active spinout	6	6	5	5	9	5	6	8	8	5	5	5	5	5	5	5
	Licensing and other IP income as a proportion of research income	4	5	4	4	4	10	4	5	5	3	5	3	3	3	3	3
Local growth and regeneration	Regeneration and development income from all sources normalised by HEI income	9	9	8	4	10	8	6	8	8	4	10	9	4	3	5	4
Research partnerships	Co-authorship with non-academic partners as a proportion of total outputs	6	7	5	5	4	4	3	4	3	4	7	4	3	5	5	4
	Contribution to collaborative research (cash) as a proportion of public funding	8	4	10	10	5	9	9	9	8	10	10	4	9	4	4	4
Skills, enterprise and entrepreneurship	HE-BCI CPD/CE income normalised by HEI income	7	9	7	6	2	9	9	9	3	1	5	4	9	3	3	2
	HE-BCI CPD-CE learner days delivered normalised by HEI income	10	10	8	4	3	9	5	1	5	6	5	9	7	4	4	4
	HE-BCI graduate start-ups by student FTE	9	7	3	4	8	9	9	8	3	8	4	6	6	7	3	
Working with business	HE-BCI consultancy and facilities income with non-SME business normalised by HEI income	4	5	10	8	6	4	3	2	5	7	3	4	2	2	6	2
	HE-BCI consultancy and facilities income with SME business normalised by HEI income	9	7	8	9	9	2	5	7	3	2	2	9	8	6	3	1
	HE-BCI contract research income with non-SME business normalised by HEI income	5	5	8	6	5	3	6	4	4	5	4	4	5	4	4	3
	HE-BCI contract research income with SME business normalised by HEI income	8	8	5	7	6	4	6	6	7	5	4	8	5	3	4	3
	Innovate UK income as a proportion of research income	10	10	9	9	9	10	10	10	7	10	10	6	10	8	3	3
Working with the public and third sector	HE-BCI consultancy and facilities income with the public and third sector normalised by HEI income	5	10	6	10	8	6	6	10	9	9	9	7	4	6	2	
	HE-BCI contract research income with the public and third sector normalised by HEI income	4	5	3	8	6	3	4	8	7	8	7	6	4	4	6	8
Public and community engagement	Self-assessment based metric - optional in year 1	8	3	8	5	10	5	5	3	7	8	3	9	6	10	5	7
	Average Decile Score	7.1	6.9	6.7	6.6	6.6	6.4	6.4	6.2	6.2	5.8	5.8	5.6	5.5	5.3	4.8	4.2
	Rank in Cluster J	1	2	3	4	4	6	6	8	8	10	10	12	13	14	15	16

LSBU positioning

- LSBU overall decile score is highest in Cluster J and higher than most in Cluster E.
- LSBU has exactly the same score as UCL in Cluster V (NB normalised on income!)
- Good news - 4 out of 7 assessments in top 30% of all UK HEIs.
- *IP / commercialisation, research* and public / third sector work – need to do better.
- **However, overall we are a relatively small, well 'balanced' KEF focussed University**

Work to do

UKRI - clusters identify a structural 'capability base', which can change through investments in research, teaching and related physical capital. Assessments of KE performance indicates how well a university, given its knowledge and physical assets (capability base), is able to pursue KE opportunities and, through these, deliver socio-economic impacts.

So….we

- **Need to grow research & enterprise income. (currently 10% of total – 2025 20% of total)**
- **Need more effective B2B engagement and strategic partners (NCUB evidence).**
- **Need to capitalise current enterprise portfolio – risk capital and investment partners.**
- **Need to build on this baseline, re-position resources and transform our profile.**

Work in progress

- Centres for Enterprise (incl. research for commercialisation) STEM & Health focus
- Strategic Partnerships – identification and offer
- Roll out successes

	INTERNAL
Paper title:	Peer Learning Exchange: a new model for developmental peer observation of teaching at LSBU.
Board/Committee:	Academic Board
Date of meeting:	16 June 2021
Author(s):	Deborah Johnston, Isobel Bowditch, Marc Griffith, Gary Francis
Sponsor(s):	Deborah Johnston
Purpose:	For Approval
Recommendation:	The Board is requested to approve the model.

