LSHTM Academic Manual 2023- 2024

Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations

Contents

Annual Review of the Academic Manual

The LSHTM Academic Manual was introduced in 2019-20 bringing together all the academic regulations and procedures which constitute LSHTM's framework for quality and standards for credit-bearing taught provision, research degrees and special programmes. The Academic Manual consists of 11 Chapters all of which are reviewed annually and published as separate documents on LSHTM website together with a summary of amendments. With the exception of most minor editorial changes (e.g. typos, formatting and spelling or grammatical corrections), all revisions and amendments are noted and approved by Senate before the start of each academic year.

This document is available electronically, along with copies of relevant forms, on the Quality & Academic Standards webpages.

8a.1   Introduction

8a.1.1   These regulations apply to students registered on Intensive credit-bearing programmes at Level 7 of the [Frameworks for Higher Education Qualifications of UK Degree-awarding Bodies](#) (FHEQ) at the London School of Hygiene & Tropical Medicine (LSHTM), including Master's degrees, Postgraduate Diplomas and Postgraduate Certificates.

8a.1.2   The **regulations for distance learning postgraduate taught degrees** can be found in [Chapter 8b of the LSHTM Academic Manual](#).

8a.1.3   For professional diplomas and short courses, please see course-specific regulations in the course handbooks.

8a.1.4   All students are bound by the regulations in force at the time of registering for their award.

8a.2   The Admission of Students to Taught Postgraduate Programmes

8a.2.1   In order to be admitted to a Taught Postgraduate degree programme of LSHTM, an applicant must meet LSHTM's minimum entry requirements, which can be found in LSHTM's [Postgraduate Taught Admissions Policy](#).

8a.2.2   Application for admission to a programme and registration shall be undertaken in accordance with procedures specified by LSHTM.

8a.2.3   Satisfaction of the criteria referred to in paragraphs 8a.2.1 to 8a.2.3 does not guarantee admission to LSHTM.

8a.2.4   Further to these regulations, LSHTM has a separate [Postgraduate Taught Admissions Policy](#) and [English Language Requirements Policy](#).

8a.3   Registration for Taught Postgraduate Programmes

8a.3.1   Applicants who wish to undertake a degree of LSHTM are required to register as students of LSHTM. Registration must be made through LSHTM Registry.

8a.3.2   Students are required to (re-)register for each term that they study at LSHTM.

8a.4   Periods of Registration and Modes of Study

8a.4.1   Students must complete their degree requirements, including attending and completing assessment, within the set period from the date of their first registration to ensure the currency of their knowledge, their competency and the quality of their degree. Students who fail to complete their degree within the set period will be ineligible for the award of their degree. The Board will recommend an exit award if applicable or termination of study.

8a.4.2   Postgraduate Taught programmes of study can normally be followed on a full-time, part-time or split-study basis. Where students study on a part-time or split-study basis they may be required to take certain modules in particular years to ensure they meet the pre-requisite requirements for the degree. Please refer to programme specifications for information about whether these modes of study are available for each programme.

8a.4.3   The minimum and maximum periods of registration are as follows:

Award	Minimum	Maximum
Master's	Full time: 12 months Part time/split study: 24 months	Full time: 36 months Part time/split study: 60 months

Postgraduate Diploma	Full time: 8 months	Full time: 36 months
	Part time/split study: 16 months	Part time/split study: 48 months
Postgraduate Certificate	Full time: 4 months	Full time: 24 months
	Part time/split study: 8 months	Part time/split study: 36 months

8a.4.4   Exemption from the normal period of registration can be requested by the Programme Director (PD). Exemption requests must be made to the relevant Faculty Taught Programme Director (TPD) who must consult colleagues in Registry to advise on the appropriate course of action (be it Interruption of Studies, deferral, withdrawal etc.)

8a.4.5   LSHTM may allow a student to transfer from one degree programme to another within LSHTM. Such permission will be given only on the recommendation of the PD and TPD for the student's current degree programme and for the programme into which the student wishes to transfer. The maximum period of registration includes any internal transfers to a different degree programme.

8a.4.6   The LSHTM will publish Policies and Procedures setting out the management of interruptions of studies, repeat years of study and deferral of assessment.

8a.5   Attendance

8a.5.1   In order to benefit fully from their programme, students are expected to attend all relevant and/or required classes, which include, as appropriate to the programme, lectures, tutorials, seminars, language classes and practical sessions. Please see LSHTM's Student Engagement Policy for further detail.

8a.5.2   In order to be assessed in any assessment component or element, a student shall normally be required to have attended a minimum of 80% of the teaching sessions associated with that programme element.

8a.5.3   Students who withdraw before completing the approved programme of study may be required to restart the whole programme or repeat elements of the programme should they subsequently re-register.

8a.6   Assessment

8a.6.1   In the context of these regulations, 'assessment' refers to all types of assessed work within an Intensive taught postgraduate programme of study at LSHTM. This includes all varieties of summative module assessments, and Project Reports.

8a.6.2   The overall aim of assessment is to facilitate students' learning regarding key elements of each programme and module, and to test that the student has reached the minimum standard acceptable for the award. LSHTM assessments are robustly designed to:

   i.   Measure the achievement of specified learning outcomes in a valid, robust, reliable and fair way.

   ii. Identify whether each student has attained a minimum level of achievement necessary to pass the programme or module, and identify those who fail to achieve that level.

   iii. Support desirable learning strategies, including to focus learning on the important aspects of each programme or module and provide a means of encouragement.

   iv. Provide feedback on performance so that learning may improve.

8a.6.3   LSHTM postgraduate taught programme assessment will test a range of knowledge and skills at Level 7 of the [Higher Education Qualifications Framework for England](#) and [Master's Degree Characteristics Statement (](#)QAA UK)– testing and rewarding critical appreciation and the ability to apply what has been learnt, rather than the passive reproduction of memorised facts.

8a.6.4   At LSHTM assessment is an integrated learning experience and not used merely as a grading process. In line with the wider Higher Education sector, LSHTM uses both summative and formative assessment to support learning:

- **Formative assessments** result in feedback on a student's performance and is designed to help them learn more effectively and to maintain and improve their progress. Marks given to formative assessments do not contribute to any credit or the final mark, grade or class of degree awarded to the student.

- **Summative assessment** is a formal assessment of a student's work which contributes to the final result.

8a.6.5   Assessment reflects the intended learning outcomes and content of each programme or module, and cover both essential outcomes and the range of potential learning that students may be expected to demonstrate. Key details about assessment methods and requirements are set out in programme specifications for each award-bearing programme, and in module specifications for modules.

8a.6.6   Assessment grading will be criterion-referenced, testing achievement against a specified set of abilities, skills and behaviours. Sufficient information about grading criteria is made available with each assessment task so as to give both students and markers a broad understanding of what is required to pass or do well.

8a.6.7   Grading criteria should ensure that all students achieving a minimum standard will pass the relevant programme or module, subject to full participation.

8a.6.8   Feedback to students about in-course assessment performance is provided to students in sufficient detail to help students learn and improve for the future.

8a.6.9   The assessment process is subject to rigorous quality assurance procedures, including moderation by nominated internal moderators and sampling by External Examiners.

8a.6.10   Any suspected assessment irregularities (including, plagiarism, cheating or fraud, as defined by LSHTM) will be subject to procedures and penalties as detailed in the Assessment Irregularities Procedure in

Chapter 7, General Academic Regulations of the LSHTM Academic Manual.

8a.6.11   Where assessment of individual students has been affected by unforeseen extenuating circumstances, this should be taken into account according to the procedures set out in the Extenuating Circumstances Procedure in Chapter 7 of the LSHTM Academic Manual.

8a.6.12   Students who fail assessments such that they fail to gain credits for a relevant module or degree element should be granted a re-sit opportunity by the relevant Board of Examiners in line with the Re-sits regulations detailed in section 8a.12 of this chapter.

8a.6.13   Students who are absent from, or fail to submit an assessment without formal permission will have that assessment counted as an attempt and will be awarded a mark of zero for that assessment unless they have acceptable extenuating circumstances in line with the LSHTM's Extenuating Circumstances Policy in Chapter 7 of the LSHTM Academic Manual.

Assessment structures & methods

8a.6.14   LSHTM operates a credit system covering the bulk of award-bearing and modular provision. Under this, credits are gained for passing individual modules or degree elements. Degree awards are determined on the basis of accumulating the required number of credits as specified in Chapter 2, Qualifications and Taught Credit Framework of the LSHTM Academic Manual.

8a.6.15   LSHTM's Intensive MSc programme Award Schemes are detailed in Chapter 2 of the LSHTM Academic Manual.

8a.6.16   Boards of Examiners are responsible for setting programme-level examination paper questions which are reviewed by the External Examiner. The Board of Examiners will set marking criteria/schemes for examinations and the research project.

8a.6.17   Oversight of individual module assessment is delegated by the relevant Boards of Examiners to individual Module Organisers (MOs), who will set and agree specific marking schemes for their modules in advance.

Term 1: Core module element *60 credits*

8a.6.18   Core Modules taken in Term 1 are the components that make up the Core element of the MSc programme. Core Modules are assessed through a variety of methods including coursework assignments (e.g. essays or reports), summer exams, multiple-choice tests, practical exams, group work, presentations. Individual modules in Term 1 may have a credit rating and may have their own examinations for specific programmes.

8a.6.19   To pass and gain credits for the Core element an overall GPA of 2.00 or above must be achieved.

8a.6.20   A GP of at least 1.00 must be achieved for each individual core module assessed. Limitations on compensation for specific modules are indicated in section 8a.11.7 Compensation.

8a.6.21   Failure of a component within a module that cannot be compensated, or failure of the overall Core GPA may result in a resit assessment as determined by the Board of Examiners.

8a.6.22   For Term 1, the assessment methods and structure may vary across MSc programmes. For programme specific details related to your assessment and award calculations, please refer to Chapter 2 Academic Manual: Qualifications and Credit Framework, Appendix A.

8a.6.23   All students are expected to comply with the LSHTM Good Research Practice policy. The policy provides a comprehensive definition of research misconduct, of which fraud is one component. Research

misconduct takes on a variety of guises, from fraud through breaches of ethics approvals. All Project Report work must abide by the ethical requirements of LSHTM and any involved external organisations. It is the student's responsibility to seek the approval needed from external organisations. If the work requires ethical approval, this must be in place prior to beginning those elements of the Project Report. Any work carried out in breach of ethics requirements is liable to be given an automatic fail (0) grade.

Alternative Assessment Arrangements

8a.6.24   In exceptional circumstances LSHTM may allow variation of the method(s) of assessment for a module, in respect of some or all students. In exceptional circumstances LSHTM may agree to alternative assessment arrangements as follows:

(a)   Where a student has a documented disability and/ or learning difficulty or other valid health reason requiring a variation of assessment methods. For more information, please see Chapter 7 of the LSHTM Academic Manual.

(b)   Where exceptional and unforeseen circumstances, other than those described in the Extenuating Circumstance Policy in Chapter 7 of the LSHTM Academic Manual warrant a variation of assessment for an individual student or cohort of students. Such exceptional requests must be approved by the Pro-Director of Education.

Marking and Feedback

8a.6.25   Wherever possible, assessed work will be marked with students' identity remaining anonymous. All students are given an anonymous candidate number, which will change each year and be different to their student number, for the purpose of identifying submitted assessments.

8a.6.26   LSHTM uses a standard assessment scale of six integer grade points (GPs) as defined in Table 1 below. These are 5 = Excellent, 4 = Very good, 3 = Good, 2 = Satisfactory, 1 = Poor (unsatisfactory), and 0 = Very poor. Grades 2 and above are pass grades, whilst grades below 2 are fail grades. See Table 1.

8a.6.27 Assessment consisting of more than one individually-graded sub-components (e.g. a module with both groupwork and essay tasks), grades may be combined according to the relevant weightings to generate a grade point average (GPA), with figures to two decimal places.

8a.6.28 Percentage or numeric marking schemes may be used for some types of work, e.g. where the assessment is based on mathematical questions or yes/no questions or multiple-choice questions. In any such cases, percentages or numeric mark totals (e.g. 'out of twenty') are converted to an integer gradepoint (GP) on the standard scale. Students should be given their percentage or numeric mark.

8a.6.29 LSHTM does not set any fixed 'percentage to grade point' conversion scheme. Rather, the conversion should be done using a scheme agreed in advance by the relevant Board of Examiners, which best fits the particular assignment or question. The approved conversion should appear in the marking pack for each assessment/question for which it is to be used.

8a.6.30 Marking by Examiners and Assessors is carried out primarily under the direction of MOs and Faculty Taught Programme Directors (TPDs) for modules, and under the direction of Exam Board Chairs and Faculty TPDs for exams and projects. The TPD may apply penalties to grades where students have not complied with the conditions of assessment.

8a.6.31 All summative assessments **must be double-marked**, with any discrepancies between markers being resolved. Neither marker will see the other's comments or grade before assigning their grade. An agreed provisional grade will be given to the student. Markers will use the full range of available marks (the 0-5 grading scale), to reflect the full range of student achievement. In rare circumstances, the School retains the right to reduce the requirement of double-marking on specific assessed pieces of student's work. It is expected that any reduction in this requirement would be formally recorded at the appropriate Academic Committee (SPGTC, SRDC & Senate)

8a.6.32   Provisional grades along with individual feedback for module coursework is returned to students by the specified deadline. However, students will not receive individual feedback on their performance in examinations. All assessment grades remain provisional until they have been moderated and confirmed by the Board of Examiners (see section 8a.10)

8a.6.33   Except where stipulated in individual programme Handbooks, no assessed work, including examination scripts, coursework, dissertations, are returnable to students.

8a.6.34   Formative assessments which do not count towards credits or an award do not need to be double-marked, but defined marking criteria and sampling of scripts should be used to assure consistency.

8a.6.35   If a pair of markers considers a student's exam script to be illegible, they should refer to the relevant Exam Board Chair. If the Chair agrees the script is illegible, the script, or that part of the script, should be counted as a fail.

8a.6.36   If a student answers more than the required number of questions in an exam, all answers should be marked and the best grades counted towards the overall mark.

Table 1 sets out the standard descriptors for matching standards of assessment to grade points:

Grade point	Descriptor	Typical work should include evidence of…
5	Excellent	Excellent engagement with the topic, excellent depth of understanding & insight, excellent argument & analysis. Generally, this work will be 'distinction standard'.
		➢ NB that excellent work does not have to be 'outstanding' or exceptional by comparison with other students; these grades should not be capped to a limited number of students per class. Nor should such work be expected to be 100% perfect – some minor inaccuracies or omissions may be permissible.