Executive Summary

This paper outlines a proposal for establishing a developmental peer observation of teaching framework at LSBU.

We have institutional obligations, for example, through our Advance HE accreditation, Ofsted requirements and PSRB expectations to ensure and develop the quality of teaching across LSBU. Peer observations provide an evidence based mechanism for this.

The proposed Peer Learning Exchange draws on a successful model already in place as part of Achieve (our Advance HE accredited route to Fellowship). The ethos of the framework, like that in Achieve, is to provide a developmental opportunity for academic colleagues rather than a judgement on practice.

Guidance and support will be provided. Participants will be asked to highlight innovative practice and/or suggest areas for staff development activities. Outputs will be anonymised before making available to management and others and will be used to identify good practice and to inform academic staff development provision at LSBU.

We propose a staged approach to development and roll out of the Peer Learning Exchange across the institution, starting with a small scale initiative in the context of Apprenticeships in September 2021. Learning from this, the Achieve model and other case studies will inform the best approach for a roll out in September 2022 to the wider LSBU group.

Peer Learning Exchange: a new model for developmental peer observation of teaching at LSBU.

This paper outlines a proposal for establishing a developmental peer observation of teaching framework at LSBU, starting within Apprenticeship degrees.

Research shows that peer observation encourages the sharing of good practice, the development and awareness of new approaches to teaching as well as fostering a community of practice.[i]

Phil Race, one of the UK's leading commentators on learning and teaching in Higher Education, identifies peer observation of teaching as a key mechanism for improving the student experience of teaching. [ii]

We recognize that this practice can be perceived negatively as a performance management tool. However, the proposed framework will draw on a successful model already in place as part of Achieve (our Advance HE accredited route to Associate Fellowship, Fellowship and Senior Fellowship) where peer observation is carried out in a supportive and non-hierarchical way for developmental purposes only. Similarly, we see this proposed scheme very much as a learning opportunity rather than judgement on practice, which is why we use the term 'Peer Learning Exchange' in place of 'observation'.

Rationale

LSBU is committed to enhancing students' learning through the provision of high quality teaching; the UK Professional Standards Framework underpins a sector-wide approach to ensuring the quality of teaching and learning[iii]. Our institutional Advance HE accreditation requires that we provide a mechanism to enable existing Fellows of the Higher Education Academy at LSBU to maintain good standing with the framework. This objective can be met, in part, by a commitment to engage in regular review of practice through Peer Observation. Although the university already encourages all academic staff involved with teaching and assessment to engage annually in a peer observation process as an observer and observee, outside of Achieve, there is currently no framework to enable staff to participate.

The rationale for proposing to start this on Apprenticeships is that Ofsted require that there is a mechanism within Apprenticeships to ensure and develop the quality of teaching. The Peer Learning Exchange would provide one such mechanism.[iv] This will be an opportunity to learn from colleagues participating in the Apprenticeship observation scheme and to build familiarity, confidence and expertise in the practice. The expectation is that this would be the first step in a staged approach to establishing a group-wide framework.

Learning from the Apprenticeship initiative, the Achieve model as well as other case studies will inform the best approach for the LSBU group. [v]

We believe the benefits of teaching observations will become increasingly important as the new curriculum framework at LSBU is embedded, as this will require more collaboration and interdisciplinary working amongst academics. In addition, most, if not all, PSRBs would encourage this activity as a way reflecting on professional practice and in concordance with registrations. This can contribute to revalidation process such as those for the Nursing & Midwifery Council).

This initiative will enable us to develop a teaching observation practice that aligns with our LSBU ethos and learning and teaching priorities across the LSBU family.

Outline of proposed Peer Learning Exchange

In the first instance, the proposed scheme in the context of Apprenticeship degrees would be open to colleagues in teaching and learning related roles, including leaders and skills tutors.

Participants will be self-selecting and will choose an observer to work with. They would also choose the area of practice they would like to be the focus of the observation.

Schedule
- **September 2021.** Colleagues in Apprenticeships are invited to introductory sessions to find out more and discuss the proposal. This may include a demo observation and participation from those who have already participated in peer observations (e.g. through Achieve) to talk about their experience.

- **October 2021- January 2022.** Pilot runs with a maximum of 20 participants in the first instance.

- **January – February 2022.** Evaluation of the first cycle based on qualitative data from participants, gathered through one-to –one interviews and written feedback.

- **September 2022**: Roll out of framework in consultation with LSBU group.

Time and resource commitment

The estimated time commitment for observations is 2.5hrs. This includes meetings prior to and following the observation, the observation itself and completing any documentation/notes.

Guidance and support

We will provide guidance and templates to support participants, adapted from Achieve, which will include:

- A template to record the observation process and discussion. This remains confidential between participants, with the exception of one part of the form where we ask participants to highlight innovative practice and/or suggest areas for staff development activities. Outputs will be anonymised before making available to management and others and will be used to identify good practice and to inform academic staff development provision at LSBU.
- Guidance, framed within the hybrid delivery context, will help colleagues plan their observation with suggestions and guidance on aspects of practice to focus on and a series of prompts or questions with links to relevant resources (from CRIT and elsewhere). These are not exhaustive and there is scope for interpretation and can be adapted to suit context.

Deborah Johnston
Isobel Bowditch
Marc Griffith
Gary Francis

[i] Alexandra L. Johnston , Chi Baik & Andrea Chester (2020): Peer review of teaching in Australian higher education: a systematic review, Higher Education Research & Development, DOI: 10.1080/07294360.2020.1845124 .

Bell, A., Mladenovic, R. The benefits of peer observation of teaching for tutor development. *High Educ* **55,** 735–752 (2008). https://doi.org/10.1007/s10734-007-9093-1

[iii] https://www.advance-he.ac.uk/guidance/teaching-and-learning/ukpsf

[iv] Apprenticeships use different models of observations such as Learning Walks where Senior Managers, Employers and others drop into classes/sessions and feedback on practice (anonymously). Additionally Ofsted inspections may entail ad hoc audits of provision.

[v] One case study we may draw on is from Roehampton where Helen Powell (ACI) ran a successful peer observation scheme prior to joining LSBU. They used a CPD 'exchange' format where colleagues identified three areas of their teaching practice around which they would like to support colleagues and three areas of practice identified for their own staff development. This allowed for the matching of colleagues across a wide range of activities and ensured reciprocity in the process.

It may also be introduced as part of conversations/inductions with new staff, as happens in other institutions. Schools and Divisions, may also wish to identify champions who can advocate for and provide guidance on the practice.

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	INTERNAL
Paper title:	Lecture Capture policy
Board/Committee:	Academic Board
Date of meeting:	16 June 2021
Author(s):	Deborah Johnston, PVC (Education)
Sponsor(s):	Deborah Johnston, PVC (Education)
Purpose:	For Information
Recommendation:	The Board is asked to note the policy, which is to be approved by Chair's Action outside of committee.

Executive summary

On 28 October 2021, the Academic Board "was supportive of the revised policy, accepting that section 8.1 would be revisited, the policy would be reviewed in a year and following that on a three-year cycle, and a policy on asynchronous lectures would be considered."

On 24 Februrary 2021, the PVC (Education) provided an update on discussions witht the trade unions and "explained that a draft policy and a framework for opting-in for lecture capture has been developed. The Board agreed that the policy would be circulated to the Board for feedback via email. If no significant concerns are raised, the Chair would approve the policy on behalf of the Board by Chair's Action."

Following discussion at the Academic Board meeting in February, the policy is being recirculated in its final draft for information.

Lecture Capture Policy

Policy last reviewed	
Approved by	
Published on	

Contents

Lecture Capture Policy

1. Policy Statement

The University promotes the use of Lecture Capture to extend the learning opportunities available for students to engage with lectures, and to provide a more 'inclusive teaching' environment by making a wider range of teaching resources more accessible and available to all students.