Grade point	Descriptor	Typical work should include evidence of…
4	Very good	Very good engagement with the topic, very good depth of understanding & insight, very good argument & analysis. This work may be 'borderline distinction standard'. ➢ Note that very good work may have some inaccuracies or omissions but not enough to question the understanding of the subject matter.
3	Good	Good (but not necessarily comprehensive) engagement with the topic, clear understanding & insight, reasonable argument & analysis, but may have some inaccuracies or omissions.
2	Satisfactory	Adequate evidence of engagement with the topic but some gaps in understanding or insight, routine argument & analysis, and may have some inaccuracies or omissions.
1	Unsatisfactory / poor (fail)	Inadequate engagement with the topic, gaps in understanding, poor argument & analysis.
0	Very poor (fail)	Poor engagement with the topic, limited understanding, very poor argument & analysis.
0	Not submitted (null)	Null mark may be given where work has not been submitted, or is in serious breach of assessment criteria/regulations.

8a.7   Regulations for Examinations

8a.7.1   Students must keep to the instructions on the Examinations Admissions Notice issued to them before the exams.

8a.7.2   The Board of Examiners may permit the use of books, notes, instruments or other materials or aids in specific examinations (written, practical, oral or similar). If this is permitted the requirements will be set out in the instructions for the examination. If the exam is being taken in an examination room, all other belongings (including bags and coats) not expressly permitted for the exam must be placed at the front or side of the examination room well away from the students and in sight of the invigilators.

8a.7.3   Except as provided in paragraph 8a.7.2 above, no books, notes, instruments or other materials or aids whatsoever may be introduced into an examination room or be handled or consulted during an examination. Any such materials or aids in the possession of the student on entry to the examination room must be deposited immediately with the Invigilator.

8a.7.4   Where electronic calculators are permitted, they must be hand-held, quiet and with their own power supply; the model used should be states clearly on the exam script; and candidates are entirely responsible for ensuring that their machines are in working order.

8a.7.5   Any unauthorised materials or aids introduced by a student into an examination room must be given to the Invigilator upon request. Any aids may be handed over by the Invigilator to LSHTM authorities which may make copies and the original aids (together with any copies) may be retained by LSHTM at its absolute discretion.

8a.7.6   Students shall not, unless expressly so authorised, pass any information from one to another during an examination nor shall any student act in collusion with another student or other person or copy from another student or engage in any similar activity.

8a.7.7   At any examination by written papers taken under supervision or where the Regulations for any qualification provide for part of an

examination to consist of 'take-away' papers, essays or other work written in a student's own time, coursework assessment or any similar form of test, the work submitted by the student must be their own and any quotation from the published or unpublished works of other persons must be duly acknowledged.

8a.7.8 Failure to observe any of the provisions of the paragraphs above will constitute an examination offence. All examination offences will be treated as cheating or irregularities of a similar character under LSHTM's Assessment Irregularities Policy as detailed in Chapter 7 Academic Manual. Under these Regulations students found to have committed an offence may be excluded from all further examinations of LSHTM.

8a.7.9 All answers to examination questions must be written in English.

8a.7.10 Examination scripts are the property of LSHTM and will not be returned to students.

8a.8 Internal Moderation

Related Policies & Procedures	External Moderation

8a.8.1 This section sets out LSHTM's formal policy and procedures for reconciliation and moderation of module assessment tasks and grades. It lists what actions need to be taken, by whom and when. All staff involved in these processes should be aware of these details.

8a.8.2 All modules which form part of the LSHTM's main (Master's-focused) module portfolio should be covered by this policy – though procedures work slightly differently for London-based and Distance Learning (DL) modules. All modules offered by LSHTM are expected to be at Master's level, level 7 of the Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland (FHEQ).

8a.8.3   Modules which are run primarily as part of a non-Master's programme and which do not form part of the main module portfolio should also follow the approach outlined in this policy. If individual programme regulations make a different approach more appropriate, this should be specifically agreed by the relevant Board of Examiners and the Senate Postgraduate Taught Committee (SPGTC).

8a.8.4   All staff involved in the moderation process should be aware of the LSHTM's marking practices and procedures, contained in section 8a.6 of this chapter.

8a.8.5   **Board of Examiners' responsibilities for individual modules:** Each module has been allocated to a Board of Examiners, to take responsibility for assuring the standard and practice of assessment on the module (this includes assessment-setting, as detailed in the Individual modules may be taken by students from across a number of programmes, but will be allocated to one named Board of Examiners (even if the module is seen as equally core to other programmes). DL modules are generally moderated by the Board for the programme to which the module code prefix refers.

8a.8.6   **Reconciliation of grades:** All assessments are marked by a first and second marker, with the first marker responsible for compiling feedback. When the first and second markers disagree about the grade to be given to a particular piece of work or question, then the differences must be reconciled by discussion between them, and not averaged away. It is considered that through discussion the true benefits of double marking – ensuring that every grade awarded truly represents the quality of the work submitted – can be obtained. Where the first and second markers strongly disagree, they should seek additional input from a senior marker. A senior marker is an experienced marker with relevant subject expertise and may include, but is not restricted to, the Module Organiser (MO). The senior marker's role is to provide additional neutral perspective to aid the considerations of the first and second markers in reaching an agreed mark. The senior marker may review the work in question in order to provide informed insight but should not undertake to mark the work. In

the event that the first and second marker are still unable to agree a mark, even after consulting with a senior marker, the Exam Board Chair should be advised of the impasse and the Chair will take the final decision on the mark to be awarded.

8a.8.7 **Moderation of grades:** For modules which include a specific summative assessment, when all work has been graded it is the responsibility of the appointed Board of Examiners to moderate the grades. As detailed at paragraphs 8a.8.24 and 8a.8.26 below, under 'Action by Moderators', this entails:

(i) Reviewing the assessment task, marking guidelines and grading criteria.

(ii) Reviewing a sample of assessed work.

(iii) Reviewing the distribution of grades for the module as a whole.

(iv) Requesting the Board of Examiners to direct any re-marking of selected sets of work if problems are identified.

(v) Finally, confirming the validity of all grades by means of a Module Moderator's Report.

8a.8.8 Moderation will normally be carried out by the relevant Exam Board Chair, or may be delegated by the Chair to a nominee. Persons undertaking this role are referred to as the 'Moderator' in this policy. Chairs of the Boards of Examiners should report back to their Board on how moderation work has been divided or allocated.

MODERATION FOR MODULES (Intensive Programmes)

8a.8.9 All module assessments and examinations must be formally moderated using the process outlined in this Policy.

8a.8.10 **When module grades have been confirmed through moderation they may only be altered by the Board of Examiners at cohort level** to ensure equity between all students who have taken a particular module regardless of which MSc programme they are on. Alteration of module grades by the Board of Examiners will normally only occur after consideration of a recommendation by the External Examiner or where

the Board is otherwise informed of an issue or irregularity that is likely to have impacted the cohort. Issues related to an individual or small proportion of students taking the assessment should be dealt with under the Extenuating Circumstances Policy.