The University encourages staff to record lectures and other learning and teaching activities in rooms and other virtual teaching situations where Lecture Capture facilities are available with a minimum expectation that the audio and supporting presentation materials are recorded. The University commits to providing a supportive learning environment for staff to acquire relevant skills and reflect on the effective design of lecture capture content and approaches. An opt-in policy is presented here to promote and facilitate pedagogic reflection by staff about the use of lecture capture in their lecture provision.

This Policy will be reviewed regularly to ensure it is meeting these objectives.

2. Scope – who and what is covered by this procedure?

2.1. This policy applies to University staff involved in teaching and learning.

2.2. The policy applies only to Lecture Capture. Lecture Capture in the context of this policy refers to the video and/or audio recording of either a live, scheduled lecture or a pre-recorded lecture, delivered remotely or in person, by staff using any institutional lecture capture system promoted by the University.

2.3. The policy does not cover other recordings made outside of the physical or virtual classroom such as recordings of research seminars or public events.

2.4. The policy does not cover the use of lecture capture as a reasonable adjustment to allow disabled students to record lectures for their own use.

2.5. The recording of lectures by students without prior consent is forbidden in accordance with section 14.1 of the University's Academic Regulations.

2.6. Reproduction or distribution to any third party of recorded lectures (wholly or in part) without the University's express permission is prohibited.

3. Who is responsible for this procedure?

3.1. The Lecture Capture Policy is owned by the Pro Vice Chancellor of Education and dissemination and consultation relating to future development of the policy will be through the academic board. Trade unions will be consulted on any future changes or updates to this policy.

3.2. Further information about this policy and Lecture Capture is available from the Centre for Research Informed Teaching (CRIT)

Email: del@lsbu.ac.uk

4. Purpose of Lecture Capture

4.1. Lecture capture is a valuable resource for many groups of students and is a tool that can be used to promote a more inclusive teaching approach. The purposes of Lecture Capture are:

4.1.1. to improve access to lecture content and aid students with specific accessibility requirements or educational needs;
4.1.2. to improve understanding of students for whom English is not a first language;
4.1.3. as a revision aid for post lecture reviews; and
4.1.4. to revisit and reflect on complex ideas / concepts presented in a lecture.

4.2. The University acknowledges that:

4.2.1. staff may wish to engage with students to experiment in the use of Lecture Capture and to assess how it may enhance the learning experience;
4.2.2. some lectures or learning and teaching activities may not be appropriate for recording (for example, due to ethical issues or the use of commercially sensitive material);
4.2.3. not all teaching styles are suitable for visual capture, e.g. some seminars / teaching activities where recording may inhibit interactivity; and
4.2.4. a requirement to change a preferred or innovative teaching approach to accommodate recording may be to the detriment of the student learning experience and is thus not encouraged;

and for those reasons this policy makes it possible for staff to opt in to Lecture Capture for certain lectures or activities, and not opt in for other lectures or activities.

5. Use of Lecture Capture

5.1. Lecture Capture is intended to supplement and enhance the student learning experience. Once the relevant staff member has opted in to Lecture Capture by using LSBU's lecture capture tools, any lectures recorded are intended to only be used by the cohort the lecture was originally delivered to, and will only be available in accordance with Section 8, below. In exceptional circumstances, where approved by the Dean of the relevant school and with the consent of the relevant staff member, a lecture may be provided to other viewers.

5.2. The provision of pre-recorded materials to students is not intended to replace face to face teaching and learning, but is part of the hybrid model of delivery of teaching and learning at LSBU.. Recordings are not intended as a substitute for staff contact during industrial action. The purposes of Lecture Capture are set out in section 4.1 and it is not intended to be used as an alternative to the adequate employment of teaching staff at LSBU.

5.3. Recorded lectures are not intended for use as evidence for the evaluation of teaching by line managers or others and will not be used for performance management.