8a.8.11   External Examiners are not involved in the module moderation process.

8a.8.12   In order for confirmed grades to be available to all final meetings of Boards of Examiners, it is essential that the moderation process be conducted in a timely manner. The standard deadline is that **all modules should be moderated within 4 weeks of the assessment being marked**, i.e. 8weeks after the end of the module. An 'absolute' deadline is set annually for all modules to be moderated ahead of interim Board of Examiners meetings – see paragraph 8a.8.25 below.

NOMINATION OF MODERATORS FOR MODULES (Intensive programmes)

8a.8.13   The Exam Board Chair is by default the Moderator for all modules under the authority of their Board, unless they delegate this responsibility to another member of the Board of Examiners. Responsibilities may be divided up, with the Chair and/or different Board members moderating different individual modules.

8a.8.14   Moderators must be members of that Board of Examiners. If a potential Moderator is identified who is not currently a member of the relevant Board then they may be co-opted as a new member.

8a.8.15   Moderators should not normally have been involved in any of the assessments, e.g. question-setting or marking, for the module they are moderating. However, it is permissible for them to have had some involvement (especially on specialist areas where it may be very difficult to identify staff who have not already been involved in some way) if a strong argument can be made that they would otherwise be the best Moderator for this material.

8a.8.16   MOs must not act as Moderator for their own module(s). In the event that the Exam Board Chair is also MO for a module under the authority of that Board, moderation must be delegated to an alternate.

8a.8.17   The Exam Board Chair should advise the Programme Administration Office of who the Moderator for each module will be, ahead of the process commencing.

MARKING PROCEDURE TO GENERATE PROVISIONAL GRADES

8a.8.18   **Action by Markers:** All assessed coursework for the module must be double-marked and reconciled in line with formal LSHTM policy. First markers also write feedback about each candidate's performance.

Exceeding the Word count

8a.8.19   The maximum word count for individual assessments and online examinations will be determined by the Programme Director (PD) or Module Organiser (MO) and made known to students in advance.

8a.8.20   Penalties are applied to late submissions and assessments exceeding the maximum word count. The penalties will be applied at marking and approved by the Taught Programme Directors (TPDs) (see 8a.11.8.6).

8a.8.21   Penalties for exceeding the maximum word count may apply to any summative assessment: module assessments, exams and research projects.

8a.8.22   For module assessments and exams where a maximum word count is set and for projects, the following penalties will be applied by the Taught Programme Directors (TPDs).

•   Submissions < 10% over length will be graded using the full GP criteria and no penalty will be applied

- Submissions > 10% over length will be graded using the full GP criteria and a 1 grade point deduction will be applied

8a.8.23 In the event the assessment submitted receives a grade 2 or lower on academic grounds, a 1 grade deduction will not be applied even if it is > 10% over length

8a.8.25 There will be no penalty for students who use less than the maximum word count limit and have demonstrated that they have met the required assessment objectives.

Penalties for late submission

8a.8.26 Penalties for a late submission of assessment will be applied to all summative assessments, both module assessments and projects, that do not meet either the standard deadline or extended deadline (as outlined in any learning support agreements), and prior to any extenuating circumstances being considered.

8a.8.27 For assessments that are submitted late the following penalties will be applied by the Taught Programme Directors (TPDs).

- Assessments that are < 48 hours late will be marked and graded using the full GP criteria and **1 grade point will be deducted**;
- Assessments that are over 48 hours late will not be marked and will be given an automatic zero grade; the Board of Examiners will consider this a failed attempt at assessment and a resit opportunity will be granted where applicable.

8a.8.28 Students may submit a revised assignment at any point prior to the deadline. Earlier versions will be deleted automatically and only the version in hand at the submission deadline will be marked.

8a.8.29 **Action by Module Administrators – recording grades:** Once markers have returned their grades to the Programme Administration Office (PAO), the relevant Module Administrator or other member of PAO staff must **record the grades for each candidate** taking that module assessment.

- This will be done by entering details on to the SITS database, from which module assessment records can later be extracted as required. PAO will carry out appropriate data validation, including two members of staff checking all grades entered.

- Details to be recorded are the candidate number or name of the student, the names of the first and second markers, the grades awarded by each of the first and second markers, and the agreed grade.

- For modules which have more than one component of assessment, details for each component should be recorded as above. When all component grades have been returned for a student, the overall grade for the module should be calculated according to the agreed scheme for combining grades. Where the agreed scheme is a simple weighting, and the relevant weights have been entered on SITS, it will be possible for SITS to calculate the overall grade automatically.

- Once all agreed grades for a module have been recorded, the Module Administrator should print off a 'Module Record Form' for the module and send this to the MO for confirmation they have been recorded correctly

8a.8.30 **Action by MO:** Once received from PAO, Module Record Forms **should be checked, signed and dated** by the MO, then returned to the Module Administrator in the PAO. If the MO has any queries or identifies any potential problems, they should follow up with PAO.

8a.8.31 **Action by Module Administrators – disseminating grades:** After confirmation of the Module Record Form by the MO, PAO should communicate provisional grades (based on SITS data) back to students on the standard grade sheet template.

- Module grade data held on SITS will be considered as the LSHTM's master record. However, any paper-based records from earlier in the process should be kept on file in the PAO according to an agreed

retention schedule (normally, being destroyed after the final Board of Examiners for that academic year has taken place).

- Assessment feedback for each student, as written by first-markers, will also be circulated to students along with their grade details. Copies should be kept on file in the PAO until the student has graduated.

8a.8.32 Module marking, recording of grades and ratification by the MO should be completed within four weeks of the date/deadline by which students were required to sit the test or hand in the work. This is to allow time for students to be given feedback on their progress within four weeks in term time, or by at latest the end of the first week of the next term. Therefore, all paperwork required for moderation should be available within four weeks of the assessment deadline, and should be forwarded to the relevant Moderator as soon as possible thereafter.

MODERATION PROCEDURE FOR MODULES (Intensive Programmes)

8a.8.33 **Action by Module Administrators – despatching moderation material:** For each module, after all relevant work has been graded by the MO, the relevant Module Administrator or other appropriate member of PAO staff must **send materials for moderation** to the Moderator.

- The list of standard material to be sent should be used as a checklist both for the Module Administrator in despatching materials, and the Moderator on receiving them. Examples of all the materials on this list must be sent for moderation.

- The Moderator may also request additional material from the Module Administrator, either before or after receiving the standard set of materials. Should the PAO have any difficulties in meeting such a request, either the Programme Administration Manager for the Faculty or the Head of the PAO should report back on this to the Moderator.

8a.8.34 **Action by Moderator:** The moderation process, namely scrutiny and confirmation by the Moderator, may be divided into five distinct tasks as follows:

(i) Moderators should **review the distribution of grades** for the module. If this appears to differ significantly from other grade distributions at Programme, Faculty or LSHTM level, this should be considered in more depth – to confirm that the marks given are indeed in line with LSHTM criteria. For comparative purposes, PAO should supply longitudinal data for the most recent five years, at least for the LSHTM as a whole. More extensive information is also available from the Head of the Programme Administration on request, e.g. for individual modules or groups of modules.

(ii) Moderators should also **review the sample of assessed work**. If there are any queries, or if grades are difficult to understand, Moderators may wish to discuss matters with the MO.