5.4. Staff may elect to record lectures in their own home or attend campus to deliver and record that lecture. If a staff member has concerns over the suitability of the recording, they may use a virtual background, audio voice over, choose another pedagogic approach or decide not to opt-in or release the recording.

5.5. If required by a court or other, lecture recordings may be provided as evidence in any legal proceedings related to incidents alleged to have occurred under such proceedings.

6. Opting in to Lecture Capture

6.1. By choosing to use the lecture capture tools (currently Panopto) to record any of their lectures or pre-recorded lectures which are then made available staff members for whom this Policy applies are formally opting in to Lecture Capture.

6.2. Where staff members opt in to use Lecture Capture this should be made clear in the module descriptor and the Moodle module, and if there are any modules, lectures or sessions which the staff member does not wish to opt in for, this should be made clear in the module descriptor and the Moodle module.

6.3. For scheduled lectures, whether each lecture has been opted in to Lecture Capture or not is to be recorded as follows:

    6.3.1. If an individual scheduled lecture, this should be recorded where appropriate in the module documentation; and
    6.3.2. If a module, this should be recorded in the course handbook.

6.4. If, having decided to opt-in, a staff member later believes that a certain lecture is unsuitable for capture they must make this clear to students on the VLE recording reasons for the decision.

6.5. If a staff member decides to no longer record the lectures on a module they must update their module descriptor and, they must inform the course director of their course (or their delegate) as soon as possible. No further recordings will be captured and made available, and prior recordings from such a staff member will be available for a further one year from the point of notification.

6.6. The University hopes that applicable staff members will chose to opt in to Lecture Capture. The University appreciates there are reasons why staff may not opt in, or may not opt in for certain modules/lectures, including:

6.6.1. that Lecture Capture would be pedagogically inappropriate;

6.6.2. that the lecture material is not appropriate for Lecture Capture. Examples of where material is not suitable include the lecture containing third party materials that are not permitted to be used in recordings, or personal information being discussed in the lecture that is not suitable for lecture capture; and

6.6.3. a third party such as a student or a guest lecturer has not consented to being featured in the lecture under Section 9 or 10, and there is no adjustment that can be made that allows the lecture to be recorded.

7. Intellectual property and copyright material

7.1. The University's Intellectual Property Policy governs the production and use of all intellectual property by the University. In the event of any conflict between this policy and the Intellectual Property Policy, then the Intellectual Property Policy takes precedence.

7.2. The University's Intellectual Property Policy may be found in the University's policy directory, located at https://www.lsbu.ac.uk/about-us/policies-regulations-procedures.

7.3. As described in paragraph 7.4 of University's Intellectual Property Policy, the intellectual property of lectures and other learning and teaching activities is owned by the University. This includes the intellectual property of any recordings made by it or on its behalf.

7.4. No lecture should include the use of unattributed copyright material such as music or images. Any copyright material used must be licenced or copyright cleared from the copyright holder.

7.5. Each member of staff should ensure they have appropriate copyright clearance for any material used as part of a recorded lecture. Guidance about copyright can be obtained through the University Library by emailing copyright@lsbu.ac.uk, or by visiting the LSBU copyright guidance intranet page at https://our.lsbu.ac.uk/article/academic-life/copyright. When in doubt, seek advice.

7.6. Staff retain performance rights but grant to the University a non-exclusive royalty free licence to performance rights for the duration of their employment and for one year afterwards, for the purposes set out in Section 5 and Section 8. The University will endeavour to acknowledge the lecturer as the author and performer of the recording. Students retain performance rights but grant to the University a non-exclusive royalty free licence in perpetuity to performance rights for the purpose of teaching and research.

8. Availability of recorded lectures

8.1. All lectures recorded under Lecture Capture will be made available through the VLE to students registered on the module following confirmation by the lecturer that it is appropriate for release. Recordings are normally retained for the length of study of the cohort the lecture was delivered to, plus 1 year to allow for students who need to re-sit.

8.2. The University retains the right to remove recorded lectures at any time if a concern is raised due to, but not limited to, defamatory or inaccurate material, potential infringement of copyright, data protection or exposure of commercially sensitive information.