(iii) Moderators may not alter marks. Moderators may recommend the re-marking and re-grading of the assessed work to the Board of Examiners. Any re-marking must be consistent and equitable, the work of all students who may have been similarly affected should be reviewed for potential re-marking. However, it is not necessary to revisit all module grades if the issue identified will not affect all students. For modules, re-marking should normally be done by MOs in the first instance, or other marking staff designated by them in the second instance. The Moderator should consult with the MO to understand the actions taken before approving any re-marking.

(iv) Moderators should **affirm the appropriateness of the assessment task, the marking guidelines and the criteria used to award grades**. Matters to consider include:
- Whether the assessment task was set at an appropriate level for a Master's award, as per the FHEQ.
- Whether it appropriately assessed the learning objectives of the Module.

- Whether the assessment task was of reasonable scope, expecting neither too much nor too little, and well-matched to the credit value of the module.

- Whether instructions to students were consistent with the task and grading criteria, so as to give students a clear idea of what was expected in order to get a specific grade.

- Whether marking guidelines were sufficiently clear to guide markers in determining a student's grade.

(v) Moderators should then **complete and sign the** Moderator's Report form and return it to the appropriate Taught Programme Director (TPD). **Once grades have been confirmed in this way, they may only be altered by the designated Board of Examiners** as outlined in 3.2 above.

8a.8.35 **Moderation deadline:** Moderation must be conducted <u>ahead</u> of any interim Board of Examiners meetings. As standard, the process should be completed within 4 weeks of receipt of paperwork, i.e. 8 weeks after the end of the module (see paragraph 8a.8.12 above).

The absolute deadline for the completion of moderation for all London-based modules for the current academic year can be found on the Module Moderation Resources intranet page**.**

REPORTING ON MODERATION AND CONFIRMING GRADES

REPORTING ON THE MODERATION PROCESS

8a.8.36 **Action by Moderators:** Moderators should confirm completion of the process, and ratification of final grades, by means of their reports. Where possible, Moderators should attend relevant interim Board of Examiners' meetings. Moderators' reports do not need to have been countersigned by TPDs before being seen by Boards of Examiners.

8a.8.37 **Action by TPDs:** Once received from Moderators, the appropriate TPD for each module should countersign Moderator's Report forms – noting

any specific issues for follow-up, signing, and returning the form to the relevant Module Administrator with a copy to the Exam Board Chair. The TPD should also follow up with the relevant MO and/or Exam Board Chair on any identified issues.

8a.8.38 **Monitoring by SPGTC:** TPDs should report back to the SPGTC regarding any issues identified in or followed up from Moderators' reports. This should normally be done via the 'Module Review Summary' which TPDs are asked to produce for SPGTC annually. SPGTC also considers analysis of grade distributions annually.

CONFIRMATION OF GRADES TO STUDENTS

8a.8.39 **Grades for students registered on LSHTM programmes** (whether Intensive or DL) should be fed back to them directly after marking, as "provisional subject to final ratification by the Board of Examiners".

8a.8.40 **Grades for Module students** (i.e. those not registered on a formal or award-bearing LSHTM programme) should be treated as final following moderation, and fed back to them directly with their certificate of attendance. Procedures and record-keeping should, however, make allowance for cases of assessment irregularities or administrative errors subsequently being identified which might necessitate a revision to the mark.

8a.8.41 **If provisional marks change** following moderation, for registered students, the changes may (at the discretion of the Moderator or the Exam Board Chair, and the MO) be fed back prior to the Board of Examiners confirming them – but still indicated as provisional, despite marks being unlikely to change again. Definitive marks should only be fed back after the Board of Examiners has confirmed them.

8a.8.42 **Final grades for inclusion in degree transcript or Diploma Supplement records** will be generated from master data held on SITS for London-based students, and held on a University of London Worldwide database for University of London Worldwide students.

8a.9   External Oversight

8a.9.1   The purpose of external oversight by an External Examiner is to give LSHTM confidence in the appropriateness and consistency of its assessment process, and assurance that standards are in line with the LSHTM's expectations.

8a.9.2   External Examiners will be provided with assessment briefs and samples of assessed work leading to an award (e.g. module assignments, module exams, exam scripts and projects), to review prior to by the Exam Board (interim or final), along with grade sheets covering all candidates from the programme.

8a.9.3   A sample must consist of at least six pieces of work for each assessment task, two each from the top, middle and bottom of the range of grades. External Examiners will be sent all further distinction-level or fail-graded exam scripts or project reports. For smaller programmes all the exam scripts and projects are often sent.

8a.9.4   Ahead of the final Exam Board meeting, the Programme Administration Office will provide External Examiners with a sample of programme module work to review. External Examiners are expected to review a sample in order to gain a clear understanding of programme content, marking standards and student attainment. This is for information purposes as the results for modules are ratified at the relevant Exam Board following internal moderation and cannot be raised or lowered.

8a.9.5   External Examiners may request that further information be provided for contextualisation. All reasonable efforts will be made to meet such requests with the Exam Board Chair making the final decision on what is provided.

8a.9.6   For programmes with more than one External Examiner, assessment sampling responsibilities may be divided up as determined by the Exam Board Chair. Alternatively, the External Examiners could be sent

different random samples of material, so their collected views will be based on a wider range of students.

8a.9.7   Samples and grade sheets will be sent either as electronic copies with a link provided by the programme administrator or posted as hardcopy via recorded delivery. The External Examiner should liaise with the Programme administrator to ensure that they receive paperwork in an accessible format. The programme administrator will provide a checklist to ensure that the External Examiner receives the required materials.

8a.9.8   External Examiners are asked to complete an External Examiner Exam and Project Moderation Form to confirm to the Board of Examiners that the sample they have reviewed has been fairly and consistently marked at an appropriate standard. The External Examiner Moderation form will be provided with the samples. This is a report to support the Board of Examiner business, not the formal annual External Examiner Report, however, this commentary can be used to form the basis of the formal report.

8a.9.9   External Examiners may use the External Examiner Moderation form to raise issues to the board of examiners or make recommendations about standards, e.g. suggesting that marks from certain marking pairs should be reviewed, or recommending that marks for certain groups of work may need to be adjusted. Any issues raised should be considered by LSHTM ahead of the final Exam Board meeting, while any recommendations should be raised and agreed at the Board.

8a.9.10   If an External Examiner has significant concerns with the marking standards they can request that all affected assessments be reviewed and where necessary re-marked by an internal third marker. Revised grades should be put forward for ratification at the final Board meeting.

8a.9.11   For exams where questions have been shared across several programmes, any remarking must take place prior to the final meetings of any involved Exam Boards.

8a.9.12 External Examiners are asked to complete and return External Examiner Moderation forms ahead of final Exam Board meetings. Forms should be returned to the Programme Administrator's email or postal address at LSHTM. However, if there are no concerns, the External Examiners may confirm orally at the meeting that they were satisfied with the material provided and this will be recorded in the minutes.