8.3. If a lecture has been released in accordance with this policy, it should be noted that the LSBU Lecture Capture Tools (defined in clause 6.1, above) will make recorded lectures available via both streaming and downloadable formats to mitigate potential difficulties in accessing the resources resulting from limited internet connectivity.

8.4. Technical support for the use of the institutional Lecture Capture system and associated recordings will be provided for staff by ICT. Pedagogic guidance for the use of Lecture Capture will be provided by the Centre for Research Informed Teaching (CRIT). Any training necessary for staff will be provided and completed during normal working hours.

8.5. Schools must communicate to their students:

8.5.1. the timescale for how quickly lecture recordings will be available to students;

8.5.2. that lecture recordings are not a replacement for attendance at lectures;

8.5.3. that recorded lectures are provided for the purposes of personal study only;

8.5.4. that the reproduction or distribution of recorded lectures to any third party by any means is prohibited;

8.5.5. that the inappropriate use of recorded material by students is a disciplinary matter handled by the Student Disciplinary Policy. The university commits to developing understanding among the student body of inappropriate usage of digital material.

9. Data Protection Protocols

9.1. The University is registered as a data controller under the Data Protection Act 2018 ('DPA'). Data featuring identifiable individuals recorded in line with this policy is considered to be personal data of those individuals and may be processed by the University for the purposes outlined in paragraph 4.1 of this policy.

9.2. When any particular individuals who are not University staff involved in the delivery of an opted-in lecture are the focus of the recording, consent must be obtained from those individuals. This would include any external speakers or guests. A model consent form is provided in Appendix 1. Consent is necessary regardless of whether the recording is taking place on the University campus or elsewhere.

9.3. Before the recording commences the lecturer must display a slide informing lecture participants that:

9.3.1. This lecture will be recorded .
9.3.2. The recording will be made available via the VLE for viewing.
9.3.3. If you ask a question or make a comment, your voice may appear on the recording.
9.3.4. You should ask me to pause the recording if you do not want your question or comment to appear on the recording.
9.3.5. Individuals who do not wish to be recorded can avoid the areas where recording is taking place.

An example slide may be found at https://our.lsbu.ac.uk/document/academic-life/lecture-capture-presentation-is-being-recorded-slide.

9.4. If an individual objects to a recording of them being used in a particular way, the lecturer should seek advice from the Information Compliance Officer. While the University may have a legitimate interest in using the image or recording, this needs to be balanced with the rights of the individual and any damage or distress that may arise from the continued use of the recording. Wherever possible, the user should respect the wishes of the individual and remove or avoid using the relevant image or recording.

9.5. Recorded materials will be searchable, secure, and managed within the University's storage infrastructure.

10. External speakers / guests

10.1. The University's policy on external speakers may be found in the University's policy directory, located at https://www.lsbu.ac.uk/about-us/policies-regulations-procedures.

10.2. If an opted-in lecture featuring an external speaker is to be recorded, staff must obtain consent from external speakers in advance in accordance with paragraph 9.2, including ensuring a consent form is completed.

10.3. External speakers / guests retain their rights in any recordings made of them. However, via the consent form the external speaker / guest grants the University a non-exclusive licence to use the recording in the most general terms available. In particular, the University may use the recording for any purpose, free of charge and in perpetuity.

10.4. Staff inviting any external speakers or guests must ensure the external speaker or guest also complies with section 7 Intellectual Property and Copyright Material of this procedure.

Appendix 1

Consent for use of video and audio recordings containing personal data

I give permission to London South Bank University for video/audio recordings of me to be captured and used in the recordings listed below, and grant LSBU a non-exclusive, perpetual licence to all the rights necessary, including but not limited to copyright and performer's rights, to record my lecture/contribution (including any presentation materials) and make this available to LSBU students or staff enrolled in the relevant module/course for the purposes of students' own private study and for non-commercial, educational purposes.

Lecture name/s: …….….…….….….…….….….…….….…….…..…….…….…..