8a.9.13 **Note on Exam Scripts**

a) Certain exam papers may include questions common to multiple MSc programmes, e.g. questions may be shared across Paper 1 exams for Intensive programmes, or across exams on both Intensive and DL programme. In such cases, involved Boards of Examiners should have decided whether to nominate Exam Board designated staff to mark such questions for their candidates only, or to request that such questions be marked by module designated staff selected by the Module Organisers (MOs) for the modules concerned.

b) In both cases, External Examiners are able to review scripts including such questions, as part of the sample of assessed material they are sent. Any specific comments or queries fed back by External Examiners should be followed up by the Exam Board Chair with the relevant MO(s), ideally before any Exam Board, which covers relevant multi-programme questions, has met.

c) Where shared questions have been marked by module-designated staff, the relevant MOs should moderate, i.e. (i) review the complete set of grades awarded for those questions, including how they are distributed between students from different programmes; and (ii) review samples of student answers to these questions from the top, middle and bottom of the grade range, and drawn from across the different programmes involved. The relevant Exam Board Chairs should be informed of the Moderator's findings, which may include any recommendations about changing grades for such questions should inconsistencies be detected. Such moderation should be completed before any Exam Board which covers such multi-programme questions has met. Samples of work sent to External Examiners may include such work, but for review only (i.e. having already been moderated, grades cannot be changed).

8a.9.14 **Note on Project reports**

Projects are generally the last item marked ahead of final Exam Board meetings, which means that the grades and the student feedback may not be available until the last minute. LSHTM will endeavour to inform the External Examiner of any delays in the marking process and sampling schedule. However, on occasion the External Examiner may be required to review a sample either a few days before the Board of Examiners or in the morning ahead of the meeting.

8a.10 Boards of Examiners

8a.10.1 LSHTM shall set up Boards of Examiners for each programme. Full details of the membership and terms of reference for Boards of Examiners can be found in [Chapter 10, *Governance* of the LSHTM Academic Manual](#).

8a.10.2 Each Board shall include examiners who are not members of staff of LSHTM. These External Examiners shall have regard to the totality of each degree programme and shall be involved and particularly influential in the decisions relating to the award of every degree. They shall report to LSHTM each year, and shall comment specifically on the validity and integrity of the assessment process and the standard of student attainment.

8a.10.3 The Board of Examiners shall refer to LSHTM regulations to ensure that assessment regulations and associated procedures have been carried out appropriately; with fairness, impartiality and transparency

8a.10.4 The Board should review the External Examiners report(s) from the previous year and action plan from the previous year; plus, where relevant to the business of the Board, the Annual Programme Director's Review report from the previous year. This will be done once annually at the first formal meeting of the year.

8a.10.5   The Board of Examiners will meet to confirm grades and determine progression during the academic year and at a final meeting to ratify awards:

- Spring term Interim Board of Examiners meeting will consider and confirm module grades and recommendations for resits of Term 1 modules

- Summer term Interim Board of Examiners meeting will consider and confirm module grades and recommendations of resits

- Autumn term Board of Examiners meeting will consider and confirm examination and project grades and to ratify final awards or, progression/resit recommendations.

On occasion it may be appropriate for the Board of Examiners to consider resit or deferral assessment grades via circulation and approved by Chair's Action.

8a.10.6   **Report on Chair's action**

- The Chair should note any grades confirmed or awards ratified by Chair's action since the last meeting, e.g. for candidates given a project extension or similar, such that their grades were not available at the last meeting but it was not appropriate to defer ratification.

8a.10.7   Assessment for each award or set of awards (relating to a programme) comes under the authority of a specific Exam Board, operating in parallel to the Programme Committee. Oversight of module assessment also comes under the authority of specific nominated Exam Boards. Students' grades are confirmed and awards ratified at final Exam Board meetings annually.

8a.10.8   **Each Board includes:**

- An Exam Board Chair and Deputy Chair who co-ordinate activities;

- One or more External Examiners who help to provide specific external confirmation about academic standards and the rigour of assessment processes;

- Further Internal Examiners (staff members) who are involved in setting assessments, marking all types of assessed work, and take part in Board meetings.

- See [Chapter 10, *Governance* of the LSHTM Academic Manual](#) for details of the membership and terms of reference for Boards of Examiners.

8a.10.9 Assessors may be appointed to assist Exam Boards in the setting, conducting and marking of assessments. They are not Exam Board members and cannot confirm grades or ratify awards.

General Appointment Criteria

8a.10.10 The Chair, Deputy Chair and Internal Examiners should be members of LSHTM staff, including honorary staff. The Director, Faculty Deans, Pro-Director of Education, Associate Deans of Education and Faculty Taught Programme Directors (TPDs) <u>cannot</u> serve as Chair, Deputy Chair or Internal Examiners.

8a.10.11 Staff should normally only hold one appointment as an Exam Board Chair at any given time unless there are good reasons (e.g. chairing several Exam Boards in parallel due to strong academic linkages). Exam Boards will usually be set up so that linked qualifications are covered by a single Board.

8a.10.12 Staff may serve as Internal Examiners of multiple Exam Boards at the same time.

8a.10.13 The number of examiners appointed to an Exam Board, including External Examiners, should be at least the minimum sufficient to set, manage and scrutinise the relevant assessments efficiently.

8a.10.14 Appointments of External Examiners must conform to the criteria given in the External Examiner Appointment Criteria given in [Chapter 5, External Expertise of the LSHTM Academic Manual](#).

Conflict of Interest

8a.10.15 Any Exam Board member (including Chairs and External Examiners), Assessor, or other member of staff or persons contracted to work in any way with LSHTM assessment or Exam Board processes must advise the Head of Registry of any conflict(s) of interest in this regard, as soon as they become aware of any conflict.

8a.10.16 Conflicts of interest would include having a family or personal relationship with any candidate on a Programme with which staff may be involved; being simultaneously employed or contracted by LSHTM and registered part-time for a Programme assessed via LSHTM; etc.

8a.10.17 Detailed criteria regarding conflicts of interest in External Examiner appointments are set out in [Chapter 5 of the LSHTM Academic Manual](#).

8a.10.18 If a declaration is made, the Head of Registry will decide upon reasonable action to take in consultation with those involved. Records will show only that a declaration has been made and the action taken but not the details.

Periods of Appointment

8a.10.19 LSHTM Board of Examiners' Chairs and Deputy Chairs will be appointed for four consecutive academic years. Where possible appointment to these roles should be staggered to maintain a level of continuity at the Board of Examiners.

8a.10.20 Appointment of Chairs and Deputy Chairs normally start in September and end in December on the 4th year after the Board of Examiners meeting. Internal examiner roles may remain valid until a replacement is appointed.

8a.10.21 In exceptional cases tenure may be extended for one further academic year providing a rationale is found acceptable by the Senate Postgraduate Taught Committee (SPGTC).

Appointment and Approval Procedure

8a.10.22 Re/approving Membership: The Board of Examiners membership must be submitted to SPGTC for approval; if no nominations are received, the previous year's membership list will be put forward by the Assessments Manager for re-approval.

8a.10.23 Membership of the Board of Examiners for the following year is discussed at the final meeting of the academic year. This should include the nomination of a new Chair and Deputy if required. Nominations will be recorded in the minutes by the Exam Board Secretary and confirmed by the Chair after the meeting. The Chair will undertake any follow up work as directed by the Board of Examiners which may include making additional nominations for new Internal Examiners or External Examiners.

8a.10.24 New internal members: Following the final Board of Examiners the Secretary to the Board will forward nominations for the internal membership to the Assessments Manger (Registry). The Assessments Manager will prompt where necessary to ensure this is done.

- The list of nominations must be endorsed by the Dean of Faculty before being submitted for approval;
- The list of nominations should be submitted to SPGTC for approval, however, it may be appropriate to request Chair's Action to ensure a timely approval;
- The secretary for SPGTC will send formal notification to any new Exam Board Chairs (on behalf of the Chair of SPGTC), with appropriate further guidance and information;

8a.10.25 New External Examiners: The Exam Board Chair should be mindful of the External Examiner's tenure and be proactive in sourcing replacements. The appointment procedure for prospective External Examiners is set out in Chapter 5 of the LSHTM Academic Manual. The Exam Board Chair may require support from the Programme Director and Dean of Faculty in this process and it is recommended that any nominees are approached informally in the first instance.

8a.10.26 The Quality & Academic Standards office have oversight of the nomination, approval and appointment process for External Examiners (for more information please see Chapter 5 of the LSHTM Academic Manual);

8a.10.27 Note on endorsing and approving nominations; the following must be scrutinised:

- Whether the proposed members of the Exam Board, including Chairs and External Examiners, are academically appropriate and competent to examine the programme, in terms of the subject area and the level of the qualifications concerned (consistent with the national Framework for Higher Education Qualifications), and the responsibilities entailed;

- Whether nominations of new External Examiners fulfil the Appointment Criteria;

- Whether the proposed membership is consistent with the standard Constitution for Exam Boards;

- The length of time that each Chair and External Examiner has already served in their role, and whether any one-year extensions are warranted.

8a.10.28 The Assessment Manager will confirm full membership lists to each Exam Board Chair and Secretary plus Faculty TPDs; and send out links to the Postgraduate Taught Regulations to all staff involved in assessment processes.

8a.10.29 Confirmation that all Boards have been appointed should be reported to the next meetings of SPGTC and Senate, noting that External Examiner appointments meet all the criteria set out in the Appointment Criteria.

Updates to Exam Board Membership in-year

8a.10.30 Changes to Exam Board membership may occur during the year as staff join or leave LSHTM or their commitments changes. Ex-officio members shall cease to be members on vacation of the relevant office.

8a.10.31 The Assessment Manager (Registry) must be informed immediately whenever membership changes are prompted or proposed. This will be the responsibility of the Exam Board Chair or Faculty TPD.

8a.10.32 The appointment of External Examiners and internal members is approved as per the procedure set out in paragraph in 8a.10.26 or 8a.10.28 respectively. This is reported to the summer meeting of SPGTC. Amendments after this point are discouraged but may be approved by Chair's Action in exceptional circumstances

8a.11 Decisions of the Board of Examiners

8a.11.1 The Board of Examiners review and confirm candidates' grades and ratify final degree awards based on the agreed Award Scheme for each programme.

8a.11.2 To be eligible for the award of a taught Master's degree, Postgraduate Diploma or Postgraduate Certificate, a student must, within the maximum period of registration, pass modules amounting to at least the minimum number of credits specified in Chapter 2 of the LSHTM Academic Manual, of which the required elements of the programme concerned shall form a part.

8a.11.3 Boards of Examiners shall determine the final degree classification of a student in line with the Award Scheme. There are three classifications of award in the Master's degree: *Distinction, Merit* and *Pass*, which are also outlined in the Award Scheme.

8a.11.4 The Board will:
   i.   Receive confirmation that module grades have been moderated.

ii. Receive confirmation that External Examiners have reviewed sample of assessments. Associated External Examiner Sample Moderation Forms may be tabled.

iii. Review any relevant data on grade distributions, which may further inform any decisions about scaling of grades.

iv. Confirm all relevant grades not previously confirmed

v. Note any penalties to grades as reported to the Board of Examiners and in accordance with the regulations set out in the Academic Manual.

vi. Follow the rules on Compensation in section 8a.11.7 of this chapter

8a.11.5 **Review and ratification of awards**

i. The grades sheet will include a provisional list of distinctions, merits, passes and fails for the degree(s) overall, determined according to the Taught Programme Regulations. Further to this:

ii. The Chair and External Examiner(s) should recommend final classifications for candidates in a borderline range. Reasons should be given and recorded, and be ratified by the full Board.

iii. The Board should decide on any candidates to be awarded a prize in line with set criteria for each prize.

8a.11.6 The Board should identify and discuss the progression status of any students who have not otherwise qualified for the award for which they are registered. Decisions will be made in line with the appropriate regulations as follows.

i. For students who have attempted all required elements of the award but not qualified for it, yet are eligible to compensate a fail grade in line with the Programme compensation regulations in section 8a.11.7.

ii. For students who have not yet attempted all required elements of the award owing to extenuating circumstances and are eligible for deferred assessments or extensions as detailed in section 8a.11.9.

iii. For students who have attempted all required elements of the award but not qualified for it, yet are eligible to re-sit or make a new attempt owing to extenuating circumstances;

iv. For students who have attempted all required elements of the award but have not qualified for it, and are ineligible for re-sit/resubmission or

deferral (e.g. having failed a compulsory element twice): The Board will recommend an exit award if applicable or termination of study;

v.   For students who are continuing (e.g. first-year part-time students for Intensive MScs): The Board should confirm eligibility to continue, subject to registration rules and fee payments etc. Students on Interruption of Studies will not normally be included on grades sheets provided to Boards, and need not be considered.

8a.11.7 Compensation (based on the LSHTM Award Scheme)

8a.11.7.1   Consideration of compensation for a failed Module requires that the overall Learning Outcomes of the Programme have been met. Where compensation arrangements are permitted, these are detailed below and will be applied in accordance with any PSRB requirement.

8a.11.7.2   Compensation can only be awarded by a Board of Examiners and must be applied within the limits and conditions outlined in the award schemes (Chapter 2.6).

8a.11.13 **Deferred Assessments and Extensions**

8a.11.13.1   Students who have had extenuating circumstances approved under the Extenuating Circumstances Policy as outlined in Chapter 7 of the LSHTM Academic Manual, may have been granted an extension or deferred assessment.

An extension will typically be for a matter of days or at the most a few weeks, with the expectation that the work can be marked in time to go forward to the same Board of Examiners due to confirm grades for other work submitted at the original deadline. Extensions are possible for Project and coursework only;

A deferred assessment is one the student should submit at the next scheduled assessment deadline or opportunity and may need to undertake a revised assessment task for this purpose.

8a.11.13.2   Students will be clearly notified of extensions and deferred assessment requirements or options, being given suitable advance notice of key dates and deadlines.

8a.12 Re-sits of Assessments

Related Policies & Procedures	Award Schemes
	Assessment Regulations
	Chapter 7: General Academic regulations

8a.12.1   If a student fails a summative assessment at the first attempt, they will be permitted one re-sit/resubmission attempt unless the component or element to which the assessment contributes has been passed. Assessment elements, components or subcomponents that have been passed outright or by compensation may not be re-sat.

8a.12.2   The right to re-sit/resubmit an assessment will be subject to the agreement of the Board of Examiners of LSHTM.

8a.12.3   Re-sit/resubmission will normally take place at the next available opportunity. This may vary depending on the nature of the assessment (e.g. coursework or practical exam) and the type and mode of provision (e.g. modules, distance learning modules, MSc exams, or MSc projects).

8a.12.4   Students will be clearly notified of re-sit requirements or options, being given suitable advance notice of key dates and deadlines. Students who have options about what or when to re-sit may receive guidance on this from relevant staff.