Recording date/s: …….….…….….….…….….….…….….…….…..…….….…..

Module/Course: …….….…….….….…….….….…….….…….…..…….….…..

I confirm that where material is included in the recording which is the intellectual property, including copyright, of another party, I have permission to include the materials in my lecture for educational purposes. If my employer has rights to any content I include in the lecture, I confirm that I have received permission to make the content available or such rights have been waived.

These recordings will be used in accordance with the London South Bank University Lecture Capture policy and I confirm I have been provided with a copy of this policy.

I understand that some recordings may be selected by the University for permanent preservation in the University Archive as a record of University life and may be used for: …………………………………………………………..(list purposes, if applicable).

Signed: …….….…….….…….….….…….…….…

Print Name: …………….…….….…….….….…….…

Date: …………….…….….…….….….…….…

Organisation (if applicable): …………….…….….…….….….…….…….…

If you wish to withdraw your permission to the use the recording of you as described above, please contact DPA@lsbu.ac.uk.

Name of University organiser of recording:

Name
Role:
Contact details:

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	INTERNAL
Paper title:	Sub-committee reports
Board/Committee:	Academic Board
Date of meeting:	16 June 2021
Author(s):	Dominique Phipp, Secretary to the Academic Board and Sub-Committees
Sponsor(s):	Pat Bailey, Provost
Purpose:	For Information
Recommendation:	The Academic Board is requested to note the reports.

Quality and Standards Committee, 26 May 2021

The Committee approved:

- The need for an additional QSC meeting in June to review and approve student policies ahead of the next academic year, to discuss covid-19 / IT outage related issues in advance of exam boards, and more.
- The Academic Regulations for 2021/22, on the assumption that an addendum on procedures for online exams and an addendum for validations of online offers would be added.
- Removal of some minimum credit awards for 2021/22, as they are not on the Framework for Higher Education Qualifications (FHEQ).
- The Assessment and Examinations Procedure for 2021/2022, subject to minor amendments.
- Changes to the Extenuating Circumstances policy, on the assumption that detail around students' self-certification would be brought to the next meeting for approval.
- The Student Protection policy, subject to a minor amendment.
- The Student Compensation and Refund policy.

The Committee discussed:

- How well validations processes and exam boards have worked online. It was recommended that processes remain online in future for easy collaboration with external participants, but noted that course monitoring has been very difficult due to the IT outage.
- An update on the Academic Planning Panel's activities and the course closure policy.

- The findings and recommendations of the Consumer Protection, Communication and Regulation audit, which the OfS requested that all Higher Education Institutions undertake.
- The School of BEA's standards and quality assurance review.
- Apprenticeship achievement, progression and retention data, support for apprentices, and recording of apprentices off-the-job training. The Committee noted that progress is being made to improve record-keeping and support for apprentices, but there is still much work to do to improve completion rates.

The Committee noted:

- An update on the progress and future steps of the VLE review.
- An update on LSBU Global activities, including a new Chair for the TNE Board.
- An update on the Academic Delivery Group's activities.
- An update on the appointment of a second Chair of the Achieve panel.
- School Academic Standards Committees' minutes.

University Research Committee, 19 May 2021

The Committee approved:

- A proposal for a UKRI applicant selection process to choose the applicants that the University should support in single application and high profile funding calls. The purpose of the process is to ensure the best quality applications are submitted.
- The post-graduate research recovery plan, the purpose of which is to support PGR student's affected by the coronavirus pandemic and the cyber-attack to complete their research degree programmes.

The Committee discussed:

- The KEF submission, performance and work for future improvement.
- How to improve research links with partner institutions through LSBU Global.
- The findings of the annual review of the Research Centres and a review of the REF 2021 submission preparation. The Committee was supportive of the review recommendations, in particular introduction of at least 1 PhD studentship per School.
- A proposal to develop a strategy for public engagement with research. The Committee was strongly supportive of the proposal.
- Improving capture of human participation data in PhD and staff research through an ethics application form, updated ethics information shared via HAPLO, and tracking of research involving data collection from humans. The Committee was supportive of the approach, which it agreed would improve transparency of research and reduce the risk of reputational damage to the University.