8a.12.5   Students taking a re-sit/resubmission assessment shall be bound by the Regulations which were in force at the time of the first attempt of the assessment.

8a.12.6   The resit/resubmission will be marked using the full GP range. Grades will be reconciled in line with standard double-marking practice and timescales. At least one marker will normally have graded the original assessment for the cohort – though not necessarily having marked re-sitting students' previous work.

8a.12.7   Re-sit grades should be specifically moderated before being brought back to Exam Boards for ratification.

8a.12.8   The Board of Examiners will consider and ratify resit/resubmission assessments at the next meeting or Chair's Action may be taken to ratify any final awards to students. External Examiners should have the opportunity to participate in this.

8a.12.9   Students' highest grade from either their original attempt or any re-sit should be used in determining progression or awards.

8a.12.10 For students who meet the resit/resubmission pass mark, the re-sat assessment will be capped at a GPA of 2.00. The capped grade will be combined with the grade for any other assessment on the same module that was passed at the first attempt, in accordance with the weightings stipulated in the module specification.

8a.12.11 For students who do not meet the resit/resubmission pass mark or fail to submit will have failed the component and are likely to have failed the MSc.

8a.12.12 To be eligible for the award of a Master's degree, Postgraduate Diploma or Postgraduate Certificate a student must satisfy the examiners in the assessment prescribed for the programme within the maximum period of registration permitted by these Regulations.

APPLICABILITY OF THIS POLICY

8a.12.14 Re-sit regulations should apply to all forms of summative assessment, i.e. which counts towards an award or credit. It is not intended to be applicable for formative assessment undertaken purely for learning purposes, for which re-sits will not normally be allowed. However, students who fail formative assessments may be asked to undertake further progress tests in line with LSHTM's withdrawal procedure.

8a.12.15 Determination of re-sit requirements should be conducted with reference to both these re-sits regulations and the specific rules set out for individual programmes in [Award Schemes](#) and Assessment Regulations. Specific task requirements and operational arrangements for conducting re-sits may be agreed by individual Exam Boards or Programme Committees (for assessments under their authority), and communicated to students via programme handbooks, module specifications and similar.

8a.12.16 For joint programmes, the relevant Award Scheme will determine when re-sits are required or permissible, which may differ from the standard LSHTM rules set out in the re-sit regulations. However, re-sits of any LSHTM elements of provision (e.g. modules run by LSHTM) should operate in accordance with these re-sit regulations, save where rules for individual joint programmes specify otherwise.

8a.13   Confirmation of Grades and Notification of Final Results

8a.13.1   After the Board of Examiners has reached a decision, every student will be formally notified of their results.

8a.13.2   All results are provisional until ratified by the Board of Examiners and formal notification has been confirmed by LSHTM's Registry.

8a.13.3   A certificate under the Seal of the University of London (UoL) shall be subsequently provided to each student who has been awarded a Master of Science Degree, Postgraduate Diploma or Postgraduate Certificate of the University.

Formal communication of results

8a.13.4 The Exam Board Chair and the External Examiner(s) will sign an ER1 form, to declare that candidates' grades and award outcomes have been confirmed; it is attached as a covering page to final versions of the results sheets seen and ratified at the Board of Examiners.

8a.13.5 Once completed, Registry produces a pass list, which is signed by the Director and submitted to Senate House.

8a.13.6 The Registry enter and confirm results on the student database for transcript reporting purposes.

8a.13.7 Students on LSHTM-based programmes are sent a copy of their transcript from LSHTM..

Transcripts

8a.13.8 Transcripts will be sent out to each candidate from 1 November. For students on LSHTM-based programmes, this constitutes their formal notification of results ahead of Graduation Day.

8a.13.9 Requests for further copies of transcripts (e.g. to replace a lost copy) should be made to the Registry.

Degree certificates

8a.13.10 Degree certificates are issued by the UoL Diploma Production Office, for both University-based and LSHTM-based programmes.

8a.13.11 Degree Certificates are usually posted to students by the end of February.

Prize winners

8a.13.12 Final Exam Boards will decide on candidates to be awarded prizes and these students should be informally notified by the Exam Board Chair (by email) after the Exam Board.

8a.13.13 Registry will send formal letters to prize winners in November, and contact students in February regarding collecting their prize. Prizes are officially awarded at Graduation.

Withholding results for tuition fee debtors

8a.13.14 Formal confirmation of results and the award will be withheld from any students with outstanding tuition fees at the point when results are sent out. Boards of Examiners will not be told which students are debtors and Chairs of Boards will not be written to and asked to withhold results.

8a.13.15 For University-based programmes (CID, D&H, HPPF, IID, MM, MP, PH4D, RSHR, TMIH and programmes with the Royal Veterinary College):
- Registry will forward degree results, including those for debtors, to UoL following final Exam Board meetings. The University will be asked to note the result of the students with academic debt, but withhold their notification of result and degree certificate. When compiling Pass lists, UoL will exclude the names of any debtors.
- Students who are academic debtors will be contacted by Registry and informed that their notification of result, transcript and degree certificate are being withheld pending settlement of the debt. They are asked to inform Registry when they have settled their outstanding debt.
- Once the debt has been cleared, the Registry will instruct UoL to release the student's notification of result and degree certificate. Senate House will also produce a supplementary pass list.

8a.13.16 For LSHTM-based programmes (EPI, GMH, MS, PH and PHEC):
- When compiling Pass lists following final Exam Board meetings, Registry will exclude the names of any academic debtors and withhold

their transcript). Address labels for these students will not be sent to UoL at this point.

- Students who are academic debtors will be contacted by Registry and informed that their transcript and degree certificate are being withheld pending settlement of the debt. They are asked to inform Registry when they have settled their outstanding debt.

- Once the debt has been cleared, the Registry will send the student their transcript, and send UoL the appropriate address label to enable degree certificates to be dispatched. The Registry will also produce a supplementary pass list.

8a.13.17 The Registry will release results, on demand, to students who remain in debt at graduation but may send them on plain paper. There is no obligation for LSHTM to allow debtors to attend graduation ceremonies or to receive transcripts.

8a.13.18 If a student has entered for the last assessment necessary to qualify for award of a degree of the UoL, but has an outstanding academic debt that they have not settled or made acceptable arrangements to settle, no official report will be made on the result of the assessments until payment has been made in full.

8a.14 Appeals Against the Decision of Board of Examiners

8a.14.1 Appeals against decisions of Boards of Examiners must be made in the format and within the timeframe prescribed in the Academic Appeals Policy & Procedure as contained in [Chapter 7 of the LSHTM Academic Manual](#).

8a.15 Revoking Awards

8a.15.1 The Chair of Senate may, on behalf of the Council of the University or Senate of LSHTM, revoke any Degree or Diploma granted by LSHTM if it shall be discovered at any time and proved to the satisfaction of LSHTM that:

a) There was an administrative error in the award made under the procedures required by the Standing Orders of Council to regulate the conduct of Master's, Diploma and Certificate programmes;

b) Subsequent to an award, a Board of Examiners, having taken into account information which was unavailable at the time its decision was made, determines that a student's classification should be altered; or

c) That in exceptional circumstances, the award should be revoked for any other good cause, after consultation with the Secretary & Registrar.