- A proposal for the Research Assessment Group to host a Mock-REF. The Committee was supportive of the proposal.

The Committee noted:

- An update on socially distanced research levels on and off campus, which continue to be socially distanced. Some close-contact research is being carried out, for example for blood tests, with approval of the Provost.
- The response to the recommendations of the Sabbatical Scheme review undertaken in January.
- The action plan for the San Francisco Directive on Research Assessment.
- The role and activities of the London Doctoral Academy.
- An update on the research landscape.
- An update on research grants and awards.
- An update on open access.

Quality and Standards Committee, 4 April 2021 – written resolution

The Chair approved by Chair's Action a modification to the powers of the Award and Progression Boards for the academic year 2020/21 to enable students to submit extenuating circumstances claims without evidence.

Student Experience Committee, 27 January 2021

The Committee discussed:

- An update from Student Services & Operations.
- A report on student complaints.
- The Student Voice report, capturing student issues and student feedback, and issues action tracker.
- Monitoring performance against Access and Participation Five-Year Plan (APP) targets. The Committee acknowledged the limitations of analysing aggregated data and requested to view performance against targets by school-level.
- The Mid-Semester Evaluation Survey results for Semester 2. The Committee supported embedding the survey as a standard feedback tool going forward, as the timing and level of detail offered by the survey is beneficial for teams responding to students' issues and for future planning. The importance of one-to-one communication with students, as well as via email and online, was stressed to address students' concerns.
- An update on progress of the *'Student Voice: Closing the Loop'* workstream. The Committee noted the need for additional resource in this area.
- Year to date withdrawals and interruptions data. It was noted that greater one-to-one support of students during their interrupted period would be extremely beneficial in supporting them to re-engage with their studies.

The Committee noted:

- A proposal for improving graduate outcomes.
- An update on the timings and scope of the planned student experience audit.
- An update on the student harassment, bullying and sexual misconduct (prevention, support and response) policy.

Quality and Standards Committee, 17 March 2021

The Committee discussed:

- Issues of quality and standards since the last meeting, which it noted were largely as a result of the ongoing IT incident. It agreed to discuss with the IT team when ProAchieve is scheduled for restoration.
- Progress of the review of the VLE. The next step would be to define the scope of the review and the University's requirements for services and functionality of the system. The Committee would receive an update at its next meeting.
- The Academic Delivery Group's Terms of Reference and plans for future reporting to the Committee;
- The development of new Level 4 and Level 5 pathways. In particular, the Committee discussed how to engage employers in the development of qualifications. The Committee was supportive of the approach recommended for the Level 4 and 5 workstream.
- HESA Continuation Performance Indicators and draft Graduate Outcomes data for 2018/19.
- Clarification of the division of responsibility between the Committee and the TNE Board. The Committee supported student representation and, in future, representation from across the Group on the TNE Board. It noted that the partnerships approval process is currently being widely consulted on across the University.
- An update on Quality Improvement Planning for apprenticeship provision, performance data, OneFile usage, and off the job training (data up until November 2020 due to IT outage).
- The application of the extenuating circumstances policy in Semester 2, how to improve students' awareness of the application process, and the ongoing impact of the IT outage on assessments. The Committee agreed further discussion was needed before an agreement could be reach on the policy's implementation in Semester 2. A separate meeting of key Committee members would be arranged to discuss the matter further.

The Committee noted:

- An update on the activity of the Academic Planning Panel.
- An update on the activity of the Academic Delivery Group.
- The Pearson Institutional Review Report (IRR) on apprenticeship registrations and completions in 2019/20.
- An update on post-graduate research outcomes.

- An update on progress of the OfS audit.
- An update on the implementation of the Lecture Capture policy.

The Committee also received the following reports:

- Updated OfS guidance on quality and standards during the coronavirus pandemic.
- TNE Board Terms of Reference.
- School Academic Standards Committees' minutes.

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